Form A: Planned Improvements in Student Performance

On the 2013 Math CST, we will increase the number of proficient/advanced students by 10% for grades 2-6, and by June 2013, 80% of K-1 students will be proficient/advanced on the benchmark three exam.

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Ü^åã dã čą c̣ } [~ c^a&@ą * • æ~	Œ * ˘ • c		Q] ¦[ç^å c˘•c•&[¦^• Ê &[||æà[¦æ̧ą }
Œ̧ aą̂: ^ ÙVŒÜ ¦•˘¦o	Œ * ˘ • dÙ]^ c^{ à^¦	ÅG̃ €	Ô@ào æ å * ąd @
Ü^çã̧ åææ̧ ã@• æ~ æ̧} å ¦çã̧ c̣ ^{ *¦æ̧^ ¦^ç^¦ c^ æ • d̨ ã̧^}ã̂ æ^æ [~^^å	Œ * ˘ • c		Sã c[~•č å^}o ą ^a&@]^¦{¦ æ̧&^ àæ̧}å
Q^}ã̂ • č å^}o {¦ ą c}ã̧c^ æ̧}å d̨æ*&̃ •˘]][¦c	Œ * ˘ • cæ̧}å [}*ą̧ *		Ù&@ å˘¦^ ̧ã@•˘]][¦c]¦* ¦æ{ •
Œ̧[&æ^ ¦^• ˘¦&^• æ&¦åą* d̨ }^^å	Ù^]c^{ à^¦ æ̧}å [}*ą̧ *		Ù&@ å˘¦^ [~•^¦çæ̃••
Œ̃ •••• ^••^cæ̧̂ • æ̧}åæå• ^ç^¦^ G̃H ̧̂ ^^\ •	U}*ą̧ *		Ô æ̧}åæ̧ Låæ̧æ̧æ̧ æ̧̂ • ã̃ L ÒÙÚ
Œ̧ aą̂: ^ æ • ^ • • { ^}c åæ̧æ̧æ̂ &¦æ • æ̧} å *¦æ̧^ ¦^ç^¦ K •ą̧ * ^•• }̃æ̧̂ • cæ̧ } åæåå • Ê]¦^{ ^}c ¦^Ê̂ a&@ą * Ê̂ ^Ë æ • ^ • • { ^}Ê̂ æ̧}å ÜVQ	U}*ą̧ *		ÒÙÚÊ̂ Öæ̧æ̧Œ̧ aą̂•ã̃ Ø[¦{
Ø̧ &̃ •˘^å ÚÖ àæ^å [} ã̧^}ã̂ ẫ }^^å•K Ô[{{}} Ô¦•Ê̂ åæ̧æ̧ ¦^][¦o Ê̂[¦æà[¦æ̧ą̧ }[} @ ̧̂ d̨ ˘•^ c@ åæ̧æ̧	ŒÜŒÜ	ÅFI Ê̂ €€€	U~^¦^å d̨ •æ~æ̧}å ą̧]¦^ç^ }c̃å ą̧ &¦æ•¦[[{ •
Ôå̂ &æ^ æ̧} æ̂ &[¦æ̂ ^ ̧̂ ^ ||}^••	U}*ą̧ *	Q ̧\ą̧ åLŒG€€	Þ˘dã̧ą̂ } ^å˘ &æ̧ą̧} Ê̂ R[* Ÿ[¦ Ö¦æ̧ Ê̂{ ^}c̃æ̧ @æ̧c@&̃˘•¦ą̧ * Ê̂ å^}cæ̧ ^ ||}^•• ^å̂ &æ̧ Ê̂ æ^ ¦˘c^• d̨ •&@ [|] ¦[*¦æ̧
Œ̧ã̂] cæ&@àæ̧å&c^¦ ^å˘ &æ̧ą̧ }]¦[*¦æ̧{	ŒÜŒÜ	ÅF€€€	Ô•&¦æ^ ã̃ à^@æ̧ą̂¦ ¦^-^¦¦æ̧Lą̧&¦^æ^ ą̧ æ&æ̧&æ̧^{ &¦•] [•ã̧ã̂ẫ̂
W]åæ^ c^&@ [|[*ą̂ æ̧å &[{}ŭc^¦ &¦¦æ̧¦[¦{ Ê̂ ą̧&¦åą̧ * åæ̧æ̧&[||&̧ą̧}]¦[*ą̧æ{ QQ̧̂{ ã̧ą̧æ^D	Ù]¦ą̧ * G̃FG	ÅGG̃ Ê̂€€€	Q]¦ç^å æ&æ̧æ^{ &̃ ¦^•] [}•ã̧ã̂ẫ̂L æ • ^ • • { ^}o Lą̧]¦[ç^å åæ̧æ̧æ̧åã̃ æ̧* |^¦* æ̧æ̧ą̧ }
åŨ æ • Ê̂ Œ̧&¦^¦^æ̂ å Tæ̧æ@Ê̂ Tæ̧æ@Ø&̃ą̧ æ Ø̧æ @	[}*ą̧ *	ÅÍ Ê̂€€€	Ú¦^ æ̧å]•cč^•dL ÒÙV•Ê̂&¦æ•¦[[{ æ • ^ • • { ^}o Ê̂Öã̃ d̨ã̃c à^}@ą̧ æ̧\•
Q]¦[ç^å]æ^}cæ̧ &[{{˘}ã̧æ̧ą̧ }KP[{ ^ æ̧}å Ù&@[|[Ô[}}^&ą̧} Þ^ ̧̂•^cc^¦Ê̂ ^^\¦ ̂ æ̧¦| &æ̧¦|˘]åæ^•Ê̂&@[| }^ ̧̂•^cc¦•Ê̂&@[| ̧̂^à•ã̃Ê̂Tæ̧@Þã̃ @c	Œ * ˘ • c G̃FF	ÅG̃ €	Q]¦[ç^å]æ^}cæ̧ ą̧ ç[ç{^}c̃ •&@[| ~ą̧}&ą̧• æ̧}å ˘}å^•æ̧åą̧* [~{ æ̧@ •æ̧}åæå• æ̧}å ç[&æ̧˘¦æ̂ |æ̧̂
Ù^cæ&æ̧^{ &̃*[æ• ã̃@ ^a&• č å^}c̃ æ̧}å åã̃&¦•• ã̃@]æ^}cæ]æ^}c{[}^¦^&̧L[•c *[æ̧•ą̧ &|æ•¦[[{	[}*ą̧ *		Ô[}^¦^}& ̧̂ã̃•˘č å^}c̃ æ̧}å]æ^}c̃[~c@ą̃•^ •č å^}o ̧̂ @[å[}[c̃ ¦^a&@æ&æ̧^{ &̃*[æ̧

Form B: Centralized Support for Planned Improvements in Student Performance

Form A: Planned Improvements in Student Performance

On the 2013 ELA CST, we will increase the number of proficient/advanced students by 10% for grades 2-6, and by June 2013, 90% of K-1 students will achieve DRA level 6 for K and level 18 for 1, minimally.

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Ü^åãdãˇcã}[~c^a&@*•æ~	Œ*ˇ•c		Q]¦[çˇå c^•c•&¦^•Ê&¦||æà¦¦æ橉}
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Ü^çã˸åæææ¸ã@•æ~æ)å]¦[çㇿã^+¦*¦æâ^|^ç^|c^æ{•ȼã^}ãˆæ^æ[~}^^å	Œ*ˇ•c		Šãc[~•čå^)o㜇a&@]^¦ɦ{æ)&^àæ)å
Qã^}ãˆ•čå^)o+¦ãjc^}•ã¶^æ)å•dææ^ã&•ˇ]][¦c	Œ*ˇ•cæ)å[}*[ãj*		Ù&@å˜¦^˸ã@•ˇ]][¦c]¦[*¦æ{•
Œ¦|&æ^¦^•[ˇ|&^•æ&&[¦åãj*d}^^å	Ù^]c^{à^¦æ)å[}*[ãj*		Ù&@å˜¦^[~•^¦çæ˜^•
Œ•••^••^}cㆇ•cæ)åæå•^ç^¦^GˑH¸^^\•	U}*[ãj*		Ôæ¦^)åæLåæææ)æˆ•ãLÒÙÚ
Œjæ¦:^æ•^••{^}c åæææàˆ&|æ•æ)å*¦æâ^|^ç^|Kˇ•ãj*^••^}ㆇ•cæ)åæå•Êãj]¦^{^}c¦^Ê&æ@¦ã*ÊÊ^Êæ•^••{^}ÊˆÊæ)åÙVQ	U}*[ãj*		ÒÙÚÊÖ橿æŒjæ¦^•ãØ[¦{
Ø[&ˇ•^åÙÖàæ^å[}ã^}ãˆã^å}^^å•	Œ*ˇ•dRˇ}^	ÅFîʀ€€	U~^¦^åd•ææ~æ)å ãj]¦[{^}c^åãˆ&æ•¦[[{•
Òåˇ&æ^æ)å^&[¦æˆ^¸^||}•••	U}*[ãj*	Qˑ\ãjåLˑGˀ€	Þˇdãㆇ}^åˆ&æ橉}ÊR[*Ÿ[¦Ó橉¸Ê{^}cæˆ@æc@[ˇ}•^¦ãj*Êå^}cæˆ¸^||}••^å˜&橉}Ê¸æ^¦[ˇc^•d¸•&@[]][*¦æˆ
Œãj[]cæ&@æ&^æˆ&c^¦^å˜&æ橉}]¦[*¦æˆ	Ù^]c^{à^¦GˀFG	ÅHʀ€€	Ô•&¦^æˆ^ãˆ à^@æçㆇ¦^˸^¦|¦æˆLã|&¦^æˆ^ãˆ æ&æäæ^{㦷•][•ãㆊㆠ
ÒÙÒVˇdj¦ãj*	Gˮ㦸^^\ •^••ãj}•å˜¦ãj*c@•&@[[]^^æˆ	ÅHîʀ€€	Ú¦^æ)å][•cc^•dÒÙV•æ)åå㈇d&càˆ¦&@¸æ˜\•
ÜÒŒ¦ÔPˑU^æâãj*Tæc^¦^˚QˇÙŒÜÜ^æ橁Þæˇ¦æˆ|^Ú@¦ã&+¦Ü^æâãj*Óæˆd}¸¦^æâãj*ãjc^¦ç^}cㆇUc^&¦Xæˇ*@¸X[¦æà	U}*[ãj*	ÅÍʀ€€	Ú¦^æ)å][•cc^•dÔÙV•Ê&|æ•¦[[{æ•^••{^}oÊÖãˆdãˆcàˆ¦&@¸æ˜\•
Qˑ]¦[çˆå]æ^}cæˆ&[{{ˇ}橲橉}KP[{^æ)åÙ&@[[Ô[}}^&ãj}Þ^¸•|^œ^|Ê̸^^\¦ˆæ|¦&æ||ˇ}åæž^•Ê˸&@[[}^¸•|^œ^¦Ê˸&@[[¸^à橜ÊÜ^æâãj*Þãˆ@c	Œ*ˇ•cGˀFF	ÅGî€	Qˑ]¦[çˆå]æ^}cㆇãˆç[|çˇˆ{^}cãˆ•&@[[~}&ãˆ•ʈˇ}å^¦•æ)åãj*[~•ææˆåæ橂æ)å¦^ç^|•
Ù^cæ&æâ^{㦷[æˆ•¸ãˆ@^æ&@•čå^}cæ)åå㈇••¸ãˆ@]æˆ}cæ橂&[}^¦^&^L][•c*[æˆ•ãˆ&|æ•¦[[{	[}*[ãj*		Ô[}¸^|^^&^¸ãˆ@•čå^}cæ)åæ^}c¦~cˆǑ•^•čå^}oㆇ@æˆå[}[c¦^æ&@æˆæˆ{㦷[æˆ

Form B: Centralized Support for Planned Improvements in Student Performance

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{|||¸ã*][*|æ •˘]][¦c*[æ•Ê^|æ^å æ&ã]•Êæ}å ^¢]^}åãˆ|^• ¸|ææã^ c@ æ&æå^{ ã&
]^¦{|¦ æ}&^ [~•č å^}ơ }[c^^c{ ^^ã}* •ææˆ•æ}åæå•È

Ú¦[*|æ Ù˘]][¦cÕ[æ}À G‡F Ççæ^å[}&[}&˘•ã]•{|{ æ}æˆ•ã~[~]|¦[*|æ &{{][}^}ơ æ}å•č å^}cåæææ]æˆ•D Ü^&[*}ã ã]*c@æc@]|ã&]æ|æã c@•ã^|^æå^¦Êc@]|ã&]æ|•@å|&{{][]|^c^Ôã{|ã ã㇒cæ{|d æ}ã]*È	
Õ¦[˘•]æcã8æ]æ æ]*ã c@ã*[æ]ÇˇĒ˘Ē•č å^}ơĒ]æˆ}ơĒ^a&@•¦Ēæå{|ã ã㇒cæ[•DK Ûã{|ã ã㇒cæ[	Cㇸ㇒æ^å æ}}˘æ]*[¸c@{¦^æ&@*[˘]K *Complete 2 years program one year.*
T^æ}• [~¢æ}˘ææ]*][*|^^•• ¸æå c@ã*[æK Ô{{]|^cã]|[~]|[*|æ	Õ¦[˘] åæææ{|à^&||^&c^å ¢{^æ˘|^*æã]•K Ú¦[[~[~&{{]|^cã]|[~]|[*|æ

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Cㇸ㇒•¢|à^Væ}¢|Ü^&{@V@ã Õ[æ[H] Ô}•ãã^|æ|æ]¦][]|ãææ^ åã|^•ã]• ÇˇĒ˘ĒV^æ&@ã]*æ}å Š^æ}}ã]*È Ûææ-ã]*Êæ}å Ú¦[^^•ã]}æ| Ö^ç^¦[]{^}⊄D	ÙₐæcÖæ^ᶥ Ô[]|^cã]} Öæ^	Ú¦[]]•^å Òç^}åã|^•	Ò•ã]æ^å Ô[•c	Ø˘}åã]* Ù[˘¦&^
Cㇸ㇒æc æ^•˘]][¦cɑ|&{{]|^c^]¦[*|æ|Kã]^	Œ*¸•c G‡FH	*|æ}c		

Form A: Planned Improvements in Student Performance

V@ Ù&@[[|Ùã^Ô[˘}å[@ææå}æå^:^å c@ æ&ææ^{ æ&]^¦+¦{ æ}&^[~æ||•čå^}c*¦[˘]•æ}å @ææ &[}•ã^¦^å c@ ^~^&ãç}^••[~\^^ ^|^{ ^}ơ[~c@ã}•d˘&ã]}æå]¦[*¦æ +¦•čå^}ơ ~æ¦ã}*č[{ ^^cæ&ææ^{ æ&]^¦+¦{ æ}&^ ã}å^¢æ}å ææå^˘˘ææ^ ^^æ¦^[]¦[*¦^^• *¦[c@ææ*^ơÈŒ æ¦^•˘| Éãc @ææ æå][c^å c@ +|||[ã}*•&@[[|*[æ|•Ê^|æœ^å æ&ãǎ]•Êæ}å ^¢[^}ã¦^ c¦ ¦æã^ c@ æ&ææ^{ æ&]^¦+¦{ æ}&^[~•čå^}ơ }c^c{ ^^ãã}*•ææœ^•ææ}åæå•K

Ù&@[[|Õ[æ|ÀHǪ[æ|•@˘|å à^]|ã|¦ãã^åÊ[^æ˘¦æà|^Êæ}å +[&˘•^å[}ãã^}cãã^•čå^}c|^æ}ã}* }^^æ•Ð

By the end of 2012/2013 school year, staff will demonstrate consistent use of BES determined instructional norms in 90% of the classrooms, 9 out of 10 times.

Y @æcåæææåãã^[˘˘•^å +[¦{ c@ã*[æ|Çã}åã}*•+[{ åææææ}æ[•ãDÑ OBæææ^{ æ&Ú¦[*¦æ{ Ù˘¦ç^^	P[˘˘å[^æ^ c@ã*[æ|æ|ãã}[^[˘¦Š[&æ|Òå^&ææã|}æ| Œ^}&^ Ú|æ}*[æ|•Ñ Qæ•˘]][¦æ||c@ ŠÒŒÚ*[æ|•
Y @æcåãã c@æ}æ|•ã[~c@ åæææ|^ç^åc@æc|^å ^[˘ č c@ã*[æ|Ñ V^æ&@¦|•}^^å{[¦^{[}^æå^æ}å]^¦•[}}^| •˘]][¦cæ}å]¦~^••ã}æ|å^ç^|[]{ ^}c	Y @&@ææ^@[|å^¦|• ^¦^ã}ç[|çå ã}æ}æ|:ã}* åæææ}å å^ç^¦|[]ã}*c@ã*[æ|Ñ Ú|ã}&ã}æ|Ê&^|¦ãㅆæ^åÊ|æ•ãã^åÊ[˘}č^Ê|æ^}c|^]•
Y @[æ^ c@ +|&˘••čå^}ơ æ}å ¸@æã c@ ^¢[^}&^å*¦[c@Ñ OB|Ú¦^^ÉãÊ•čå^}ơ	Y @æ·åæææ¸ã|à^ &||^&cåc[{ ^æ˘¦[•čå^}c æ&@^ç^{ ^}dÑ ÔÙV¦^•˘|ơæ}å ãã±ã&cà^}&@[æ\[æ}å ¸¦¦æ˘¦[{ ^{ à•åå^å æ•^••{ ^}ơLåã¦&ã|¦|æ^ åæææÊÜVQ¦^•¦|æ|•ÊÙV{ ^^ãã}*
Y @ææ]¦[&•• ¸ã|^[˘˘•^å +[{ }ã[¦¦æ}å ^çæ|˘ææ^ c@ åæææÑ Ÿ^æ|^•ææ~•¦¦çç^ã}Tæ^	OB&ãã|• +[ã}]¦[ç^ æ&@ç^{ ^}c+[^¢ã|¦[*¦æ{ ã}]¦[ç{ ^}c•ã-æ]]¦&ææ|^ÐE Ùæ~|¦[^••ã}æ|å^ç^¦|[]{ ^}cÊ&ææ*^¢°å˘^[~¦^•[˘]&••Ê&||æà[¦æ|}

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Ù˘¦ç^^ +[å^c^¦{ ã}^ }^^å^å]¦^•••ã}æ| å^ç^¦|[]{ ^}c	Tæ^		Ú¦[•••ã}æ| å^ç^¦|[]{ ^}c[~^¦|^å æ}å ææ^}å^å
ÚŠÔ à[[\•čå^	U}*[ã}*	ÀI €€Væ¦^ Q[{ }ãã^•	Ô[||ææà[¦ææ|} }[c^•Ê ã]¦^{ ^}cææã}ã &|æ•¦[[{ •
V¦ã}*•čå^}c}^^å +[å^c^¦{ ã}^•˘]][¦c]^¦•[}}^|]|ææ&{ ^}c	U}*[ã}*		Ù˘]][¦c||æ&¦å ã¦æ^}æ ¸ãc@*¦|^æ^•c}^^å
Ú¦[•••ã}æ| å^ç^¦|[]{ ^}c []][¦č}ãã•ÅÙÔÙÒÊ•ææ^^åÈ|¦*æ}ãã ãæ}•Ê &˘¦¦ãæ˘¦{]¦•^^cæã}•	U}*[ã}*	ÀFI Ê€€€	Q]¦[ç^å•čå^}c]^¦+¦{ æ}&^[} æ| æ•••••{ ^}ơÊæ]]¦[ç^å •čå^}c^}^*æ^{ ^}c

Form B: Centralized Support for Planned Improvements in Student Performance

Form C: Programs Included in this Plan

V@ Ù&@[|Ù@^ Ô[˘}&ãã c}å• {¦c@ã•&@[|q] æcã&ãæ^ã c@ {|||¸ã*]¦[*¦æ{•KÔ@&\ c@ à[¢{¦^æ&@•œæ^ æ)å ^å^¦æ{&œ^*[¦ã&œ]]¦[*¦æ{ã¸@&@c@•&@[|]æcã&ãæ^•æ)åÊã æ]]¦œã|^Ê^}c^¦æ{[˘}œ æ||[&œæ^åÈV@•]|æ){˘•cå^•&¦ã^c@ æ&œãœã•q à^&[}å˘&^åæ c@•&@[|{¦^æ&@[~c@•œæ^æ)å ^å^¦æ{&œ^*[¦ã&œ]]¦[*¦æ{ã¸@&@c@•&@[|]æcã&ãæ^•È Qc@•&@[|¦&^ã^ ˜}åã*Êc@}c@•]|æ){˘•cã&¦å^c@]¦[]•^å^¢^}åã¦•È

Ùœæ^ Ú¦[*¦æ{•	Allocation
☐ Ôœã[¦}æÙ&@[|Œ^ Øæ{ãã• Òå˘&æã} Ú˘¦]•^KŒ•ãc^¢^&œæ)cæ)å]æ^}ã*•č å^}œ {•&&^^å ã•&@[|	Å
☒ Ò&[}[{ã&Q]æ&OããÙœæ^ Ô[{^}•æ{¦^ Òå˘&æã} Ú˘¦]•^KP^]]^å¦&œæ{}æ|¦åããæ&çæ)æœ^å•č å^}œ•˘&&^^å ã c@¦^*˘¦æ]¦[*¦æ{	Å€
☒ Ò&[}[{ã&Q]æ&OããÒ}*¦ã@Š^æ}¦Ú¦[*¦æ{ Ú˘¦]•^KÖ¢^¦[[]˘{^&ããÒ}*¦ã@æ)å æ&œæ^{&]¦ã&ã}&^[~ Ò}*¦ã@¦^æ}¦•	Å€
☒ Ú^^¦Œã¢æ)&ãæ)å Ü^çã¸ Ú˘¦]•^KŒ•ãcc^æ&@¦•c@˘*@&[æ&@ã*æ)å{^}č¦ã*	Å€
☒ Ú[¦••ã}æ¦Ö^ç^¦[[{^}cÓ[&\ Õ¦æ)c Ú˘¦]•^KŒcã&Êcæ)ãÊæå¦^cæã&æ•¦[[{]^•¦•[}}^¦q ã]¦[ç^•č å^}c]^¦{¦æ)&ã&[^&¦¦ãã˜¦{ æ&^æœ	Å€
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☐ Û˘æ¦ãã^ Òå˘&æã} Qçç•ç{^}cŒ&c Ú˘¦]•^KØ}•æ¦ æ^ æœœæœã|^ {¦˘•^ã]^¦{¦{ã*çœæãã˘••]^&ããå {^æ•˘¦^•q ã¦]]¦ç^ æ&œæ{&ã•č&œ{ã}æ)å]^]ã&œæ^{&œæ&@ãçç{^}c	Å
☒ Ù&@[|æ)å Šããæ^ Q]¦[ç^{^}cÚ¦[*¦æ{ Ó[&\ Õ¦æ)c Ú˘¦]•^KQ]]¦ç^¦ããæ^ æ)å[c@¦•&@[|]¦[*¦æ{•	Å€
☒ Ù&@[|Ùæ^c æ)å Xã|^}&^ Ú¦^ç^}cã} Œ&c Ú˘¦]•^KQ&¦^æ^•&@[|•æ^c	Å€
☐ V[àæ&&[Ë|•^ Ú¦^ç^}cã} Òå˘&æã} Ú˘¦]•^KÒ¦ããæ^cà æ&&˘•^æ{[}æ*•čå^}œ	Å
☐ Šããcæ)å Ö^•&¦ã^ Uc@¦Ùœæ^[¦Š[&¦Ø^}å•Ç¦ÊÕãc^å æ)å Væ¦}c^å Òå˘&æã}D	Å
V[cæ¦æ{[˘}c[~•œæ^ &æ^*[¦ã&æ¦~}å•æ||[&æ^å q c@ã•&@[|	Å€

Ø^å^¦æ¦Ú¦[*¦æ¦•˘}å^¦c@ Ò[¦^{^}cæ^ Ù^&[}åæ^ Òå˘&æﾣ} Œ&c	Œ¦[&æﾣ}
☐ Væ¦^ ŒÊÚæ¦cŒKP^*¦&c^å Ú˘¦][•^KÙ˘]]¦{^}cã•d˘&¦ﾣ} {¦æàæ)å}^åÊæà˘^¦Ê¦¦^*¦&c^å &@å¦^} ¸@¦@æ¦^ à^^}]|æ&^å ã)æ) ã•cã˘cﾣ}	Å
☐ Væ¦^ ŒÊÚæ¦cÖKÖ^|ã˘˘^}c Ú˘¦][•^KÙ˘]]¦{^}cã•d˘&¦ﾣ} {¦å^|ã˘˘^}c^˘c@	$
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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:[8]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Marcy Schmidt	X				
Jennifer Arseneau		X			
Ginny Casaurang		X			
David Hollenbeck				X	
Joy Ford		X			
Alissa Tereba		X			
Alice Yingling			X		
Sami McClung				X	
Jeanine Ferguson				X	
Jennifer Gideon				X	
Erica Hoffman				X	
Numbers of members in each category	1	4	1	5	

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[8] 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)**:
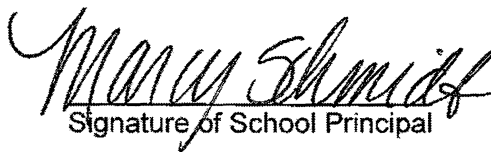
____ State Compensatory Education Advisory Committee _____ Signature

____ 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: December 19, 2012.

Attested:

Marcy Schmidt

_____
Typed name of School Principal

_____ 12/19/2012
Signature of School Principal   Date

Jennifer Arseneau

_____
Typed name of SSC Chairperson

_____ 12/19/2012
Signature of SSC Chairperson   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.

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	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
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								
	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			
	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 6315I(1)(F)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Budget 10 percent of Title I for staff development	20 USC 6316(b)(3)					X						
Provide highly qualified staff	EC 52055.740(a)(1)(D)(3)						X					
	20 USC 6315I(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	5 *CCR* 3930		X	X	X	X		X				
Account for all services	5 *CCR* 3930		X	X	X	X		X				
Provide strategies responsive to student needs												
	5 *CCR* 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	5*CCR* 3931	X	X	X	X	X		X				
	5*CCR* 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	5*CCR* 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
□ **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	
□ **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	
□ **Professional Development (PD)**	
□ 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	
□ PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	
□ PD affords increased opportunity for participation	
□ PD directly addresses the academic achievement problem that caused a school to be identified for PI	
□ How funds (ten percent) reserved for PD will be used to remove the school from PI status	
□ Description of **Specific Annual Measurable Objectives**—Developed for each of the student subgroups and in accordance with state's measure of adequate yearly progress	
□ **Parent Notification**—Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	
□ **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	
□ **Parent Involvement**—Strategies to promote effective parental involvement	
□ **Extended Learning**—As appropriate, activities before school, after school, during the summer, and during any extension of the school year	
□ **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
☐ **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	
☐ **Schoolwide reform strategies** that: ☐ Provide opportunities for all students to meet the academic standards at the proficient and advanced levels 　☐ Use instructional strategies that are based on scientifically-based research that strengthen the core academic program that: 　　☐ 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 　　☐ Include strategies for meeting the educational needs of historically underserved populations ☐ 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 　☐ Description of a process for evaluating whether the needs of students have been met 　☐ Are consistent with the LEA Plan	
☐ Instruction by **highly-qualified teachers**	
☐ 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	
☐ **Strategies to attract high quality highly-qualified teachers** to high-need schools	
☐ Strategies to **increase parental involvement** in accordance with Section 1118, such as family literacy services	
☐ 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	
☐ 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	
☐ Strategies for **timely and effective assistance** to students that need additional help	
☐ **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
☐ Use of Title I funds to help eligible children meet such state's challenging student academic achievement standards expected for all students	
☐ Ensure that planning for students served under Title I is incorporated into existing SPSA	
☐ Use effective methods and **instructional strategies that are based on scientifically-based research** that strengthens the core academic program of the school and that: ☐ Increases the amount and quality of learning time such as through an extended school year, before- and-after school, and summer school ☐ Helps provide an accelerated, high quality curriculum including application of learning ☐ Minimize removing children from the regular classroom during regular school hours for instruction provided under Title I	
☐ 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	
☐ Instruction by **highly-qualified teachers**	
☐ 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	
☐ Strategies to **increase parental involvement** in activities such as family literacy services	
☐ **Coordination and integration of federal, state, and local services and programs**	
☐ **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	806	782	762	-20	817	795	792	-3	782	762	731	-31												

Trends indicated by the data: possible challenges, if any, and additional information needed
Everybody went up year 2, dropped in year 3 and 4

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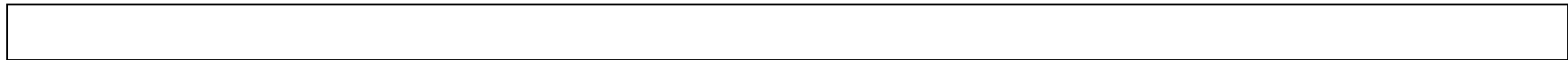
Table 2: English-language Arts AYP Information may be obtained from the AYP report on the California Department of Education Adequate Yearly Progress Web page at http://www.cde.ca.gov/ayp.

AYP PROFICIENCY	All Students				WHITE				SED			
	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif
AYP Target	56.8	67.6	78.4	10.8	56.8	67.6	78.4	10.8	56.8	67.6	78.4	10.8
Percent At or Above Proficient	52.3 103	51.6 114	46.9 98	-4.7	54.9 79	52.4 88	50.7 72	-1.7	48 59	47.6 59	41.5 54	-6.1
Met AYP Criteria	NO	NO	NO		NO	NO	NO		YES*	NO	NO	

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

Did not meet AYP in Y2, Y3 or Y4 in white or all student subgroup

Decreasing scores; implementation year?
Focused on low groups and did not maintain proficient or advanced students

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	58	68.5	79	10.5	58	68.5	79	10.5	58	68.5	79	10.5
Percent At or Above Proficient	57.4 113	58.7 128	47.6 99	-11.1	58.3 84	59.4 98	52.1 74	-7.3	52 64	50 62	41.1 53	-8.9
Met AYP Criteria	YES*	YES*	NO		YES	YES*	NO		YES*	NO	NO	

Trends indicated by the data: possible challenges, if any, or other information needed
Steadily decreasing scores
Better scores in math than ELA
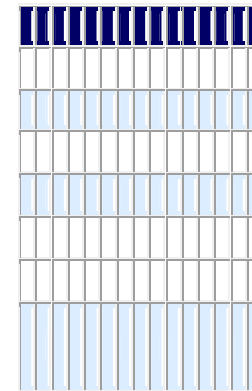
Table 4: CELDT Data 2011-2012

Number and Percent of Students at Each Overall Performance Level														
Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***
Early Advanced	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***
Intermediate	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***
Early Intermediate	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***
Beginning	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***
Number Tested	3 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	3 (100.0%)

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*[9] requires the SSC to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention[10] and School and Library Improvement Block Grant programs[11] 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;[12] 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.

---

[9] *EC* Section 64001(a), (d)
[10] *EC* Section 41507
[11] *EC* Section 41572
[12] 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 SSC[13].

Composition of an Elementary SSC
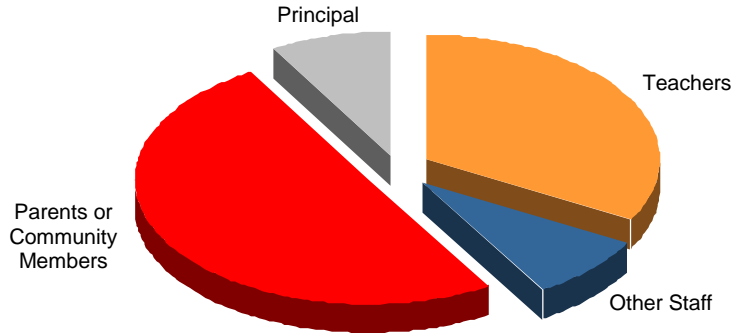
Composition of a Secondary SSC

Guide to the Single Plan for Student Achievement
California Department of Education, September 2010
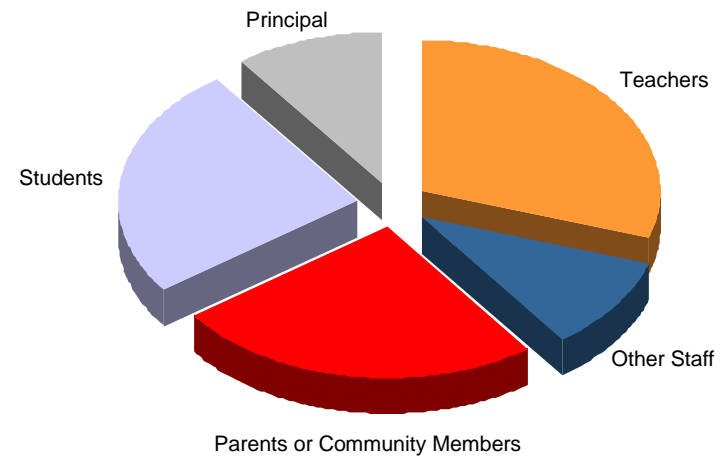
Selection

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

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.		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. **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. WASC/CDE Focus on Learning, 2009 Edition, pages 3–4
Step One	Analyze Student Achievement Data:	FOL: 18 months prior to the site visit—data to be based on three consecutive years of data. SPSA: based upon release of STAR data from the previous year's assessment	**Task 1**: Based on the findings of the SPSA data analysis, refine student/community profile; identify two to three critical academic needs. WASC/CDE Focus on Learning, 2009 Edition, pages 37–43

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2009, Fall Update Edition)
Step Two	Measure Effectiveness of Current Improvement Strategies Using State Tools to Help Determine Critical Causes of Student Underachievement: 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.	FOL, Task 3: February of the year prior to the site visit. 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.	**Task 1 (Cont.):** Use findings from the updated student/community profile including the two to three identified critical academic needs, as appropriate. **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 **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
Step Three	Identify Achievement Goals, Key Program/Improvement Strategies to Achieve Those Goals: Identify three to five achievement goals and select appropriate strategies to achieve those goals.	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.	**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
Step Four	Define Timelines, Benchmarks, Personnel and Proposed Expenditures and Funding Sources to Implement the Plan: 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.		**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 **Follow-up after Visit:** refine SPSA to integrate critical academic area recommendations identified by the Visiting Committee. WASC/CDE, 2009 Edition, page 161–163

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from *WASC/CDE Focus on Learning 2009, Fall Update Edition*)
Step Five	Recommend the SPSA to the Local Governing Board		**Follow-up after Visit (Cont.)**: Revised SPS A sent to WASC. WASC/CDE, 2009 Edition, page 161
Step Six	Implement the SPSA:	Implementation and monitoring of the SPSA is determined by the benchmarks in the plan.	**Task 4**: Monitor implementation of schoolwide action plan. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C) WASC/CDE Focus on Learning, 2009 Edition, pages 51–54 **Ongoing Improvement**: WASC/CDE Focus on Learning, 2009 Edition, page 163
Step Seven	Monitor Implementation for progress to achieve benchmarks: **Monitoring will be made easier if the plan specifies actions, dates, and estimated costs and measurable anticipated student academic outcomes, as well as personnel involved and responsible**.... 2009 Single Plan for Student Achievement, p.13. California Department of Education, Sacramento, CA. Continue the Cycle: Periodically review progress on the implementation of the plan, determine whether the actions are having the desired effects, and make revisions as needed.	**At least** once per year.	**Task 4:** Monitor implementation and accomplishment of the schoolwide action plan. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C) WASC/CDE Focus on Learning, 2009 Edition, pages 51–54 **Ongoing Improvement**: WASC/CDE Focus on Learning, 2009 Edition, page 163 **Ongoing Improvement**: Annually prepare a progress report based on implementation of the plan and impact on student achievement. Revise plan as needed. WASC/CDE Focus on Learning, 2009 Edition, page 163

Sample Template Part 1: Action Plan for Partnerships

<div style="border:1px solid black">

School Site Council
(with input from applicable advisory committees)

</div>

Action Team for Partnerships

GOAL 1 Academic	GOAL 2 Academic	GOAL 3 Non Academic	GOAL 4 Partnership
(Linked to a goal from the Single Plan for Student Achievement)	(Linked to a goal from the Single Plan for Student Achievement)	(Linked to a goal from the Single Plan for Student Achievement)	(Linked to a goal from the Single Plan for Student Achievement)
Example: Improve students' skills in READING	**Example: Improve students' skills in MATH** (or other academic subject)	**Examples: Improve graduation rate, attendance, behavior, or health**	**Example: Strengthen family and community involvement in a welcoming school climate to close achievement gaps**
(Use practices from any research-based parent involvement model to meet this goal)	(Use practices from any research-based parent involvement model to meet this goal)	(Use practices from any research-based parent involvement model to meet this goal)	(Use practices from any research-based parent involvement model to meet this goal)

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.

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.

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
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/
CAPA	California Alternative Performance Assessment	http://www3.cde.ca.gov/scripts/texis.exe/webinator/search?pr=default&query=California%20Alternate%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.
DSLT	District/School Liaison Team	http://star.cde.ca.gov/star2010/
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 (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/iu
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	*Special Education Supports Module*	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)