

GUIDE TO THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

A Handbook for Schoolsite Councils



School and District Accountability Division
California Department of Education
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PREFACE

Academic achievement of students is the top priority of the education system in California. SB 374, introduced by Senator Jack O'Connell and effective January 1, 2002, amended *Education Code* sections 64000 and 64001 to require each school to consolidate all school plans required by programs funded through the Consolidated Application into a single plan, known as the "Single Plan for Student Achievement."

The California Department of Education (CDE) developed this handbook, in accordance with *Education Code* sections 33133 and 64001, to help schoolsite councils and school administrators meet the school level planning requirements of state and federal programs funded through the Consolidated Application. When reference is made to specific laws or regulations that apply, the relevant code section is included as a footnote, or the term "must" is used. All other information is given as guidance, based on the experience of local school administrators and California Department of Education staff.

We wish to acknowledge the assistance provided in the preparation of this document by many experienced staff members from the Department, county offices of education and school districts throughout California.

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Roles and Responsibilities of the School Site Council

- Develop the school plan/Budget and recommend to School Board Education Code- 52021
- Review implementation of the plan and periodically assess effectiveness.
- Annually review plan

School Plan Requirements

- Services for:
EL (English Learners)
GATE (Gifted and Talented Education)
EDY (Educational Disadvantage Youth)
- Professional Development
- Proposed Expenditures of Funds (Budget)

Ongoing Monitoring and Evaluation of the Effectiveness of Planned Activities

Title-I Parent Involvement Requirements

Written Parent Involvement Policy

Each school must develop with parents, a written parent involvement policy that specifies that the school will:

- Convene an annual meeting to explain the Title I program.
- Involve parents in an organized, ongoing, and timely way, in planning, review, and improvement of the Title I program. (This will be accomplished through the SSC.)
- Provide timely information to parents about the Title I program.

School-Parent Compacts

Each school must develop with parents, a School-Parent Compact that describes:

- The school's responsibility for providing a high-quality curriculum
- Ways parents will support their children's learning
- The importance of ongoing communication between teachers and parents. At a minimum, the compact must provide for:
 - Parent-teacher conferences (at least annually) in elementary school, in which the school-parent compact forms the framework for discussion.
 - Frequent reports to parents on their child's progress
 - Reasonable access to staff

Areas Outside the Scope of the School Site Council

I. A School Management Committee

The principal is the school manager.

II. A Policy-Making Body

The Board of Education sets policy.

III. A Political Organization

School Site Councils do not take stands on political issues.

IV. A Personnel Committee

The Personnel Department and the school principal are responsible for all personnel matters.

V. A Grievance Committee

Other procedures are available to air grievances. However, an SSC may recommend solutions to problems within its scope as identified by a school self-study.

VI. A Fund-Raising Organization

An SSC does not solicit funds except in the process of grant applications and the use of community resource.

VII. An Extension of the PTSA

An SSC works in cooperation with the PTSA toward school improvement and sees the PTSA and all other school support groups as community resource which may be tapped to enhance the school improvement plan.

VIII. A Social Group

State law specifies the representative membership ratio of the SSC and directs that the bylaws outline a membership selection process.

I. Introduction and Background

Overview of the Single Plan for Student Achievement

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal programs funded through the Consolidated Application process. The new planning process is called the *Single Plan for Student Achievement*, and became effective January 2002. Its stated purpose is to "improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index."¹ The Academic Performance Index (API) is a rating of schools based on their performance on state assessments. Information on the API can be found at <<http://api.cde.ca.gov>> on the Web site of the California Department of Education.

The new law established the following eight requirements for school plans, directly related to improving tested student performance:

1. School districts must assure "that schoolsite councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..."¹
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."¹
3. Any plans required by programs funded through the consolidated application must be consolidated into a single plan.²
4. The content of the plan must be aligned with school goals for improving student achievement.³
5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index...and the English Language Development test...and may include any data voluntarily developed by districts to measure pupil achievement..."³
6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index..."³
7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the schoolsite council..."⁴
8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.⁴

In addition, the plan must meet the requirements of each program funded through the Consolidated Application and operated at the school. This *Guide* will assist in developing a complete plan.

¹ EC 64001(a)

² EC 64001(d)

³ EC 64001(f)

⁴ EC 64001(g)

The Consolidated Application

The Consolidated Application⁵ is used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts and charter schools throughout California. The application is submitted in two parts:

Each June, school districts and county offices of education submit Part I of the application to document their intent to participate in these programs, and provide assurances that they will comply with the legal requirements of each program.

Part II of the application is submitted in the fall of each year, as soon as the Department can provide the district or county entitlements for each funded program. The entitlements are determined by funding formulas contained in the laws that established the programs. Using these entitlements, districts allocate funds for programs operated by the district office and for programs operated at schools, and for indirect costs of administration.

The State Board of Education approves the application based upon Department review and assurance that no serious compliance problem exists with the application. Local educational agencies are responsible for using the funds provided in the Consolidated Application for improvements that raise the level of academic performance of participating students to the standards set by the State Board. In addition, each program has specific purposes for which its funds must be used:

The following programs are funded through the Consolidated Application process.⁶

State-Funded Programs

- California Peer Assistance and Review Program for Teachers:
Provide professional development to assist teachers through coaching and mentoring
- Economic Impact Aid/State Compensatory Education:
Help educationally disadvantaged students succeed in the regular program
- Economic Impact Aid/English Learner Program:
Develop English fluency and academic proficiency of English learners
- Miller-Unruh Special Reading Program:
Prevent and correct reading disabilities at the earliest time
- School Improvement Program:
Improve school response to educational, personal and career needs of all students
- School Safety and Violence Prevention:
Provide funds to increase school safety
- Tenth Grade Counseling:
Provide all students a systematic review of academic progress and counseling on educational options prior to the end of the tenth grade
- Tobacco-use Prevention Education Program:
Provide funds for instruction and support activities aimed at eliminating tobacco use among students

⁵ Further information on the Consolidated Application may be found at <<http://www.cde.ca.gov/ccpdiv>>

⁶ Program descriptions and CDE contacts can be found at <<http://www.cde.ca.gov/ccpdiv/conapp0203/conapp.htm>>

Federally-Funded "No Child Left Behind" Programs

- Title I, Part A, Schoolwide Program:
Upgrade the entire educational program of eligible schools in high poverty areas
- Title I, Part A, Targeted Assistance Program:
Help educationally disadvantaged students in eligible schools meet state standards
- Title I, Part A, Neglected Program:
Supplementary instruction for children abandoned, abused or neglected who have been placed in an institution
- Title I, Part D, Delinquent Program:
Supplementary instruction for delinquent youth
- Title I, Capital Expenses:
Payment for capital expenses of providing equitable Title I services for eligible private school children
- Title II, Part A, Preparing, Training and Recruiting high Quality Teachers and Principals:
Improve and increase the number of highly qualified teachers and principals
- Title II, Part D, Technology Education:
Provide professional development and support the use of technology to enhance education
- Title III, Language Instruction for Limited English Proficient (LEP) Students:
Help LEP students to attain English proficiency and meet academic performance standards
- Title IV, Safe and Drug-Free Schools and Communities:
Support learning environments that promote academic achievement
- Title V, Innovative Strategies:
Support educational improvement, library, media, and at-risk students

II. Organizing the Schoolsite Council

Roles and Responsibilities

Schoolsites Council

The California Education Code⁷ requires the schoolsite council to develop a *Single Plan for Student Achievement* for Consolidated Application programs operated at the school. The council must recommend the proposed plan to the local governing board for approval, monitor its implementation, and evaluate the results. At least annually, the council must revise and recommend the plan, including proposed expenditures of all funds allocated to the school through the Consolidated Application, to the local governing board for approval.

School Advisory Committees

The plan must be developed with the advice, review and certification of any applicable school advisory committees. Such groups include the English Learner Advisory Committee, the State Compensatory Education Advisory Committee, the Special Education Advisory Committee, the Gifted and Talented Education Advisory Committee, and the School Health Council. All required advisory committees have responsibility to advise the school on the special needs of students, and on ways the school may meet those needs.

Governing Board

The local governing board adopts policies for the development and implementation of the *Single Plan for Student Achievement*. Acting upon the recommendation of the council, the board approves or disapproves the plan and all subsequent revisions.⁸ The plan must have board approval before expenditures proposed in the plan may be made. The board must also certify that school plans are consistent with local educational agency plans required for federal funding.

Administration

The local superintendent of schools or designee administers the Consolidated Application. The district and school administration, which may include appointed school leadership teams, is responsible for implementing the school plan. Administration of the plan includes assigning and supervising project staff, purchasing materials and equipment, and accounting for project funds. The administration may also support the planning process by providing training and information to the council, by gathering information or developing proposals for the council's consideration.

Accountability

Because the board, administration and schoolsite council have separate but related responsibilities for the *Single Plan for Student Achievement*, they need to work cooperatively. Should an impasse occur, several remedies are available:

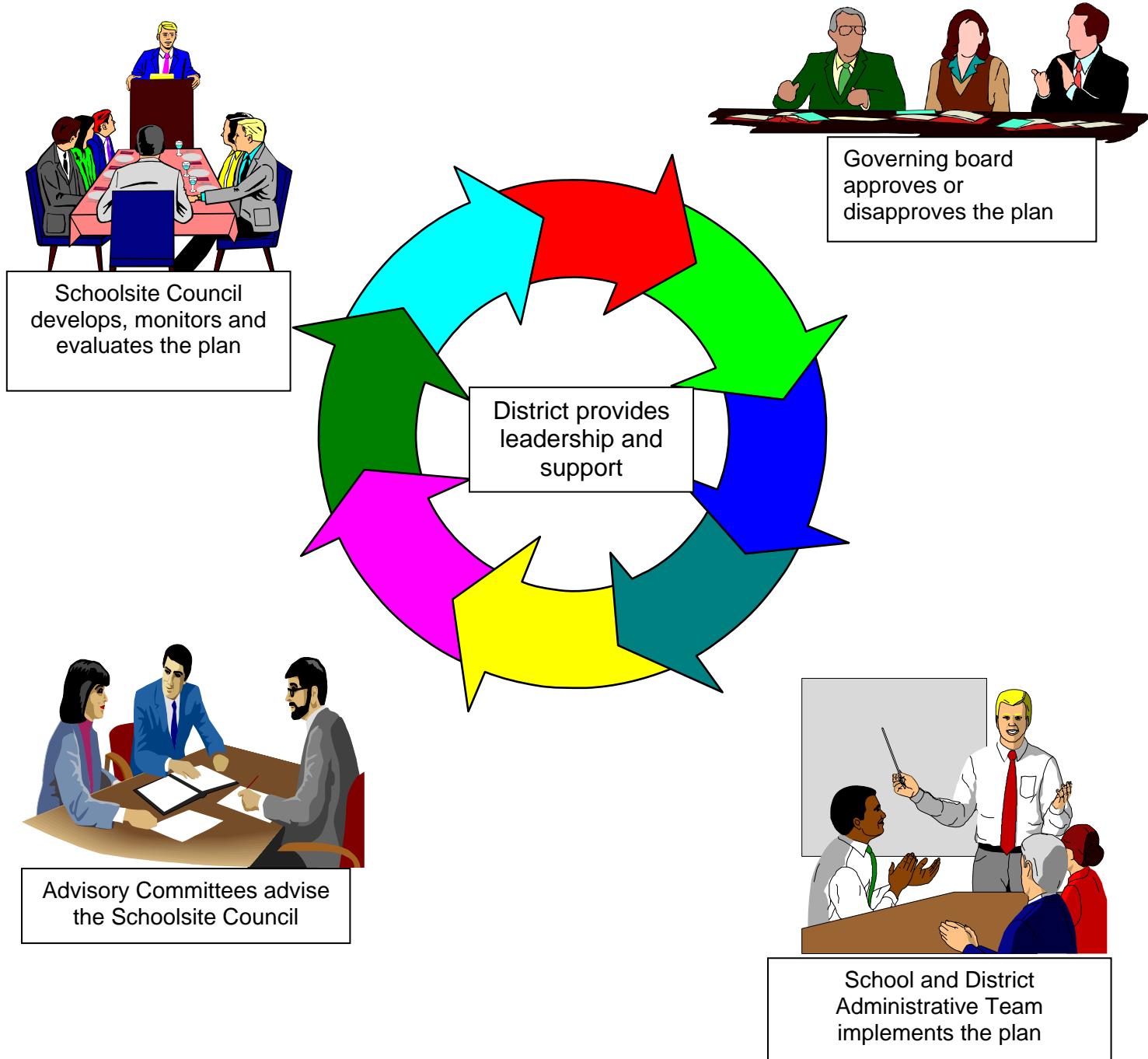
- The council may appeal to the local governing board to resolve issues of planning or implementation, clarify an issue in doubt, or establish a needed policy.
- The administration may recommend the board not approve a plan believed flawed.
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.
- The local governing board may develop policies to regulate or inform councils and staff in the performance of their duties.⁹

⁷ EC 64001(a)

⁸ EC 64001(h)

⁹ EC 35160, 35160.1

FUNCTIONS OF THE DEVELOPMENT AND IMPLEMENTATION OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT



Composition

Composition of the schoolsite council is specified in the California Education Code as follows:

"The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school¹⁰; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

"At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a council that is composed of equal numbers of school staff and parents or other community members selected by parents.

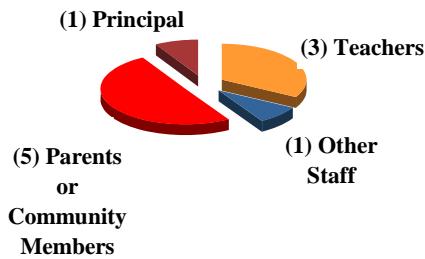
"At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

"At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

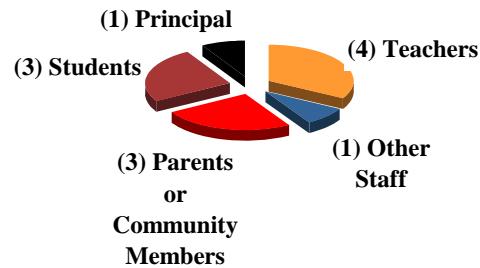
"School districts that maintain kindergarten or any of grades 1 to 8, inclusive, and that maintain schools with fewer than 100 pupils each, and that share a common attendance area may establish a single schoolsite council for the common attendance area."¹¹

At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the council.¹²

Composition of an Elementary Schoolsite Council



Composition of a Secondary Schoolsite Council



¹⁰ For example, counselors, psychologists, social workers, nurses, instructional aides and clerks employed at the school

¹¹ EC 52012

¹² EC 33133(c)

Selection

The means of selecting council members are not specified in law, except members are to be chosen by peers. Membership in most schoolsite councils is determined by ballot, but could be decided in an open meeting by voice vote. No membership qualifications are given in law.

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

- The means of selection of members and officers
- Terms of office for members and officers
- The notice of elections for each peer group
- The responsibilities of the council and time commitment involved
- A policy of non-discrimination, as may occur by limiting membership to a select group

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

Officers

In order to conduct business effectively, the council will need officers with stated responsibilities and authority, including:

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

School Principal

The principal has the following duties with respect to the school plan:

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

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

Committees

In accordance with their bylaws and local governing board policies, the council may appoint committees or individuals to perform tasks that assist the council in developing, monitoring or evaluating the plan. Appointed individuals and committees serve at the pleasure of the 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 school plan for council consideration.

For example, the 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 under-performing students. Or, the council may appoint a committee to examine and report on a successful program operating at another school. In addition, the council may consider and accept unsolicited proposals from any individual or group.

Rules of Order

Schoolsite councils must operate according to the following rules:¹³

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

Bylaws

While not required by law, it is good practice for a council to adopt bylaws to guide its actions beyond the rules of order provided by the law or local governing board policy. Bylaws can clarify such matters as the terms and election procedures of council members and officers, the council's regular meeting times, numbers of parents, teachers and students needed for a quorum, minimum attendance required of members, and so forth. An outline for sample bylaws is included in the Appendix.

Records

The schoolsite council needs to maintain records of the following:

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

Public records require safekeeping. Council records should be filed in a secure place at the school, and in accordance with district policy. Federal law requires that all records pertinent to a funded project be retained for three years.¹⁴ Council records must be made available for public review upon request.

¹³ The Greene Act, EC 35147(c)

¹⁴ 34 Code of Federal Regulations, Part 74.53

Essential Information

Council members need specific information to enable them to plan, monitor and evaluate effective improvements. The following information is of particular importance:

- Input from school advisory committees
- Input from students, parents and staff, including responses to opinion surveys
- School allocations contained in the Consolidated Application
- Local board policies related to school plan development, such as the criteria to evaluate the success of categorical programs, or policies on schoolsite council elections. A copy of local board policies should be available at the office of the local superintendent of schools
- Purposes, requirements and principles of the state and federal categorical programs for which the council must plan¹⁵
- A list of sources of information on categorical programs included in the Appendix
- Student performance data. Links to data from the Academic Performance Index (API), Student Testing and Reporting (STAR), California English Language Development Test (CELDT) and School Accountability Report Card (SARC) are provided in the Appendix
- The school's program of instruction. This information can be gathered by reviewing local curriculum guides and grade level standards, by observing classes and services, and by inviting staff to describe their programs at meetings of the council

County Offices of Education

County offices of education may provide information and training opportunities related to the development of school plans to school districts within their county. Many operate cooperatives for districts with less than \$75,000 of Consolidated Application funds and districts with larger allocations that choose to participate. Districts participating in a "co-op" receive assistance with the Consolidated Application, and in developing and implementing school plans. County Offices of Education may also assist districts in preparing for state compliance reviews of categorical programs.

Cycle of Plan Development

The *Single Plan for Student Achievement* involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring and evaluation. The starting date of the annual planning cycle is a local decision. The calendar of planning activities may include the following tasks:

- Select council members and officers
- Train council members
- Obtain advisory committee input and community involvement
- Analyze student data and educational practice
- Develop the plan and related expenditures
- Submit the plan to the local governing board
- Monitor implementation
- Evaluate the results
- Amend the plan and expenditures as needed

The plan must be amended at least annually, and whenever there are material changes that affect the academic program for students at the school.¹⁶

¹⁵ For example, the principles of effectiveness from Title IV, Safe and Drug-Free Schools and Communities Program (20 USC 7115)

¹⁶ EC 64001(g)

III. Developing the Single Plan for Student Achievement

The *Single Plan for Student Achievement* establishes a focus for raising the academic performance of all groups of students to state standards. In the context of the plan, improvements in instruction, staff development, and course offerings are means of achieving specific academic goals for identified under-performing student groups.

As its name implies, the plan must coordinate the purposes and requirements of all programs funded through the Consolidated Application operated at the school. The council may choose to include other school programs as well, understanding that the content of the plan must be aligned with school goals for improving student achievement.¹⁷

A template for the *Single Plan for Student Achievement* is available on the California Department of Education Web site at <<http://www.cde.ca.gov/ccpdiv>>. The template meets the content requirements for school plans required by all state and federal programs funded through the Consolidated Application. A committee of practitioners representing CDE and California's varied school districts developed the template.

Use of the template is voluntary. Development of the plan, its contents and proposed expenditures, is the responsibility of the elected schoolsite council, which may add to or change the template to suit local needs. If the template is not used, the council should ensure that all required content¹⁸ is included in the plan. Information unrelated to the goals of the plan need not be included.

The schoolsite council can complete the plan by taking the following twelve steps. After reviewing the template and considering the work to be done, the council may wish to develop a calendar of tasks and meetings to address each step.

Step One: Obtain Input

Before the council establishes school goals and sets priorities for service, it must seek the input of applicable school advisory committees. The council must also allow these committees to review and comment on the draft plan.¹⁹ School advisory committees include:

- English Learner Advisory Committee
- State Compensatory Education Advisory Committee
- Gifted and Talented Education Advisory Committee
- Special Education Advisory Committee
- School Health Council
- Other committees established by the school or district

The council may invite these committees to provide advice at a meeting of the council held for this purpose, or may accept written recommendations to be reviewed by the council. Generally, advisory committees are concerned about special needs of a particular group of students, the current program for those students, and supplementary services to improve their academic performance.

The most effective plans will be strongly supported by the entire school community. The council should seek the widest possible communication with its community, including:

- Parent, student and staff surveys
- Meetings to share Information

¹⁷ EC 64001(a), (d), (f).

¹⁸ See *Chart of Required Contents for the Single Plan for Student Achievement*, <<http://www.cde.ca.gov/ccpdiv/conapp/template.htm>>

¹⁹ EC 64001(a)

- Student performances and projects.
- Interviews of school volunteers, parents, students and staff
- Involvement with business and community organizations

Special Cases

Immediate Intervention/Under-performing Schools Program (II/USP)²⁰

The II/USP provides resources to support the planning and implementation of a school plan to increase student achievement. Participating districts must appoint a broad-based school and community team, known as the action plan team. Parents and other members of the community must be involved in developing and carrying out an action plan. The teams must be composed of a majority of non-school site members and not less than 20 percent parents or legal guardians of students in the school. For example, if a hypothetical Action Plan Team consists of ten members, up to four may be school site personnel; the other six members must be non-school site personnel and at least two must be parents or guardians of students attending the school.²¹ District governing boards may create an Action Plan Team by augmenting the schoolsite council with persons not employed at the school.²²

High Priority Schools Grant (HPSG) Program for Low Performing Schools²³

This program is intended to assist the lowest performing schools in raising student achievement by offering additional resources targeted to student performance. HPSG schools automatically participate in the II/USP Program, and must meet all of the requirements of II/USP as modified by the HPSG legislation. A school action plan must be developed, in partnership with the school district, by the schoolsite council, or if the school does not have a schoolsite council, by a schoolwide advisory group or school support group that conforms to the requirements of Section 52012.²⁴

Alternative Education Programs

Community day schools, court schools and continuation high schools must meet the social needs of at-risk students and raise their academic achievement to the level of state standards. A broad-based school and community team advisory could provide collaboration with parents and community partners, and advice on improving services to these students through categorically funded programs.

Focus on Learning: Secondary School Accreditation

Secondary schools using the "Focus on Learning" process for accreditation through the Western Association of Schools and Colleges (WASC) are encouraged to coordinate this process with the *Single Plan for Student Achievement*. Some schools go beyond coordinating, to merge these processes. The resulting combined plan must meet the requirements of the *Single Plan for Student Achievement*. It must be developed by the elected schoolsite council with the involvement of school advisory groups, and must focus resources provided through the Consolidated Application on improving the academic achievement of under-performing students to the level of state standards.

General Rule for Integrating Plans

Most categorical programs have planning requirements. Integrating or merging two or more planning processes does not eliminate any of these requirements. The combined process must include the requirements of all the programs involved.

²⁰ EC 52053

²¹ EC 52054(a)

²² EC 35160, 35160.1, 52054(a); CCR 5, Section 3932

²³ Further information on the High Priority Schools Grant Program may be found at <<http://www.cde.ca.gov/iiusp>>

²⁴ EC 52055.620

Step Two: Review School Characteristics

School Vision and Mission: A statement of the school vision and mission is not required by law, but is commonly found in school plans. If the school has a published school vision and mission statement, the council is well advised to review them, even if the council does not include them in the plan. If such statements do not exist, the council may wish to involve a group representative of the school community to develop them. The template provides a list of items commonly found in school vision and mission statements.

School Profile: A description or profile of the school is not required by law, but is helpful in understanding school and community influences acting upon the academic program of the school and upon its student groups.

School Accountability Report Card (SARC): If the *Single Plan for Student Achievement* is used to satisfy the planning requirements of the *Immediate Intervention/Underperforming School Program (II/USP)*²⁵, information from the SARC must be included. Although not required for other programs, the SARC is a valuable source of information on student performance and conditions affecting the learning environment.

Step Three: Analyze Current Educational Practice and Staffing

The purpose of this section of the plan is to identify benchmarks in educational practice at the school. Because educational practice is directly related to student performance, an accurate assessment and thoughtful analysis of current educational practice at the school is essential to raising academic performance among identified groups of students.

On page 2 of the template is a list of ten factors known to significantly affect the level of student performance. To analyze these factors, the council will need information from a variety of sources, such as

- Curriculum audits
- California Healthy Kids Survey, School or District Data
- District Master Plan
- Local Improvement Plan or Local Educational Agency Plan (*No Child Left Behind Act of 2001*)
- School Accountability Report Card
- Staff survey results
- Structured discussions with school and district staff
- WASC Accreditation Report (for high schools)

Discussion of each of these factors should result in succinct and focused statements, based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of educational practice, and note progress made.

²⁵ Further information on II/USP can be found at <<http://www.cde.ca.gov/iiusp/>>

Step Four: Analyze Student Performance Data

The council is required to base its plan upon an analysis of verifiable state data, including results of the Academic Performance Index (API) and the California English Language Development Test (CELDT). Tables of data for your school and district are available online:

- API Reports: <<http://data1.cde.ca.gov/dataquest/>>
- Student Testing and Reporting (STAR) data: <<http://star.cde.ca.gov/>>

The council may also use other data voluntarily developed by the district or accumulated at the school, such as:

- Information from the School Accountability Report Card
- Analyses of running records used to track student progress in reading
- Student grades, especially when aligned to grade level standards
- Analyses of student work, calibrated to content standards
- Other state and local measurements of academic performance such as local writing assessments, the High School Exit Exam and measures of social, emotional and physical development that impact academic achievement.

School goals must be based upon a comprehensive assessment of student academic achievement, using multiple measures of student performance. Pages 3, 4 and 5 of the template contain sample tables of state and local data on student performance, to illustrate the types of data available. It is not intended that these sample tables be completed. Instead, the council should assemble similar measures of student performance, and conduct a thorough discussion and analysis on the meaning of the data. The council's task is to identify significant low performance among all student groups. The council should then decide which data summaries to include in the plan as most informative and relevant to the school goals the council adopts.

Step Five: Establish School Goals

School goals should meet four tests. Goals should be:

- Derived from group performance data and analysis of related educational practices
- Attainable in the period specified in the plan
- Specific to the participant student groups
- Measurable

If goals set by the council are very general, such as "All third grade students will read on grade level", then related performance objectives should be adopted which meet the four tests above. All activities and related expenditures should be based on the adopted school goals.

Step Six: Review Available Resources

The following resources are available for use by the council in developing the *Single Plan for Student Achievement*.²⁶

- Program funds allocated to the **school** through the Consolidated Application, which may include:

State Funds

- School Improvement Program
- Economic Impact Aid, State Compensatory Education
- Economic Impact Aid, English Learner Programs (EIA-LEP)

²⁶ Program descriptions and CDE contacts can be found at <<http://www.cde.ca.gov/ccpdiv/conapp0203/conapp.htm>>

Miller-Unruh Special Reading Program
Tenth Grade Counseling

Federal Funds

Title I, Basic Programs

Title I, Neglected or Delinquent Programs

Title III, Language Instruction for Limited English Proficient Students

Title V, Innovative Strategies

- Consolidated Application program funds allocated to the **district** that it **chooses** to reallocate to its schools. Such programs may include

State Funds

Tobacco Use Prevention Education

School Safety and Violence Prevention

Peer Assistance and Review

Federal Funds

Title II, Teacher Quality

Title II, Technology

Title III, Limited English Proficient

Title IV, Safe and Drug-Free Schools and Communities

- Other school programs the council chooses to include

In addition, the council may wish to explore other grants and resources available to schools.²⁷

The following fiscal practices apply to the use of funds generated through the Consolidated Application:

The state fiscal year is the period from July 1st to June 30th. Funds not spent during this period become "carryover funds", to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds, or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1st through September 30th. However, we are allowed to expend federal funds beginning the previous July 1st. Thus, the period of allowable expenditure extends for fifteen months. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the State Board of Education once every three years.

Eighty-five percent of the funds from certain programs must be used for direct educational services²⁸ at schools. This limitation applies to:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited English Proficient Program
- School Improvement Program
- Title I Compensatory Education Program

Up to 15 percent may be spent for administrative costs incurred at the school and district office in support of these programs.

Expenditures are allowable if they:

²⁷ Information on additional resources may be found at <<http://www.cde.ca.gov/funding>>

²⁸ See "Frequently Asked Questions", page 23, for an explanation of direct educational services.

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

This definition meets the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures.

The district must reserve funds from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (1% minimum) and professional development (5% to 10%)
- Program Improvement schools, whatever is needed for costs of transportation and supplemental services, up to 20 percent of the district allocation

The district may reserve funds from Title I, Part A for:

- Serving community day school students
- Title I capital expenses for private schools
- Salary differentials
- Preschool
- Summer school
- Before school, after school and school year extension programs
- Neglected students
- Homeless students
- Assistance to schools

The district may also reserve funds for:

- Indirect costs of administering state and federal programs
- Repayment of disallowed expenditures

Funds received through the Consolidated Application must be used to reach school goals for improving the academic performance of all students to the level of state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

Step Seven: Select Specific Improvements

For each goal set, the council will now select specific activities to reach that goal. As shown on page 6 of the template, begin by restating the goal, then identify the student groups that will participate in that goal, performance gains expected, and means of evaluating any gains made.

The template provides nine means of achieving improvements in educational practice, based upon numerous research studies. The council may add other means to fit their school needs. By applying all reasonable means, the council greatly increases the likelihood that its goal will be reached. For each means selected, specify the actions to be taken, who will implement the action, dates by which actions are to be completed, expenditures needed to implement the action, and the funding source.

A carefully specified improvement is usually more effective than a generalized intent statement, and is easier to evaluate. As each planned improvement is written, decide on a practical way to monitor its implementation and effectiveness.

Step Eight: Consider Centralized Services

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". Examples of centralized services include, but are not limited to:

- English language proficiency testing at a central location
- Staff development or training activities for multiple schools
- Shared costs of staff members shared by several schools
- Prorated costs of the administration of Consolidated Application programs

The council may approve proposals for centralized services needed to achieve the goals of the plan. Centralized services may be included in the plan only with the approval of the council.

Step Nine: Recommend the Plan to the Local Governing Board

After appropriate advisory committees have reviewed the completed plan,²⁹ the council must approve it at a meeting for which a public notice has been posted.³⁰ The plan may then be presented to the district governing board for approval. Page 11 of the template provides a format for recommending the proposed plan to the board and for giving assurance that the schoolsite council:

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

The template provides signature lines for the council chairperson and school principal, attesting to these assurances. To these may be added signature lines and assurance statements for each of the school advisory committees, certifying their input and review. Otherwise, advisory committee involvement may be documented through correspondence and other documents.

It is helpful for council members to be present when the governing board reviews the plan, to answer questions and speak to issues raised. If the plan is not approved, council members present can convey the board's objections to other members.

Step Ten: Monitor Progress

After the governing board has approved the plan, the school and district administration become responsible for its timely and effective implementation. The major task of the council then becomes one of monitoring the effectiveness of planned activities, and modifying those that prove ineffective. Monitoring will be made easier if the plan specifies actions, dates, persons accountable, and estimated costs. A plan that is overly general reduces accountability.

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

- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students

²⁹ See Step Four, "Obtain Input"

³⁰ EC 35147, 64001(a), 64001(g)

- Initial and ongoing assessment of performance
- Progress made toward a drop in drug and violence related behavior

As the implementation of planned activities unfold, the council should verify the success of each major event, and share this information with advisory committees and other interested parties. Successes should be shared within the school community and celebrated, as appropriate.

Step Eleven: Evaluate the Effectiveness of Planned Activities

Success of the *Single Plan for Student Achievement* is measured by the improvement of identified student groups on the Academic Performance Index and, for English Learners, improvement on the California English Language Development Test. If school goals are stated as targets for improved student performance on state and local assessments, evaluation is a matter of determining progress made in raising the scores of identified student groups.

The council must at least annually evaluate the effectiveness of planned activities. It is advisable to use multiple measures of student performance to determine the progress toward school goals. In the cycle of continuous improvement of student performance, evaluation of the results of planned improvements is part of the analysis of student data for the following year's plan.

Three questions to ask when plans fail to achieve expected results:

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

If the council is unable to uphold reasonable standards for assessment, implementation or results, the assistance of the district administration or governing board may be needed.

Step Twelve: Modify the Plan

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

- A major service or activity proves ineffective, and students are at risk
- A program allocation is materially less or more than estimated
- Staff, equipment or materials essential to the plan cannot be procured
- School boundaries or demographics suddenly change
- An activity is found to be non-compliant with state or federal law
- A planned activity is not supported by staff, parents or students.

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

Local governing board policy may specify the criteria for determining a material change, such as:

- Addition or deletion of a school goal
- A major change in duties of project staff
- A major change in school demographics
- A change greater than 10 percent in a program allocation
- A change greater than 10 percent (or a stated dollar amount) in the overall cost of
 - Certificated instructional staff
 - Classified instructional staff
 - Support staff
 - Equipment
 - Materials
 - Centralized services
 - Other expenditures.

Annually, the council must review and update the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application. At that time, material changes in activities that failed to achieve reasonable results must be considered.

The purpose of the *Single Plan for Student Achievement* is to create an upward spiral of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The California Department of Education commends the efforts of all members of the school community for their efforts to achieve this purpose.

³¹ EC 64001(g)

IV. APPENDIX

Acronyms and Specialized Terms

From A to Z:

A Vocabulary for Categorical Programs

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

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).

Academic Performance Index (API): A system of measuring school performance in California.

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 minority.

Accountability: The acceptance of responsibility for something to someone. This requires that standards 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.

Adequate Yearly Progress: This is the minimum yearly improvement that is required of states, school districts, and schools toward achieving the state's standards.

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 for 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 "21st Century Community Learning Centers."

Aides-Paraprofessionals: Noncertified people who assist the teacher in performing either administrative tasks or actual teaching functions. The use of other 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.

Articulation: The communication and coordination between all levels of the educational system, preschool through university. In comprehensive programs, this means a 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: Funds which are expended in all schools in the district based on the schools enrollment; the money 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. Something that serves as a standard by which others may be measured.

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 in 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 on 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 credential.

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 locally, 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 infant, 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: Noncertificated 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, 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 with 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 on 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 class work 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 terminate 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. Curriculum is usually described in courses of study that are approved by local Board of Education.

Data: Facts and figures collected to show the degree of success of the teacher, the school, the child, the parents, or the district to achieve an objective. Test scores, attendance records, and individual diagnostic profiles are examples of hard data of primary data. Opinionnaires 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.

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. 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.

ELAP (English Learning and Acquisition Program): A new program in California, established in the summer of 1999, to provide additional funds to schools with large numbers of English Learners.

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 toward 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 as 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 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.

Healthy Start: A state-funded program that brings parents, community members, local schools, and local nonprofit organizations together to improve the health and well-being of students and families.

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.

IIUSP (Immediate Intervention for Underperforming Schools Program): This program was established through California legislation in the spring of 1999. Schools applied for special funding that would allow the hiring of an outside consultant to assist them with improvement.

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.

Inservice 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 30: 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.

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 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 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 50th percentile on a standardized test is the national average. “Above the national norm” would include the children who achieve above the 50th percentile or between the 51st percentile and the 99th percentile. “Below the national norm” would include children who achieve below the 50th percentile or from the 1st percentile through the 49th 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 an 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 (100th part of an array. of scores). An individual ranking in the 75th percentile in the measurement of achievement has performed better than 74 of 100 of the group on which the test was standardized. 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 1st percentile and the 25th 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)

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.

STAR (Standardized Testing and Reporting): California's testing program administered to students in grades 2-11.

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 for Families with Dependent Children* – see CalWorks).

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

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

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

Targeted Instructional Improvement Grant (TIIG): A program providing funding to previous participants in court-ordered and voluntary integration programs to support court orders still in force and to provide instructional improvement for the lowest achieving pupils. This program is replacing desegregation programs.

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 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 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.

Frequently Asked Questions

ASSESSMENT AND EVALUATION

Q: What local measures of student performance may be used to identify under-performing groups of students?

A: A variety of local measures are in use, including district proficiency data, student writing samples, attendance, semester grades, and so forth. The choice of local measures, if any, for assessment purposes is a district decision.

FISCAL QUESTIONS

Q: Must the schoolsite council approve all expenditures?

A: The council approves the *proposed* expenditures in the plan. After the local governing board approves the plan, the district superintendent or designee is responsible for implementing those expenditures. Material changes to expenditures approved by the council and by the board require a revision of the plan.

Q: Must the proposed activities and related expenditures contained in a plan approved by the local governing board be implemented?

A: Yes, unless there is some over-riding consideration. For example, an expenditure that is prohibited by law or board policy should not be implemented. In such a case, the plan should be revised to correct the problem and submitted to the local governing board for approval.

Q: Must the total amount of funds allocated to the school in the Consolidated Application be included in the *Single Plan for Student Achievement*?

A: Yes, including funds budgeted for centralized services.

Q: What are "centralized services"?

A: Centralized services are those activities paid for out of funds allocated to the school by the Consolidated Application but managed by central office administrators. The schoolsite council must approve such services as a part of the plan.

Q: What are "direct services"?

A: Direct services are those that directly affect the educational program of students. Examples include instructional services, staff development and parent involvement.

Q: What flexibility is allowed for costs that exceed those contained in the approved plan?

A: State law does not specify such limits. Therefore, local board policies should define allowable flexibility. For example, the policy could allow a 10 percent transfer of funds among approved expenditures to adjust to actual costs without requiring a revision of the plan.

Q: May funds received through the Consolidated Application be used to provide food and refreshments during staff development activities?

A: According to OMB Circular No. A-87 "Cost Principles for State, Local and Indian Tribal Governments", it is allowable to use a reasonable amount of **federal** funding to provide refreshments or food to participants when the "primary purpose is the dissemination of technical information." Web address: <<http://www.whitehouse.gov/omb/circulars/a087/a087b.html>>

GOVERNANCE

Q: What are the roles of the schoolsite council and the school leadership team?

A: The schoolsite council must develop, approve and annually revise the *Single Plan for Student Achievement* at all schools that operate programs funded through the Consolidated Application, (EC 64001). The school leadership team is a local administrative option, not required by law. The school leadership team may assist the school principal to implement the plan and may make recommendations to the schoolsite council.

Q: May the School Advisory Committee for State Compensatory Education and the English Learner Advisory Committee still designate the schoolsite council to function in its place?

A: Yes. That provision continues with the *Single Plan for Student Achievement* (EC 52870). This vote must be reaffirmed every two years, and the schoolsite council becomes responsible for meeting all requirements of the advisory committee.

Q: Who is responsible for developing schoolsite council bylaws?

A: The schoolsite council. The council may seek assistance from school officials, may appoint a committee to draft bylaws for its approval, or meet as a body to develop bylaws.

Q: Who is responsible for approving schoolsite council bylaws?

A: The schoolsite council is responsible for the content of its bylaws, which must be in accord with local governing board policies and state law. There is no state requirement for review or approval of council bylaws by any other entity.

Q: How often should bylaws be reviewed?

A: There is no period of review specified in law. Bylaws should be regularly consulted in the conduct of council business, and revised whenever a need is identified.

Q: Is there an appeal of the requirement that parent members of a schoolsite council not be employed at that school?

A: Yes. The State Board of Education may waive that requirement.

Q: Must a petition submitted to the State Board of Education to waive requirements of programs funded through the Consolidated Application have the approval of the schoolsite council if the petition affects programs at that school?

A: No. However, the petition would be strengthened by the endorsement of the council.

Q: Are schoolsite councils subject to the provisions of the "Brown Act"?

A: No. While public bodies such as the local governing board are subject to the Brown Act, the schoolsite council must meet only the provisions of Education Code Section 3147(b), referred to as the "Greene Act". See page 7 of this Guide for a list of these requirements.

Q: Who determines the local policies under which the schoolsite council operates?

A: The local governing board, subject to the limitations of the Education Code.

Q: When should council members be elected?

A: State law leaves details of council elections to local choice. District policies or council bylaws may specify such details. It makes sense to select all new members at the same election, well ahead of the time new members must begin planning. This practice allows time for new members to

receive training and to observe council meetings before assuming their duties. Overlapping terms, if used, also help ensure continuity of experience.

Q: Is there a difference between "selection" and "election" of schoolsite council members?

A: CDE makes no distinction between the terms "selection of members by peers" and "election of members by peers". The selection of schoolsite council members must conform to the requirements of EC 52012, which indicates that terms, selection, and replacement procedures are to be specified by the schoolsite council and approved by the local governing board. The law also provides for the local governing board to develop policies regarding the responsibilities of the council. We interpret this to mean that councils are to establish the means for peer selection of members with the approval of, and within the policies set by, the local governing board. The following means would be appropriate in our view:

1. Nomination of candidates by the peer group and/or self-nomination
2. Election/selection of members by ballot, or by voiced vote at a meeting of peers open to all members of the peer group.

Q: Who are the "other school staff" that may be represented on the schoolsite council?

A: To fully represent the school community, representatives of certificated personnel such as school nurses, counselors and psychologists and resource teachers may be elected to the council. In addition, representatives of classified staff such as instructional aides, clerks and others may also be elected.

Q: Who is in charge of schoolsite council elections?

A: The conduct of council selection is left to local discretion. If governing board policy does not prescribe the means, then council bylaws may.

Q: Is a union representative automatically entitled to membership on the council?

A: No. This would be inconsistent with the terms of EC 52012 which precludes imposition of additional qualifications.

Q: What may be done to ensure reasonable attendance of members at council meetings?

A: Council bylaws may specify the participation required of members, and the means to vacate seats and elect replacements in cases when this requirement must be enforced.

Q: Does the plan require school advisory committee approval?

A: No. The schoolsite council must seek and consider the recommendations of advisory committees, but the content of the plan is the responsibility of the council, with the approval of the local governing board.

REQUIRED AND ALLOWABLE ACTIVITIES AND EXPENDITURES

Q: What, in general, are allowable expenditures?

A: Expenditures must fund educationally sound activities that result in improved academic achievement of eligible students, and which are an efficient use of scarce resources.

Q: May Consolidated Application funds be used to improve student discipline?

A: Yes, if disruptive student behavior is found to be a cause of low academic performance among identified groups of students, and if subsequent evaluation confirms the effectiveness of this use of funds in raising the tested performance of these students.

Q: In developing the plan, must the schoolsite council consider the academic needs of all students, or only students eligible for certain programs?

A: The council must review the performance of all groups of students, and establish school goals and related improvement activities to bring all students up to the standards adopted by the State Board of Education (EC 64001). However, some programs limit student participation to students with certain needs.

Q: Is the Gifted and Talented Education (GATE) Program required to be included in the plan?

A: If the school participates in the School-Based Coordinated Program, the schoolsite council is required to make provision for GATE students in the plan, and the local governing board is required to determine the portion of GATE funds to be included in the plan.

Q: Are special education students to be incorporated in the plan?

A: The academic performance of all students must be considered in developing school goals and activities for the plan. Activities to improve the performance of students served by special education programs must adhere to local policy and state law, and make provision for their needs as appropriate.

Q: May the schoolsite council allocate funds for the development of the plan?

A: Yes, subject to approval of the plan by the local governing board.

Q: When should budget decisions be made?

A: The most appropriate time to decide on proposed expenditures is as activities are being selected to meet school goals, starting with the most urgent priorities. It is poor practice to develop a "project budget" separate from planning the details of instructional improvements, since this tends to institutionalize the use of resources. All resources should be dedicated to specific goals or objectives, and sustained only if such use proves effective in raising student achievement.

Q: Must all expenditures in the plan be related to school goals?

A: Yes. The plan is a means to marshal all available resources to remedy the causes of low student achievement. Expenses that are not essential to school goals to raise student achievement should not be included in the plan.

Q: What are auxiliary services, and are expenditures for such services allowable?

A: Auxiliary services include such things as counseling and guidance, referral to other agencies, and parent involvement activities. Such expenditures must have a direct bearing on the school goal for which the activity is provided.

GENERAL QUESTIONS

Q: In single school districts, can the *Single Plan for Student Achievement* meet the federal requirement for a "Local Education Agency Plan" (LEAP)?

A: For single school districts, there is considerable overlap of these two planning documents. By including information required by the LEAP in the *Single Plan for Student Achievement*, it will meet federal requirements for a district-level plan.

Q: Should schools that operate a Title I Schoolwide Project (SWP) develop SWP plan separate from the *single Plan for Student Achievement*?

A: No. The contents required for a Title I SWP plan must be included in the *Single Plan for Student Achievement*. In addition, a one-time application to operate a SWP must be obtained from CDE.

Q: Does the state provide sample plans to guide schoolsite councils?

A: No. A template is provided instead, so that each school will analyze its instructional program in the light of student performance, and select the means of improvement most appropriate to local circumstances. Access to the template and to many links to technical assistance is available through the California Department of Education Web site at <www.cde.ca.gov/ccpdiv>.

Q: Are high schools required to develop a *Single Plan for Student Achievement*?

A: Yes. A public high school that operates any program funded through the Consolidated Application is required to develop this plan. While the requirement may be triggered by a small entitlement, its purpose is to identify the cause of low academic performance, develop a strategy to raise student performance, and evaluate the strategy as a means to further improvements of the educational program. In addition to the categorical funds available, the schoolsite council may choose to include any other school program in this planning process, providing a much broader scope for raising the achievement of students throughout the school.

Q: Are charter schools required to develop a *Single Plan for Student Achievement*?

A: Yes, if they receive any of the following funds:

- Federal funds under Titles I, III, and V of the "No Child Left Behind" Act of 2001
- State funds under the Tobacco Use Prevention Act, if these funds are allocated to the school.

Q: What is the definition of a "low-performing" or "under-performing" student?

A: A low-performing or under-performing student is one who tests below state standards.

Q: How do state and federal program compliance requirements relate to the *Single Plan for Student Achievement*?

A: The specific requirements of each program included in the plan must be met, along with the requirements for the plan itself. Program requirements include the purpose of the funding, eligibility for student participants and required activities. Councils must have information on these requirements as plans are being developed.

Q: What is the relationship of the School-Based Coordination Program (SBCP) plan to the *Single Plan for Student Achievement*?

A: A separate SBCP plan is no longer authorized. Elements of SBCP are to be incorporated into the goals and activities of the *Single Plan for Student Achievement*.

Q: Must all school goals contained in the plan focus on improving academic performance?

A: Yes. State and federal law do not support the use of Consolidated Application funding for other purposes.

Q: May School Safety Plans be included in the *Single Plan for Student Achievement*?

A: Schoolsite councils have three options:

- Integrate school safety objectives and activities into the *Single Plan for Student Achievement* if they have a direct impact on a specific school goal of student achievement.
- Decline to include school safety activities in the *Single Plan* if school safety do not currently have a negative impact on academic achievement.
- Include both in a single plan. Care should be taken to ensure the purpose and effectiveness of each program is not compromised when the two plans are combined.

West Contra Costa Unified School District

Answers to Questions from 2004 – 2005 School Site Council Training Sessions

ROLE OF SCHOOL SITE COUNCIL

1. What is the role of the School Site Council (SSC)?

The SSC plans, monitors, and evaluates the activities and expenditures for Consolidated Application programs operated at the school to improve student achievement.

2. Is there a limitation to the role of the SSC?

Areas outside the role of the SSC include managing the school, making policy, personnel issues, and political stands (see page 5 for more detail).

SCHOOL PLANS

1. What does “Single Plan” mean?

A new planning process required by the State called the Single Plan for Student Achievement, became effective January, 2002. Any plans required by programs funded through the consolidated application must be consolidated into a single plan.

2. What is the difference between a school’s “vision” and its “mission statement”

A **mission statement** defines the school’s fundamental approach to the task of educating children. It should answer who, what, why, and how.

Example mission statement: The students, parents, and staff cooperatively assume the responsibility for the achievement and progress of each student. The school staff provides all students with learning experiences that are needs driven, research-based, timely, measurable, and interactive.

A **vision statement** describes the school’s plans for the future – the goals the school has and the high expectations for the school’s community of learners. A vision statement comes from the heart and needs to be compelling.

Example vision statement: We at Madison School create a healthy learning environment where all students receive a quality education that includes the knowledge, skills, and attitudes which enables them to become lifelong learners and responsible citizens.

3. What are some examples of a barrier?

The term “barrier” was used in school plans prior to the 2004-05 school year. The term “barrier” was used to described challenges the school faced in meeting its stated learning goals. The intent in including this description of “barrier” was that, if schools articulated their barriers, plans could be made to address removing these obstacles to student learning.

In 2004-05 school plans the term “Areas of Challenge” replaced “barrier”.

4. What is a school profile?

It is a description of the school that may include native languages, racial and ethnic make-up of student body, special categories of students or school staffing, school facilities, and other important characteristics of the school.

5. Can we see data with students’ names?

No, because that information is confidential. However, teachers should have and use the achievement data for each child by name.

6. Does the School Board approve plans in closed session?

No, this is done in a public meeting. Sometimes there is a formal presentation and sometimes they are approved on the Consent Calendar.

7. Who informs the SSC of the District's core curriculum?

The Principal or designee.

8. Can the plan be redone every two years?

Plans are formally submitted for Board approval annually. They are revised on an ongoing basis throughout the year. Templates/formats are revised from time to time based on direction from Cabinet.

9. Does the law require that schools mention standardized test scores or API in the statement of goals? Is it okay for the goals to be comprised of other criteria as determined by teachers and other school staff? For example, all students should be careful thinkers, enthusiastic readers, cooperative learners, and good citizens.

The Education Code requires that school goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index...and the English Language Development test...and may include any data voluntarily developed by districts to measure pupil achievement."

Other goals can be included *in addition* to the data based goals, not as replacement.

10. What kinds of student performance data does the SSC have access to besides standardized test scores?

Additional performance data such as local math and language arts assessments, California Standards Test, and student work samples should be made available to the SSC.

11. How do we monitor and evaluate the school plan?

Each SSC must determine how it will monitor and evaluate the school plan and that process must be described in the plan. For example, throughout the school year the SSC may ask for and review data summaries of formative assessment results to determine if the current programs described in the plan are effective. The SSC may also want to invite the Instructional Leadership Team (ILT) to give periodic program updates on student achievement.

12. How often should the plan be monitored?

The monitoring should be ongoing. The monitoring and evaluation process described in the plan should specify how often and at what points in the year.

13. Is it customary for teachers to add ideas throughout the year?

The plan may be modified during the year based on ongoing review of student progress and the effectiveness of programs to meet students' learning goals. Any changes have to be approved by the SSC.

14. What determines when the Plan must be resubmitted to the board for approval?

The WCCUSD School Board's regulations (AR 0450.2) require the School Board to approve significant modifications made during the school year. Significant modifications are defined as those changing the intent of the program. This may include, but is not limited to, deleting or adding personnel positions and making budget transfers that are more than 15% of the total budget.

15. Who presents the Plan to the board?

In past practice, it has been the District's State and Federal Programs Department personnel or the principal.

16. If there is no SSC, do parents have any input?

If there is no SSC the Board cannot approve the plan and the funds cannot be spent.

17. Can plan development begin in the spring so programs can start in September?

Plan development is ongoing so modifications can be made anytime.

18. Who sets the goals in a plan?

The district's goals are aligned with Federal AYP goals. The District has set goals and the school's goals align with the District's goals.

19. What is the Federal Title I achievement goal?

The federal Title I goal is for 100% of the students to be proficient in language arts and math by 2014. The District has the same goal.

20. How do SSC members know what is being taught and if needs are being addressed?

The school's curriculum and the progress of students should be made available to the SSC by the principal or designee.

21. What if we have not seen the school plan?

Filed copies are kept at the school and at the State and Federal Programs Department. The school will be able to provide a copy for your review.

22. How can the SSC utilize information and assistance in a timely fashion to complete the plan?

District personnel provide each school with assistance. Every school needs a list of support services and who to contact about developing the plan.

23. In the single plan for student achievement, do programs that are housed at the school, but don't serve the school's population, have to be included in the plan?

Do not include programs that are housed at a school site if it does not serve the school's students.

BUDGETS

1. Does the school allocation include 15% for Centralized Services?

No, it is taken off prior to school allocations.

2. Does the District give us specific details on how they spend the 15% central services?

The State and Federal Programs Department indicates the amount and types of services on a page sent to each school which is then included in the school plan.

3. Should we decide the details of expenditures or just broad categories?

The SSC approves broad category amounts for budget, i.e., Instructional Materials, etc. Budget expenditures must be tied to the plan program activities designed to increase student achievement. For example: the SSC does not need to approve every individual

book title, the SSC should approve the purchase of school-wide classroom library materials designed to increase fluency.

4. **Can a school district tell site councils how to spend their money, i.e. put 20% aside for ELD training or a curriculum coach or other things?**
No, a school district may not direct SSCs how to spend a school's categorical monies. However, a school district may provide recommendations for best usages of categorical funds for consideration by the SSC.
5. **How do you know what the regulations / limitations for the expenditure of funds are?**
The principal, P.A., and State and Federal programs have this information.
6. **How do you develop a budget if it is due before the plan?**
Pre-plan in spring for next year. Expenditures must be tied to program activities described in the plan to increase student achievement.
7. **Does the money for consultants who work with central District departments, including the principal coaches, come out of the school site budget and under the authority of the SSC? If not, how are they paid?**
No, they are paid from other funding sources, i.e., Title II, Title V, General Fund, etc.
8. **Does the school have to notify the SSC how it spends the money?**
The SSC determines the budgeted amount in each category. The plan guides specific expenditures in each category.
9. **Can the SSC spend some money on first aid for classes?**
The SSC does not actually spend money. The SSC approves activity expenditures which are detailed in the site plan.
10. **What are the parameters of principal and the SSC regarding allocation of funds on the school budget?**
The SSC makes the final decision based on the school plan. In practice significant decisions based on review of data and planning efforts.
11. **What is the SSC role regarding staffing?**
The budgets reviewed by the SSC may provide funds for supplementary staff. The principal is responsible for hiring/evaluating. The SSC reviews categorical expenditures (Title I, SLIB, etc), including personnel, to ensure compliance with programs described in the site plan.

MEETINGS

1. **How many meetings must we have? Are there a minimum number of meetings per year?**
The law doesn't require a certain number of meetings. Enough meetings must be held to complete the required tasks.
2. **Do all 10 members need to be present?**
No, only a quorum needs to be present.

- 3. If a site council member is absent and this throws off the parity count, does the meeting have to be rescheduled?**
Parity is only a requirement for the formal committee membership. A vote can be taken if there is a quorum.
- 4. Can we vote on an issue if all the parents aren't in attendance?**
Yes, as long as you have a quorum.
- 5. How many members constitute a quorum?**
The number of member to make a quorum is determined by the SSC and recorded in the bylaws.
- 6. Does the quorum have to be a majority of members?**
The bylaws could lower the number to make up a quorum.
- 7. Do you have to have a majority of parents to have a quorum?**
Bylaws indicate what a quorum is. Most school bylaws state a quorum is a majority of the membership.
- 8. Who can be the chairperson?**
The committee chairperson is determined by the SCC and recorded in the bylaws.
- 9. When voting what do you do if there is a tie? Who can be the tiebreaker?**
The process for resolving tie votes is determined by the SSC and recorded in the bylaws.
- 10. Do the bylaws determine who sets the agenda?**
The chairperson or principal, working with the chairperson, set the agenda. Bylaws will show process.
- 11. Whose responsibility is it to post the meeting notice?**
Responsibility for posting the agenda is determined by the SSC and recorded in the bylaws.
- 12. Are the bylaws in the school plan?**
No, they are in the SSC handbook.
- 13. Where are the existing bylaws for each school?**
They should be at the school. If they can't be located, the SSC can use or revise the sample bylaws in the handbook. SSC may want to spend a portion of the first meeting each year to review the bylaws
- 14. How can you say bylaws are not required when bylaws must specify the means to select members and officers, terms, notices of elections, responsibilities of council, and non-discrimination?**
Bylaws are not legally required but are highly recommended. If an SSC decides to not adopt bylaws, they should develop an alternate set of rules to ensure effective meetings/processes.
- 15. Are the sample bylaws available on a disk or electronically?**
Yes, contact State and Federal Programs at 412-5026.

- 16. Does the agenda have to be posted 72 hours in advance or just the meeting notice?**
The agenda has to be posted.
- 17. Are the meetings open to any parents who wish to attend?**
Yes, it's a public meeting and anyone can attend. However, only members can vote.
- 18. Do minutes have to be posted?**
No
- 19. Do meeting notices need to be sent to all students/families or can they just be posted at the school?**
They can be posted at the school as long as it is in a prominent place such as the main office, bulletin board, or marquee.
- 20. Is voting by e-mail or telephone legal?**
No, per the Greene Act
- 21. Must minutes of each SSC meeting be submitted to the district's State and Federal Programs Dept.?**
Yes
- 22. How comprehensive do minutes have to be?**
The minutes should reflect the key ideas and all decisions. (See the examples in the SSC handbook.)
- 23. If the SSC needs help whom do you ask for more assistance in plan development or being an effective SSC?**
Ask the Principal and Project Assistant (PA) to arrange for additional help.
- 24. How can we handle combination SSC and HPSG meetings?**
Have separate beginning/ending times and make sure that only the appropriate members vote.
- 25. Can the minutes template in the handbook be e-mailed?**
Contact State and Federal Programs at 412-5026 for this template

COMPOSITION

- 1. If each group has an opportunity to select their representatives and there still are not enough members can someone be appointed?**
No, each peer group must select its members. You can ask someone if you can nominate them and if they agree ballots can be sent out. This can also be done at a community meeting.
- 2. Select/elect, what's the difference?**
The State Education Code states "select" but the SSC bylaws may indicate "elect."
- 3. Would the SSC need to vote if they want the parent membership to be more than 5 parents?**

Yes, since the staff side would also need to be increased to maintain parity.

4. I've never seen an equal number of students and parents at our secondary school.

Are we out of compliance?

Yes

5. If a school doesn't have parity between parents and staff, what can a parent do?

Cite the law from the SSC handbook and the bylaws to council membership. If that fails, you can use the Uniform Complaint Procedure.

6. Can we have alternates and can they get information?

The bylaws may authorize alternates but they can't vote unless there is a vacancy, not just an absence, on the council.

7. What does the law say about parity on the SSC?

It's required by the state Education Code.

8. Is a librarian considered a teacher or other staff?

Other staff, because that position is not a classroom teacher.

9. Can a project assistant be considered "other" on the site council?

Yes

10. Do parents have to be given the opportunity to be involved even if they don't show up?

Yes

11. Can parents be represented by community members?

Yes, as long as the parents select the community members.

12. In secondary schools, are students a requirement of the committee membership?

Yes

13. What does "secondary" include?

Middle and high school

14. Are there any restrictions as to who may serve as an officer?

No

15. Who chooses the officers?

The SSC membership

16. If you do not have a chairperson, is the principal the de-facto chair?

No, only if the bylaws so state.

17. Are elections held at the beginning of the school year or at the end of the school year?

This would be determined by the bylaws.

18. Must all "teachers" be certified for the teacher part of the SSC?

Yes

TITLE I/SIP

1. Is Title I based on economics?

Yes, it comes to the school based on poverty data, i.e., free and reduced lunch.

2. Does the school receive \$500 per student?

The per capita amount can vary from year to year in each of the 4 funding tiers. (Highest poverty schools are in the top tier and lowest poverty schools are in the bottom, or fourth tier)

3. When was the tier funding system developed for Title I and why?

It ensures that schools with the greatest need get the most money. It has been in effect for approximately ten years and is re-evaluated annually.

4. Do all elementary schools get SIP?

Yes. (Please note: Beginning in 2005-06 SIP will no longer be in place as a result of categorical reform legislation.)

5. Is the annual Title I meeting for SSC new?

Yes

6. Who is responsible for discontinuing SACs?

It was a District decision because SACs are not required by law and the SSC is now assuming Title I parent involvement responsibilities.

7. Could we go over the rules of the Greene Act at our annual Title I meeting?

Yes

8. What is the % of population that entitles a school to become Title I?

Schools qualify at 35%, but in our District schools are approximately 70% and above.

ENGLISH LEARNERS

1. How do students get classified as English learners?

Classification as an English learner is based on home language and testing for proficiency.

2. Clarify ELAC (English Language Advisory Committee)

The ELAC is a legally constituted advisory committee composed of parents of English learners and staff members. The committee advises the SSC regarding the needs of English Learners.

3. Do ELAC committees delegate to the SSC and does ELAC have to sign on plan?

An ELAC may delegate responsibilities to the SSC for two years. Yes, the ELAC chairperson signs the certification page in the plan.

4. Can the SSC decline delegation?

Yes

5. At school sites, are parents notified of the delegation of responsibility by the ELAC to the SSC, when applicable?

Notification is an individual school decision.

6. Can ELAC include groups other than EL's, i.e. African-American, Hearing Impaired, other Special Ed. Students, etc?

ELACs may include other parents but they must be elected by the parents of English Learners.

MONITORING SSCs

1. Is there a body to appeal to if the District or school is not following the regulations?

The first step should be to discuss your concern with the school principal. If this does not lead to a satisfactory solution, you can file a complaint through the Uniform Complaint Procedure. A copy of this form is in the SSC handbook.

Outline of Sample Bylaws

The following outline is provided as a sample to assist the schoolsite council in developing its own bylaws. No claim of completeness is made, nor is the sample a recommendation by the California Department of Education.

Article I

Duties of the Schoolsite Council

The schoolsite council of _____ School, hereinafter referred to as the council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed *Single Plan for Student Achievement* from all school advisory committees
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations
- Recommend the plan and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members
- Make modifications to the plan whenever the need arises
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually, (and at each semester, trimester, etc), evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the council by the district governing board and by state law.

Article II

Members

Section A: Composition

The council shall be composed of __ members, selected by their peers, as follows:

- __ classroom teachers
- __ other school staff members
- __ parents or community members
- The school principal shall be an ex officio member of the council.

Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

Council members shall be elected for __ year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

Section E: Transfer of Membership

Membership on the council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the council occurring during the term of a duly elected member shall be filled by

(The following are examples: regular elections; appointment of the council for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat)

Article III Officers

Section A: Officers

The officers of the council shall be a chairperson vice-chairperson, secretary, and other officers the council may deem desirable.

The chairperson shall

- Preside at all meetings of the council
- Sign all letters, reports and other communications of the council
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the council

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the council
- Transmit true and correct copies of the minutes of such meetings to members of the council and to the following other persons: _____
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the council
- Keep a register of the names, addresses and telephone numbers of each member of the council, the chairpersons of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the council

Section B: Election and Terms of Office

The officers shall be elected annually, at the _____ meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Any officer may be removed from their office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.

Article IV Committees

Section A: Sub-committees

The council may establish and abolish sub-committees of their own membership to perform duties as shall be prescribed by the council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No sub-committee may exercise the authority of the council.

Section B: Other Standing and Special Committees

The council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the council. No such committee may exercise the authority of the council.

Section C: Membership

Unless otherwise determined by the council, the council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section C: Terms of Office

The council shall determine the terms of office for members of a committee.

Section D: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section E: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V Meetings of the Council

Section A: Meetings

The council shall meet regularly on the ___ school day of each month. Special meetings of the council may be called by the chairperson or by a majority vote of the council.

Section B: Place of Meetings:

The council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the council.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: _____, _____ and _____.

All required notices shall be delivered to council and committee members no less than 72 hours, and no more than ___ days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the council shall be conducted in accordance with the rules of order established by Education Code Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the council.

Section F: Meetings Open to the Public

All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VII Amendments

An amendment of these bylaws may be made at any regular meeting of the council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to council members at least ___ days prior to the meeting at which the amendment is to be considered for adoption.

Successful Solutions for Obstacles that Hinder School Site Councils

The attendees of the School Site Council trainings that were held during the 2004-05 school year provided all of the following solutions.

How to get parents to attend SSC meetings/Get Parents Involved

Incentives

- Pot luck
- Class contests
- Dinner meetings
- Recruit heavily at Kindergarten level
- Involve neighborhood/community – identify leaders
- Student performance or academic recognition at meetings
- Rotate SSC teacher members to lessen their load
- Meet at local restaurants such as Home Town Buffet
- Prizes
- Jackets



Training

- What is SSC?
- What is the parent's role? If parents truly understand that the SSC is a decision-making body and what their role is they will want to participate.
- Make the connection that parent involvement increases academic progress
- Empower through knowledge
- Use Back to School Night as a springboard
- Send home one-page summary of SSC roles and responsibilities at the beginning of the school year
- Provide a one-sheet summary of the plan
- Use facilitator for an information meeting
- Make parent involvement relevant to parent needs/wishes
- Sell! Let parents know they make a difference

Meetings

- Early advertisement on marquee
- Personal contact by teacher, another parent, etc.
- Include notice of meetings in other announcements
- Master calendar (indicate if subs are needed)
- Post meeting schedules at beginning of year
- Send notices through U.S. mail
- Schedule meetings at the end of ESL classes
- Survey parents' interests and convenient meeting times
- Provide babysitting
- Provide translator
- Flexible meeting times
- Keep meetings short and efficient
- Follow-up phone calls thanking parents



- Reduce number of meetings
- Hold meetings of SSC, ELAC, PTA, etc. at the same time
 - Separate each committee's official starting/ending times
 - Only members vote
 - Officers can cross committees or rotate

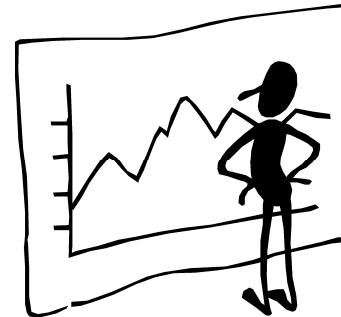
Conducting Effective Meetings

- Set agenda at previous meeting
- Submit agenda items to secretary
- Put agenda in a table format
 - Include a box on the right hand side for action items and for noting action taken
 - Put time limits for each item
- Strategies for bird walking (set norms, use a timer, have agenda with times)
- Respect all adults (preset norms)
- If there is disagreement call time and restate the question, park it/table it, agree to disagree
- Follow Robert's Rules of Order
- Post and follow agenda
- Provide a one-sheet summary of the plan
- Have subcommittees
 - Refreshments
 - Copying
 - Chairing meeting
 - Looking at data



Analyzing Data

- Have someone walk through an example
- Represent data on charts and graphs
- Post data on charts and keep them visible rather than on transparencies
- For schools that have a highly mobile population,:
 - Look at scores over a span of a few years to determine patterns
 - The data for current students can be considered a "snapshot" in time
- Ways for staff to use data
 - Create an individual profile for each student and include student's picture - "Every Student by Face"
 - Counsel students based on data that include attendance, academic, personal goals



SSC MINUTES-Template

SCHOOL: _____

DATE: _____

1. MEMBERS PRESENT _____

2. Minutes of (Date) _____ Approved _____ Amended _____
Change _____

IX. AGENDA ITEMS

plan/budget

- Review implementation of plan
- Review effectiveness of plan
- Annual evaluation

If ELAC delegated responsibilities to SSC: School

Needs Assessment/School Evaluation

(SAT9, CELDT & Reclassification)

- Reviewing the school's language census
- School plan/or budget
- Awareness of regular school attendance

Focus of Meeting was:

Obtain Input	Review School Characteristics	Analyze Current Educational Practice	Analyze Student Performance Data	Establish School Goals	Review Available Resources

Select Specific Improvements	Consider centralized services	Recommend the plan for approval	Monitory progress	Evaluate the effectiveness of planned activities	Modify the plan

3. Presentation _____ Discussion _____ Vote _____ Compliance _____

4. Presentation _____ Discussion _____ Vote _____ Compliance _____

5. Presentation _____ Discussion _____ Vote _____ Compliance _____

Continue on other side

6. Presentation _____ Discussion _____ Vote _____ Compliance _____

ADDITIONAL DISCUSSION

ACTION NEEDED _____

Signature _____

Principal

Date _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Annual Notification Regarding UNIFORM COMPLAINT PROCEDURES

2005-2006

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**, ethnicity, religion, age, gender, **sex, sexual orientation**, color or physical or mental disability, 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.

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:

Sylvester Greenwood
Assistant Superintendent
Pupil Support Services
1108 Bissell Avenue
Richmond, CA 94801

Telephone: (510) 620-2004
Facsimile: (510) 236-0662

NOTIFICATIONS

Uniform Complaint Procedures are distributed to every student and family in the District Basic Commitment booklets 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 and from the following administrative offices: Bilingual, Transfer, Preschool, Student Welfare and Attendance, Regional Superintendents, and Assistant Superintendents. UCP are distributed to classified and certificated employees at their annual meetings the beginning of each school year. UCP are distributed in different languages to students of schools where 15% or more students speak a primary language other than English.

PROCEDURES

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 30 days of receiving the complaint.

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.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

The complainant may appeal in writing to the California Department of Education within 15 days of receiving the District's response.

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.

For assistance you may contact:

American Civil Liberties Union

Contra Costa Legal Services

NAACP Legal Defense Fund

9-9-05 am

EDUCATION CODE SECTION 64000-64001

64000. (a) The provisions of this part shall apply to applications for funds under the following categorical programs:

- (1) School library programs established pursuant to Chapter 2 (commencing with Section 18100) of Part 11.
- (2) Staff development centers and programs established pursuant to Chapter 3.1 (commencing with Section 44670) of Part 25.
- (3) School improvement programs established pursuant to Chapter 6 (commencing with Section 52000) of Part 28.
- (4) Bilingual education programs pursuant to Article 3 (commencing with Section 52160) of Chapter 7 of Part 28.
- (5) School-based coordinated categorical programs established pursuant to Chapter 12 (commencing with Section 52800) of Part 28.
- (6) Economic Impact Aid programs established pursuant to Chapter 1 (commencing with Section 54000) of Part 29.
- (7) The Miller-Unruh Basic Reading Act of 1965 pursuant to Chapter 2 (commencing with Section 54100) of Part 29.
- (8) Compensatory education programs established pursuant to Chapter 4 (commencing with Section 54400) of Part 29, except for programs for migrant children pursuant to Article 3 (commencing with Section 54440) of Chapter 4 of Part 29.
- (9) Programs providing assistance to disadvantaged pupils under Section 6312 of Title 20 of the United States Code, and programs providing assistance for neglected or delinquent pupils who are at risk of dropping out of school, as funded by Section 6421 of Title 20 of the United States Code.
- (10) Capital expense funding, as provided by Title I of the Improving America's Schools Act of 1994 (20 U.S.C. Sec. 1001 et seq.).
- (11) Tenth grade counseling programs established pursuant to Section 48431.6.
- (12) California Peer Assistance and Review Programs for Teachers established pursuant to Article 4.5 (commencing with Section 44500) of Chapter 3 of Part 25.
- (13) Professional development programs established pursuant to Section 6601 of Title 20 of the United States Code.
- (14) Innovative Program Strategies Programs established pursuant to Section 7303 of Title 20 of the United States Code.
- (15) Programs established under the federal Class Size Reduction Initiative (P.L. 106-554).
- (16) Programs for tobacco use prevention funded by Section 7115 of Title 20 of the United States Code.
- (17) School safety and violence prevention programs, established pursuant to Article 3.6 (commencing with Section 32228) of Chapter 2 of Part 19.
- (18) Safe and Drug Free Schools and Communities programs established pursuant to Section 7113 of Title 20 of the United States Code.
 - (b) Each school district that elects to apply for any of these state funds shall submit to the State Department of Education, for approval by the State Board of Education, a single consolidated application for approval or continuance of those state categorical programs subject to this part.
 - (c) Each school district that elects to apply for any of these federal funds may submit to the State Department of Education for approval, by the State Board of Education, a single consolidated application for approval or continuance of those federal categorical programs subject to this part.

64001. (a) Notwithstanding any other provision of law, school districts shall not be required to submit to the State Department of Education, as part of the consolidated application, school plans for categorical programs subject to this part. School districts shall assure, in the consolidated application, that the Single Plan for Pupil Achievement established pursuant to subdivision (d) has been prepared in accordance with law, that schoolsite

councils have developed and approved a plan, to be known as the Single Plan for Pupil Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. The Single Plan for Pupil Achievement may also be referred to as the Single Plan for Student Achievement. The consolidated application shall also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees.

For any consolidated application that does not include the necessary certifications or assurances, the State Department of Education shall initiate an investigation to determine whether the consolidated application and Single Plan for Pupil Achievement were developed in accordance with law and with the involvement of applicable advisory committees and schoolsite councils.

(b) Onsite school and district compliance reviews of categorical programs shall continue, and school plans shall be required and reviewed as part of these onsite visits and compliance reviews. The Superintendent of Public Instruction shall establish the process and frequency for conducting reviews of district achievement and compliance with state and federal categorical program requirements. In addition, the Superintendent of Public Instruction shall establish the content of these instruments, including any criteria for differentiating these reviews based on the achievement of pupils, as demonstrated by the Academic Performance Index developed pursuant to Section 52052, and evidence of district compliance with state and federal law. The State Board of Education shall review the content of these instruments for consistency with State Board of Education policy.

(c) A school district shall submit school plans whenever the State Department of Education requires the plans in order to effectively administer any categorical program subject to this part. The State Department of Education may require submission of the school plan for any school that is the specific subject of a complaint involving any categorical program or service subject to this part.

The State Department of Education may require a school district to submit other data or information as may be necessary for the department to effectively administer any categorical program subject to this part.

(d) Notwithstanding any other provision of law, as a condition of receiving state funding for a categorical program pursuant to Section 64000, and in lieu of the information submission requirements that were previously required by this section prior to the amendments that added this subdivision and subdivisions (e) to (i), inclusive, school districts shall ensure that each school in a district that operates any categorical programs subject to this part consolidates any plans that are required by those programs into a single plan. Schools may consolidate any plans that are required by federal programs subject to this part into this plan, unless otherwise prohibited by federal law. That plan shall be known as the Single Plan for Pupil Achievement or may be referred to as the Single Plan for Student Achievement.

(e) Plans developed pursuant to subdivision (d) of Section 52054, and Section 6314 and following of Title 20 of the United States Code, shall satisfy this requirement.

(f) Notwithstanding any other provision of law, the content of a Single Plan for Pupil Achievement shall be aligned with school goals for improving pupil achievement. School goals shall be based upon an analysis of verifiable state data, including the Academic Performance Index developed pursuant to Section 52052 and the English Language Development test developed pursuant to Section 60810, and may include any data voluntarily developed by districts to measure pupil achievement. The Single Plan for Pupil Achievement shall, at a minimum, address how funds provided to the school through any of the sources identified in Section 64000 will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index developed pursuant to Section 52052. The plan shall also identify the schools' means of evaluating progress toward accomplishing those goals and how state and federal law governing these programs will be implemented.

(g) The plan required by this section shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the consolidated application, by the schoolsite council, or,

if the school does not have a schoolsite council, by schoolwide advisory groups or school support groups that conform to the requirements of Section 52012. The plans shall be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting whenever there are material changes that affect the academic programs for students covered by programs identified in Section 64000.

(h) The school plan and subsequent revisions shall be reviewed and approved by the governing board of the school district. School district governing boards shall certify that, to the extent allowable under federal law, plans developed for purposes of this section are consistent with district local improvement plans that are required as a condition of receiving federal funding.

(i) Nothing in this act may be construed to prevent a school district, at its discretion, from conducting an independent review pursuant to subdivision (c) of Section 64001 as that section read on January 1, 2001.

EDUCATION CODE

SECTION 52850-52863

School-Based Coordinated Program

52850. The provisions of this article shall apply only to school districts and schools which participate in school-based coordinated categorical programs pursuant to this article. No school may operate pursuant to this article unless a newly developed plan or a revision of the previously approved plan has been approved by the local governing board and is retained at the school site. These plans shall be available to the Superintendent of Public Instruction upon request and shall be made available to the public on a reasonable basis pursuant to the provisions of the California Public Records Act, Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code.

52851. (a) A school district and school may apply to receive funds allocated pursuant to Article 4 (commencing with Section 8750) of Chapter 4 of Part 6, Article 5 (commencing with Section 44520) of Chapter 3 and Article 1 (commencing with Section 44670) of Chapter 3.1 of Part 25, Article 15 (commencing with Section 51870) of Chapter 5, Chapter 6 (commencing with Section 52000), Chapter 8 (commencing with Section 52200), and Article 2 (commencing with Section 52340) of Chapter 9 of this part, Chapter 1 (commencing with Section 54000) and Chapter 2 (commencing with Section 54100) of Part 29, and Part 30 (commencing with Section 56000), and Chapter 1 (commencing with Section 500) of Part 2 of Division 2 of the Military and Veterans Code, without complying with the provisions of those statutes or the related California Administrative Code regulations, provided that the school and school district meet the criteria established in this article.

(b) In no event shall subdivision (a) be construed to include bilingual education programs established pursuant to Article 3 (commencing with Section 52160) of Chapter 7 within the provisions of this article.

52852. A schoolsite council shall be established at each school which participates in school-based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a).

Existing schoolwide advisory groups or school support groups may be utilized as the schoolsite council if those groups conform to this section.

The Superintendent of Public Instruction shall provide several examples of selection and replacement procedures that may be considered by schoolsite councils.

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment, is not disqualified by virtue of this employment from serving as a parent representative on the schoolsite council established for the school that his or her child or ward attends.

52852.5. The governing board of each school district shall:

(a) Ensure that the principal of every school receives information covering the provisions of this article, and provides such information to teachers, other school personnel, parents, and, in secondary schools, pupils.

(b) Adopt policies to ensure that, prior to a school beginning to develop a plan pursuant to Section 52853, a school site council as described in Section 52852 is established at the school site to consider whether or not it wishes the local school to participate in the school-based coordination program. The board shall ensure that all interested persons, including, but not limited to, the principal, teachers, other school personnel, parents, and, in secondary schools, pupils have an opportunity to meet in public to establish the council.

(c) Ensure that funds coordinated pursuant to this article are used to supplement, not supplant, existing state and local fiscal efforts and that schools which receive the funds shall have base expenditures comparable to nonparticipating schools.

52853. (a) The schoolsite council shall develop a school plan which shall include all of the following:

(1) Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each pupil.

(2) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.

(3) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs. Staff development programs may include the use of program guidelines that have been developed by the superintendent for specific learning disabilities, including dyslexia, and other related disorders. The strategies included in the guidelines and instructional materials that focus on successful approaches for working with pupils who have been prenatally substance exposed, as well as other at-risk pupils, may also be provided to teachers.

(4) Ongoing evaluation of the educational program of the school.

(5) Other activities and objectives as established by the council.

(6) The proposed expenditures of funds available to the school through the programs described in Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school through the programs described in Section 52851 shall include, but not be limited to, salaries and staff benefits for persons providing services for those programs.

(7) The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 (IASA) (20 U.S.C. Sec. 6301 et seq.) and its amendments. If the school operates a state-approved schoolwide program pursuant to Section 6314 of Title 20 of the United States Code in a manner consistent with the expenditure of funds available to the school pursuant to Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

(b) The school site council shall annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.

52855. The school district governing board shall review and approve or disapprove school plans. A school plan shall not be approved unless it was developed and recommended by the school site council. If a plan is not approved by the governing board, specific reasons for that action shall be communicated to the council. Modifications to any school plan shall be developed, recommended and approved or disapproved in the same manner.

52856. If the school district and school choose to include within the provisions of this article funds allocated pursuant to Chapter 6 (commencing with Section 52000), the school district and school shall still be eligible to compete for any expansion funding that is made available for the school improvement program for grades in that school which are not already generating funds.

52857. The district governing board shall determine the portion of the district's grant pursuant to Chapter 8 (commencing with Section 52200) of Part 28 that shall be allocated to the school for inclusion in the school budget developed pursuant to subdivision (f) of Section 52853.

52858. (a) If the school district and school choose to include within the provisions of this article, funds allocated pursuant to Chapter 1 (commencing with Section 54000) of Part 29, the school district shall: (a) if the number of educationally disadvantaged pupils in the school is less than 75 percent of the school's enrollment, ensure that there is state and local funding in the school available for allocation pursuant to subdivision (f) of Section 52853 which is equal to or greater than the per pupil amount allocated to that school per disadvantaged pupil through the economic impact aid program multiplied times 75 percent of the school's enrollment, (b) continue to maintain any school or district advisory committees required pursuant to Chapter 1, and (c) continue to distribute funds to schools in accordance with Sections 54004.3, 54004.5, and 54004.7 and regulations adopted which pertain to those sections.

(b) To the extent permitted by federal law, such that funds allocated pursuant to Article 1 (commencing with Section 54000) of Chapter 1 of Part 29 are deemed by the United States Department of Education to be comparable to funds allocated pursuant to Chapter I of the Educational Consolidation and Improvement Act, the percentage limitation and multiplier established in subdivision (a) may be decreased to not less than 67 percent.

52858.5. If the school district and school site council choose to include funds allocated pursuant to Chapter 1 (commencing with Section 54000) of Part 29, the school site council shall consult with any school level bilingual advisory committee required by law prior to submitting a school plan pursuant to this article.

If the bilingual advisory committee objects to the plan, written copies of the committee's objections shall be attached to the plan when it is transmitted to the local governing board and the State Board of Education.

However, the school site council and the school district shall make the final determination as to the content of the school plan and the content of any waiver request.

52859. (a) If a school district and school choose to include within the provisions of this article funds allocated pursuant to Chapter 2 (commencing with Section 54100) of Part 29, the school district and school shall annually receive funding at the rate per specialist allocated statewide multiplied times the number of specialists approved for that school at the time it was approved to operate programs pursuant to this article, shall use these funds to employ a reading specialist who meets the criteria established pursuant to Chapter 2 (commencing with Section 54100) of Part 29, and shall comply with Section 54123.

(b) In no event shall funds coordinated pursuant to this article be used to pay for the local share of costs associated with the employment of reading specialists funded pursuant to this section.

52860. If a school district and school choose to include within the provisions of this article funds allocated pursuant to Part 30 (commencing with Section 56000), the school district shall comply with all requirements of that part, with the following exceptions:

(a) Resource specialist program services, designated instruction and services, and team teaching for special day classes, except special day classes operating pursuant to Section 56364.1, may be provided to pupils who have not been identified as individuals with exceptional needs, provided that all identified individuals with exceptional needs are appropriately served and a description of the services is included in the schoolsite plan.

(b) Programs for individuals with exceptional needs shall be under the direction of credentialed special education personnel, but services may be provided entirely by personnel not funded by special education moneys, provided that all services specified in the individualized education program are received by the pupil.

52861. If a school district and school choose to include within the provisions of this article funds allocated pursuant to Article 4 (commencing with Section 8750) of Chapter 4 of Part 6, Article 5 (commencing with Section 44520) of Chapter 3 of Part 25, Article 15 (commencing with Section 51870) of Chapter 5 and Article 2 (commencing with Section 52340) of Chapter 9 of this part, and Chapter 1 (commencing with Section 500) of Part 2 of Division 2 of the Military and Veterans Code, the district shall determine the portion of the district's grants, pursuant to those provisions, which shall be allocated to the school for inclusion in the school budget developed pursuant to subdivision (f) of Section 52853.

52862. School districts and schools that choose to operate programs pursuant to Article 3 (commencing with Section 52850) shall insure compliance with all requirements of federal law.

52863. Any governing board, on behalf of a school site council, may request the State Board of Education to grant a waiver of any provision of this article. The State Board of Education may grant a request when it finds that the failure to do so would hinder the implementation or maintenance of a successful school-based coordinated program.

If the State Board of Education approves a waiver request, the waiver shall apply only to the school or schools which requested the waiver and shall be effective for no more than two years. The State Board of Education may renew a waiver request.

West Contra Costa USD

Board Policy

BP 0420

Philosophy, Goals, Objectives and Comprehensive Plans

District Master Plan For Programs And Facilities

The Superintendent shall annually update the district master plan for school improvement for consideration by the Governing Board. The Superintendent shall administer the program in accordance with provisions of the Education Code, Code of Regulations Title 5, and the district master plan. Updated plans shall be approved by the Board, retained at the district office, and made available to the Superintendent of Public Instruction and the public upon request.

The school site council, teachers and other school personnel, parents and/or other community members shall be given the opportunity to participate in the development and updating of the district master plan.

Legal Reference:

EDUCATION CODE

52 Designation of schools

53 Designation of high schools

8750-8754 Conservation Education

18100-18203 School libraries

44500-44508 Peer Assistance and Review Program

44520-44534 New Careers Program

51870-51874 Educational Technology

52000-52049.1 School Improvement Program

52053-52055.51 Immediate Intervention/Underperforming Schools Program

52176 Advisory committees

52200-52212 Gifted and Talented Education Program

52340-52346 California Regional Career Guidance Centers

52800-52904 School-Based Program Coordination Act

54000-54041 Educationally Disadvantaged Youth Programs

54100-54145 Miller-Unruh Basic Reading Act

54425 Advisory committees (compensatory education)

54650-54659 Education Improvement Incentive Program

54720-54734 School-Based Pupil Motivation and Maintenance Program

56000-56885 Special education

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

3930-3937 Compliance plans

PUBLIC LAW 107-110

1001-1908 Title 1 programs

Management Resources:

CDE CORRESPONDENCE

Update on the Status of Program Quality Review and Implementation of SB 374, November 14, 2001

CDE PUBLICATIONS

Single School Planning Template, 2002

School Site Councils: Their Composition, Role and Responsibilities, 1991

WEB SITES

CDE: <http://www.cde.ca.gov>

Policy WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

adopted: August 16, 1989 Richmond, California