



Compton Unified School District Office of Special Projects

School Site Council Training



**Focus on School Improvement and Student
Achievement**



Compton Unified School District Mission

Mission Statement

We will ensure that every student has an equitable, high quality elementary and secondary education in a safe environment.

Core Beliefs

- ❖ We believe all children will learn at higher levels.
- ❖ We believe schools have an enormous impact on children's lives.
- ❖ We believe that all children shall be educated in a safe and orderly environment.
- ❖ We believe all children will reach their learning potential and that the achievement gap can be eliminated.
- ❖ We believe the Compton Unified School District will become a high performing organization.



Workshop Topics

- Requirements of the SSC: Legislative
- Requirements of the SSC: Composition
- Committees/Advisory Councils
- Roles and Responsibilities
- Characteristics of an Effective SSC
- Consolidated Application and Reporting System (CARS) & Categorical Funding Process
- Single Plan for Student Achievement (SPSA)
- Annual Agenda Calendar

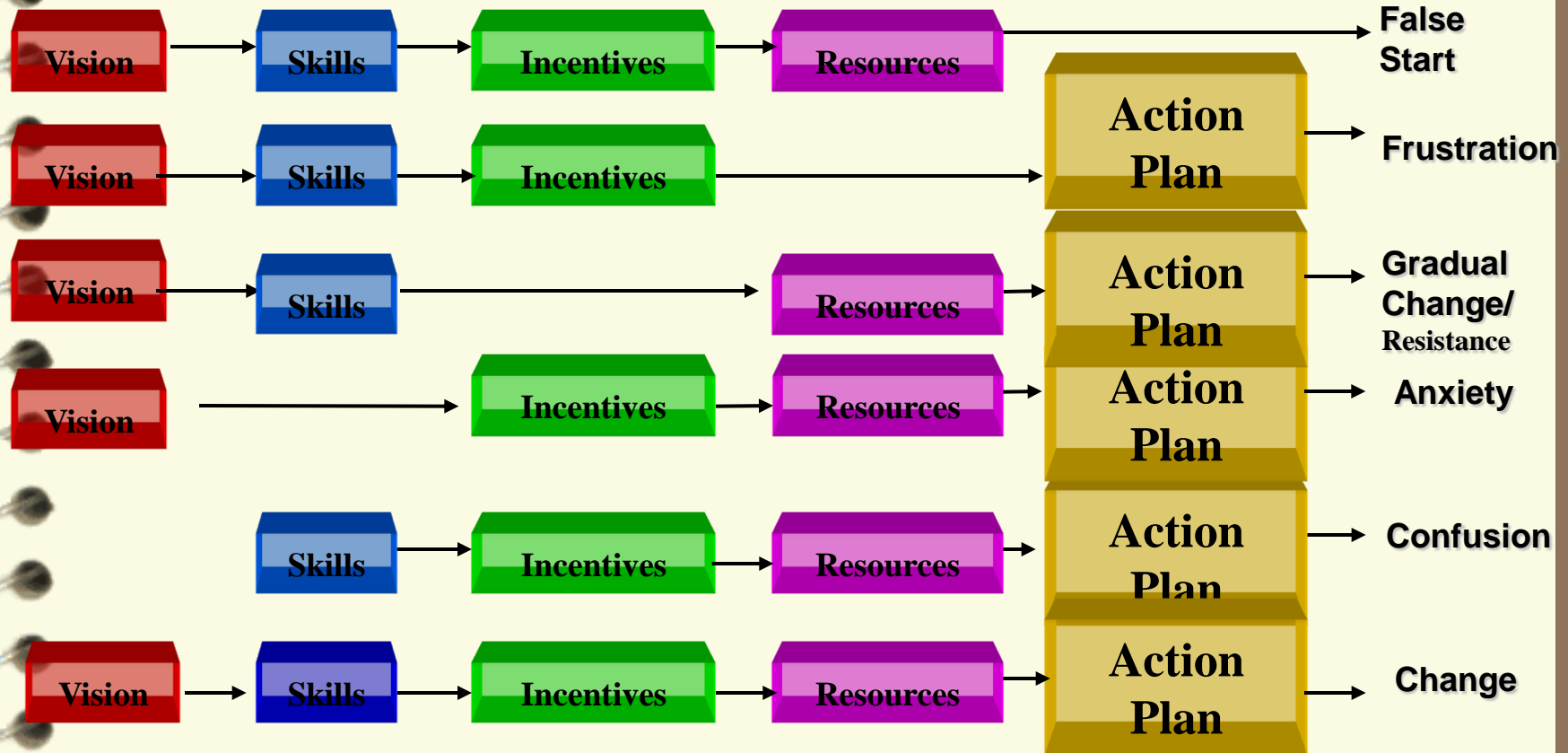


School Site Council - defined

A group of teachers, parents, students(secondary level), administrators, and interested community members who work together to develop and monitor a school's improvement plan. It is a legally required decision-making body for any school receiving federal funds.



Managing Complex Change



Adapted from Knoster, T., Villa, R., & Thousand, J. (2000). *A framework for Thinking about Systems Change*.



Requirements for the School Site Council: *Legislative*





SSC

Legislative Requirements

The School Site Council is required to develop the Single Plan for Student Achievement (SPSA)

- School districts must assure “that School Site Councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include....” EC 64001 (a)
- School plans must be developed “with the review, certification, and advice of any applicable school advisory committees....” EC 6400(a)
- Any plans required by programs funded through the consolidated application must be consolidated into a single plan. EC 64001 (d)



SSC

Legislative Requirements

- The content of the plan must be aligned with school goals for improving student achievement. EC 64001 (f)
- 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....” EC 64001 (f)
- 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...” EC 64001 (f)



SSC

Legislative Requirements

- The plan must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated applications, by the school site council....” EC 64001 (g)
- Plans must be reviewed and approved by the governing board of the local education agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the Consolidated Application. EC 64001 (g)



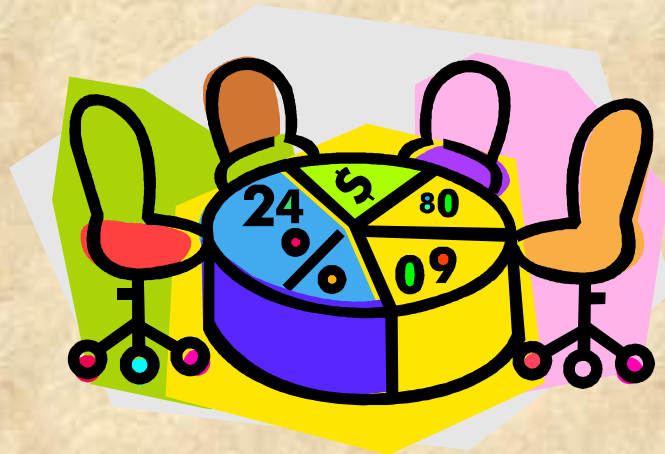
Other Responsibilities

- Assume the functions of the School Advisory Council (SAC) if the SAC has voted to that effect
- Plan and approve one-time site expenditures allocated in annual state budget
- Meet on a regular basis to become informed, share information, discuss needs and successes, and plan program improvements
- Maintain records including election results, correspondence, agendas, minutes, with Advisory Group input
- Participate, as necessary, in Federal Program Monitoring reviews
- Develop a system for on-going communication with parents, community members, the school staff, and the board
- Review Legal Assurances, Consolidated Categorical Aid Programs



Requirements of the School Site Council:

Composition of the SSC





Composition of the SSC Elementary Level

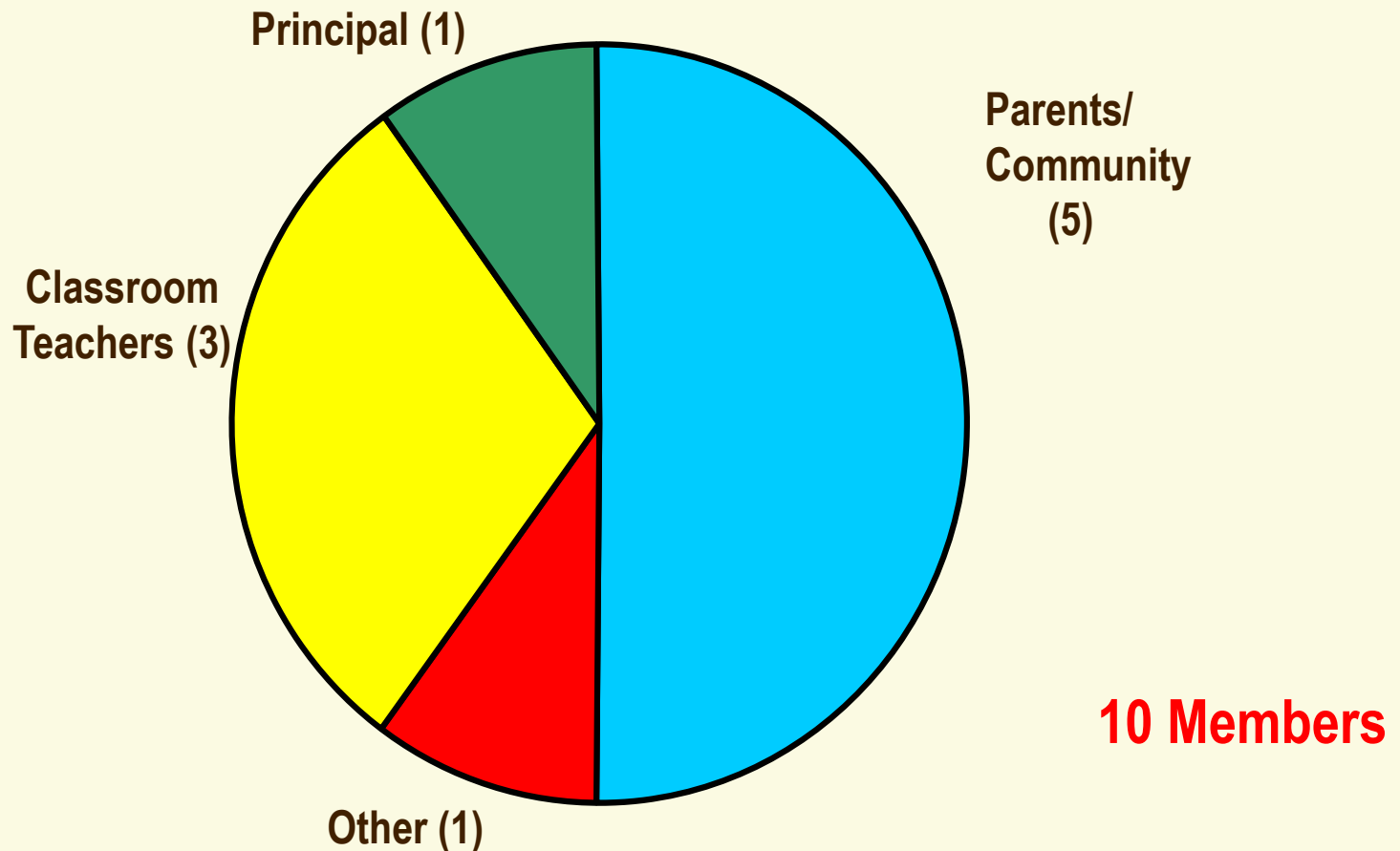
Any school which has two or more grades in the K-5 grade span:

- 10 member minimum
- One half staff and one half parents/community members
- Staff includes: principal, majority of classroom teachers, other staff



Small Elementary Configuration

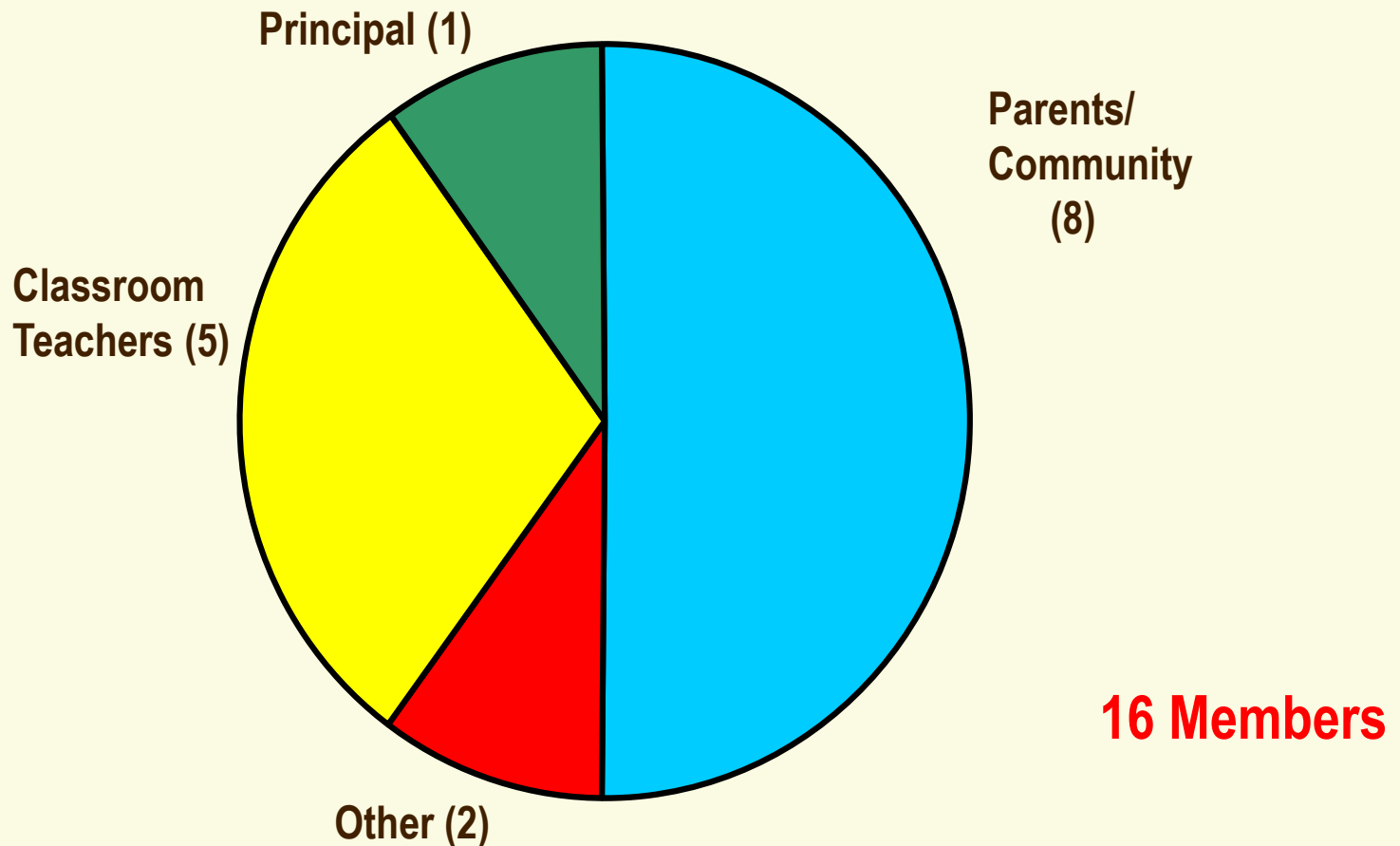
(Student population of **under 800**)





Large Elementary Configuration

(Student population of **over 800**)





Composition Summary Elementary Level

COUNCIL SIZE	PARENTS/ COMMUNITY	PRINCIPAL	OTHER STAFF	CLASSROOM TEACHERS
10	5	1	1	3
16	8	1	2	5

Source: California Institute for School Improvement (CISI)



Composition of the SSC Secondary

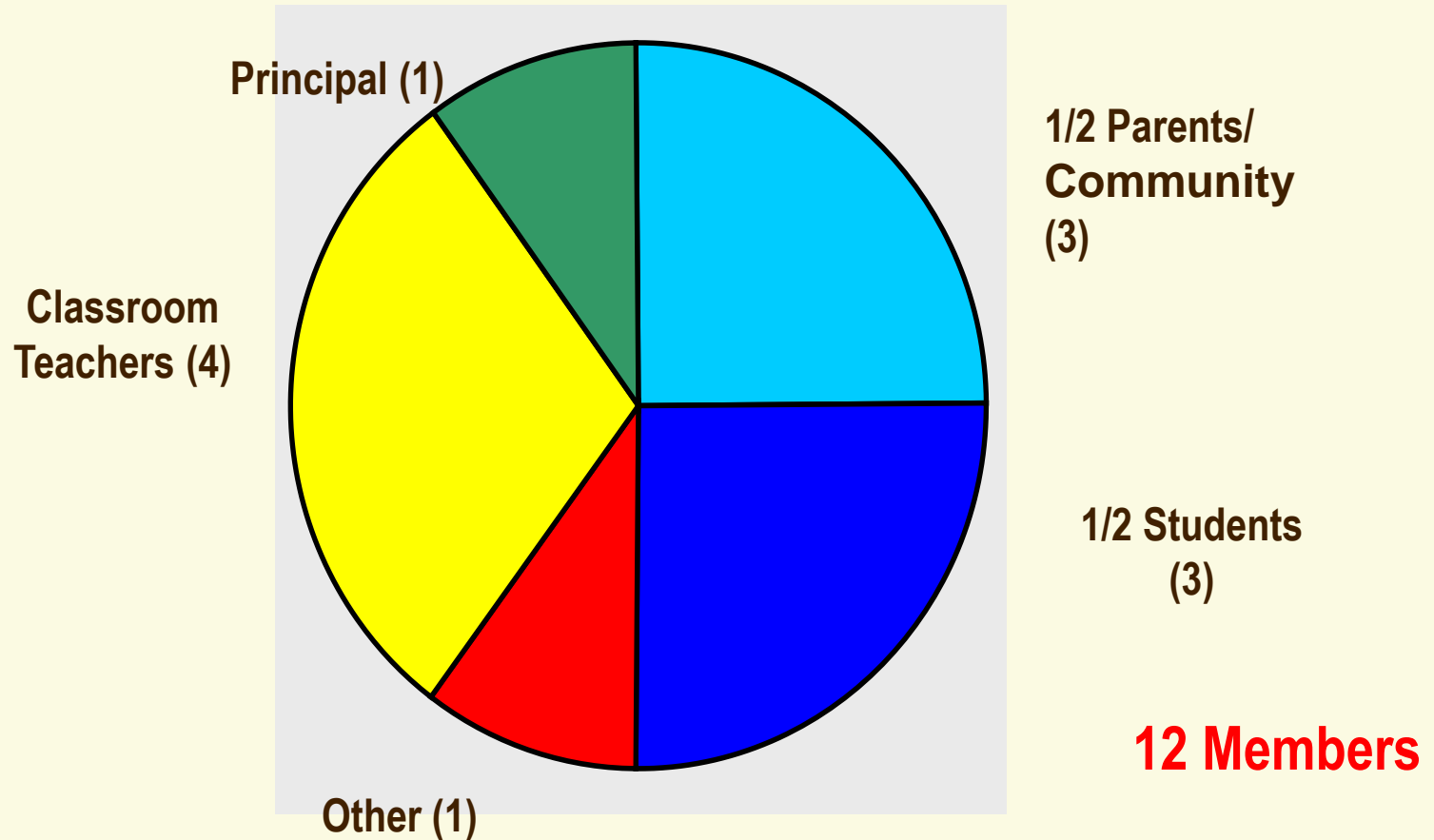
Any school which has two or more grades in the 7-12 grade span:

- 12 member minimum, if all categories are to be represented
- One half staff and one half parents/community and students elected by their peers
- Staff includes: principal, majority of classroom teachers, other staff



Small Secondary Configuration

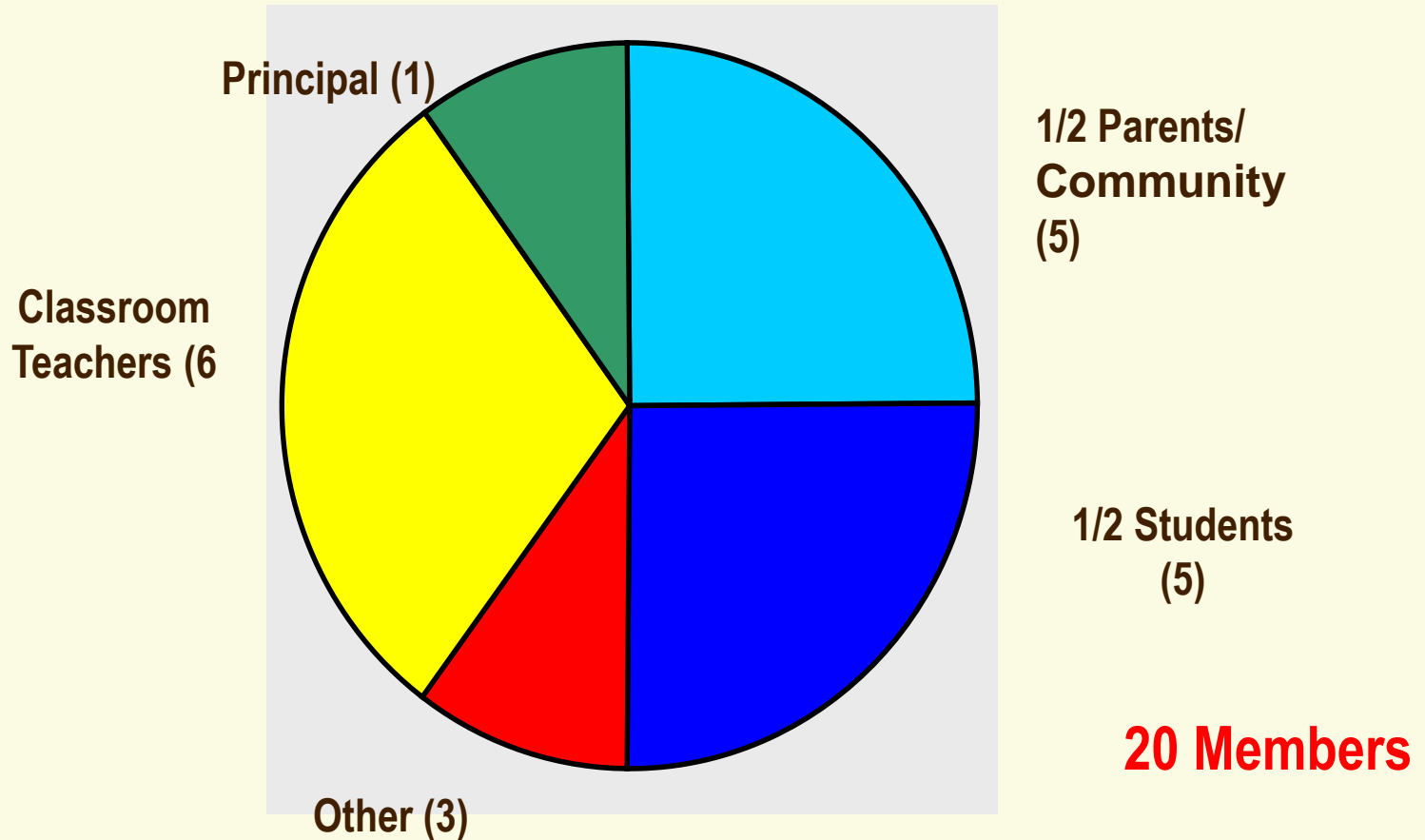
(Student population of **under 800**)





Large Secondary Configuration

(Student population of **over** 800)





Summary Composition Secondary Level

COUNCIL SIZE	PARENTS/ COMMUNITY	STUDENTS	PRINCIPAL	OTHER STAFF	CLASSROOM TEACHERS
12	3	3	1	1	4
20	5	5	1	3	6

Source: California Institute for School Improvement (CISI)



School Site Council Composition

Continuation Schools

- ❖ In continuation schools, the membership of the SSC shall be no fewer than eight members and shall be constituted to ensure parity. Half the membership shall be (a) the principal, two teachers, and one other school personnel (staff side); and half shall be (b) two parents or community members elected by parents and two students representatives elected by the entire student body. (Education

Code Section 33133-c)



SSC Composition

- The law is very clear that the **Principal** is an active, voting member of the council
- The California Education Code requires that classroom **teachers** comprise the majority of half of the SSC which represents school staff.
- The law also states that **Other School Personnel** which represents the school staff are represented:
 - **Classified personnel** (e.g., clerical, instructional, custodial and food services staff)
 - **Administrative personnel** (e.g., assistant principals)
 - **Certificated support staff**-not assigned as a classroom teacher of record (e.g., counselors, resource teachers, curriculum specialists)



SSC Composition: Student/Parent/Community

- **Student (secondary only)** is defined as a youth currently enrolled at the site elected to represent.
- **Parent** is defined as the parent or legal guardian of a student at a school, unless that parent is a paid employee of the school district at *that* site (A “parent” **CAN** be an employee in the district, but **CANNOT** be employed at the school in any capacity (e.g., noon duty aide, clerk, teacher))
- **Community** is defined as any person residing within the school attendance area, having an interest in the local school process and is elected by parents, of that school, to take one of the parent slots.



SSC Composition

- **Goal:** It is the hope of the legislature that the School Site Council reflect the school community, including all socioeconomic, ethnic, racial groups
- Make attempts to assure that parents of students participating in various programs are included*

Source: California Institute for School Improvement (CISI)

*Source other than CISI



SSC Elections

- Classroom teachers elect classroom teachers
- Parents elect parents/community members
- “Other” school staff elect “other” school staff
- Students elect students (secondary model)
- The Principal is an automatic member of the SSC



Committees/Advisory Councils





Committees

In accordance with their by-laws 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



Advisory Council

- In addition to the School Site Council, school or district advisory councils are required under certain circumstances (SAC and DAC).
- A major difference between SSC and advisory councils is that the district governing board is the final decision-making body regarding programs with advisory councils.
- The advisory council has no program or budget authority, but makes recommendations to the board for consideration.
- The SSC should be aware of other councils and should develop a way for good communication, since the decisions of the SSC will affect the students throughout the school.
- In many cases in the Compton Unified School District, the SSC carries out the function of school advisory committee.
- The advisory Councils described are required by programs included in the Consolidated Application and Reporting System.



District Advisory Council & School Advisory Council

Composition :

- Every district receiving State Compensatory Education funds (EIA/SCE) is required to have a District Advisory Council, elected by parents of participating students, with parents being a majority of the members. Schools must have a School Advisory Council. The SAC can vote to turn its function over to the SSC.

Function

- The Council is advisory in nature and has no legal decision-making powers; the primary responsibility is to make good decisions concerning planning, implementation, and evaluation of the Compensatory Education program. Other responsibilities of the Council are to advise and assist in:
 - Dissemination of information to members and other interested persons;
 - Training for members regarding Council functioning;
 - Training for parents in how to assist their children at home



English Learner Advisory Committees (ELAC & DELAC)

Composition ELAC:

● Every school with 21 or more ELL students is required to have a school advisory committee on the English learner program. The percentage of parents of ELL students on the committee must be at least as great as the percentage of ELL students in the school.

Composition DELAC:

● A district with 51 or more ELL students is required to have a District English Learner Advisory Committee.

Function:

● These committees are advisory in nature, assisting the districts, principal and staff in the school needs assessment and in the development of the bilingual education program.

EC 52176, 52870, 62002.5, California Code of Regulations: CCR 3: 4312



Roles and Responsibilities





Role of the SSC

- **Legislative role**—SSC writes plan/budget
- **Executive role**—principal/school staff implement school plan
- **Judicial role**—local governing board makes and interprets policy and approves plan
- **Advisory committees**—advise the SSC



Role of the SSC Chairperson

- Is elected by a majority (more than half of the members) to serve as the leader of the group
- Presides over all SSC meetings
- Assures the agenda is prepared; assists in preparing the agenda
- Leads orderly discussions that offer each member a chance to speak for or against a motion
- Encourages members to participate in meetings and activities of the SSC
- Makes sure a set of by-laws exist and are being used



Role of the SSC Chairperson

- Signs the Single Plan for Student Achievement assuring that the SSC has been involved in its planning
- May suggest motions
- Enters into discussions to help clarify or summarize
- Delegates tasks to other SSC members
- Has readily available key documents of the School Plan
- Begins and ends meetings on time
- Schedules additional meetings, if necessary



Role of the Principal with the SSC

- Sets the climate of the meeting as accepting, non-judgmental
- Works closely with the SSC chairperson to plan SSC meetings and activities
- Provides information to enable the SSC to plan, monitor, and evaluate effective improvements
- Provides descriptions of state and federal categorical programs funded at the school
- Interprets state, district, and school policies/regulations
- Provides student performance data
- Informs the SSC about all school programs and parent groups and encourages parent participation
- Is a voting and participating member of the SSC



Role of Principal with the SSC

- Provides leadership for School Plan revisions and budget development
- Administers the approved plan programs
- May not veto council decisions or change the approved plan
- Assists the SSC in establishing an environment that encourages participation of all SSC members
- Provides training for the SSC to work effectively
- Arranges for a meeting room and other logistical needs
- Maintains responsibility for instructional leadership and operation of the school



Characteristics of an Effective School Site Council





Characteristics of an Effective SSC

- Recognize its responsibilities and carries them out in an efficient manner
- Has a diverse composition
- Communicates with the broader school community
- Has a clear understanding of its purpose and goals
- Makes progress toward its goals with a maximum of efficiency and a minimum of wasted effort
- Is able to look ahead and plan ahead
- Has achieved a high degree of inter-communication
- Is able to initiate and carry out effective problem solving
- Is objective about its own functioning; can face its problems and make the modifications as needed
- Maintains a good balance with rational behavior



Characteristics of an Effective SSC

- Strikes an appropriate balance between group productivity and the satisfaction of individual needs
- Provides for sharing of leadership responsibilities by group members
- Provides an atmosphere in which members freely express their feelings and points of view
- Has a high degree of cohesiveness or solidarity but not to the point of stifling individuality.
- Makes intelligent use of the diverse/different abilities of its members
- Faces reality and sticks to issues that are vital to its members
- Is not dominated by its leader or by any of its members
- Recognizes that the end result is often the result of available means
- Recognizes the values and limitations of democratic methods



Decision Making Guidelines

- Decisions must be legal
- Decisions must be compliant with the laws and regulations for each categorical program
- Decisions must follow District Board policy
- Decisions must be within the budget
- Decisions must be ethical



Purpose of School Site Council Meetings

- To develop the Single Plan for Student Achievement
- To discuss out other legislative requirements of an SSC
- To discuss issues and programs and make decisions
- To improve communication
- To develop leadership
- To share information and educate the group
- To improve overall organizational productivity and effectiveness
- To become more informed about categorical programs



Open Meeting Requirements

The law requires certain conditions to be met in regard to School Site Council meetings:

- Any meeting shall be open to the public and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
- Notice of the meeting shall be posted at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting.
- The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.



Open Meeting Requirements

- The council or committee may not take any action on any item of business unless that item appeared on the posted agenda, or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.
- A very important part of the open meeting requirements is unstated; that is, the SSC as a group and as individuals, are exempt from civil and criminal penalties for not following the requirements. The remedy for violation of the conditions is that the Council, upon demand, must reconsider any item of the meeting at the next meeting, after allowing public input.

EC 35147



Bylaws

- Are not required by law; however, are recommended for all committees and councils of the Compton Unified School District
- Can serve as a guide for the council's actions
- Should be reviewed annually by a Bylaws subcommittee acting on behalf of the SSC
- The Bylaws subcommittee should bring the recommended changes to the SSC



Content of Bylaws



Name of Organization: SSC, SAC or ELAC

Role of the Council: Purpose & roles of council (job description)

Members: Size of council, procedures, for election of members, terms of office, filling vacancies, termination & transfer of membership.

Officers: Methods for officer nomination, voting, election, filling officer vacancies, terms of office and duties



Content of Bylaws

Committees—Description of standing or special committee

Meetings—Description of date, time & place of meetings

Conduct of the Meeting/Parliamentary Authority—
Describes the procedures for conducting the meeting

Amendment of Bylaws—Describe the procedures for amending the bylaws



Bylaws

- A copy of the SSC bylaws should be provided to all members
- The Chairperson of the SSC should annually review the bylaws with the council members
- Each member of the council should take time to review the bylaws
- Any material provided to a school site council should be made available to any member of the public who requests the materials pursuant to the California Public Records Act [Chapter 3.5 (commencing with section 6250) of Division 7 of Title I]



Check Bylaws First

Schools are encouraged to have procedures for the selection/election of members written into the SSC's bylaws.

The following are suggested provisions.

1. Means of electing members and officers
2. Terms of office of members and officers
3. Notice of elections for each peer group
4. Responsibilities of the council
5. A policy on non-discrimination

Note: Schools may elect non-voting alternate members who become voting members in the event of a mid-year vacancy. If no runner ups were available during the election, then an election must take place to fill a vacancy.



Accountability

Because the board, administration, and school site 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, upon verification that the council is unable to satisfactorily perform its functions, vacate all council seats, and schedule new elections.

EC 35160, 35160.1



Evaluation of Council Functioning

There are two types of evaluation that should be done with regard to School Council:

- An evaluation to see if the Council is established and functioning according to the guidelines of the project
- An evaluation to see how the Council itself is functioning as a group



Evaluation of Council Functioning

The following methods for collecting data have proved successful for both evaluation purposes listed above:

- Have a specialist in this area observe intermittently at the meetings and point out the strengths and weaknesses of its functions. (CUSD Community Relations Specialist, CUSD Parent Involvement Coordinator, Office Special Projects)
- Obtain reactions from the members themselves
- Have members set up criteria as to what determines Council effectiveness and have them rate each meeting
- *Divide the group into small groups and have each group prepare a list of the Council strengths and weaknesses. Compile a master list. Use the same process to generate changes to be made by the Council*



Training Council Members

- All Council members should be provided orientation to the program and to the responsibilities of the Council
- An annual needs assessment should be conducted to determine the specific information or skill needs of individual members of each Council as well as the general needs of most of the members. Once needs have been determined, training should be arranged either as part of the regular meeting agenda and/or at other times
- One part of a needs assessment could be the use of a survey form



A School Site Council is NOT

- A school management committee
- A political organization
- A grievance committee
- A fund-raising organization
- An extension of the Parent Teachers Association
- A social group



Consolidated Application and Reporting System (CARS) and Categorical Funding Process





Consolidated Application and Reporting System (CARS)

- The Consolidated Application and Reporting System 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.
- Annually, in June, each local educational agency submits Part 1 of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that create the programs.
- Part II of the application is submitted in January of each year, and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.



Consolidated Application and Reporting System (CARS)

The council is responsible for using the school allocations provided in the state-approved CARS application to plan educational improvements that raise the level of academic performance of participating students to the standards set by the State Board of Education. To meet this challenge, the council needs to understand the following limitations on the use of these funds:

- **Federal funds** are available in July of each year, but the period of allowable expenditure extends for fifteen months, through September of the following year.
- **Eighty-five percent** of the funds for each program must be spent on direct educational services at the school. Up to fifteen percent may be spent for district and school administrative costs, and other program support costs.
- **Centralized services** paid out of school allocations must be approved by the council, and must be reasonable and necessary for achieving the goals of the school plan.



Consolidated Application and Reporting System (CARS)

Included in the Consolidated Application and Reporting System are:

State Programs

Economic Impact Aid (EIA): These funds come from the state on a formula basis that considers the level of poverty in the district, transient, and number of ELL pupils. After the district has received its entitlement, the funds are allocated to State Compensatory Education (EIA-SCE) and English Language Learners (EIA-ELL) on an enrollment basis. EIA funds are intended to ensure that schools have the resources to provide all children quality educational opportunities.



Consolidated Application & Reporting System-State Programs

- **EIA-SCE:** Is a state funded program to expand and improve the educational opportunities of educationally disadvantaged students so they may succeed in the base core program. These funds are intended to provide services for student who are at risk of failing to meet state and district standards in reading, language arts, and/or mathematics. The guidelines are in accordance with Title I.
- **EIA-LEP:** Intended to serve English Language Learners to develop fluency in English. The program must provide equal opportunity for academic achievement. When schools have more than 20 ELL students (more than 50 district-wide), they are required to develop an English Learner Advisory Committee (ELAC)



Consolidated Application and Reporting System (CARS)

Federal Programs

Title I of ESEA

• Eligibility of schools to receive these funds is based on the concentrations of low income families. Schools with 40% or more of its students meeting eligibility qualify for Schoolwide program status. **All CUSD schools are Schoolwide.**

• These funds are intended to provide services for students who are identified as educationally disadvantaged. Each district should have established its selection criteria, with advice and consultation with staff and parent, often through an Advisory Council. SSC members should be aware of this so that the program can be coordinated with school improvement.



Consolidated Application & Reporting System – Federal Programs

Title I:

- The intention of the program is to assist students in becoming successful in the regular classroom program, indicated by grade level achievement. The program requires parent participation and supports coordination with health and social services.
- Funds for neglected and delinquent children are provided to county offices and some districts.



CARS: Federal Programs Cont.

Title II of ESEA – Part A Teacher Quality Program (District level funding)

- These funds replace the former Dwight D. Eisenhower Professional Development and the former Title VI, Federal Class Size Reduction (CSR).
- These funds are intended to increase student academic achievement through professional development and class size reduction. Districts that do not have 100% highly qualified teachers must first use funds to help teachers become highly qualified. A CMIS plan is developed with CDE approval.



CARS: Federal Programs

Title III Program for Limited English Proficient (LEP) Students **(District Level Funding)**

- These funds are replacing the former Title IX Indian Education competitive grants. In order to receive funds directly, districts must be eligible for at least \$10,000 or 157 students, or small districts may join a consortium to receive funds.
- These funds are used for supplementary programs and services for students.



Categorical Funding Process

Income (Revenue)

- Categorical funds, either *Federal* or *State* (EIA) are distributed by the California Department of Education to districts based on formulas that are different for each funding source.
- Districts determine the method for school-level allocations, with the following guidelines:
 - EIA includes LEP and SCE
 - Indirect Costs, Centralized Services, Block Grant Funds and District Administrative costs may be held at district level. The maximum administrative cost is 15 percent of each funding source including indirect costs.



Categorical Funding Process

Expenditure (Budget)

- After funds have been allocated to the school, the SSC develops a budget based on its established priorities. Because schools do not know exact allocations until after the school year begins, a preliminary budget based on priorities should be developed in the spring for the following school year



The Single Plan for Student Achievement

Linking School Goals and Expenditures to Improving Student Achievement

The Road Map to Success





The Single Plan for Student Achievement (SPSA)

The intent of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching state academic standards.



The Single Plan for Student Achievement (SPSA)

- The school plan serves as an official document in audits to determine appropriate expenditures of categorical funds, including equipment purchases, and personnel funded using these restricted funds



Federal and State Improvement Efforts

What's Driving Improved Student Academic Achievement?

Federal

- Adequate Yearly Progress (AYP) in Elementary Secondary Education Act (ESEA)/No Child Left Behind (NCLB)
- Annual Measurable Achievement Objectives (AMAO's)

State

- Public School Accountability Act (PSAA)
- Academic Performance Index (API)
- Assessment, Standards, Rewards and Sanctions
- Quality Education Investment Act (QEIA)



Requirements for the Single Plan for Student Achievement

- School districts must assure “that Site Councils have developed and approved a 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”

[EC, Section 64001(a)]



Requirements for the Single Plan for Student Achievement

- Must be developed “with the review, certification and advice of any applicable school advisory committees . . . ” [EC, Section 64001(a)]
- Plans required to be consolidated into a single plan:
 - Consolidated Application and Reporting System
 - School and Library Improvement Block Grant
 - Pupil Retention Block Grant
 - ESEA/NCLB Program Improvement



School Site Councils

Consolidated Application and Reporting System
(CARS)

School Site Council
Single Plan for Student Achievement (SPSA)

EIA-LEP
Economic Impact Aid—
Limited English
Proficient

EIA-SCE
Economic Impact
Aid—State
Compensatory
Education

Title I
Title II
Title III

Quality
Education
Investment
Act (QEIA)

Revise SPSA for
ESEA/NCLB
Program
Improvement

Revise SPSA for
QEIA SB 1133



Requirements for the Single Plan for Student Achievement

- Must be aligned with school goals for improving student achievement
- Must be based upon “an analysis of verifiable state data, including the API, ELD . . . and may include any data voluntarily developed by districts to measure student achievement . . . ”

[EC, Section 64001(d)]

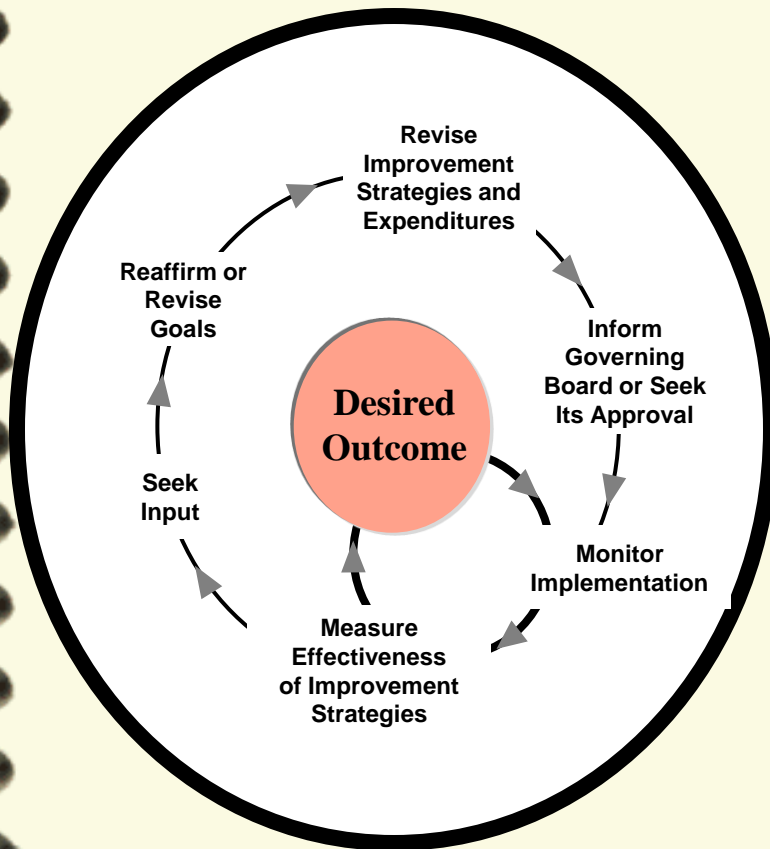


Requirements for the Single Plan for Student Achievement

- Must address how funds will be used to “improve the academic performance of all students to the level of the performance goals, as established by the API index . . . ” [EC, Section 64001(d)]
- Must be reviewed annually and updated
- Must be reviewed and approved by the governing board



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



The graphic represents the cycle of actions required by the SSC in the development, implementation and revision of the SPSA.



Step 1: Obtain Input

Prior to developing school goals and finalizing plan get input from the following:

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

The council may obtain input in the following ways:

- Parent, student and staff surveys
- Meetings to share Information
- Student performances and projects
- Interviews of school volunteers, parents, students and staff
- Involvement with business and community organizations



Step 2: 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. The Compton Unified School Districts requires that each site include their schoolwide vision and mission statements in the Single Plan for Student Achievement.
- **School Profile:** A description or profile of the school is required by and 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:** Information from the SARC must be included in the SPSA. The SARC is a valuable source of information on student performance and conditions affecting the learning environment.



Step 3: Analyze Current Educational Practice and Staffing

Because educational practices are directly related to student performance, an accurate assessment of current educational practice at the school is essential to raising academic performance among identified groups of students. To analyze the level of student performance, the council will need information from a variety of sources, such as:

- Curriculum audits/ program monitoring
- School Accountability Report Card
- WASC Accreditation Report
- District EL Master Plan
- Local Improvement Plan or Local Educational Agency Plan
- Staff and parent survey reports
- Structured discussions with school and district staff



Step 4: 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.)

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
- Analysis of running records, such as used to track progress in reading skills
- Semester grades, especially when aligned to grade level standards
- Analyses of student work, calibrated to content standards
- Other local assessments of performance on grade level standards

The council should assemble multiple 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 5: Establish School Goals

- School goals should be:
 - Measurable
 - Obtainable in the period specified in the plan
 - Derived from group performance data and analysis of educational practices
 - Be in alignment with School Districts Goals
- If goals set by the council are very general, such as “All third grade students will read at grade level,” then specific performance objectives should be adopted upon which to base activities expenditures.
- Avoid too many goals, but adopt at least one goal for each of the student group for which Consolidated Application and Reporting System funds are provided.



Step 6: Review Available Resources

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

State Funds

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

Federal Funds

- Title I, Basic Programs



Step 7: Select Specific Improvements

- For each SMART goal set, the council will now select specific activities to reach that goal, such as stating the goal, then identifying the student groups that will participate in that goal, determining the performance gains expected, and evaluating the actual gains made.
- The council is encouraged to add other means to fit their school needs. For each of these suggested means that apply to the goal, describe the specific actions to be taken, those who will implement the action, the specific expenditures associated with the action, and the chosen funding source.
- As each planned improvement is written, the council should describe the means to monitor its implementation and determine its level of effectiveness. Therefore, specify the actions to be taken, staff involved, dates by which actions are to be completed, and the means of determining that the improvement strategy was successful.



Step 8: Approved Centralized Services

The central office may be better equipped than the school to perform some project services. When a central office or cooperative 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
- Prorated costs of staff development for several schools
- Prorated costs of part-time staff members shared with other schools

It is the responsibility of the council to review proposed expenditures for centralized services, to determine that these services are appropriate to achieve the goals of the school plan, and are an effective use of these funds. Centralized services require the approval of the council.



Step 9: Annually Recommends the School Plan to the Governing Board for Approval

- After appropriate advisory committees have reviewed the completed plan, the council must approve it at a meeting for which public notice has been posted. EC 35147, 64001 (a), 64001
- The plan is submitted to the Office of Special Projects who presents it to the CUSD Board of Trustees for approval.
- Recommending the proposed plan to the board must include assurance that the school site council:
 - Is 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 student academic performance
 - Formally approved the plan before recommending it to the board for review



Step 10: Monitor Progress

- When the CUSD Board of Trustees has approved the plan, the school and district administration become responsible for implementing it.
- The council is responsible for monitoring the effectiveness of planned activities.
- Monitoring will be made easier if the plan specifies actions, dates, persons accountable, and estimated costs. A plan that is overly general reduces accountability.
- As the implementation of planned activities unfold, the council should verify the success of each major event. Successes should be shared within the school community and celebrated, as appropriate.
- Monitoring should follow the calendar of events as established by the plan. Among the things the council may monitor are:
 - Assignment of qualified staff
 - Training
 - Identification of student participants
 - Implementation of services
 - Provision of materials to students
 - Initial and on-going assessment of performance
 - Regular program reports, including student progress



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Step 11: Evaluate the Effectiveness of Planned Activities

The council must annually evaluate the effectiveness of planned activities in reaching the school goals set in the plan. This is done to promote continuous improvement in student academic performance.

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

1. Are goals based on the assessed needs of the students, and on a factual assessment of current educational practice at the school?
2. Is the plan an educationally sound means of reaching the goals set?
3. Was the plan implemented in a timely and effective manner?

In the event that the council is unable to uphold reasonable standards for assessment, implementation or results, the assistance of the district superintendent or governing board may be needed.



Step 12: Modify the Plan

- **The purpose of the Single Plan for Student Achievement is to create a 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.**
- **Annually, the council must review and update the plan, including proposed expenditures of funds allocated to the school. At that time, material changes must be made in activities that failed to achieve reasonable results.**
- **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
 - An activity is found to be non-compliant with state or federal law
 - A planned activity is not supported by staff, parents, or students



Step 12: Modify the Plan

Whenever the council makes a material change to the plan, the local governing board must approve the change. Board policy should specify the criteria for determining a material change, such as:

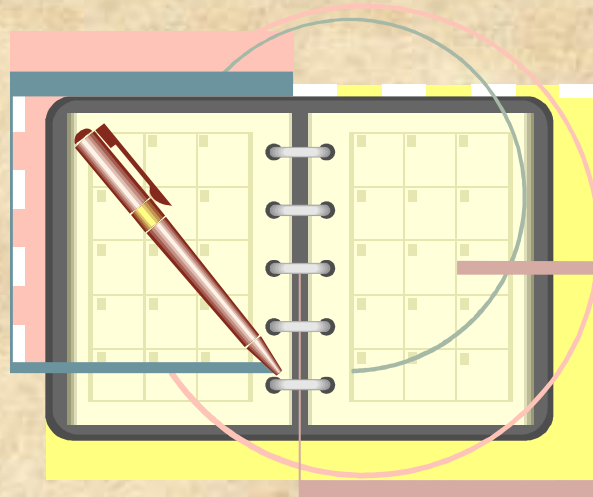
- Addition or deletion of a school goal
- A change in the duties of staff
- A change greater than 10 percent in a program allocation

A change greater than 10 percent in the overall cost of:

- Certificated instructional staff
- Classified instructional staff
- Support staff
- Equipment
- Materials
- Centralized services
- Other expenditures



Annual Agenda Calendar





Agenda Calendar

September

1. Elect new members and officers.
2. Orientation to Council function
3. Review, revise and adopt agenda calendar for the year
4. Review, Council by-laws and plan revisions as necessary.
5. Review, update, and approve School Safety Plan

October

1. Survey Council members for staff development needs as members of the council
2. Plan attendance at School Site Council Orientation/Training



Agenda Calendar

November

1. In-service for Site Council according to assessed needs of Council Members
2. Review annual evaluation for previous year. Select areas of focus for required annual evaluation. Decide how the effectiveness of project activities will be determined.
3. Revise budget based on final entitlements.
4. Approve the Single Plan for Student Achievement and budget, and recommend budget for other programs as Advisory Council. The revised school plan, including a signed assurance page, should be submitted to the Office of Special Projects, indicate the number of copies of the school plan to be printed.
5. Review student performance data from last year.
6. Approve any by-laws revisions.



Agenda Calendar

January

1. Assessment of Council functioning in terms of ability to monitor and evaluate programs.
2. Assess and provide parent survey for this year.
3. Plan attendance at School Site Council Orientation for any new members

March

1. Plan election of new Council members.
2. Look at priority list of needs and brainstorm ideas to include or change or change in the school plan. Review district LEA plan in order to coordinate site level improvement activities. Look at potential changes in funding. Base actions on the school's needs and proven research
3. Review and update site compliance and site parent involvement policy.



Agenda Calendar

April

1. Preliminary approval of budget, common pages, and any plan changes for next school year.
2. Conduct surveys if needed and make general assessment of program success for input on annual evaluation report.

May

1. Review evaluation of newly implemented curriculum areas.
2. Review final draft of the Single Plan for Student Achievement and approve for final submission to the Board of Trustees.



Links to Assist in the Development of the Single Plan for Student Achievement (SPSA)

LINKS TO VISIT:

- Public School Accountability Act

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

- Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils, California Department of Education.

<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>

- California Department of Education Single Plan for Student Achievement Mailing List

<http://www.cde.ca.gov/nclb/sr/le/subscribe.asp>

- State Testing and Reporting Data

<http://data1.cde.ca.gov/dataquest/>

- Consolidated Programs

<http://www.cde.ca.gov/fiscal/categoricalprograms>