

The Single Plan for Student Achievement

SCHOOL: FALL RIVER JUNIOR-SENIOR HIGH SCHOOL

County-District School (CDS) Code 45 69989 4533600

Principal: Jeanne Utterback

Date of this revision: December 4, 2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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Fall River Joint Unified School District

The District Governing Board approved this revision of the SPSA on 12/11/12 at 1:00 PM in Room 101 at FRJUSD.

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal # 01			
25% of students at Fall River High School will increase their CST scores in ELA and Math or remain in the Advanced band by 2013-2014.			
What data did you use to form this goal (findings from data analysis)? Longitudinal STAR/CST test results		How does this goal align to your Local Educational Agency Plan goals? Overall improvement in standardized test scores is a priority for the FRJUSD and is a goal.	
What did the analysis of the data reveal that led you to this goal? We have made consistent growth but the next benchmark goal is quite high.		Which stakeholders were involved in analyzing data and developing this goal? Teachers, administrators	
Who are the focus students and what is the expected growth? All students – 25% of the students at FRHS will show growth in their ELA and Math scores on the CST.		What data will be collected to measure student achievement? Longitudinal data of all students	
What process will you use to monitor and evaluate the data? We will use Illuminate		Actions to improve achievement to exit program improvement (if applicable). N/A	
Strategies/Actions to Implement this Goal SEE BELOW	Start/Completion Date/Personnel Fall 2012, Ongoing	Each Funding Source/Amount	Process for Evaluation of Implementation Staff Meetings, School Site Council Meetings, District Wide Meetings

Actions to be taken to Reach this Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Funding Source
1. Create a system of collecting and interpreting student achievement in core classes (i.e. various test scores) and implementing a consistent plan for altering instruction and assessment based upon these findings. <ul style="list-style-type: none"> ▪ Follow District curricular pacing guides for all core classes in grades 7 – 11. ▪ Use benchmark assessments for all core classes in grades 7 – 11. Benchmarks will be given near the end of the first quarter (B1), near the end of the second quarter (B2), and 2 – 3 weeks before CSTs (B3) are given. ▪ Review benchmark exam results, analyzing to determine areas of deficiency. 	Fall 2012, Ongoing 2013		<ul style="list-style-type: none"> ▪ District
2. Provide support aide for identified target subgroup ELD students to increase opportunity for success.	Fall 2012, Ongoing	Equivalent to one 17.5 hour paraprofessional.	<ul style="list-style-type: none"> ▪ District
3. Improve test awareness and student buy-in. <ul style="list-style-type: none"> ▪ Review test scores with students. ▪ Identify and meet with students who are close to the proficient level within departments to encourage maximum academic effort. 	Fall 2012, Ongoing		<ul style="list-style-type: none"> ▪ District
4. Continue using the Shasta County Office of Education “Common Core Curriculum” implementation.	Fall 2012, Ongoing		<ul style="list-style-type: none"> ▪ District
5. Continue targeting low performing students by offering remediation classes. <ul style="list-style-type: none"> ▪ Study Island for junior high students-required course. ▪ Study Island for identified low achieving high school students. ▪ Math lab for struggling 7th grade students. ▪ Continue offering after school programs such as Math Lab, Homework Club, Social Studies Program, Science Sessions, and English Excellence Hour. 	Fall 2012, Ongoing		<ul style="list-style-type: none"> ▪ District

<p>6. Continue to articulate with elementary school and increase opportunity for articulation in subject areas.</p> <p>7. Continue to articulate with Burney High School to establish consistent district-wide pacing, assessments, and re-teaching strategies.</p> <p>8. Continue to review and evaluate the Self-Study Action Plans to monitor progress evaluation and revision.</p> <ul style="list-style-type: none"> ▪ Hold regular School Site Council meetings. <p>9. Continue to use the Aeries software program as well as Illuminate to analyze data of all major subgroups as well as the general population.</p> <p>10. Continue to utilize "STAR Test Incentive/Awards Program"</p>	<p>Fall 2012, Ongoing</p> <p>Fall 2012, Ongoing</p> <p>Fall 2012, Ongoing</p> <p>Fall 2012, Ongoing</p> <p>Fall 2012, Ongoing</p>	<p>\$500 incentive money</p>	<ul style="list-style-type: none"> ▪ District ▪ District ▪ ASB Fund (Donations)
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School Goal # 02			
In order for our students to be prepared for the Common Core Curriculum and Smarter Balanced Assessments, 100% of teachers at Fall River High School will be trained in the Common Core Curriculum by 2013-2014.			
What data did you use to form this goal (findings from data analysis)? Administrators attended the Common Core implementation training.		How does this goal align to your Local Educational Agency Plan goals? Our LEA works with Reach Higher Shasta for professional development and training.	
What did the analysis of the data reveal that led you to this goal? It is important that the teachers are trained in the new Common Core Curriculum as it will be fully implemented by the 2014-2015 school year.		Which stakeholders were involved in analyzing data and developing this goal? Administrators and Teachers	
Who are the focus students and what is the expected growth? All students will benefit by using the new curriculum as the focus moves to a deeper level of understanding.		What data will be collected to measure student achievement? The Smarter Balanced Assessments will be used to measure student achievement beginning in 2014-2015.	
What process will you use to monitor and evaluate the data? Administrators and Teachers will adhere to the training schedule provided by the Shasta County Office of Education.		Actions to improve achievement to exit program improvement (if applicable). N/A	
Strategies/Actions to Implement this Goal SEE BELOW	Start/Completion Date/Personnel June 2012-ongoing	Each Funding Source/Amount District Professional Development Funds	Process for Evaluation of Implementation Teacher Surveys
Actions to be taken to Reach this Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date Completion Date	Proposed Expenditures
1. Teachers will be trained through the SCOE in the Common Core Curriculum. 2. Provide opportunities for teachers to collaborate within and across departments. <ul style="list-style-type: none"> ▪ Organize and coordinate common planning and interdisciplinary activities. ▪ Coordinate staff/department meetings. 		Summer 2012, Ongoing Fall 2012, based on meeting schedule on "Short" Friday afternoons	1. District 2. District

3. Generate and share ideas to improve curriculum and instruction. 1. Incorporate staff development instruction into staff meetings.	Fall 2012, Ongoing		3. District
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School Goal # 03			
100% of students at Fall River High School grades 7-12 will have an personal education plan for college and career readiness by 2013-2014.			
What data did you use to form this goal (findings from data analysis)? Surveys, interviews, student records		How does this goal align to your Local Educational Agency Plan goals? Raising expectations is part of our LEAP and one of the ways to do this at FRHS is to create personal education plans for each student.	
What did the analysis of the data reveal that led you to this goal? We found that we were below the State average on percentage of students completing A-G requirements for college.		Which stakeholders were involved in analyzing data and developing this goal? Administration, College Options Advisor, Teachers, Students, Parents	
Who are the focus students and what is the expected growth? Students grades 7 – 12 will all have an personal education plan and a higher percentage of seniors will be eligible to enter college.		What data will be collected to measure student achievement? Longitudinal graduation rates, drop out rates, and A-G qualified students.	
What process will you use to monitor and evaluate the data? All students will meet at least once per year to update their education plans.		Actions to improve achievement to exit program improvement (if applicable). N/A	
Strategies/Actions to Implement this Goal SEE BELOW	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation See if all students have working education plans
Actions to be taken to Reach this Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date Completion Date	Proposed Expenditures Funding Source
1. Enhance the career awareness of students so that they may have a better opportunity to choose a career path in the future. 2. ROP Career Tech will administer the Kuder to 8 th grade students. 3. ASVAB will be administered to the Juniors.		Fall 2012, Ongoing	▪ District
2. Develop career planning portfolio (Personal Education Plans) for all incoming 7 th grade students and will be revisited yearly by the College Options Advisor or Administrator and the student.		Fall 2012, Ongoing	▪ District

- Students will take interest inventories and set goals based on desired careers.

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Program Support Goal # 01					
School staff will partner with parents to help monitor student grades and assist those students who are at risk of failing in obtaining support needed to assure success as measured by passing grades.					
Groups participating in this goal (e.g., students, parents, teachers, administrators):		Anticipated annual growth for each group:			
Students, Teachers, Paraprofessionals, Administrators, and Parents		The number of students failing classes will decrease by 10% over the 2012-2013 school year.			
Means of evaluating progress toward this goal:		Group data to be collected to measure gains:			
Student progress reports, quarter and semester grades.		Student grades.			
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)		Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Students and parents have access to the ABI Portal which displays up to date information regarding grades and attendance.		2012-2013 School Year			
2. Student grades will be monitored every three weeks by school staff.		2012-2013 School Year			
<ul style="list-style-type: none"> ▪ Students with grades of D or below in a core subject will meet with administration to create strategies and raise grades. 					

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

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

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$ 0.00
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 0.00
<input type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$ 0.00
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$ 0.00
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$ 0.00
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$ 0.00
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$ 0.00
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$ 0.00
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$ 0.00
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$ 0.00
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$ 0.00
Total amount of state categorical funds allocated to this school	\$ 0.00

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$ 0.00
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$ 0.00
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0.00
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0.00
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$ 0.00
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 0.00
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$ 0.00
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 0.00
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$ 0.00
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$ 0.00
<input type="checkbox"/> Other federal funds (list and describe) ³	\$ 0.00
Total amount of federal categorical funds allocated to this school	\$ 0.00
Total amount of state and federal categorical funds allocated to this school	\$ 0.00

¹⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:⁴

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jeanne Utterback	X				
Mariah Maier					X
Robert Pineda					X
Geri Handa			X		
Laurel Cordova		X			
Janelle Howes		X			
Cindy White		X			
Eric Zimmerman		X			
Doreen Parker				X	
Michelle Corder				X	
Darla VanRiet				X	
Rachelle Vestal				X	
Numbers of members in each category	1	4	1	4	2

⁴ 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**):

X State Compensatory Education Advisory Committee _____ Greg Hawkins

X English Learner Advisory Committee _____ Laurel Cordova

X Special Education Advisory Committee _____ Becky Torgrimson

N/A Gifted and Talented Education Advisory Committee _____

X District/School Liaison Team for schools in Program Improvement _____ Jeanne Utterback

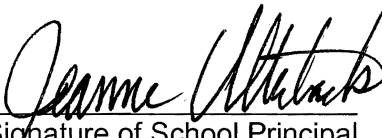

N/A Compensatory Education Advisory Committee _____

N/A Departmental Advisory Committee (secondary) _____

N/A Other committees established by the school or district (**list**) _____

- 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: Dec. 12, 2012

Attested:

<u>Jeanne Utterback</u> Typed name of School Principal	 Signature of School Principal	<u>12/19/12</u> Date
<u>Rachelle Vestal</u> Typed name of SSC Chairperson	 Signature of SSC Chairperson	<u>12/19/12</u> Date

III. Resources

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

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

Appendix A: Programs Funded through the ConApp

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

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

State Programs

- Economic Impact Aid

Federal ESEA Programs

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

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

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

REQUIREMENTS	LEGAL CITATION	EIA, English Learners	EIA, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
I. Involvement												
Involve parents and community in planning and implementing the school plan	EC 52055.750(b)						X					
	EC 35294.1(b)(2)(C)									X		
	5CCR 3932	X	X	X	X	X		X				
	20 USC 7115(a)(1)(E)					X						
	20 USC 6315(c)(1)(G)			X								
20 USC 6314(b)(1), (2)(A)				X								
Advisory committee review and recommendations	EC 64001(a)	X	X	X	X	X		X				
	EC 52055.755						X					
Written notice of program improvement status	20 USC 6316(b)(3)					X						
II. Governance and Administration												
Single, comprehensive plan	EC 64001(a), (d)	X	X	X	X	X		X	X		X	X
	EC 52853	X	X	X	X	X						
	EC 41572											X
	EC 41507										X	
	EC 35294.1(a)									X		
	20 USC 6315(c)(1)(B)			X								
	20 USC 6314(b)(2)(A)				X							
School Site Council (SSC) constituted per former EC 52012	EC 64001(g)	X	X	X	X	X		X	X		X	X
SSC developed SPSA and expenditures	EC 64001(a)	X	X	X	X	X		X	X		X	X
	EC 41572										X	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						

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 II, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
III. Funding												
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 6315(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 6315(1)(E)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Distribute experienced teachers	EC 52055.750(a)(10)						X					
VI. Opportunity and Learning												
Describe instruction for at-risk students	EC 52853	X	X	X	X	X						
Describe the help for students to meet state standards	EC 64001(f)	X	X	X	X	X		X	X			
	20 USC 6314(b)(1), (2)(A)				X							
	20 USC 6315(c)			X								
Describe auxiliary services for at-risk students	EC 52853	X	X	X	X	X						
	20 USC 6315(c)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Avoid isolation or segregation	5CCR 3934	X	X	X	X	X						

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

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

Due to budget cuts Fall River Junior-Senior High School receives zero funding from Title I programs

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				SIGNIFICANT STUDENT GROUPS																							
					White				Socially Economically Disadvantaged				Hispanic Or Latino				Native Americans											
	10	11	12	Sum	10	11	12	Sum	10	11	12	Sum	10	11	12	Sum	10	11	12	Sum	09	10	11	Sum				
API Growth Values	817	837	830	+13	841	857	836	-5	792	830	798	+6	773	813	831	+58		760	817	+57								

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

Our school's API has continued to be ranked high in comparison to similar schools over the last 3 years.

*Change in scores over the three 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 LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			American Indian			Hispanic			English Learners			Redesignated - Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	10	11	12	10	11	12	09	10	11	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12
Participation Rate	100	100	100	100	100	100	000	000	000	000	000	000	100	100	100	100	100	000			100	100	100	100	100	100	100
Number At or Above Proficient	50	80	78	34	56	47	-	-	-	-	-	-	11	17	22	5	-	-				28	45	41	1	4	2
Percent At or Above Proficient	50.5	67.8	66.6	59.6	72.7	68.1	-	-	-	-	-	-	37.9	60	78.6	25	-	-				43.8	66.2	71.9	7.1	22.2	12
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	No	-	-	-	-	-	-	-	-	-	-	-	-				Yes	Yes	Yes	-	-	-

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

- The number of students proficient or advanced remains relatively the same, however we did not meet the new target of 77.8% proficient.
- AYP Target for High Schools (2010 = 55.6%), (2011= 66.7%), (2012 = 77.8%)

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 LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			American Indian			Hispanic			English Learners			Redesignated - Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12
Participation Rate	98	100	100	97	100	100	-	-	-	-	-	-	100	100	100	000	000	000				98	100	100	86	000	100
Number At or Above Proficient	64	69	87	36	49	51	-	-	-	-	-	-	19	14	24	0	-	-				39	36	45	3	0	5
Percent At or Above Proficient	660	585	777	665	636	739	-	-	-	-	-	-	660	519	857	00	-	-				629	522	789	250	00	312
Met AYP Criteria	Yes	Yes	Yes	Yes	No	Yes	-	-	-	-	-	-	-	-	-	-	-	-				Yes	No	Yes	-	-	-

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

1. Students of Fall River Junior-Senior High School continue to exceed the criteria for Adequate Yearly Progress.
2. AYP Target for High Schools (2010 = 54.8%), (2011 = 66.1%), (2012 = 77.4%)

Table 4: CELDT Data

Grade	CELDT Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number by Grade
K											
1											
2											
3											
4											
5											
6											
7	1	33			2	66					3
8	1	100									1
9											0
10					1	100					1
11	1	50	1	50							2
12											0
Total	3	43	1	14	3	43					7

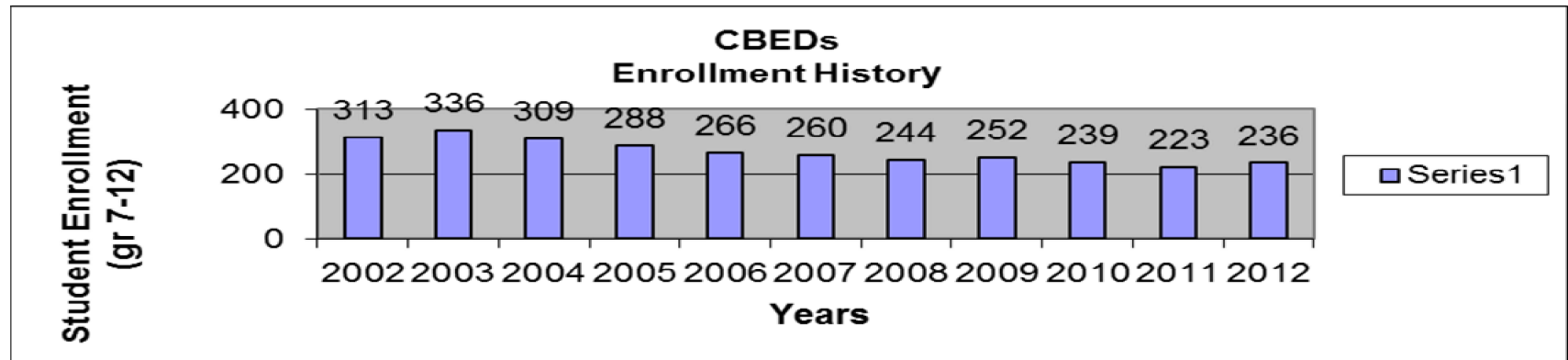
Conclusions indicated by the data:

1. The number of our students redesignated continues to increase
2. The ELL students are served well because our talented EL instructor works continually with our students from the time they enroll in our district to the time they are redesignated
- 3.

Table 5: Multi-Purpose Form

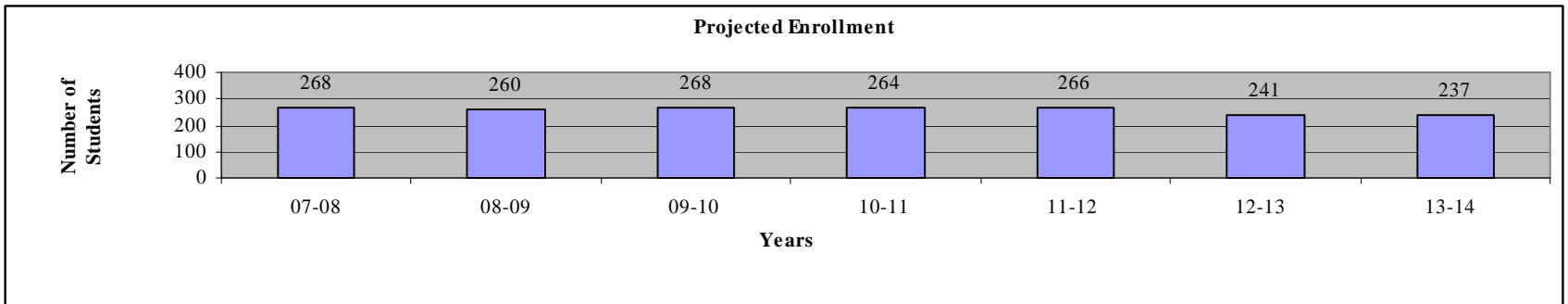
Academic, Demographic, Grade Span, or Program Area: **Enrollment**

DATA Based on CBEDS																	
Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12		
10	11	12	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12
44	42	39	39	38	37	40	39	41	45	40	38	31	41	40	40	36	28



Conclusions indicated by the data:

1. Since 2002, FRHS has experienced a decline in enrollment. This decline dropped Fall River Junior-Senior High School and enrollment band which has caused a significant decrease in funding. Based on the current enrollment in the elementary school, our enrollment is expected to continue. While this is a concern, FRHS currently at the end of the 11th month of 2011-2012 school year has a 97.2% attendance rate.



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	28	64	17	39	0	0	0	0	6	14	1	2	4	9	18	41	6	14	
8	27	67	13	33	0	0	0	0	11	28	1	3	6	15	13	33	2	5	
9	24	62	16	41	0	0	0	0	3	8	0	0	3	8	14	36	6	15	
10	24	59	10	24	0	0	0	0	8	20	0	0	6	15	16	39	5	12	
11	15	35	10	23	0	0	0	0	6	14	1	2	2	5	10	23	3	7	
12	19	48	10	25	0	0	0	0	8	24	0	0	4	1	10	25	3	8	

Conclusions indicated by the data:

- 1 . We have a large number of students that stay in our district K - 12

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: Bylaws

**FALL RIVER JR. SR. HIGH SCHOOL
BY-LAWS OF FALL RIVER JR. SR. HIGH SCHOOL SITE COUNCIL**

**ARTICLE I
Name of Council**

The name of the council shall be the Fall River Jr. Sr. High Site Council.

**ARTICLE II
Purpose**

SECTION I

The purpose of this school site council shall be to develop a single plan for student achievement and 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 and 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 and 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; 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 and 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 process of the school.

SECTION IV

To provide for a Consolidated Compliance Review process and help with the WASC process.

ARTICLE IV
Composition of Site Council

SECTION I

The membership of the Council shall be composed of: 4 site parents or school community representatives, 2 students, the site principal, 4 full time classroom teachers, and 1 other school employee. (School district 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 with the 4th quarter progress reports. Nominees will be voted on at FRHS Open House in May each year with the new members beginning their terms on September 1st.

Section 1 (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 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.

SECTION III – STUDENT REPRESENTATIVES

Student representatives shall consist of one jr. high student and one high school student. The jr. high student shall be elected by 8th grade class elections. The high school student shall be elected by the student body elections in the form of the school board representative.

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 in the previous elections to fill the position currently opened. If more positions are available than there are runners up then the Council may appoint someone to fill the position. 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 shall preside at all meetings of the council, sign all necessary reports and process other communications 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 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 Council minutes of the meetings, both regular and special, and shall promptly transmit them to each of the members, to the school district, and to such other persons as the School Site Council may deem necessary, 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 office; keep a register of the address and telephone numbers of each member of 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 council, keep accurate financial records and present them to the School Site Council monthly and prepare and review the budget on a regular basis.

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 **Meeting 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 membership belonging.

ARTICLE XIII **Parliamentary Procedure**

SECTION I

All meetings of the Council and its standing committees shall be conducted according to Roberts 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.

January 2012

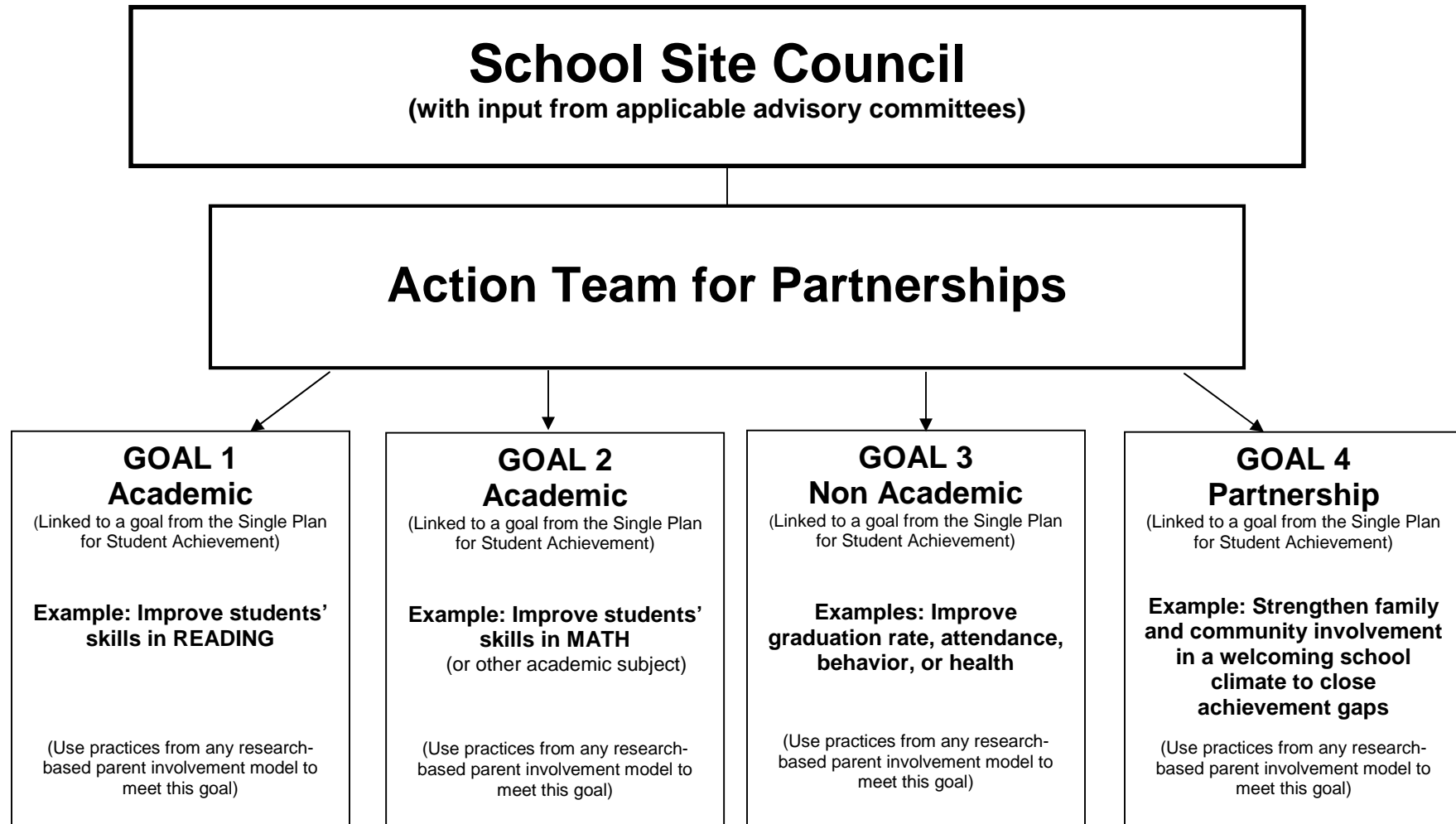
Appendix H: WASC High School Accreditation Crosswalk: Schools Conducting a Full Self-Study

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

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

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

Part 1: Action Plan for Partnerships



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

Taking an Action Team for Partnerships Approach

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

What is an Action Team for Partnerships?

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

Who Are the Members of the Action Team for Partnerships?

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

What Does an Action Team for Partnerships Do?

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

How Should an Action Team for Partnerships Organize Its Work?

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

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

Field tests indicate that ATPs can effectively address four school goals each year with committees that focus on two

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

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

Background Information: Action Team for Partnerships Composition

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

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

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.

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/webinar/search?pr=default&query=California%20Alternative%20Performance%20Assessment%20&submit=GO
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST (Outside Source)
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
CMA	California Modified Assessment	http://www3.cde.ca.gov/scripts/texis.exe/webinar/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

ACRONYM	STANDS FOR	WEB ADDRESS
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
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov (Outside Source)
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .
DSLTL	District/School Liaison Team	http://star.cde.ca.gov/star2010/
EC	<i>Education Code</i>	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
ELSSA	English Learner Subgroup Self Assessment	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html (Outside Source)
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected School wide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm (Outside Source)

ACRONYM	STANDS FOR	WEB ADDRESS
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	
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

ACRONYM	STANDS FOR	WEB ADDRESS
PTA	Parent Teacher Association	http://www.pta.org (Outside Source)
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
SESM	<i>Special Education Supports Module</i>	http://cscs.wested.org/survey_content/tesis (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)