A GUIDE AND TEMPLATE FOR
THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

A Handbook for School Site Councils

California Department of Education
November 2006

PREFACE

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

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

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

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

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

This legislation established the following eight requirements for school plans:

1. School districts must assure "that school site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school program they choose to include…"[3]

2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees…"[4]

3. Any plans required by programs funded through the Consolidated Application, the School and Library Improvement Block Grant, the Pupil Retention Block Grant, and NCLB Program Improvement must be consolidated into a single plan.[5]

4. The content of the plan must be aligned with school goals for improving student achievement.[6]

5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index…and the English Language Development test…and may include any data voluntarily developed by districts to measure student achievement…"[7]

6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index…"[8]

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[1] California *Education Code (EC)* Section 64001(a)
[2] Information on the API can be found at http://www.cde.ca.gov/ta/ac/ap/ on the Web site of the California Department of Education.
[3] *EC* Section 64001(a)
[4] Ibid
[5] *EC* sections 41507, 41572, 64001(d)
[6] *EC* Section 64001(f)
[7] *EC* Section 64001(d)
[8] Ibid

7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council…" [9]

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. [10]

Organizing the School Site Council

School Site Council

The California *Education Code* [11] requires the school site council to develop a *Single Plan for Student Achievement* for Consolidated Application programs operated at the school or in which the school participates. In addition, Pupil Retention [12] and School and Library Improvement Block Grant programs [13] operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application, and recommend it to the local governing board for approval.

Composition

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

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; [14] parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

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

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[9] *EC* Section 64001(g)
[10] *EC* Section 64001(d)
[11] *EC* Section 64001(a), (d)
[12] *EC* Section 41507
[13] *EC* Section 41572
[14] For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

- **At the secondary level,** the school site 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 students.

- **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 students each, and that share a common attendance area may establish a single school site council for the common attendance area.

At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the school site council.[15]

Composition of an Elementary School Site Council
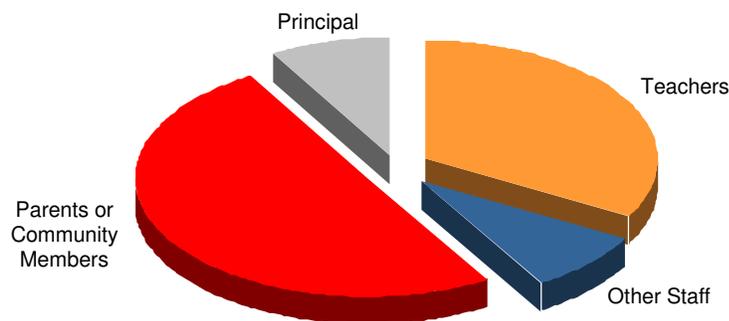
Composition of a Secondary School Site Council
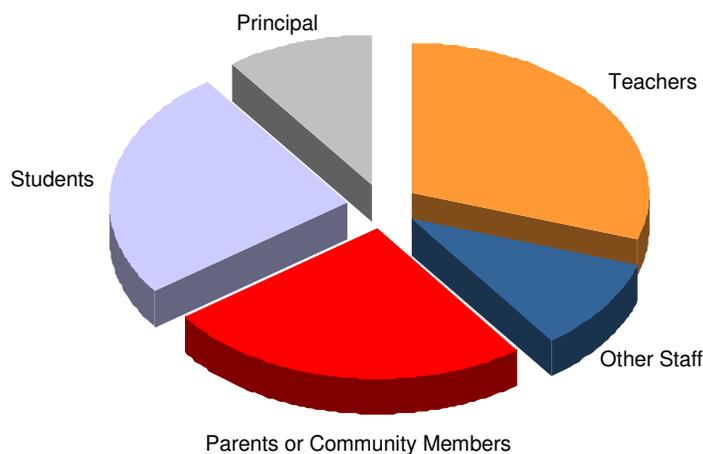
Selection

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[15] *EC* Section 33133(c)

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

To ensure broad support for the selection process, and to avoid controversy over the selection of school site council members, board policy or school site council bylaws may specify:
- The means of selecting members and officers
- Terms of office for members and officers
- The notice of elections for each peer group
- The responsibilities of the school site council and time commitment involved
- A policy of nondiscrimination, as may occur by limiting membership to a select group

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

Officers

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

Actions Required of the School Site Council[16]

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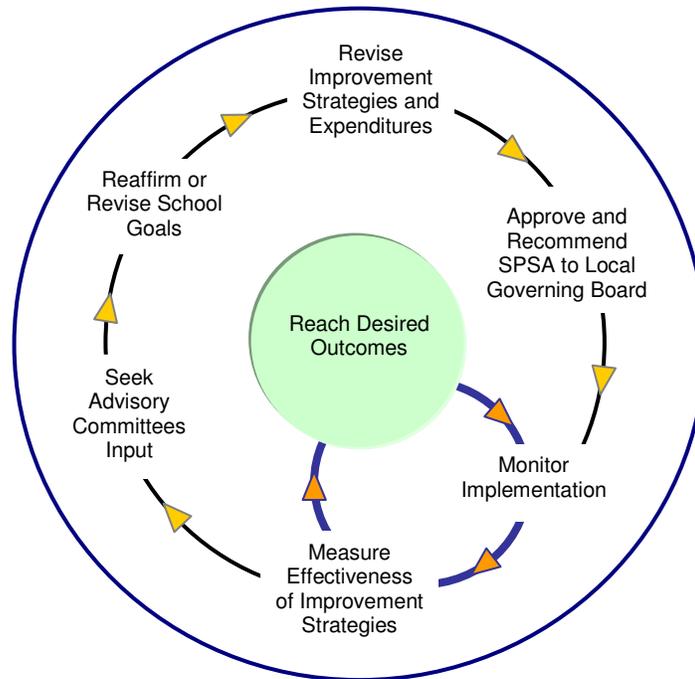
Roles and Responsibilities

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

School Advisory Committees

The SPSA must be developed with the advice, review, and certification of any applicable school advisory committees.[17] Such groups include the English Learner Advisory Committee, the State Compensatory Education Advisory Committee, the Special Education Advisory Committee, and the Gifted and Talented Education Advisory Committee. All required advisory committees have responsibility to advise the school on the special needs of students and on ways the school may meet those needs.

It is recommended that a District/School Liason Team (DSLT) be utilized by schools identified for Program Improvement (PI) under NCLB, Title I, Part A. The DSLT may assist the district and school by developing recommendations for improving student

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[16] *EC* Section 64001
[17] *EC* Section 64001(a)

performance related to PI status. DSLTs serve as an advisory group to the school site council at a PI school. This group should include a broad-based variety of members, including representatives from the school site council, district, and any another key stakeholders.[18]

Governing Board

The local governing board adopts policies for the development and implementation of the SPSA consistent with law. Acting upon the recommendation of the school site council, the board votes on the approval of the SPSA and all subsequent revisions of the SPSA.[19] The board also must certify that the SPSA is consistent with local educational agency plans required for federal funding. The SPSA must have board approval to authorize expenditures proposed in the plan.

Administration

The district and school administration, which may include an appointed leadership team, is responsible for implementing the SPSA. Administration of the SPSA includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the school site council, or developing proposals for the school site council's consideration.

County Offices of Education

Each county office of education may provide information and training opportunities related to the development of SPSAs to school districts within the county. Many counties operate Consolidated Application cooperatives (co-ops). Districts participating in a co-op receive assistance with the Consolidated Application and with developing and implementing SPSAs.

School Principal

The principal has the following duties with respect to the SPSA:
- Is a voting member of the school site council
- Provides information and leadership to the school site council
- Administers the school-level activities of the approved SPSA

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

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[18] *20 USC 6317(a)(5)(A)*
[19] *EC* Section 64001(h)

Committees Appointed by the School Site Council

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

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

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

Accountability

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

- The school site council may appeal to the local governing board to resolve issues of planning or implementation, clarify an issue in doubt, or establish a needed policy;
- The administration may recommend the board not approve a plan believed to be flawed;
- The local governing board may develop policies to regulate or inform school site councils and staff in the performance of their duties;[20]
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.

Rules of Order

School site councils must operate according to the following rules:[21]
1. Meetings must be open to the public.
2. The public may address the school site council on any item within jurisdiction of the school site 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.

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[20] *EC* sections 35160, 35160.1
[21] The Greene Act, *EC* Section 35147(c)

5. The school site council cannot act on an item not described on the posted agenda unless, by unanimous vote, it finds a need for action unknown when the agenda was posted.
6. Questions and brief statements of no impact on students or employees that can be resolved by providing information need not be described on the posted agenda.
7. If these procedures are violated, upon demand of any person, the school site council must reconsider the item at its next meeting, after allowing for public input on the item.

Bylaws

While not required by law, it is good practice for a school site 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 school site council members and officers; the school site council's regular meeting times; numbers of parents, teachers and students needed for a quorum; minimum attendance required of members; and so forth. Appendix F contains sample bylaws.

Records

The school site council needs to maintain records of the following:
- Elections
- Official correspondence
- Agendas of school site council meetings
- Evidence of input from school advisory committees
- Minutes of meetings, recording attendance, discussions, recommendations, and actions
- Copies of prior year school plans

Public records require safekeeping. School site council records should be filed in a secure place available to the school site council. Federal law requires that all records pertinent to a funded project be retained for three years.[22] School site council records must be made available for public review upon request.

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[22] 34 *Code of Federal Regulations*, Part 74.53

II. Six Steps for Developing the Single Plan for Student Achievement

Purpose

The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates, including programs funded through:
- The Consolidated Application
- The Pupil Retention Block Grant
- The School and Library Improvement Block
- Other school programs the council chooses to include[23]

Program Requirements for the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix B: Chart of Requirements for the *Single Plan for Student Achievement* lists the content for school plans required by state and federal programs operated at the school.) For example:
- Schools operating School-Based Coordinated Programs (SBCP) must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs.[24] SBCP activities that include students with disabilities or that include staff supported by state or federal special education funds may require a waiver from CDE. Forms and information on waivers are available at http://www.cde.ca.gov/re/lr/wr/documents/caseloadwaiverrev.doc.

- Schools operating schoolwide or targeted assistance programs under NCLB, Title I may use the SPSA template to describe strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice. Information and assistance on Schoolwide Programs and Targeted Assistance is available online at http://www.cde.ca.gov/sp/sw/rt/.

- Action plans under the Immediate Intervention/Underperforming Schools Program (II/USP), the High Priority Schools Grant Program for Low Performing Schools, and the Comprehensive School Reform Demonstration Program may be created using the SPSA template. Information and assistance on II/USP is available online at http://www.cde.ca.gov/ta/lp/iu/. Information and assistance on the HPSGP is available online at http://www.cde.ca.gov/ta/lp/hp/. Information and assistance on CSR is available online at http://www.cde.ca.gov/ta/lp/cs/.

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[23] *EC* sections 41507, 41572, 64001(a), (d), (f).
[24] See *EC* 52800 for all SBCP requirements.

- Secondary schools using the "Focus on Learning" process for accreditation are required by WASC to use information and data from the SPSA in developing the WASC Action Plan. The dual purpose of WASC accreditation is "to provide high quality learning opportunities, …with the added requirement…of continual self-improvement."[25] Both WASC and SPSA share the goal of improving instructional programs.

Description of the Template for the Single Plan for Student Achievement

The template for the *Single Plan for Student Achievement* is included in this document to assist school site councils in developing a complete plan. (The use of the SPSA is voluntary.) A committee of practitioners representing CDE, California's school districts, and county offices of education assisted in developing the SPSA template.

Development of the SPSA, its contents, and proposed expenditures is the responsibility of the school site council, which may amend the template to suit local needs. If the template is not used, the school site council should ensure that all required content is included in the plan. Information unrelated to the goals of the plan need not be included.

The SPSA template is aligned with the Categorical Program Monitoring (CPM) process and the Cycle of Continuous Monitoring and Improvement. The following graphic represents this alignment and incorporates the CPM Program Dimensions with the actions required of the school site council (see page 5).

- **Performance Goals**: Improvement of student academic performance and other goals specific to each categorical program
- **Improvement Cycle**: Actions required of the school site council
- **Monitoring Cycle**: Ongoing monitoring of implementation and results
- **CPM Program Dimensions**:
  - **Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.

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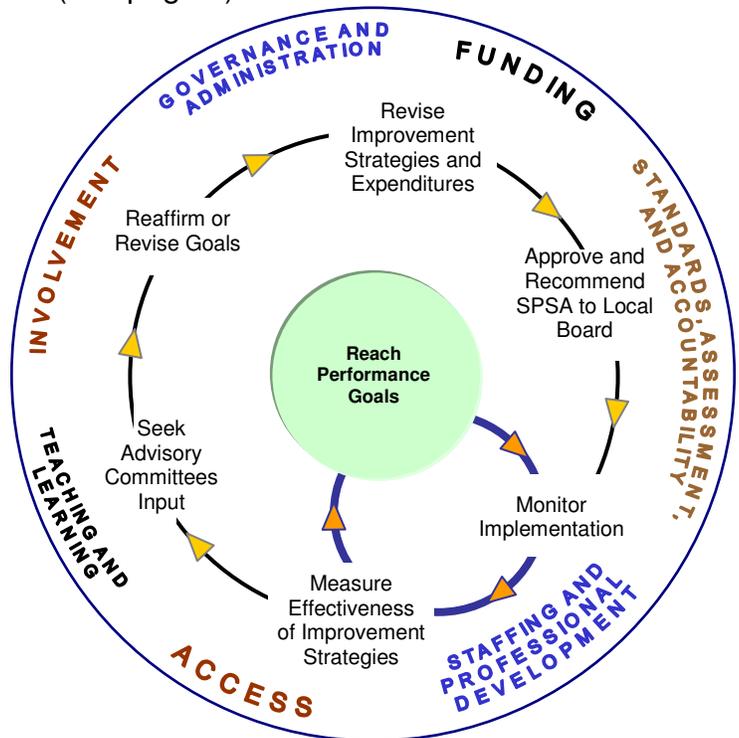
[25] From the WASC Web site. http://www.acswasc.org/about_overview.htm

- o **Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.
- o **Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.
- o **Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
- o **Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.
- o **Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency, as required by law.
- o **Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

Steps for Developing the Single Plan for Student Achievement[26]

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

The following actions are required of the school site council:
- Step One: Measure effectiveness of improvement strategies at the school
- Step Two: Seek input from school advisory committees
- Step Three: Reaffirm or revise school goals
- Step Four: Revise improvement strategies and expenditures
- Step Five: Recommend the approved SPSA to the governing board
- Step Six: Monitor implementation of the SPSA

The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.[27]

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

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[26] *EC* Section 64001
[27] *EC* Section 64001(g)

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

The SPSA must be based on an analysis of verifiable state-level data, including results of the Academic Performance Index (API) and the California English Language Development Test (CELDT). The SPSA template contains sample tables of state- and local-level data on student performance. Using such measures of student performance, the school site council must identify significant low performance among all student groups. The school site council should then decide which data summaries to include in the plan as most informative and relevant to school goals adopted by the school site council.

Tables of data for your school and district are available online:
- API Reports. http://www.cde.ca.gov/ta/ac/ap
- Standardized Testing and Reporting (STAR) data. http://www.cde.ca.gov/ta/tg/sr
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners. http://www.cde.ca.gov/sp/el/t3/acct.asp
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Appendix C: Sample School and Student Performance Data Tables contains samples for representing and analyzing API, AYP, and CELDT data.

The API reports and STAR data provide information for the following student groups:
- All students
- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically disadvantaged
- English learners
- Students with disabilities

Appendix D: Demographic Data Summary is a form that may be used for identifying the number and percentage of students enrolled in the school since kindergarten or first grade. The form represents a K-12 school but can be modified for any grade span configuration.

The school site council also may use data from other district or school assessments, such as:
- Academic Program Survey (APS). http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps

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

Analyze Instructional Program

The school site council next considers the relationship between the current instructional program and conclusions reached from the analysis of student data. This analysis will help the school site council determine those program areas that need to be addressed to raise the performance of student groups not meeting academic standards. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified groups of students.

Appendix E: Analysis of Current Instructional Program lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources, such as:
- California Healthy Kids Survey, school or district data
- District library plan
- District Master Plan
- District technology plan
- Local Improvement Plan or Local Educational Agency Plan (as required by NCLB)
- School Accountability Report Card
- Staff survey results
- Structured discussions with school and district staff
- Western Association of Schools and Colleges (WASC) Accreditation Report

Discussion of each of the statements from the SPSA template should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made.

General Rule for Integrating Plans

Most categorical programs require specific planning elements. Integrating or merging two or more planning processes does not eliminate any of these requirements. Any combined processes must include the requirements of all the programs included. (Appendix B: Chart of Requirements for the Single Plan for Student Achievement lists the planning requirements for state and federal categorical program.)

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 published school vision and mission statements, the school site council is well advised to review them, even if the school site council does not include them in the SPSA. If such statements do not exist, the school site council may wish to involve a group representative of the school community to develop them.

School Profile

A description or profile of the school is not required by law, but is helpful in understanding school and community influences on the academic program of the school and on 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)*,[28] 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 Two: Seek Input from School Advisory Committees

School plans must be developed with the review, certification, and advice of applicable school advisory committees.[29] School advisory committees include:
- District/School Liason Team
- English Learner Advisory Committee
- Gifted and Talented Education Advisory Committee
- Library Planning Committee
- Special Education Advisory Committee
- State Compensatory Education Advisory Committee
- Other committees established by the school or district

The school site council may invite these committees to provide advice at a meeting of the school site council held for this purpose or may accept written recommendations.

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[28] Further information on II/USP can be found at http://www.cde.ca.gov/ta/lp/iu
[29] *EC* sections 41507, 41572, 64001(a)

Step Three: Reaffirm or Revise School Goals

School goals must be based on a comprehensive assessment of student academic achievement, using multiple measures of student performance. School goals should meet the following four "tests" to determine whether the goals are:
- Derived from group performance data and analysis of related educational practices
- Attainable in the period specified in the plan
- Specific to the student participants
- Measurable

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

Step Four: Revise Improvement Strategies and Expenditures

For each goal, the school site council will adopt specific actions to reach it. For each goal set, specify the actions to be taken, dates by which actions are to be started and completed, expenditures needed to implement the action, and the funding source.

"Form A: Planned Improvements in Student Performance" in the SPSA template provides for the recording of:
- School goal
- Student groups that will participate in that goal
- Anticipated annual performance growth for each group
- Means of evaluating progress toward this goal
- Group data to be collected to measure academic gains
- Actions to be taken to reach a school goal
- Start and completion dates of each action
- Proposed expenditures and estimated costs for each action
- Funding source for each action

<u>Categorical Programs</u>

The SPSA must include all programs funded through the Consolidated Application and the School and Library Improvement and Pupil Retention block grants in which the school participates. The school site council should be knowledgeable of the purposes, requirements, and principles of all state and federal categorical programs for which the school site council must plan.[30] Additional information on the Consolidated Application is available at http://www.cde.ca.gov/fg/aa/co and from your district coordinator of state and federal programs.

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

The Consolidated Application is used to distribute funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Each June, school districts and county offices of education submit Part I of the Consolidated Application to document their intent to participate in these programs, report related data, and provide assurances that they will comply with the legal requirements of each program.

Part II of the Consolidated Application is submitted in January. It includes local entitlements determined by funding formulas contained in the laws that established the programs. In Part II, districts disburse funds in accordance with these laws for administrative costs, for programs operated at the district level, and for programs operated at schools.

The State Board of Education (SBE) approves the Consolidated Application based on CDE review and assurance that no serious compliance problems exist. Local educational agencies are responsible for using the funds as specified in the Consolidated Application and the SPSA.

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." Centralized services may not include administrative costs, which are reserved prior to calculating school allocations. Centralized services may include, but are not limited to, costs of:
- Assessment services
- District and county library and media services
- English language proficiency testing at a central location
- Staff development or training activities
- Project staff members shared by several schools

Centralized services may be included in the plan only with the approval of the school site council.

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

After appropriate advisory committees have reviewed the proposed SPSA,[31] the school site council must approve it at a meeting for which a public notice has been posted.[32] The SPSA may then be presented to the district governing board for approval. The SPSA template provides a format for recommending the proposed SPSA to the board and for giving assurance that the school site council:
- Has been properly constituted
- Reviewed its responsibilities
- Sought input from school advisory committees

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[31] See Step Two: Seek Input from School Advisory Committees
[32] *EC* sections 35147, 64001(a), 64001(g)

- 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 SPSA template provides signature lines for the school site 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. Advisory committee involvement also may be documented through correspondence and other documents.

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

Step Six: Monitor Implementation

The district and school administration is responsible for implementing the SPSA as approved by the local governing board. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the school site council or by developing proposals for the school site council's consideration.

Once the plan is approved, the responsibility of the school site council is to monitor the effectiveness of planned activities and modify those that prove ineffective. Monitoring will be made easier if the plan specifies actions, dates, and estimated costs. A plan that is overly general can minimize accountability.

Monitoring should follow the calendar of events established by the SPSA to verify timely implementation and achievement of objectives critical to the success of the plan, such as:
- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- Initial and ongoing assessment of student performance
- Progress made toward SPSA goals

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

Mid-year Changes to the SPSA

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

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

The school site council may amend the plan at any time, in accordance with local board policy and school site council bylaws. Whenever the school site council makes a material change to the plan, the local governing board must approve the change.[33]

Continue the Cycle

At least annually, the school site council must evaluate the effectiveness of planned activities. 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.

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

1. *Are school goals based on tested student performance and a factual assessment of current educational practice at the school?*
   A failed strategy may mean that the real cause of low performance was incorrectly diagnosed. If the cause of low academic performance is student based, then additional opportunities to learn should result in significant gains. If the cause of low student performance is rooted in the instructional program or in health or safety issues, then student performance will improve only when these issues are resolved.

2. *Is the plan an educationally sound means of reaching school goals?*
   Assuming a correct diagnosis of the problem, failure to achieve the goal may be the result of ineffective means. When an improvement strategy proves ineffective, the school site council should make needed modifications to the plan before participating students suffer serious academic loss.

3. *Was the plan implemented in a timely and effective manner?*
   As the school site council monitors implementation of the SPSA, operational problems may be identified that threaten the success of the plan. The causes of such problems need to be identified and corrected.

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[33] *EC* Section 64001(g)

III. Template for the Single Plan for Student Achievement

Purpose of the SPSA Template

This section contains the Template for the Single Plan for Student Achievement. (The use of the SPSA template is voluntary.)

The SPSA template has been designed to meet the content requirements of *Education Code* Section 64001 for a single school plan for student achievement. Such a plan must be developed and approved by the school site council at each school that participates in any program funded through the Consolidated Application, the School and Library Improvement Block Grant, the Pupil Retention Block Grant, and NCLB Program Improvement.[34] Accordingly, the plan must:

1. Be annually reviewed and updated by the school site council, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state data, including Annual Measurable Objectives (AMOs), the Academic Performance Index (API), and the California English Language Development Test (CELDT).
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students to the level of the API.
5. Be consistent with federally required Local Educational Agency (LEA) plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the Consolidated Application in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

How to Use the SPSA Template

The SPSA template provides a single, comprehensive school plan to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results.

By following the "Six Steps for Developing the Single Plan for Student Achievement" described in detail in Part III of the Guide, the following forms (A through E) from the template can be completed; collectively, these completed forms will make up the SPSA for a school:

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[34] See Appendix A: Programs Funded through the Consolidated Application. For information on programs in which your school participates, consult your district office.

- Form A: Planned Improvements in Student Performance – form to use in developing school goals, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data
- Form B: Centralized Services Expenditures – form to identify direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school
- Form C: Programs Included in This Plan – form to identify the state and federal categorical programs in which the school participates and, when applicable, allocations to the school
- Form D: School Site Council Membership – form to identify the membership of the school site council to document its composition
- Form E: Recommendations and Assurances – form to recommend the SPSA to the district governing board for approval

If all applicable portions of the SPSA template are appropriately completed, school plan content requirements will be met for all categorical programs in which the school participates.

Notes on Using the SPSA Template

The SPSA template is formatted as a Microsoft Word document. The spaces provided for text and data are expandable and are not intended as a limit on the amount of information to be entered.

However, an effective plan will focus on information directly related to the causes and remedies of low student academic performance. It is not intended that general information regarding instructional programs, school activities, or policies be included in the *Single Plan for Student Achievement*.

The Single Plan for Student Achievement

_____ SCHOOL

— — — — — — — — — — — — — —
CDS Code

Date of this revision: _____

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:

Position:

Telephone Number:

Address:

E-mail Address:

_____School District

The District Governing Board approved this revision of the School Plan on _____.

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL #___
(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

Actions to be Taken to Reach This Goal[35] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date[36] Completion Date	Proposed Expenditures[37]	Estimated Cost	Funding Source

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[35] See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
[36] List the date an action will be taken or will begin, and the date it will be completed.
[37] If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # ___ (Based on conclusions from Analysis of Program Components and Student Data pages)				
Groups participating in this goal (e.g., students, parents, teachers, administrators):		Anticipated annual growth for each group:		
Means of evaluating progress toward this goal:		Group data to be collected to measure gains:		
Actions to be Taken to Reach This Goal[38] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date[39] Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

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Template for the *Single Plan for Student Achievement*

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school <u>participates</u>. If the school receives <u>funding</u>, then the plan must include the proposed expenditures.)

State Programs	**Allocation**
☐ California School Age Families Education <u>Purpose</u>: Assist expectant and parenting students succeed in school.	$
☐ Economic Impact Aid/ State Compensatory Education <u>Purpose</u>: Help educationally disadvantaged students succeed in the regular program.	$
☐ Economic Impact Aid/ English Learner Program <u>Purpose</u>: Develop fluency in English and academic proficiency of English learners	$
☐ High Priority Schools Grant Program <u>Purpose</u>: Assist schools in meeting academic growth targets.	$
☐ Instructional Time and Staff Development Reform <u>Purpose</u>: Train classroom personnel to improve student performance in core curriculum areas.	$
☐ Peer Assistance and Review <u>Purpose</u>: Assist teachers through coaching and mentoring.	$
☐ Pupil Retention Block Grant <u>Purpose</u>: Prevent students from dropping out of school.	$
☐ School and Library Improvement Program Block Grant <u>Purpose</u>: Improve library and other school programs.	$
☐ School Safety and Violence Prevention Act <u>Purpose</u>: Increase school safety.	$
☐ Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	$
☐ List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	$
Total amount of state categorical funds allocated to this school	$

Federal Programs under No Child Left Behind (NCLB)	Allocation
☐ Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	$
☐ Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$
☐ Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$
☐ Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
☐ Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$
☐ Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$
☐ Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$
☐ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$
☐ Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	$
☐ Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$
☐ Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	$
☐ Other Federal Funds (list and describe[40])	$
Total amount of federal categorical funds allocated to this school	$
Total amount of state and federal categorical funds allocated to this school	$

[40] For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[41]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
	X				
Numbers of members of each category	1				

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[41] At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:

    ___ School Advisory Committee for State Compensatory Education Programs

    ___ English Learner Advisory Committee

    ___ Community Advisory Committee for Special Education Programs

    ___ Gifted and Talented Education Program Advisory Committee

    ___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

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

6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

_____   _____   _____
Typed name of school principal   Signature of school principal   Date

_____   _____   _____
Typed name of SSC chairperson   Signature of SSC chairperson   Date

IV. Resources

This section contains the following appendices that will assist a school site council in completing the *Single Plan for Student Achievement* and in maintaining a cycle of continuous improvement:

- Appendix A: Programs Funded through the Consolidated Application
- Appendix B: Chart of Requirements for the *Single Plan for Student Achievement*
- Appendix C: Sample School and Student Performance Data Forms
- Appendix D: Demographic Data Summary
- Appendix E: Analysis of Current Instructional Program
- Appendix F: Outline of Sample Bylaws
- Appendix G: Use of Resources
- Appendix H: Acronyms and Specialized Terms

Appendix A: Programs Funded through the Consolidated Application

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at http://www.cde.ca.gov/fg/aa/co/.

State Programs

- California School Age Families Education
- Economic Impact Aid
- Instructional Time and Staff Development Reform
- Peer Assistance and Review
- School Safety & Violence Prevention Act
- Tobacco-Use Prevention Education

Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at http://www.cde.ca.gov/nclb/sr/pc.

- Title I, Neglected or Delinquent
- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities
- Title V, Part A, Innovative Programs
- Title VI, Part B, Rural Education Achievement

Appendix B: Chart of Requirements for *The Single Plan for Student Achievement*

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools**	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
I. Involvement															
Involve parents and community in planning and implementing the school plan	EC 52055.625(b)(1)(C), (2)(C), (e)							X							
	EC 52055.620(a)(4)							X							
	EC 52054						X								
	EC 35294.1(b)(2)(C)												X		
	5CCR 3932	X	X												
	20 USC 7115(a)(1)(E)										X	X			
	20 USC 6316(b)(3)					X									
	20 USC 6315(c)(1)(G)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Advisory committee review & recommendations	EC 64001(a)	X	X	X	X	X	X		X		X	X			
	EC 52055.620(b)(1)							X							
Written notice of PI status	20 USC 6316(b)(3)					X									
II. Governance and Administration															
Single, comprehensive plan	EC 64001(a), (d)	X	X	X	X	X	X	X	X	X	X	X			
	EC 52853	X	X	X	X	X	X	X				X			
	EC 41572													X	
	EC 41507														X
	EC 35294.1(a)												X		
	20 USC 7114(d)(2)										X				
	20 USC 6315(c)(1)(B)			X											
	20 USC 6314(b)(2)(A)				X										
School site council (SSC) constituted per former EC 52012	EC 64001(g)	X	X	X	X	X	X	X	X	X	X	X	X	X	X

REQUIREMENTS	LEGAL CITATION	School & Library Improvement BG	Pupil Retention Block Grant	School Safety Block Grant **	Title V Innovative Programs	Title IV, Safe & Drug-free Schools **	Title III, English Learners	Title II, Improving Teacher Quality	High Priority Schools	Immediate Intervention/USP	Title I, Program Improvement	Title I, Schoolwide	Title I Targeted Assistance	EIA, State Compensatory Education	Economic Impact Aid (EIA) English Learners
SSC developed plan and expenditures	EC 64001(a)	X	X		X	X	X	X			X	X	X	X	X
	EC 41572	X													
	EC 41507		X												
	EC 35294.1(b)(1)			X											
SSC annually updates the plan	EC 64001(g)	X	X		X	X	X	X			X	X	X	X	X
	EC 35294.2(e)			X											
Governing board approves SPSA	EC 64001(h)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	EC 52055.630(b)								X						
Policies to insure all groups succeed	20 USC 6316(b)(3)										X				
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)										X				
Submit High Priority annual report after public LEA governing board review	EC 52055.640								X						
III. Funding															
Plan includes proposed expenditures to improve academic performance	EC 64001(g)				X	X	X	X	X	X	X	X	X	X	X
	EC 52853				X				X		X	X	X	X	X
	EC 52054									X					
	20 USC 6316(b)(3)										X				
	20 USC 6315(c)												X		
	20 USC 6314(b)(2)(A)											X			
Describe centralized services expenditures	5 CCR 3947(b)													X	X
IV. Standards, Assessment, and Accountability															
Comprehensive assessment and analysis of data	EC 64001(f)				X	X	X	X		X	X	X	X	X	X
	EC 52055.620(a)(1) - (3)								X						
	EC 52054									X					
	20 USC 7115(a)(1)(A)					X									
	20 USC 6314(b)(1), (2)(A)											X			
Evaluation of improvement strategies	EC 64001(f)				X	X	X	X			X	X	X	X	X

The following matrix lists program requirements (with legal citations) down the rows and funding programs across the columns. An "X" marks which programs must address each requirement.

REQUIREMENTS	LEGAL CITATION	School & Library Improvement BG	Pupil Retention Block Grant	School Safety Block Grant **	Title V Innovative Programs	Title IV, Safe & Drug-free Schools **	Title III, English Learners	Title II, Improving Teacher Quality	High Priority Schools	Immediate Intervention/USP	Title I, Program Improvement	Title I, Schoolwide	Title I Targeted Assistance	EIA, State Compensatory Education	Economic Impact Aid (EIA) English Learners
(continued)	EC 52853; EC 52055.625(c); EC 35294.2(e); EC 32228.5(b); 20 USC 7115(a)(2)			X	X				X		X	X	X	X	X
Ongoing monitoring and revision	20 USC 6315(c)(2)(B)												X		
Assessment results available to parents	EC 35294.2(e); 20 USC 7115(a)(1)(E); 20 USC 6314(b)(2)(A)			X		X						X			
V. Staffing and Professional Development															
Provide staff development	EC 52853; EC 52055.625(d)(1)(B),(C); EC 32228(b)(2); 20 USC 6316(b)(3); 20 USC 6315(c)(1)(F); 20 USC 6314(b)(1), (2)(A)			X	X	X			X		X	X	X	X	X
Budget 10% of Title I for staff development	20 USC 6316(b)(3)					X					X		X		
Provide highly qualified staff	EC 52055.625(b), (d); 20 USC 6315(c)(1)(E); 20 USC 6314(b)(1), (2)(A)								X		X		X		
Distribute experienced teachers	EC 52055.620(d)								X			X			
VI. Opportunity & Equal Educational Access															
Describe instruction for at-risk students	EC52853				X						X	X	X	X	X
Describe the help for students to meet state standards	EC 64001(f); 20 USC 6314(b)(1), (2)(A); 20 USC 6315(c)				X	X	X	X			X	X	X	X	X
Describe auxiliary services for at-risk	EC 52853				X						X	X	X	X	X

REQUIREMENTS	LEGAL CITATION	School & Library Improvement BG	Pupil Retention Block Grant	School Safety Block Grant **	Title V Innovative Programs	Title IV, Safe & Drug-free Schools **	Title III, English Learners	Title II, Improving Teacher Quality	High Priority Schools	Immediate Intervention/USP	Title I, Program Improvement	Title I, Schoolwide	Title I Targeted Assistance	EIA, State Compensatory Education	Economic Impact Aid (EIA) English Learners
students	EC 52055.620(a)(7); 20 USC 7114(d)(2)(E); 20 USC 6315(c); 20 USC 6314(b)(1), (2)(A)					X			X			X	X		
Avoid Isolation or segregation	5CCR 3934				X							X	X	X	X
VII. Teaching and Learning															
Goals based on performance	EC 64001(f); 20 USC 7115(a)(1)(A)				X	X	X	X		X	X	X	X	X	X
Define objectives	EC 52054; 20 USC 7114(d)(2)(B); 20 USC 6316(b)(3)					X				X	X				
Steps to intended outcomes	EC 52054; 5CCR 3930							X		X	X	X	X	X	
Account for all services	5CCR 3930							X			X	X	X	X	X
Provide strategies responsive to student needs	EC 52055.620(a)(3); EC 52054; 5CCR 3931; 20 USC 7114(d)(2)(E); 20 USC 6315(c); 20 USC 6314(b)(2)(A)				X	X	X	X	X	X	X	X	X	X	X
Describe reform strategies that: -Allow all to meet/exceed standards;	20 USC 6314(b)(1), (2)(A); 20 USC 6315(c)											X	X		
-Are effective, research based;	20 USC 6316(b)(3); 20 USC 6315(c)(1)(C); 20 USC 6314(b)(1)(B)										X	X	X		
-Strengthen core academics;	EC 52054									X		X			
-Address under-served populations;	EC 52055.625(b), (c)								X			X			
-Provide effective, timely assistance;	20 USC 6314(b)(1)(I), (2)(A)											X			

REQUIREMENTS	LEGAL CITATION	School & Library Improvement BG	Pupil Retention Block Grant	School Safety Block Grant **	Title V Innovative Programs	Title IV, Safe & Drug-free Schools **	Title III, English Learners	Title II, Improving Teacher Quality	High Priority Schools	Immediate Intervention/USP	Title I, Program Improvement	Title I, Schoolwide	Title I Targeted Assistance	EIA, State Compensatory Education	Economic Impact Aid (EIA) English Learners
-Increase learning time	20 USC 6316(b)(3); 20 USC 6314(b)(1)(B),(2)										X				
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B),(2)											X	X		
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)											X			
-Coordinate state and federal programs	20 USC 6315(c)(1)(H); 20 USC 6314(b)(1)(J), (2)(A)											X	X		
-Transition from preschool	20 USC 6315(c)(1)(D); 20 USC 6314(b)(1)(G), (2)(A)											X	X		
Provide an environment conducive to learning	EC 52055.625(f)(1); EC 52055.620(a)(6); 20 USC 7114(d)(1)					X			X X						
Enable continuous progress	5CCR 3931				X	X		X			X	X	X	X	X
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1); 5CCR 3937				X			X	X		X	X	X	X	X
Align curriculum, strategies, and materials with state standards or law	EC 52853; EC 52055.625(b)(2)(D),(c)				X				X		X	X	X	X	X
Provide high school career preparation	5CCR 4403													X	

Appendix C: Sample School and Student Performance Data Forms

The following tables are included in Appendix C. These tables represent samples of ways to assist the school site council in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance by Ethnicity
- Table 2: Academic Performance by Grade Level
- Table 3: English-Language Arts Adequate Yearly Progress (AYP)
- Table 4: Mathematics Adequate Yearly Progress (AYP)
- Table 5: California English Language Development (CELDT) Data
- Table 6: Multi-Purpose

Table 1: Academic Performance by Ethnicity

ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP

API PROFICIENCY LEVEL		All Students			White			African-American			Hispanic			Asian					
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																		
	%																		
Number and Percent At Basic	#																		
	%																		
Number and Percent Below Basic	#																		
	%																		
Number and Percent Far Below Basic	#																		
	%																		
TOTAL NUMBER AND PERCENT	#																		
	%																		

Conclusions indicated by the data:

1.

2.

3.

Table 2: Academic Performance by Grade Level

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR _____ STUDENTS																						
		Grade:___			Grade:___			Grade:___			Grade:___			Grade:___			Grade:___			Grade:___			Grade:___		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																								
	%																								
Number and Percent At Basic	#																								
	%																								
Number and Percent Below Basic	#																								
	%																								
Number and Percent Far Below Basic	#																								
	%																								
TOTAL NUMBER AND PERCENT	#																								
	%																								

Conclusions indicated by the data:

1.

2.

3.

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP

AYP PROFICIENCY LEVEL	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated-Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate																											
Number At or Above Proficient																											
Percent At or Above Proficient																											
AYP Target																											
Met AYP Criteria																											

Conclusions indicated by the data:

1.

2.

3.

Table 4: Mathematics Adequate Yearly Progress (AYP)

MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP

AYP PROFICIENCY LEVEL	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated -Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate																											
Number At or Above Proficient																											
Percent At or Above Proficient																											
AYP Target																											
Met AYP Criteria																											

Conclusions indicated by the data:

1.

2.

3.

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
Total											

Conclusions indicated by the data:

1.

2.

3.

Table 6: Multi-Purpose Form

Academic, Demographic, Grade Span, or Program Area: _____

DATA BY _____

Level Achieved	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3

Conclusions indicated by the data:

1.

2.

3.

Appendix D: Demographic Data Summary

This table is for identifying the number and percent of students enrolled in the district or school since kindergarten or first grade. Knowing which student groups have high or low numbers and percentages of continuous enrollment is helpful in determining program services. The table represents a K-12 school but can be modified for any grade span configuration.

Students Continuously Enrolled Since Kindergarten or First Grade by Number (#) and Percent (%)

Grade	All Groups		White		African-American		Asian		Hispanic	English Learners (EL)		Redesignated-Fluent English Proficient		Socioeconomic Disadvantaged		Students w/Disabilities	
	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%
K																	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	

Conclusions indicated by the data:

1.

2.

Appendix E: Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements may be used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

15. Research-based educational practices to raise student achievement at this school (NCLB)

Involvement

16. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 *CCR* 3932)

Funding

18. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

19. Fiscal support (EPC)

Appendix F: Outline of Sample Bylaws

The following outline is provided as a sample to assist the school site 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 School Site Council

The school site council of _____ School, hereinafter referred to as the school site council, shall carry out the following duties:
- Obtain recommendations for, and review of the proposed S*ingle 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 school site council by the district governing board and by state law.

Article II
Members

Section A: Composition
The school site 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 school site council.

School site 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
School site 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 school site 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 school site council. Absentee ballots shall not be permitted.

Section D: Termination of Membership
The school site 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 school site council chairperson.

Section E: Transfer of Membership
Membership on the school site council may not be assigned or transferred.

Section F: Vacancy
Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by _____.
(Examples: regular elections; appointment of the school site 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)

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Article III
Officers

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Section A: Officers
The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and other officers the school site council may deem desirable.

The chairperson shall:
- Preside at all meetings of the school site council.
- Sign all letters, reports and other communications of the school site council.
- Perform all duties incident to the office of the chairperson.
- Have other such duties as are prescribed by the school site 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 school site council.
- Transmit true and correct copies of the minutes of such meetings to members of the school site council and to the following other persons: _____.
- Provide all notices in accordance with these bylaws.
- Be custodian of the records of the school site council.
- Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairpersons of school advisory committees, and others with whom the school site council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the school site council.

Section B: Election and Terms of Office
The officers shall be elected annually, at the _____ meeting of the school site council and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers
Officers may be removed from 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 school site council, for the remaining portion of the term of office.

Article IV
Committees

Section A: Subcommittees
The school site council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the school site council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the school site council.

Section B: Other Standing and Special Committees
The school site council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the school site council. No such committee may exercise the authority of the school site council.

Section B: Membership
Unless otherwise determined by the school site council, the school site 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 school site 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 school site 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 school site 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 School site council

Section A: Meetings
The school site council shall meet regularly on the __ school day of each month. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

Section B: Place of Meetings
The school site 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 school site 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 school site 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 school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall constitute a quorum.

Section E: Conduct of Meetings
Meetings of the school site 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 school site council.

Section F: Meetings Open to the Public
All meetings of the school site council, and of committees established by the school site 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 school site council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to school site council members at least ___ days prior to the meeting at which the amendment is to be considered for adoption.

Appendix G: Use of Resources

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

The state fiscal year is the period from July 1 to June 30. 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 1 through September 30. However, we are allowed to expend federal funds beginning the previous July 1. Thus, the period of allowable expenditure extends for 15 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 services at schools. This limitation applies to:
- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited-English-Proficient Program
- Title I, Part A, Improving Basic Programs

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:
- 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 percent minimum) and professional development (5 percent to10 percent)
- Program Improvement schools, whatever is needed for costs of public school choice, transportation, and supplemental educational 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
- Capital expenses for Title I programs operated at 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.

Appendix H: Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc
DSLT	District/School Liason Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el

ACRONYM	STANDS FOR	WEB ADDRESS
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	http://www.nagb.org
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa

ACRONYM	STANDS FOR	WEB ADDRESS
PTA	Parent Teacher Association	http://www.pta.org
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SABE/2	Spanish Assessment of Basic Education	http://www.cde.ca.gov/ta/tg/sr
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.wascweb.org