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## FORM A

**LEA GOAL: All students will attain proficiency or better in reading/language arts and mathematics as measured by the CST's, by 2013-2014.**

**SCHOOL GOAL #1: By Spring, 2013 89.2% of all students and subgroups will be proficient or advanced in ELA on the CST.**

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
CST scores, Academic Performance Index (API), Annual Yearly Progress (AYP)	Students are continuing to improve academically annually.	Review of CST scores, grade level and district assessments, progress monitoring, walk through monitoring by principal and CSI team

**STRATEGY:** Continue to implement Treasures adopted ELA curriculum and continue with providing intervention services following Fall River Elementary's current RTi model.

<b>Action Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost &amp; Funding Source (itemize for each source)</b>
1. August 2012	All certificated staff and administration	Implementation of Treasures / Ongoing	Instructional Materials Funds (IMF) - \$0
2. August 2012	All certificated staff and administration	Implementation of ELA RTi Intervention / Ongoing	Title 1 - \$10,222 Restricted Lottery - \$1,100
3. Beginning and ending of each school year and end of each trimester	All certificated staff and administration	Provide RTi staff with data regarding student performance on essential standards for those students receiving intensive and boost ELA support for re-teaching purposes. / Ongoing	District Title 1 - \$367
4. August 2012	Administration	Retain RTi staff – Title 1 teacher, Paraprofessionals, SDC teacher, RSP teacher, and Speech / Ongoing	Title 1 - \$15,455 EIA/SCE - \$8,003 EIA/LEP - \$7,526 School and Library Improvement Program Block - \$4,622

5. August 2012	All certificated staff and administration	Continue to research and implement programs/curriculum that will increase student achievement of our struggling students. / Ongoing	Title 1 – \$13,215
6. August 2012	All certificated staff and administration	Continual Professional Development for certificated and classified staff for implementation of Common Core Standards, adopted curriculum, and intervention curriculum	Title 1 - \$609

## Form B: Centralized Services for Planned Improvements in Student Performance

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**Ú&@ [ | Ô [ s ÆFKBy Spring, 2013 89.2% of all students and subgroups will be proficient or advanced in ELA on the CST.**

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## FORM A

**LEA GOAL: All students will attain proficiency or better in reading/language arts and mathematics as measured by the CST's, by 2013-2014.**

**SCHOOL GOAL #2: By Spring, 2013 89.5% of all students and subgroups will be proficient or advanced in Mathematics on the CST.**

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CST scores, Academic Performance Index (API), Annual Yearly Progress (AYP)	Students are continuing to improve academically annually.	Review of CST scores, grade level and district assessments, progress monitoring, walk through monitoring by principal and CSI team

**STRATEGY:** Continue to implement enVision Math curriculum and continue with providing intervention services following Fall River Elementary's current RTi model.

Action Date	Person(s) Responsible	Task/Date	Cost & Funding Source (itemize for each source)
1. August 2012	All certificated staff and administration	Implementation of enVision Math / Ongoing	Instructional Materials Funds (IMF) - \$0
2. August 2012	All certificated staff and administration	Implementation of Math RTi Intervention / Ongoing	Title 1 - \$10,22
3. Beginning and ending of each school year and end of each trimester	All certificated staff and administration	Provide RTi staff with data regarding student performance on essential standards for those students receiving boost Math support for re-teaching purposes. / Ongoing	District Title 1 - \$367
4. August 2012	Administration	Retain RTi staff – Title 1 teacher, Paraprofessionals, SDC teacher, RSP teacher, and Speech / Ongoing	Title 1 - \$15,454 EIA/SCE - \$8,003 EIA/LEP - \$7,526 School and Library Improvement Program Block - \$4,622
5. August 2012	All certificated staff and administration	Continue to research and implement programs / curriculum that will increase student achievement of our struggling students /ongoing	Title 1 - \$13,215

6. August 2012	All certificated staff and administration	Continual Professional Development for certificated and classified staff for implementation of Common Core Standards, adopted curriculum, and intervention curriculum	Title 1 - \$608
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**Form B: Centralized Services for Planned Improvements in Student Performance**

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**Ù&Q [ | Ö [ æ ÅKBy Spring, 2013 89.5% of all students and subgroups will be proficient or advanced in Mathematics on the CST.**

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## FORM A

**LEA GOAL: All students will graduate from high school and be prepared to enter college without remediation.**

**SCHOOL GOAL #3: All students will be reading at grade level by the end of third grade.**

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CST scores, Academic Performance Index (API), Annual Yearly Progress (AYP) District Assessments Early Literacy Task Force County Level Data Renaissance STAR Reading	Students are continuing to improve academically annually.	Review of CST scores, grade level and district assessments, progress monitoring, Early Literacy Task Force County Level Data, Renaissance STAR Reading, walk through monitoring by principal and CSI team

**STRATEGY:** To focus all additional support for our at-risk struggling early readers in Transitional Kindergarten – 3<sup>rd</sup> grades and continue to promote early intervention through Transitional Kindergarten and Young Fives.

Action Date	Person(s) Responsible	Task/Date	Cost & Funding Source (itemize for each source)
1. August 2012	All certificated staff and administration	Implementation of Treasures / Ongoing	Instructional Materials Funds (IMF) - \$0
2. August 2012	All certificated staff and administration	Implementation of ELA RTi Intervention / Ongoing	Title 1 - \$10,222 Restricted Lottery - \$1,100
3. August 2012	All certificated staff and administration	Reading to and with students one-to-one or two-to-one	EIA/LEP – See below School and Library Improvement – See below
4. Beginning and ending of each school year and end of each trimester	All certificated staff and administration	Provide RTi staff with data regarding student performance on essential standards for re-teaching purposes. / Ongoing	District Title 1 - \$366
5. August 2012	Administration	Retain RTi staff – Title 1 teacher, Paraprofessionals, SDC teacher, RSP teacher, and Speech / Ongoing	Title 1 - \$15,454 EIA/SCE - \$8,003 EIA/LEP - \$7,2525 School and Library Improvement Program Block - \$4,621



6. August 2012	All certificated staff and administration	Continue to research and implement programs/curriculum that will increase student achievement of our struggling students. / Ongoing	Title 1 - \$13,215
7. August 2012	All certificated staff and administration	Continual Professional Development for certificated and classified staff for implementation of Common Core Standards, adopted curriculum, and intervention curriculum	Title 1 - \$608

## Form B: Centralized Services for Planned Improvements in Student Performance

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**Û&Q [ | Ö [ æ ÁK All students will be reading at grade level by the end of third grade.**

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### Form C: Programs Included in this Plan

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<input type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Ú    [•^KÇ&^æ^•&@    •æ^ç	Å €
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Ú    [•^KÖ æ ææ ç àæ& ^•^ æ [ ] * • ç^á^ ç	Å €
Ý <b>List and Describe Other State or Local Funds</b> Ç È Òæ^ ^ æá V^&@ææ Òá^ææ } ŽVÒÈÖæçá æá Væ^)^çá Òá^ææ } ŽÖV/Òæ V ^•çæçá Š ç ^ ç  & Ò æçç	Å FÍ ÈÍ Ì
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Federal Programs	Allocation
<input type="checkbox"/> <b>Title I, Part A: Allocation</b> Ú`!][^KQ]   [ç^ àæ & ]   [*!æ • [ ] ^!æ^ à à` [ [ &ç^ à~ &æç } æ æ^ } &• SÒCE D	Å Ì Ì Ê H H
<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> Ú`!][^KQ]   [ç^ àæ & ]   [*!æ • [ ] ^!æ^ à à` [ [ &ç^ à~ &æç } æ æ^ } &• SÒCE D Ú`!][^KQ]   [ç^ àæ & ]   [*!æ • [ ] ^!æ^ à à` [ [ &ç^ à~ &æç } æ æ^ } &• SÒCE D Ú`!][^KQ]   [ç^ àæ & ]   [*!æ • [ ] ^!æ^ à à` [ [ &ç^ à~ &æç } æ æ^ } &• SÒCE D	Å 0
<input type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> Ú`!][^KQ]   [ç^ àæ & ]   [*!æ • [ ] ^!æ^ à à` [ [ &ç^ à~ &æç } æ æ^ } &• SÒCE D	Å €
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Ú`!][^KQ]   [ç^ àæ & ]   [*!æ • [ ] ^!æ^ à à` [ [ &ç^ à~ &æç } æ æ^ } &• SÒCE D	Å €
<input type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Ú`!][^KQ]   [ç^ àæ & ]   [*!æ • [ ] ^!æ^ à à` [ [ &ç^ à~ &æç } æ æ^ } &• SÒCE D	Å €
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Ú`!][^KQ]   [ç^ àæ & ]   [*!æ • [ ] ^!æ^ à à` [ [ &ç^ à~ &æç } æ æ^ } &• SÒCE D	Å €
<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Ú`!][^KQ]   [ç^ àæ & ]   [*!æ • [ ] ^!æ^ à à` [ [ &ç^ à~ &æç } æ æ^ } &• SÒCE D	Å €
<input type="checkbox"/> <b>Other federal funds</b> Ú`!][^KQ]   [ç^ àæ & ]   [*!æ • [ ] ^!æ^ à à` [ [ &ç^ à~ &æç } æ æ^ } &• SÒCE D	Å €
<input type="checkbox"/> <b>Other federal funds</b> Ú`!][^KQ]   [ç^ àæ & ]   [*!æ • [ ] ^!æ^ à à` [ [ &ç^ à~ &æç } æ æ^ } &• SÒCE D	Å €
<input type="checkbox"/> <b>Other federal funds</b> Ú`!][^KQ]   [ç^ àæ & ]   [*!æ • [ ] ^!æ^ à à` [ [ &ç^ à~ &æç } æ æ^ } &• SÒCE D	Å €
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## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). 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; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>7</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Chris Knoch	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linda Corr	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tess Dobson	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forrest Frasier	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theresa Tucker	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terese Hayes	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Jeanne Norris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Kortney Woodward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Michelle Corder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Karen Adams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Julia Earnest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Debbie Mayer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Numbers of members in each category	1	4	1	6	0

<sup>7</sup> EC Section 52852

**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
- X 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
- 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 partially adopted by the SSC at a public meeting on: December 19, 2012. Item 3 was tabled due to no ELAC meeting scheduled until February 2013.**

Attested:

Chris Knoch  
Typed name of School Principal

  
Signature of School Principal      12/19/12  
Date

Jeanne Norris  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson      12/19/12  
Date

**Form E: Recommendations and Assurances**

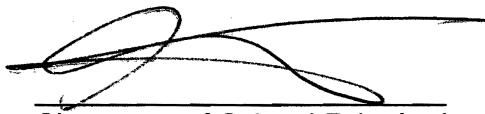
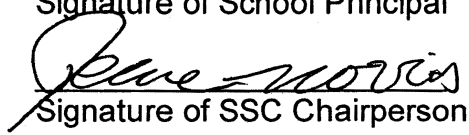
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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
- X 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
- 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.

Attested:

<u>Chris Knoch</u> Typed name of School Principal	 Signature of School Principal	<u>1/29/13</u> Date
<u>Jeanne Norris</u> Typed name of SSC Chairperson	 Signature of SSC Chairperson	<u>1/29/13</u> Date

## Form G: Single Plan for Student Achievement Annual Evaluation (New)

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

#### Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

#### Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
  - What specific actions related to those strategies were eliminated or modified during the year?
  - Identify barriers to full or timely implementation of the strategies identified above.
  - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
  - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?



## Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
  - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
    - Lack of timely implementation
    - Limited or ineffective professional development to support implementation
    - Lack of effective follow-up or coaching to support implementation
    - Not implemented with fidelity
    - Not appropriately matched to student needs/student population
    - Other \_\_\_\_\_
  - Based on the analysis of this practice, would you recommend:
    - Eliminating it from next year's plan
    - Continuing it with the following modifications: \_\_\_\_\_

## Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

## **Outcomes**

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
  - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

### **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: 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 Bylaws
- Appendix G: Use of Resources
- Appendix H: Parental Involvement and Special Committees
- Appendix I: Acronyms and Specialized Terms

## **Appendix A: Programs Funded through the Con App**

The programs listed below are reported in the Con App. Information about the Con App 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
<b>I. Involvement</b>												
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						
<b>II. Governance and Administration</b>												
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)	20 USC 6316(b)(3)					X						

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
of school, LEA, and SEA; and coordination with other organizations)	20 USC 6316(b)(3)					X						
<b>III. Funding</b>												
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									
<b>IV. Standards, Assessment, and Accountability</b>												
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						
Assessment results available to parents	EC 35294.2(e)									X		
	EC 32228.5(b)									X		
	20 USC 6314(b)(2)(A)				X					X		
<b>V. Staffing and Professional Development</b>												
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	20 USC 6316(b)(3)					X						
	EC 52055.740(a)(1)(D)(3)						X					
	20 USC 6315(1)(E)			X								
Distribute experienced teachers	20 USC 6314(b)(1), (2)(A)				X							
	EC 52055.750(a)(10)						X					
<b>VI. Opportunity and Learning</b>												
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								

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
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
<b>VII. Teaching and Learning</b>												
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							

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
-Provide effective, timely assistance	20 USC 6314(b)(1)(I), (2)(A)				X							
-Increase learning time	20 USC 6316(b)(3); 20 USC 6314(b)(1)(B),(2)				X	X						
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B), (2)			X	X							
-Involve teachers in academic Assessments	20 USC 6314(b)(1)(H), (2)				X							
-Coordinate state and federal programs	20 USC 6315(c)(1)(H)			X								
-Transition from preschool	20 USC 6314(b)(1)(J), (2)(A) 20 USC 6315(c)(1)(D) 20 USC 6314(b)(1)(G), (2)(A)			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
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									



## Appendix C: 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				Hispanic or Latino											
	2010	2011	2012	Sum	2010	2011	2012	Sum	2010	2011	2012	Sum	2010	2011	2012	Sum	Y	Y	Y	S	Y	Y	Y	S
																r	r	r	u	r	r	r	u	
API																								
Growth	844	839	860	+16	873	862	893	+20	812	798	815	+3	780	817	808	+28	(Y -	(N -	(N -					
Values													50)	44)	41)									

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

API for All students increased 16 points over 3 years.  
 API for white students increased 20 points over 3 years.  
 API for SED students increased 3 points over 3 years.  
 API for Hispanic or Latino students increased 28 points over 3 years.

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			
	2010	2011	2012	Dif	2010	2011	2012	Dif	2010	2011	2012	Dif
AYP Target	56.8	67.6	78.4	+21.6	56.8	67.6	78.4	+21.6	56.8	67.6	78.4	+21.6
Percent At or Above Proficient	62.4 (116)	62.4 (103)	65.2 (107)	+2.8	72.6 (82)	68.3 (68.3)	74.0 (77)	+1.4	52.1 (61)	53.9 (48)	55.4 (51)	+3.3
Met AYP Criteria	YES	No	Yes* SH		YES	YES	YES* SH		YES* SH	YES* SH	YES* SH	

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

Percent At or Above Proficient for All students increased by 2.8%  
 Percent At or Above Proficient for White students increased by 1.4%  
 Percent At or Above Proficient for SED students increased by 3.3%

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			
	2010	2011	2012	Dif	2010	2011	2012	Dif	2010	2011	2012	Dif
AYP Target	58	68.5	79	+21	58	68.5	79	+21	58	68.5	79	+21
Percent At or Above Proficient	68.3 (127)	70.3 (116)	75.5 (123)	+7.2	73.5 (83)	76.2 (77)	82.5 (85)	+9	62.1 (72)	59.6 (53)	67.4 (62)	+5.3
Met AYP Criteria	YES	YES	YES* SH		YES	YES	YES		YES	NO	YES* SH	

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

Percent At or Above Proficient for All students increased by 7.2%  
 Percent At or Above Proficient for White students increased by 9%  
 Percent At or Above Proficient for SED students increased by 5.3%

Table 4: CELDT Data 2011-2012

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%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Early Advanced	0 (0.0%)	5 (56.0%)	0 (0.0%)	0 (0.0%)	2 (33.0%)	1 (33.0%)	3 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (30.0%)
Intermediate	1 (9.0%)	3 (33.0%)	2 (50.0%)	3 (75.0%)	4 (67.0%)	2 (67.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (25.0%)
Early Intermediate	6 (55.0%)	1 (11.0%)	2 (50.0%)	1 (25.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (15.0%)
Beginning	4 (36.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (30.0%)
Number Tested	11 (100.0%)	9 (100.0%)	4 (100.0%)	4 (100.0%)	6 (100.0%)	3 (100.0%)	3 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	20 (100.0%)

Conclusions indicated by the data:

Students are advancing from a Beginning level on the CELDT in Kindergarten to either being redesignated or at an Early Advanced level on the CELDT in 6<sup>th</sup> grade. This is indicated by 11 EL students in Kindergarten and most of them at a Beginning or Early Intermediate CELDT level and only 3 EL students who are all at an Early Advanced level in 6<sup>th</sup> grade.

## 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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>K(54)</b>	54	100%	37	69%	1	2%	1	2%	26	48%	10	19%	0	0%	32	59%	10	19%
<b>1(47)</b>	47	100%	33	70%	2	4%	0	0%	16	34%	12	26%	0	0%	30	34%	5	11%
<b>2(47)</b>	35	74%	34	72%	0	0%	0	0%	6	13%	4	9%	0	0%	22	47%	2	4%
<b>3(24)</b>	21	88%	18	75%	0	0%	1	4%	2	8%	3	13%	3	13%	10	42%	3	13%
<b>4(37)</b>	26	70%	22	59%	0	0%	0	0%	3	8%	3	8%	0	0%	19	51%	4	11%
<b>5(48)</b>	31	65%	21	44%	0	0%	0	0%	6	13%	6	13%	4	8%	16	33%	6	13%
<b>6(42)</b>	22	52%	19	45%	1	2%	0	0%	8	19%	3	7%	1	2%	12	29%	3	7%
<b>7</b>																		
<b>8</b>																		
<b>9</b>																		
<b>10</b>																		
<b>11</b>																		
<b>12</b>																		

Conclusions indicated by the data:

1. Enrollment is consistent in K & 1<sup>st</sup> grades.
2. Continuous enrollment seems to decline as the grades increase.

## **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 Bylaws**

## SSC

The California *EC*<sup>8</sup> requires the SSC to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention<sup>9</sup> and School and Library Improvement Block Grant programs<sup>10</sup> 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;<sup>11</sup> 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.
- **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.

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<sup>8</sup> *EC* Section 64001(a), (d)

<sup>9</sup> *EC* Section 41507

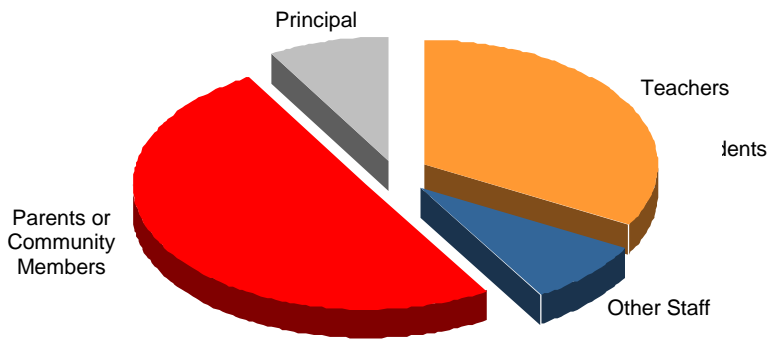
<sup>10</sup> *EC* Section 41572

<sup>11</sup> For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

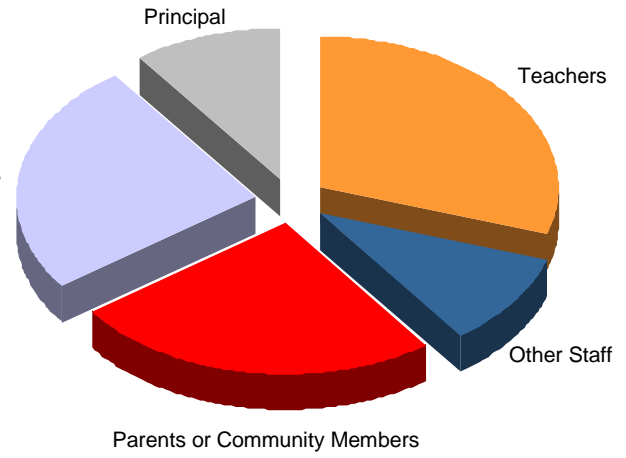


At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC<sup>12</sup>.

Composition of an Elementary SSC  
of a Secondary SSC



Composition



<sup>12</sup> 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

**FALL RIVER ELEMENTARY SCHOOL  
BY-LAWS OF FALL RIVER ELEMENTARY SCHOOL SITE COUNCIL**

**ARTICLE I**

**Name of Council**

The name of the council shall be the Fall River Elementary School Site Council.

**ARTICLE II**

**Purpose**

**SECTION I**

The purpose of this school site council shall be to develop a single plan for student achievement including a school-based coordinated program for submittal to and approval of the District Board of Trustees.

**SECTION II**

In the execution of its responsibilities the council shall be guided by the policies relating to the function of Site Councils as established by the District Board of Trustees under the provisions of Section 52034 (c) of the Education Code.

**ARTICLE III**

**Scope of Responsibilities**

**SECTION I**

The single plan for student achievement including school-based coordinated program of the Site Council shall be based on the educational needs of each child, shall specify improvement objectives, and shall indicate steps necessary to achieve those objectives.

**SECTION II**

The single plan for student achievement including school-based coordinated program will seek to enable students to: learn at a rate appropriate to their abilities; master basic skills in reading, writing, and computation; develop knowledge and skills in all aspects of the school curriculum; according to the adopted California's State Standards & start implementation of Common Core State Standards (CCSS); develop esteem for self and others; demonstrate personal and social responsibility; know of and use other community educational services; appreciate the cultural contributions of the world's many peoples; care for themselves in terms of mental, physical, and emotional health.

**SECTION III**

In addition, the single plan for student achievement including school-based coordinated program will; provide development programs for staff and volunteers, seek reduction in violence and vandalism, theft, and absenteeism; and generally try to improve the level of satisfaction of students, staff, and parents with school services and the decision-making processes of the school.

**SECTION IV**

The single plan for student achievement and school-based coordinated program will further provide for; the active participation of parents in classroom activities; periodic evaluation of

students' health needs, and for the development of a parent education program relating to child growth and development.

## **SECTION V**

To provide for the Federal Program Monitoring process.

## **ARTICLE IV**

### **Composition of Site Council**

## **SECTION I**

The membership of the council shall be composed of: 6 site parents or school community representatives; the site principal; 4 full time classroom teachers; and 1 other school employee. (School employees may not be considered parent representatives.)

## **ARTICLE V**

### **Selection of Members**

## **SECTION I - PARENTS AND COMMUNITY REPRESENTATIVES**

Parent and community representatives shall be elected. Nomination forms will be sent home in the month of April each year with new members to begin on September 1st.

**Section I (a)** The School Site Council shall submit a slate of nominations of interested parents and community representatives for membership on the Site Council. Other nominations may be made in writing. The selection shall be by parent ballot. Community election of members to the Site Council shall be the three parents/community members who receive the most votes. In the event of a tie a run-off election will be conducted.

## **SECTION II - TEACHER AND STAFF REPRESENTATIVES**

Teacher and staff representatives shall be selected by written ballot. Selection of members to the Site Council shall be the one or two classroom teacher/staff member who receives the most votes. In the event of a tie a run-off election will be conducted.

## **ARTICLE VI**

### **Term of Office**

## **SECTION I**

The terms of office of parent and community representatives and school staff representatives to the Site Council shall be for two years, except that a first election of council members approximately one-half of members of each category of membership shall be for one year and one-half of the members for two years. Subsequent elections shall be two years. The effective term of office will be from September 1st to August 30th.

## **ARTICLE VII**

### **Resignations**

## **SECTION I**

A Council member may resign by filing written resignation with the Council Chairperson or attend a scheduled Site Council meeting and request their resignation in person.

## **ARTICLE VIII**

### **Vacancy**

#### **SECTION I**

A vacancy that occurs on the council shall be filled by the next runner up on the previous elections to fill the position currently opened. If more positions are available than there are runners up then hold an election. Such replacements shall serve the duration of the unexpired term. Vacancy shall be filled immediately.

## **ARTICLE IX**

### **Officers**

#### **SECTION I - OFFICERS**

The officers of the council shall be a president, a vice-president, a secretary, and such others as the council may deem necessary. They shall be elected for 1 year terms at the designated annual meeting of the council which shall be held in the month of September annually.

#### **SECTION II - DUTIES OF THE PRESIDENT**

The President must be a parent / community representative. The President shall preside at all meetings of the council, sign all necessary reports and process other communication of the council. The President shall perform all other duties as may be prescribed by the council from time to time.

#### **SECTION III - DUTIES OF THE VICE-PRESIDENT**

The Vice-President shall represent the President in his or her absence. In addition, the Vice-President shall perform such other duties as may be prescribed by the council from time to time.

#### **SECTION IV - DUTIES OF THE SECRETARY**

The secretary shall keep the minutes of the meetings, both regular and special, of the governing board and shall promptly transmit to each of the members, to the school district, and to such other persons as the School Site Council may deem, true and correct copies of the minutes of such meetings, see that all notices are duly given in accordance with the provisions of these by-laws; keep current the School Site Council records, located in school library; keep a register of the address and telephone numbers of each member for the School Site Council which shall be furnished to the secretary by such member; and, in general, perform all duties as from time to time may be assigned to the office by the President or by the School Site Council.

#### **SECTION V - DUTIES OF THE SITE PRINCIPAL**

The site principal shall serve as the educational advisor to the officers of the council.

#### **SECTION VI - REMOVAL**

Any member may be removed by a majority vote of all members sitting on the School Site Council whenever, in the judgment of the council, the best interests of the Council would be served thereby.

Any member who misses three consecutive School Site Council meetings may be removed by a majority vote of all members sitting on the School Site Council whenever, in the judgment of the Council, the best interests of the Council would be served thereby.

**ARTICLE X**  
**Committees**

**SECTION I**

Special committees may be created from time to time by action of the Council. Upon completion of their special assignment, special committees shall automatically terminate.

**SECTION II**

The committees of the Council shall during the school year hold the number of meetings necessary to accomplish their assigned purpose.

**ARTICLE XI**  
**Meetings of the Council**

**SECTION I**

Regular meetings will be scheduled at the discretion of the Council.

**SECTION II**

Special meetings of the council may be called by the President or by majority vote of the Council upon twenty-four (24) hours notification.

**ARTICLE XII**  
**Quorum**

**SECTION I**

A quorum of the transaction of business of the council shall consist of fifty-one (51) percent of the membership belonging.

**ARTICLE XIII**  
**Parliamentary Procedure**

**SECTION I**

All meetings of the Council and its standing committees shall be conducted according to Robert's Rules of Order.

**ARTICLE XIV**  
**Amendments**

**SECTION I**

Amendments will be proposed at a regular scheduled meeting and voted on at a subsequent meeting. Copies of the amendments shall be provided to all members before the meeting.

September 19, 2012

## 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 I: 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	<a href="http://www.cde.ca.gov/ds/fd/ec/">http://www.cde.ca.gov/ds/fd/ec/</a>
ADA	Americans with Disabilities Act	<a href="http://www.usdoj.gov/crt/ada/adahom1.htm">http://www.usdoj.gov/crt/ada/adahom1.htm</a> (Outside Source)
API	Academic Performance Index	<a href="http://www.cde.ca.gov/ta/ac/ap">http://www.cde.ca.gov/ta/ac/ap</a>
APS	Academic Program Survey	<a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .
BTSA	Beginning Teacher Support and Assessment	<a href="http://www.btsa.ca.gov">http://www.btsa.ca.gov</a>
BTPP	Bilingual Teacher Training Program	<a href="http://www.cde.ca.gov/sp/el/bt">http://www.cde.ca.gov/sp/el/bt</a>
CAHSEE	California High School Exit Examination	<a href="http://www.cde.ca.gov/ta/tg/hs/">http://www.cde.ca.gov/ta/tg/hs/</a>
CAPA	California Alternative Performance Assessment	<a href="http://www3.cde.ca.gov/scripts/texis.exe/webinar/search?pr=default&amp;query=California%20Alternative%20Performance%20Assessment%20&amp;submit=GO">http://www3.cde.ca.gov/scripts/texis.exe/webinar/search?pr=default&amp;query=California%20Alternative%20Performance%20Assessment%20&amp;submit=GO</a>
CBEDS	California Basic Educational Data System	<a href="http://www.cde.ca.gov/ds/ss/cb">http://www.cde.ca.gov/ds/ss/cb</a>
CBEST	California Basic Educational Skills Test	<a href="http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST">http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST</a> (Outside Source)
CDE	California Department of Education	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
CELDT	California English Language Development Test	<a href="http://www.cde.ca.gov/ta/tg/el">http://www.cde.ca.gov/ta/tg/el</a>
CMA	California Modified Assessment	<a href="http://www3.cde.ca.gov/scripts/texis.exe/webinar/search?pr=default&amp;query=California%20Modified%20Assessment&amp;submit=GO">http://www3.cde.ca.gov/scripts/texis.exe/webinar/search?pr=default&amp;query=California%20Modified%20Assessment&amp;submit=GO</a>
COE	County Office of Education	<a href="http://www.cde.ca.gov/re/sd/co/index.asp">http://www.cde.ca.gov/re/sd/co/index.asp</a>
COP	Committee of Practitioners (Title I)	<a href="http://www.cde.ca.gov/sp/sw/t1/practitioners.asp">http://www.cde.ca.gov/sp/sw/t1/practitioners.asp</a>
CPM	Categorical Program Monitoring	<a href="http://www.cde.ca.gov/ta/cr/cc">http://www.cde.ca.gov/ta/cr/cc</a>
CSAM	California School Accounting Manual	<a href="http://www.cde.ca.gov/fg/ac/sa">http://www.cde.ca.gov/fg/ac/sa</a>
CSCS	California School Climate Survey	<a href="http://cscs.wested.org/">http://cscs.wested.org/</a> (Outside Source)
CSIS	California School Information Services	<a href="http://www.cde.ca.gov/ds/sd/cs">http://www.cde.ca.gov/ds/sd/cs</a>
CSR	Comprehensive School Reform	<a href="http://www.cde.ca.gov/ta/lp/cs/">http://www.cde.ca.gov/ta/lp/cs/</a>
CST	California Standards Tests	<a href="http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp">http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp</a>

ACRONYM	STANDS FOR	WEB ADDRESS
CTC	Commission on Teacher Credentialing	<a href="http://www.ctc.ca.gov">http://www.ctc.ca.gov</a> (Outside Source)
DAS	District Assistance Survey	<a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .
DSLTL	District/School Liaison Team	<a href="http://star.cde.ca.gov/star2010/">http://star.cde.ca.gov/star2010/</a>
EC	<i>Education Code</i>	<a href="http://www.leginfo.ca.gov/calaw.html">http://www.leginfo.ca.gov/calaw.html</a>
EDGAR	U. S. Department of Education General Administrative Regulations	<a href="http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html">http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html</a> (Outside Source)
EL	English Learner	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
ELA	English Language Acquisition	<a href="http://www.cde.ca.gov/sp/el/ii">http://www.cde.ca.gov/sp/el/ii</a>
ELAP	English Language Acquisition Program	<a href="http://www.cde.ca.gov/fg/aa/ca/englishlang.asp">http://www.cde.ca.gov/fg/aa/ca/englishlang.asp</a>
ELD	English Language Development	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
ELSSA	English Learner Subgroup Self Assessment	<a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	<a href="http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp">http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp</a>
ESEA	Elementary and Secondary Education Act	<a href="http://www.ed.gov/policy/elsec/leg/esea02/index.html">http://www.ed.gov/policy/elsec/leg/esea02/index.html</a> (Outside Source)
ESL	English as a Second Language	<a href="http://www.cde.ca.gov/ta/cr/el">http://www.cde.ca.gov/ta/cr/el</a>
ESLRs	Expected School wide Learning Results	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a> (Outside Source)
FEP	Fluent-English-Proficient	<a href="http://www.cde.ca.gov/demographics">http://www.cde.ca.gov/demographics</a>
FOL	Focus on Learning	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a> (Outside Source)
FTE	Full-Time-Equivalent	<a href="http://data1.cde.ca.gov/dataquest/gls_fte.htm">http://data1.cde.ca.gov/dataquest/gls_fte.htm</a>
GATE	Gifted and Talented Education	<a href="http://www.cde.ca.gov/sp/g/">http://www.cde.ca.gov/sp/g/</a>
GED	General Educational Development	<a href="http://www.cde.ca.gov/ta/tg/gd">http://www.cde.ca.gov/ta/tg/gd</a>
IDEA	Individuals with Disabilities Education Act (IDEA)	<a href="http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp">http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp</a> .
IEP	Immigrant Education Program (NCLB, Title III)	<a href="http://www.cde.ca.gov/sp/el/t3">http://www.cde.ca.gov/sp/el/t3</a>
IEP	Individualized Education Program	<a href="http://www.calstat.org/iep/">http://www.calstat.org/iep/</a> (Outside Source)
ISSSD	Inventory of Supports and Services for Students with Disabilities	<a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .
II/USP	Immediate Intervention/Underperforming Schools Program	<a href="http://www.cde.ca.gov/ta/lp/iu">http://www.cde.ca.gov/ta/lp/iu</a>
LC	Language Census	<a href="http://www.cde.ca.gov/ds/ss/lc">http://www.cde.ca.gov/ds/ss/lc</a>
LD	Learning Disabled	

ACRONYM	STANDS FOR	WEB ADDRESS
LEA	Local Educational Agency	<a href="http://www.cde.ca.gov/re/sd">http://www.cde.ca.gov/re/sd</a>
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	<a href="http://www.nagb.org">http://www.nagb.org</a> (Outside Source)
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	<a href="http://www.cde.ca.gov/pr/nclb">http://www.cde.ca.gov/pr/nclb</a>
NRT	Norm-referenced Test	
PI	Program Improvement	<a href="http://www.cde.ca.gov/ta/ac/ti/programimprov.asp">http://www.cde.ca.gov/ta/ac/ti/programimprov.asp</a>
PSAA	Public Schools Accountability Act	<a href="http://www.cde.ca.gov/psaa">http://www.cde.ca.gov/psaa</a>
PTA	Parent Teacher Association	<a href="http://www.pta.org">http://www.pta.org</a> (Outside Source)
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	<a href="http://www.cde.ca.gov/rocp/dsp/coord.html">http://www.cde.ca.gov/rocp/dsp/coord.html</a>
RSDSS	Regional System for District and School Support	<a href="http://www.cde.ca.gov/sp/sw/ss/s4directory.asp">http://www.cde.ca.gov/sp/sw/ss/s4directory.asp</a>
SARC	School Accountability Report Card	<a href="http://www.cde.ca.gov/ta/ac/sa">http://www.cde.ca.gov/ta/ac/sa</a>
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
SESM	<i>Special Education Supports Module</i>	<a href="http://cscs.wested.org/survey_content/sesis">http://cscs.wested.org/survey_content/sesis</a> (Outside Source)
STAR	Standardized Testing and Reporting	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>
UCP	Uniform Complaint Procedures	<a href="http://www.cde.ca.gov/re/cp/uc">http://www.cde.ca.gov/re/cp/uc</a>
WASC	Western Association of Schools and Colleges	<a href="http://www.acswasc.org">http://www.acswasc.org</a> (Outside Source)