

The Single Plan for Student Achievement Template

SCHOOL: Burney Elementary School

County-District School (CDS) Code 45699896050272

Principal: Marcy Schmidt

Date of this revision: November 19, 2014

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Marcy Schmidt

Position: Principal, Burney Elementary School

Telephone Number: 530.335.2279

Address: 37403 Toronto Street, Burney, CA 96013

E-mail Address: mschmidt@frjUSD.org

Fall River Joint Unified School District

The District Governing Board approved this revision of the SPSA on February 11, 2015.

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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal # 1 (Goals should be prioritized, measurable, and focused on identified student learning needs.)			
By June of the 2014-2015 school year, parental involvement on the BES site will increase by 10 percent, as measured by parent volunteer hours, participation in Back to School and Open House, PTA and Site Council meetings and in response to surveys.			
What data did you use to form this goal (findings from data analysis)? Current volunteer hours, lack of data from previous years for PTA, Site Council		How does this goal align to your Local Educational Agency Plan goals? This is one of the priorities for LCAP / LCFF	
What did the analysis of the data reveal that led you to this goal? We have not been collecting data, so we do not have a baseline as yet.		Which stakeholders were involved in analyzing data and developing this goal? School and district administration, certificated and classified personnel, parents	
Who are the focus students and what is the expected growth? All students, but particularly LI/EL/ FY		What data will be collected to measure student achievement? School and district assessments, CalMAPP	
What process will you use to monitor and evaluate the data? Collect volunteer hours		Actions to improve achievement to exit program improvement (if applicable). Attendance and tardies	
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Positive parent contact: emails, texts, phone calls, notes, all calls			
Weekly newsletters from classroom			
Plans for volunteers hours: in class activities, take home projects			
Parents as resources for teaching units			
Parents as resources for college and career readiness			
Whole school volunteer hours			
Community professionals as resources for college and career readiness			
Math Night, Reading Night			
Science Fair			
Fitness Activities			
Classroom social media			

pages			
Parent Computer Night			
Prizes for Back to School, Open House			
Food Incentives for participation			
Homework assistance: school phone for texting, teacher available for phone conference			
Utilize all of PTAs resources			
Classroom liaison			

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 students not yet meeting state standards.

Program Support Goal # 1.1 (Based on conclusions from analysis of program components and student data pages)				
Parent presentations: Bring parents into the classrooms for a variety of reasons				
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 ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

¹ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>School Goal # 2 (Goals should be prioritized, measurable, and focused on identified student learning needs.)</p> <p>By June of the 2014/2015 school year, on school and district assessments, 90% of students will read proficient/advanced (both accurately and fluently) based on Treasures Oral Fluency for grades 4-6, and DRA level 40 for third grade, level 30 for second grade, and level 6 for K and level 16 for 1, minimally.</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>Prior years' CST scores; Academic Performance Index; Annual Yearly Progress.</p>	<p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>FRJUSD Performance Goal #1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>BES is in Year five of Program Improvement; students from all sub groups are not making progress as required by NCLB</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <p>School and district administration, certificated and classified personnel, parents, State of California, NCLB</p>
<p>Who are the focus students and what is the expected growth?</p> <p>All students k-6 with a 10% increase of students taking CSTs moving to proficient or advanced from basic, below basic, or far below basic</p>	<p>What data will be collected to measure student achievement?</p> <p>CST assessment results, grade level and district assessments results</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>Yearly CST scores, grade level and district assessment results, progress monitoring</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p>Redistribution of teaching staff.</p> <p>Master Schedule to meet needs of students intensive, strategic and benchmark</p> <p>Good first teaching; use of Explicit Direct Instruction (EDI), fidelity to adopted programs, research based instructional strategies</p> <p>Goal setting with students</p> <p>SES tutoring</p> <p>Research based curriculum</p> <p>Update technology</p> <p>Character Education</p> <p>Continued targeted professional development</p> <p>Continued communication with parents regarding academic success</p>

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Redistribution of teaching staff	August		Improved test scores, collaboration
Analyze CaASPP results	August/September	\$250	Charts and graphs
Review data with staff and provide time for grade level teams to identify areas of need	August		List of students in each performance band
Identify students for intensive and strategic support	August and ongoing		Schedule with support programs
Allocate resources according to need	September and ongoing		Schedule of services
Assess essential standards every 2-3 weeks	Ongoing		Calendar; data analysis; ESP
Analyze assessment data by class and grade level: using essential standards, implement re-teaching, re-assessment, and RTI	Ongoing		ESP, Data Analysis Form
Focused PD based on identified needs	August-June	\$14,000	Offered to staff and implemented in classrooms
Educate and encourage wellness	Ongoing	In kind; \$200	Nutrition education, Jog Your Brain, mental health counseling, dental wellness education, safe routes to school program
Adopt a character education program	September 2012	\$3,000	Decrease in behavior referral; increase in academic responsibility
SES Tutoring	2 six week sessions during the school year	\$36,000	Pre and post test; CSTs and district benchmarks
REACH/Reading Mastery (SRA) Read Naturally Phonic for Reading Barton – reading intervention SteckVaughn Vocab	Ongoing	\$5,000	Pre and post test; CSTs, classroom assessments, District benchmarks
Improved parental communication: Home and School Connection Newsletter, weekly all call updates, email, school newsletter, school website, Reading Night	August 2011	\$260	Improved parental involvement in school functions, understanding of standards and levels
Set academic goals with each student and discuss with parent at conference; post goals in classroom	ongoing		Conference with student and parent of those students who do not reach academic goal

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 students not yet meeting state standards.

Program Support Goal # 2.1 (Based on conclusions from analysis of program components and student data pages)				
Fluency for k-3, comprehension				
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 ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

³ See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates 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 participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 0
<input checked="" type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$ 0
<input checked="" type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$ 0
<input checked="" type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$ 0
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$ 0
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$ 0
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school	\$ 0

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 100,737
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
<input type="checkbox"/> Other federal funds (list and describe) ⁵	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$ 121,804

¹⁷ 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

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:⁶

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Marcy Schmidt	X				
Jennifer Arseneau		X			
Ginny Casaurang		X			
Megan Patton		X			
Theresa Robbins		X			
Jeanine Ferguson (pending)			X		
Jennifer Gideon				X	
Marinda May				X	
Jennifer Hribar				X	
Sami McClung				X	
Jennifer Mitchell				X	
Numbers of members in each category	1	4	1	5	

⁶ At elementary schools, the SSC 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 (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

___ State Compensatory Education Advisory Committee _____ Signature

___ English Learner Advisory Committee _____ Signature

___ Special Education Advisory Committee _____ Signature

___ Gifted and Talented Education Advisory Committee _____ Signature

___ District/School Liaison Team for schools in Program Improvement _____ Signature

___ Compensatory Education Advisory Committee _____ Signature

___ Departmental Advisory Committee (secondary) _____ Signature

___ Continual School Improvement Committee _____ Signature

___ School Advisory Committee _____ Signature

___ Other committees established by the school or district **(list)** _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: November 19, 2014.

Attested:

Marcy Schmidt

Typed name of School Principal

Signature of School Principal

11/21/2014
Date

Jennifer Arseneau

Typed name of SSC Chairperson

Signature of SSC Chairperson

11/21/2014
Date

III. Resources

This section contains the following appendices that will assist the SSC in completing the SPSA and in maintaining a cycle of continuous improvement:

- Appendix A: Programs Funded through the ConApp
- Appendix B: Chart of Requirements for the SPSA
- Appendix C: Sample School and Student Performance Data Forms
- Appendix D: Demographic Data Summary
- Appendix E: Analysis of Current Instructional Program
- Appendix F: Organizing the SSC and Outline of Sample Bylaws
- Appendix G: Use of Resources
- Appendix H: WASC High School Accreditation Crosswalk
- Appendix I: Parental Involvement and Special Committees
- Appendix J: Acronyms and Specialized Terms

Appendix A: Programs Funded through the ConApp

The programs listed below are reported in the ConApp. Information about the ConApp and program profiles are available on the California Department of Education ConApp Web page at <http://www.cde.ca.gov/fg/aa/co/>.

For 2008–09 through 2012–13, funding formerly restricted for 39 specified categorical programs may be used for any educational purpose. Information on the flexibility provisions is available on the CDE Categorical Programs Web page at <http://www.cde.ca.gov/fg/aa/ca>.

State Programs

- Economic Impact Aid

Federal ESEA Programs

- Title I, Part D, Delinquent
- Title II, Part A, Teacher and Principal Training and Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title VI, Part B, Rural Education Achievement

Information and CDE contacts for ESEA programs are available on the CDE Programs and Contacts Web page at <http://www.cde.ca.gov/nclb/sr/pc>.

Appendix B: Chart of Requirements for the Single Plan for Student Achievement

REQUIREMENTS	LEGAL CITATION	EIA, English Learners	EIA, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	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 52055.750(b)						X					
	EC 35294.1(b)(2)(C)									X		
	5CCR 3932	X	X	X	X	X		X				
	20 USC 7115(a)(1)(E)					X						
	20 USC 6315(c)(1)(G)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Advisory committee review and recommendations	EC 64001(a)	X	X	X	X	X		X				
	EC 52055.755						X					
Written notice of program improvement 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
	EC 52853	X	X	X	X	X						
	EC 41572											X
	EC 41507										X	
	EC 35294.1(a)									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
SSC developed SPSA and expenditures	EC 64001(a)	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 SPSA	EC 64001(g)	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
	EC 52055.750(a)(5)						X					
Policies to ensure all groups succeed (specify role of school, LEA, and SEA; and coordination with other organizations)	20 USC 6316(b)(3)					X						
	20 USC 6316(b)(3)					X						
III. Funding												

REQUIREMENTS	LEGAL CITATION	E/A, English Learners	E/A, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
Plan includes proposed expenditures to improve academic performance	EC 64001(g)	X	X	X	X	X		X	X			
	EC 52853	X	X	X	X	X						
	20 USC 6316(b)(3)					X						
	20 USC 6315(c)			X								
Describe centralized services expenditures	20 USC 6314(b)(2)(A)				X							
	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			
	EC 52055.740(a)(1)(D)(5)						X					
	20 USC 6314(b)(1), (2)(A)				X							
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X		X	X			
	EC 52853	X	X	X	X	X						
	EC 35294.2(e)									X		
	EC 32228.5(b)									X		
Assessment results available to parents	EC 35294.2(e)									X		
	20 USC 6314(b)(2)(A)				X							
V. Staffing and Professional Development												
Provide staff development	EC 52853	X	X	X	X	X						
	EC 52055.750I						X					
	EC 32228(b)(2)									X		
	20 USC 6316(b)(3)					X						
	20 USC 6315(1)(F)			X								
Budget 10 percent of Title I for staff development	20 USC 6314(b)(1), (2)(A)				X							
	20 USC 6316(b)(3)					X						
Provide highly qualified staff	EC 52055.740(a)(1)(D)(3)						X					
	20 USC 6315(1)(E)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Distribute experienced teachers	EC 52055.750(a)(10)						X					
VI. Opportunity and Learning												
Describe instruction for at-risk students	EC 52853	X	X	X	X	X						
Describe the help for students to meet state standards	EC 64001(f)	X	X	X	X	X		X	X			
	20 USC 6314(b)(1), (2)(A)				X							
	20 USC 6315(c)			X								
Describe auxiliary services for at-risk students	EC 52853	X	X	X	X	X						
	20 USC 6315(c)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Avoid isolation or segregation	5CCR 3934	X	X	X	X	X						

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant**	Pupil Retention Block Grant	School & Library Improvement BG
VII. Teaching and Learning												
Goals based on performance	EC 64001(f)	X	X	X	X	X		X	X			
Define objectives	20 USC 6316(b)(3)					X						
Steps to intended outcomes	5CCR 3930		X	X	X	X		X				
Account for all services	5CCR 3930		X	X	X	X		X				
Provide strategies responsive to student needs	5CCR 3931	X	X	X	X	X		X				
	20 USC 6315(c)			X								
	20 USC 6314(b)(2)(A)				X							
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)				X							
-Allow all to meet/exceed standards	20 USC 6315(c)			X	X							
-Are effective, research-based	20 USC 6316(b)(3)				X	X						
	20 USC 6315(c)(1)(c)			X								
	20 USC 6314(b)(1)(B)				X							
-Strengthen core academics	EC 52054				X							
-Address under-served populations	EC 52054				X							
-Provide effective, timely assistance	20 USC 6314(b)(1)(I), (2)(A)				X							
-Increase learning time	20 USC 6316(b)(3);					X						
	20 USC 6314(b)(1)(B),(2)				X							
-Meet needs of low-performing students	20 USC 6315(c)(A);			X								
	20 USC 6314(b)(1)(B),(2)				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)			X								
-Transition from preschool	20 USC 6314(b)(1)(J), (2)(A)				X							
	20 USC 6315(c)(1)(D)			X								
	20 USC 6314(b)(1)(G), (2)(A)				X							

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant**	Pupil Retention Block Grant	School & Library Improvement BG
Enable continuous progress Acquire basic skills, literacy	5CCR 3931	X	X	X	X	X		X				
	5CCR 3937	X	X	X	X	X						
Align curriculum, strategies, and materials with state standards or law	EC 52853	X	X	X	X	X						
Provide high school career preparation	5CCR 4403		X									

Title I Program Improvement School Plan for Student Achievement Requirements Reference Guide

Elements required in ESEA Title I, Part A, Section 1116 for PI

Required PI Plan Elements	Page(s) Addressed in SPSA
<input type="checkbox"/> Scientifically-based research —Strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issues that caused a school to be identified for PI	
<input type="checkbox"/> Successful Policies and Practices —Adoption of policies and practices concerning a school’s core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient	
<input type="checkbox"/> Professional Development (PD)	
<input type="checkbox"/> A minimum of ten percent of Title I funds will be used each year that the school is in PI for the purpose of providing high-quality professional development of teachers and principal	
<input type="checkbox"/> PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	
<input type="checkbox"/> PD affords increased opportunity for participation	
<input type="checkbox"/> PD directly addresses the academic achievement problem that caused a school to be identified for PI	
<input type="checkbox"/> How funds (ten percent) reserved for PD will be used to remove the school from PI status	
<input type="checkbox"/> Description of Specific Annual Measurable Objectives —Developed for each of the student subgroups and in accordance with state’s measure of adequate yearly progress	
<input type="checkbox"/> Parent Notification —Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	
<input type="checkbox"/> Shared Responsibility for Improvement —Specify the responsibilities of the school, the LEA, the state education agency, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA	
<input type="checkbox"/> Parent Involvement —Strategies to promote effective parental involvement	
<input type="checkbox"/> Extended Learning —As appropriate, activities before school, after school, during the summer, and during any extension of the school year	
<input type="checkbox"/> Incorporation of a Teacher Mentoring Program —See ESEA Title IX, Part A, §9101(42) for definition of “Teacher Mentoring Program”	

SPSA Title I Schoolwide Requirements Elements required in ESEA Title I, Part A, Section 1114 for PI

Required Elements of the ESEA	Location (by Page) in SPSA
<input type="checkbox"/> Comprehensive needs assessment of all children enrolled in the school, including migratory children, which includes the analysis of student performance data in relation to the state academic content standards	
<input type="checkbox"/> Schoolwide reform strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all students to meet the academic standards at the proficient and advanced levels <ul style="list-style-type: none"> <input type="checkbox"/> Use instructional strategies that are based on scientifically-based research that strengthen the core academic program that: <ul style="list-style-type: none"> <input type="checkbox"/> Increase the amount and quality of learning time such as through an extended school year, before- and-after school, and summer school programs and help provide an enriched and accelerated curriculum <input type="checkbox"/> Include strategies for meeting the educational needs of historically underserved populations <input type="checkbox"/> Include strategies to address the needs of all children in the school, and in particular, the needs of low-achieving students and those at-risk of not meeting the state content standards <ul style="list-style-type: none"> <input type="checkbox"/> Description of a process for evaluating whether the needs of students have been met <input type="checkbox"/> Are consistent with the LEA Plan 	
<input type="checkbox"/> Instruction by highly-qualified teachers	
<input type="checkbox"/> Provisions for high quality and ongoing professional development for teachers, principals, and paraprofessionals and other staff to enable all children to meet the state’s academic achievement standards	
<input type="checkbox"/> Strategies to attract high quality highly-qualified teachers to high-need schools	
<input type="checkbox"/> Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services	
<input type="checkbox"/> Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs	
<input type="checkbox"/> Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on and to improve student achievement and the overall instructional program	
<input type="checkbox"/> Strategies for timely and effective assistance to students that need additional help	
<input type="checkbox"/> Coordination and integration of federal, state, and local services and programs	

SPSA Title I Targeted Assistance (TAS) Requirements

Elements required in ESEA Title I, Part A, Section 1115 for Program Improvement

Required Elements of the ESEA	Location (by Page) in SPSA
<input type="checkbox"/> Use of Title I funds to help eligible children meet such state’s challenging student academic achievement standards expected for all students	
<input type="checkbox"/> Ensure that planning for students served under Title I is incorporated into existing SPSA	
<input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically-based research that strengthens the core academic program of the school and that: <ul style="list-style-type: none"> <input type="checkbox"/> Increases the amount and quality of learning time such as through an extended school year, before- and-after school, and summer school <input type="checkbox"/> Helps provide an accelerated, high quality curriculum including application of learning <input type="checkbox"/> Minimize removing children from the regular classroom during regular school hours for instruction provided under Title I 	
<input type="checkbox"/> Plans for assisting preschool children in the transition from early childhood programs , such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs	
<input type="checkbox"/> Instruction by highly-qualified teachers	
<input type="checkbox"/> Provisions for high quality and ongoing professional development for teachers, principals, and paraprofessionals and other staff to enable all children to meet the state’s academic achievement standards	
<input type="checkbox"/> Strategies to increase parental involvement in activities such as family literacy services	
<input type="checkbox"/> Coordination and integration of federal, state, and local services and programs	
<input type="checkbox"/> On-going evaluation of the targeted assistance program and revision of the program to better meet student needs	

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 (SSC) in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance Index (API) by Race and Ethnicity
- Table 2: English-language Arts AYP
- Table 3: Mathematics AYP
- Table 4: California English Language Development Test (CELDT) Data
- Table 5: Multi-Purpose Form

Table 1: API by Race and Ethnicity (Information may be obtained from the API report on the California Department of Education Academic Performance Index Web page at <http://www.cde.ca.gov/api>.)

	ACADEMIC PERFORMANCE INDEX (API) DATA BY SIGNIFICANT STUDENT GROUP																											
	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																							
					White				SED																			
	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum	Yr 1	Yr 2	Yr 3	Sum				
API Growth Values	782	763	778	+15	795	792	799	+7	762	733	748	+15																

Trends indicated by the data: possible challenges, if any, and additional information needed

All performances dropped from Yr 1 to Yr 2. That was the first year with the new principal, and the year 13 of 16 classrooms teachers were new or new to their grade level (voluntary reconstitution).

Yr 2 to Yr 3 shows increases in all performances.



Table 2: English-language Arts AYP Information may be obtained from the AYP report on the California Department of Education Adequate Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.

AYP PROFICIENCY	All Students				WHITE				SED			
	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif
AYP Target	67.6%	78.4%	89.25	10.8%	67.6%	78.4%	89.2%	10.8%	67.6%	78.4%	89.2%	10.8%
Percent At or Above Proficient	51.6% 114	46.9% 98	50.9% 114	4.0%	52.4% 88	50.7% 72	55.8% 86	5.1%	47.6% 59	41.5% 54	43.8% 74	2.3%
Met AYP Criteria	NO	NO	YES	SH	NO	NO	YES	SH	NO	NO	YES	SH

Trends indicated by the data: possible challenges, if any, or additional information needed

Table 3: Mathematics AYP Information may be obtained from the AYP report at the California Department of Education Adequately Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.

AYP PROFICIENCY	All Students				WHITE				SED			
	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif
	AYP Target	68.5%	79%	89.5%	10.5%	68.5%	79%	89.5%	10.5%	68.5%	79%	89.5%
Percent At or Above Proficient	58.7% 128	47.6% 99	58.5% 131	10.9%	59.4% 98	52.1% 74	61.7% 95	9.6%	50% 62	41.1% 53	50.9% 86	9.8%
Met AYP Criteria	YES*	YES*	YES	SH	YES	YES*	YES	SH	NO	NO	YES	SH

Trends indicated by the data: possible challenges, if any, or other information needed

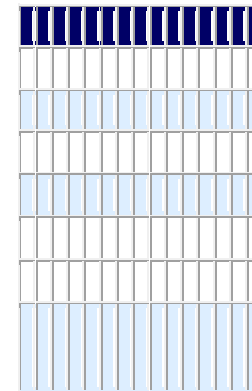


Table 4: CELDT Data 2011-2012

Number and Percent of Students at Each Overall Performance Level								
Performance Level	K	1	2	3	4	5	6	Total
Advanced	0	0	0	0	0	0	0	0
Early Advanced	1	2	2	0	0	0	0	5
Intermediate	0	1	0	0	1	0	0	2
Early Intermediate	1	1	3	1	1	0	0	7
Beginning	0	0	0	0	1	0	0	1
Number Tested	2	4	5	1	3	0	0	15

Conclusions indicated by the data:

Need to improve movement of students from intermediate to advanced

Table 5: Multi-Purpose Form

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

Level Achieved	DATA BY _____																									
	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		

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 grade one. Knowing which student groups has high or low percentages of continuous enrollment is helpful in determining program services. The table represents a kindergarten–twelve school but can be modified for any grade span configuration.

Grade	Students Continuously Enrolled Since Kindergarten or Grade one by Number (#) and Percent (%)																		
	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 derived from the ESEA and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

LEAs in PI must use applicable state tools APS, DAS, ELSSA and ISSS to determine current instructional practice. All LEAs may use these tools to enhance systems in district schools. Tools are located at the California Department of Education State Program Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

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 (ESEA)
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 (ESEA)
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 instructional materials training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grade nine through grade twelve) (EPC)

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
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 (ESEA)
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 (ESEA)
15. Research-based educational practices to raise student achievement at this school (ESEA)

Involvement

16. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 CCR 3932)

Funding

18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)
19. Fiscal support (EPC)

Appendix F: Organizing the SSC and Outline of Sample Bylaws

SSC

The California *EC*⁷ requires the SSC to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention⁸ and School and Library Improvement Block Grant programs⁹ operated at the school must be included in the SPSA. The SSC must approve the plan, recommend it to the local governing board for approval, monitor implementation of the SPSA, and evaluate the results. At least annually, the SSC must revise the SPSA, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition

Composition of the SSC is specified in the California *EC* as follows:

- The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;¹⁰ 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 SSC 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 SSC that is composed of equal numbers of school staff and parents or other community members selected by parents.
- **At the secondary level**, the SSC 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.

⁷ *EC* Section 64001(a), (d)

⁸ *EC* Section 41507

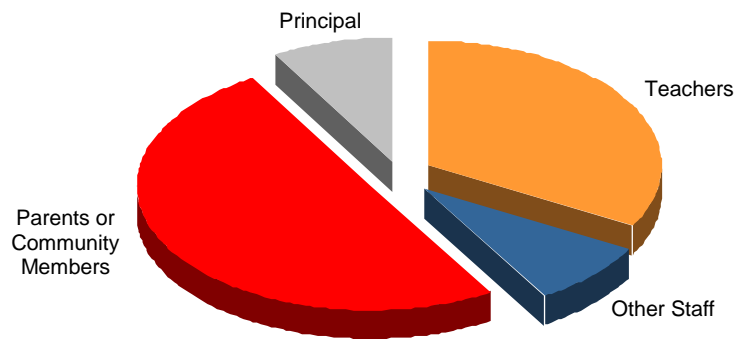
⁹ *EC* Section 41572

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

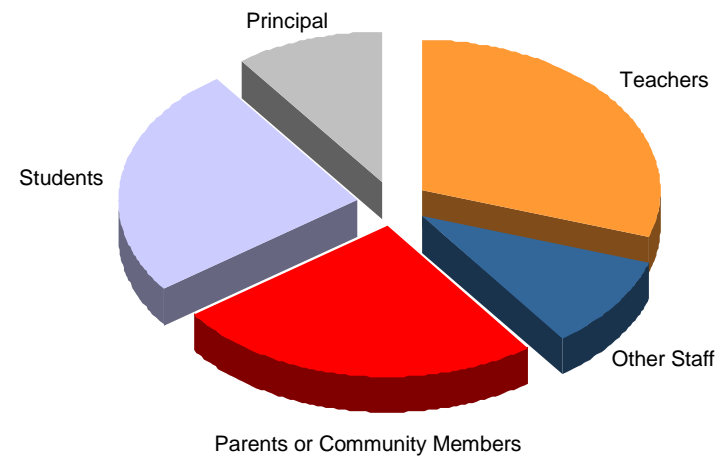
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.
- School districts that maintain kindergarten or any of grades one to eight, inclusive, and that maintain schools with fewer than 100 students each, and that share a common attendance area may establish a single SSC 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 SSC¹¹.

Composition of an Elementary SSC



Composition of a Secondary SSC



¹¹ EC Section 33133(c)

Selection

The means of selecting SSC members is 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 SSC 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 SSC members, board policy, or SSC 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 SSC 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 SSC 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 SSC in the event of a midterm vacancy on the school site council.

Officers

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

- A chairperson to organize, convene, and lead meetings of the SSC
- A vice chairperson to serve in the absence of the chairperson
- A secretary to record actions taken at SSC meetings and keep SSC 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

Outline of Sample Bylaws

The following outline is provided as a sample to assist the SSC in developing its own bylaws. Anything that is not explicit in law should be added to site bylaws. No claim of completeness is made, nor is the sample a recommendation by the CDE.

Article I Duties of the SSC

The SSC of Burney Elementary School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA 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 SSC by the district governing board and by state law

Article II Members

Section A: Composition

The SSC shall be composed of 10 members, selected by their peers, as follows:

- 4 Classroom teachers (Provide definition of classroom teacher)
- 1 Other school staff members
- 5 Parents or community members
- The school principal shall be an ex officio member of the SSC

SSC 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

SSC members shall be elected for 2 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 SSC, 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 SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC 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 SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III Officers

Section A: Officers

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

The chairperson shall:

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

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 SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons: _____
- Provide all notices in accordance with these bylaws

- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the September meeting of the SSC 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 SSC for the remaining portion of the term of office.

Article IV Committees

Section A: Subcommittees

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

Section B: Other Standing and Special Committees

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

Section C: Membership

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

Section D: Terms of Office

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

Section E: Rules

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

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. 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 SSC

Section A: Meetings

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

Section B: Place of Meetings

The SSC 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 SSC.

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

Section E: Conduct of Meetings

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

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, 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 SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC 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 ConApp:

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. 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 SBE once every three years.

Eighty-five percent of the funds from certain programs must be used for direct educational services at schools. This requirement 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 generally allowable if they:

- Provide an effective means of achieving the purposes of the program funding source
- Constitute 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

Districts in PI must reserve funds from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (one percent minimum) and professional development (five percent to ten percent)
- Program Improvement schools (up to 20 percent of the district allocation to fund public school choice, transportation, and supplemental educational services)

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 (May also be governed by Title I, Part D)
- 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 ConApp must be used to reach school goals for improving the academic performance of all students to the level of proficiency or better on 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.

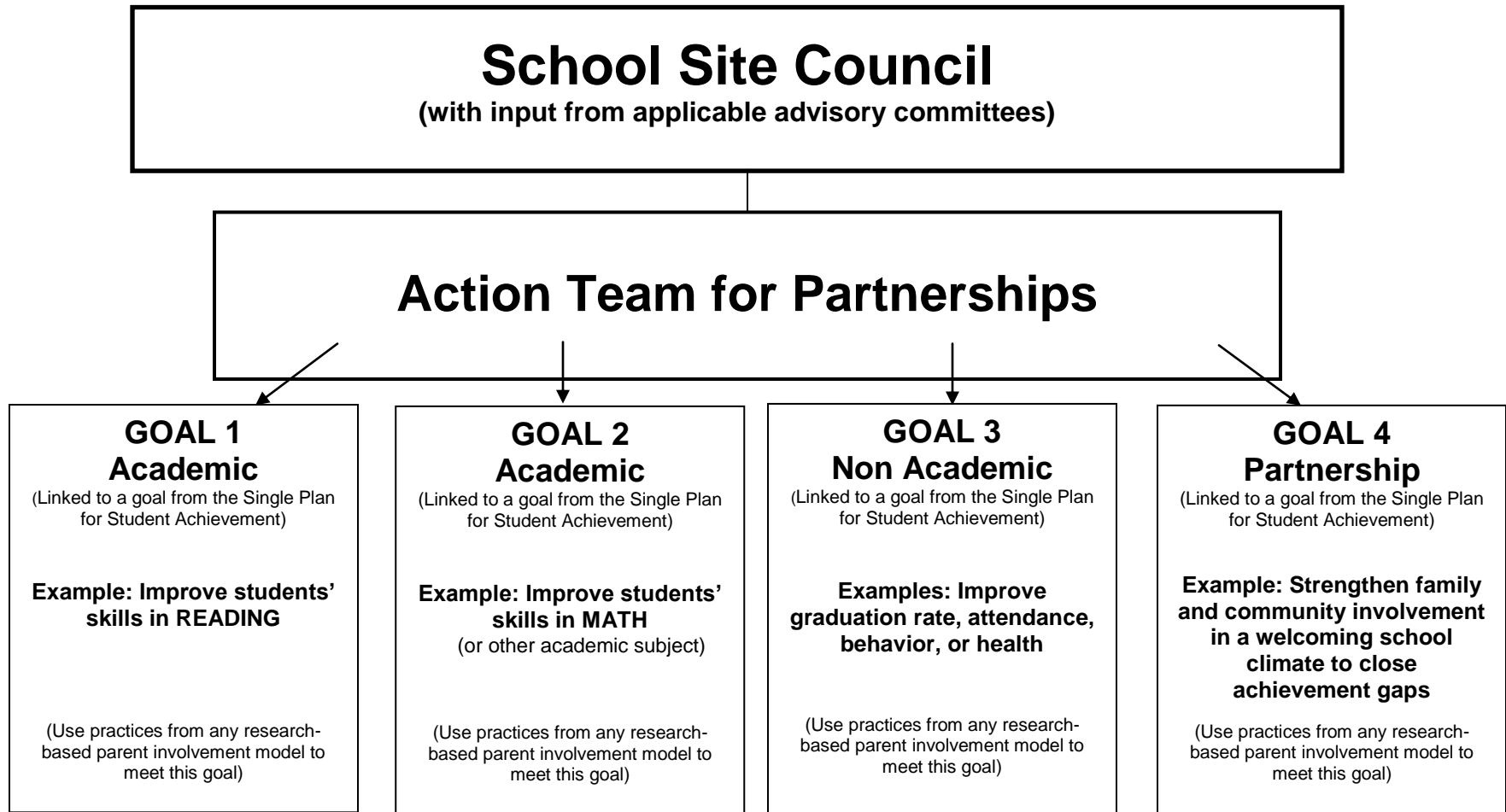
Appendix H: WASC High School Accreditation Crosswalk: Schools Conducting a Full Self-Study

For high schools, the SPSA should integrate major growth areas resulting from the WASC/CDE self-study and the visiting committee’s identified critical areas for follow-up. The SPSA process can be done in tandem with the WASC/CDE Focus on Learning (FOL) Process Guide. The table below describes the alignment of the FOL Process with the expectations of the SPSA.

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2009, Fall Update Edition)
Introduction	School plans must contain all federal and state planning requirements for programs offered at the site. In California, use of the SPSA fulfills these requirements.		<p>For California public schools that are WASC accredited, the expectation of the Accrediting Commission for Schools, WASC, is that the findings from the self-study will result in refinement of the SPSA.</p> <p>Overview: Schools are required to annually review progress. The SPSA shall address how funds provided to the school through the ConApp 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. The SPSA required by this section shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp, by the SCC. The SPSA shall be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting whenever there are material changes that affect the academic programs for students. The SPSA shall also identify the schools' means of evaluating progress toward accomplishing those goals and how state and federal law governing these programs will be implemented.</p> <p>WASC/CDE Focus on Learning, 2009 Edition, pages 3–4</p>
Step One	Analyze Student Achievement Data:	<p>FOL: 18 months prior to the site visit—data to be based on three consecutive years of data.</p> <p>SPSA: based upon release of STAR data from the previous year’s assessment</p>	<p>Task 1: Based on the findings of the SPSA data analysis, refine student/community profile; identify two to three critical academic needs.</p> <p>WASC/CDE Focus on Learning, 2009 Edition, pages 37–43</p>

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2009, Fall Update Edition)
Step Two	<p>Measure Effectiveness of Current Improvement Strategies Using State Tools to Help Determine Critical Causes of Student Underachievement:</p> <p>The SSC conducts an academic needs assessment (may use state tools such as the APS of the instructional program and identifies, by analyzing achievement data and survey data, academic challenges and student subgroups failing to achieve standards.</p>	<p>FOL, Task 3: February of the year prior to the site visit.</p> <p>SPSA: Upon release of September data, or upon identification of Program Improvement status, conduct a needs assessment using tools such as the APS to identify critical causes of student underachievement in ELA and mathematics.</p>	<p>Task 1 (Cont.): Use findings from the updated student/community profile including the two to three identified critical academic needs, as appropriate.</p> <p>Task 2: Summarize the progress made on achieving the goals of the previous SPSA, including critical areas of follow-up from the last full self-study. WASC/CDE Focus on Learning, 2009 Edition, page 45</p> <p>Task 3: Analyze the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical academic needs; synthesize the information... (WASC/CDE Self-Study Product: Chapter IV: Self-Study Findings) WASC/CDE Focus on Learning, 2009 Edition, pages 47–49</p>
Step Three	<p>Identify Achievement Goals, Key Program/Improvement Strategies to Achieve Those Goals:</p> <p>Identify three to five achievement goals and select appropriate strategies to achieve those goals.</p>	<p>FOL/SPSA: Suggest that timelines for FOL Task 3 in ELA and mathematics and SPSA identification of achievement goals and plan writing be conducted in tandem during the full self-study.</p>	<p>Task 3 (Cont.) ...determine strengths (of the academic program) and growth needs and identify potential action steps. (WASC/CDE Self-Study Product: Chapter IV: Self-Study Findings) WASC/CDE Focus on Learning, 2009 Edition, pages 47–49</p>
Step Four	<p>Define Timelines, Benchmarks, Personnel and Proposed Expenditures and Funding Sources to Implement the Plan:</p> <p>In order to implement the SPSA, the SSC must identify target completion dates, persons who will be responsible to ensure timely completion, and estimated costs with funding sources for each step in the plan.</p>		<p>Task 4: Revise the SPSA. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, A & B) WASC/CDE Focus on Learning, 2009 Edition, pages 51–54</p> <p>Follow-up after Visit: refine SPSA to integrate critical academic area recommendations identified by the Visiting Committee. WASC/CDE, 2009 Edition, page 161–163</p>

Sample Template Part 1: Action Plan for Partnerships



Adapted from Epstein, J.L. et al., (2009). *School, Family, and Community Partnerships: Your Handbook for Action*, third edition. Thousand Oaks, CA: Corwin Press. Used with permission. California Department of Education, Title I Accountability and Partnerships Office, 916-319-0917, parentinvolvement@cde.ca.gov

Taking an Action Team for Partnerships Approach

One principal, one teacher, or one parent working alone cannot create a comprehensive and lasting program of partnerships. Rather, an Action Team for Partnerships (ATP) is needed to plan, implement, evaluate, and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.

What is an Action Team for Partnerships?

The ATP is an action arm or work group of a SSC. The ATP writes and implements plans for partnerships to produce desired results for students, for families, and for the school as a whole.

Who Are the Members of the Action Team for Partnerships?

A well-functioning ATP has 6 to 12 members. (See Background Information: Action Team for Partnerships Composition.)

What Does an Action Team for Partnerships Do?

The ATP writes a plan, implements and coordinates activities, monitors progress, solves problems, publicizes activities, and reports on a school's program of partnerships to the SSC and to other groups at the school and in the community. Members of the ATP do not work alone. They recruit others from the school, families, and the community to assist them.

How Should an Action Team for Partnerships Organize Its Work?

In California, an ATP organizes its work by focusing on the goals of the SPSA. The ATP creates committees with a chair or co-chairs and members who become the school's experts on how family and community involvement can help students reach selected academic and nonacademic goals such as improving reading, math, or science skills, attendance, behavior, or other goals for students, and improving home-school-community connections overall.

For example, if one goal is to improve student attendance, then the ATP would select activities from any research-based parent involvement model to engage family and community members in ways that ensure that healthy students attend school every day and that they arrive on time. The ATP may select activities to increase families' understanding of school policies about attendance, clarify report card statistics on attendance, train volunteers to telephone absent students' families, have families pick up and monitor homework for students who are absent, and address other ways to improve student attendance and reduce tardiness.

Field tests indicate that ATPs can effectively address four school goals each year with

committees that focus on two academic goals, one behavioral goal, and one goal to conduct all other partnership activities that create a welcoming school climate. The ATP evaluates its progress and plans improvements based on the quality of implementation of each committee's family and community involvement activities and how well the activities contribute to the attainment of the selected SPSA goals.

Adapted from Epstein, J.L. et al., (2009). *School, Family, and Community Partnerships: Your Handbook for Action*, third edition. Thousand Oaks, CA: Corwin Press. Used with permission. California Department of Education, Title I Accountability and Partnerships Office, 916-319-0917, parentinvolvement@cde.ca.gov.

Background Information: Action Team for Partnerships Composition

How Many:	6–12 members
Who:	2–3 teachers or more 2–3 parents/family members or more Representatives may include parent liaison, parents with children in different grades, and families from various neighborhoods, officers or members from committees such as Parent Teacher Association/Parent Teacher Organization, English Learner Advisory Committee, African American Advisory Committee, Migrant Education Committee, Gifted and Talented Advisory Committee, Special Education Committee, or Booster Committee. Principal 1–2 students (in high school) 1–2 other members (e.g., community members, other school staff)
Terms:	2–3 years (renewable); replacements made as needed At least one member also serves on the SSC or School Leadership Team Leaders: Chair or co-chairs are team members who communicate well with educators and families Other members serve as chairs or co-chairs of committees for each specific goal as needed

Note: All features are flexible to fit school conditions and needs.

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Appendix J: Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the ConApp. 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 (Outside Source)
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTPP	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/
CAPA	California Alternative Performance Assessment	http://www3.cde.ca.gov/scripts/texis.exe/webinator/search?pr=default&query=California%20Alternative%20Performance%20Assessment%20&submit=GO
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 (Outside Source)
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
CMA	California Modified Assessment	http://www3.cde.ca.gov/scripts/texis.exe/webinator/search?pr=default&query=California%20Modified%20Assessment&submit=GO
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
CSCS	California School Climate Survey	http://cscs.wested.org/ (Outside Source)
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/
CST	California Standards Tests	http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp

ACRONYM	STANDS FOR	WEB ADDRESS
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov (Outside Source)
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .
DSLTL	District/School Liaison Team	http://star.cde.ca.gov/star2010/
EC	<i>Education Code</i>	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 (Outside Source)
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
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
ELSSA	English Learner Subgroup Self Assessment	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .
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 (Outside Source)
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected School wide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm (Outside Source)
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm (Outside Source)
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
IDEA	Individuals with Disabilities Education Act (IDEA)	http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp .
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/ (Outside Source)
ISSSD	Inventory of Supports and Services for Students with Disabilities	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/ii
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LD	Learning Disabled	

ACRONYM	STANDS FOR	WEB ADDRESS
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 (Outside Source)
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
PTA	Parent Teacher Association	http://www.pta.org (Outside Source)
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
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
SESM	<i>Special Education Supports Module</i>	http://cscs.wested.org/survey_content/sesis (Outside Source)
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.acswasc.org (Outside Source)