

# 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: January 30, 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:

Contact Person:	Jeanne Utterback
Position:	Principal
Telephone Number:	(530) 336-5515
Address:	Post Office Box 340 44215 Walnut Street McArthur California 96056
E-mail Address:	jutterback@frjUSD.org

Fall River Joint Unified School District

The District Governing Board approved this revision of the SPSA on \_\_\_\_\_.

## Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet 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			
<b>Students at Fall River High School will continue to meet or exceed their growth targets on the Academic Performance Index.</b>			
What data did you use to form this goal (findings from data analysis)? <b>Longitudinal STAR/CST test results</b>		How does this goal align to your Local Educational Agency Plan goals? <b>Overall standardized test scores are a priority for the FRJUSD and is a goal.</b>	
What did the analysis of the data reveal that led you to this goal? <b>We have made consistent growth but the next benchmark goal is quite high.</b>		Which stakeholders were involved in analyzing data and developing this goal? <b>Teachers, administrators</b>	
Who are the focus students and what is the expected growth? <b>All students – 5%</b>		What data will be collected to measure student achievement? <b>Longitudinal data of all students</b>	
What process will you use to monitor and evaluate the data? <b>We will use Illuminate</b>		Actions to improve achievement to exit program improvement (if applicable). N/A	
Strategies/Actions to Implement this Goal <b>SEE BELOW</b>	Start/Completion Date/Personnel <b>Fall 2011, Ongoing</b>	Each Funding Source/Amount	Process for Evaluation of Implementation <b>Staff meetings, Staff Development Time</b>
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. 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.		Fall 2011, Ongoing 2012	▪ District

<ul style="list-style-type: none"> <li>▪ Create or modify curricular pacing guides for all core classes in grades 7 – 11.</li> <li>▪ Create or modify benchmark assessments for all core classes in grades 7 – 11. Benchmarks will be given near the end of the first quarter (B1), near the beginning of the second quarter (B2), and 2 – 3 weeks before CSTs (B3) are given.</li> <li>▪ Review benchmark exam results, analyzing to determine areas of deficiency.</li> </ul>			
<p>2. Provide support aide for identified target subgroup ELD students to increase opportunity for success.</p>	<p>Fall 2011, Ongoing</p>		<ul style="list-style-type: none"> <li>▪ District</li> </ul>
<p>3. Improve test awareness and student buy-in.</p> <ul style="list-style-type: none"> <li>▪ Review test scores with students.</li> <li>▪ Identify and meet with students who are close to the proficient level within departments to encourage maximum academic effort.</li> </ul>	<p>Fall 2011, Ongoing</p>		<ul style="list-style-type: none"> <li>▪ District</li> </ul>
<p>4. Continue using the Shasta County Office of Education “Continuous School Improvement” model.</p>	<p>Fall 2011, Ongoing</p>		<ul style="list-style-type: none"> <li>▪ District</li> </ul>
<p>5. Continue targeting low performing students by offering remediation classes.</p> <ul style="list-style-type: none"> <li>▪ Study Island for junior high students-required course.</li> <li>▪ Study Island for identified low achieving high school students.</li> <li>▪ Math lab for struggling 7<sup>th</sup> grade students.</li> <li>▪ Continue offering after school programs such as Math Lab, Homework Club, Social Studies Program, Science Sessions, and English Excellence Hour.</li> </ul>	<p>Fall 2011, Ongoing</p>		<ul style="list-style-type: none"> <li>▪ District</li> </ul>
<p>6. Continue to articulate with elementary school and increase opportunity for articulation in subject areas.</p>	<p>Fall 2011, Ongoing</p>		<ul style="list-style-type: none"> <li>▪ District</li> </ul>
<p>7. Continue to articulate with Burney High School to establish consistent district-wide pacing, assessments, and re-teaching strategies.</p>	<p>Fall 2011, Ongoing</p>		<ul style="list-style-type: none"> <li>▪ District</li> </ul>
<p>8. Continue to review and evaluate the Self-Study Action Plans to monitor progress evaluation and revision as needed.</p> <ul style="list-style-type: none"> <li>▪ Continue School Site Council meetings.</li> </ul>	<p>Fall 2011, Ongoing</p>		<ul style="list-style-type: none"> <li>▪ District</li> </ul>

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.	Fall 2011, Ongoing		▪ District
10. Continue to utilize "STAR Test Incentive/Awards Program"	Fall 2011, Ongoing		▪ District

School Goal # 02			
<b>Fall River High School will establish and implement a comprehensive plan for professional development</b>			
What data did you use to form this goal (findings from data analysis)? <b>We looked at our current Professional Development needs and availability</b>		How does this goal align to your Local Educational Agency Plan goals? <b>Our LEA includes worth with Shasta County Reach Higher</b>	
What did the analysis of the data reveal that led you to this goal? <b>We do not have a comprehensive Professional Development plan</b>		Which stakeholders were involved in analyzing data and developing this goal? <b>Administrators, Teachers, and Classified support personnel</b>	
Who are the focus students and what is the expected growth? <b>All students benefit from best practice teaching strategies</b>		What data will be collected to measure student achievement? <b>STAR/CST results</b>	
What process will you use to monitor and evaluate the data? <b>We will create a Professional Development plan</b>		Actions to improve achievement to exit program improvement (if applicable). <b>N/A</b>	
Strategies/Actions to Implement this Goal <b>SEE BELOW</b>	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation <b>Teacher Surveys</b>
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 professional growth of faculty and staff so that they may provide an effective educational program for students.	August 2011, Ongoing		1. District
2. Provide opportunities for teachers to collaborate within and across departments. ▪ Organize and coordinate common planning and	Fall 2011, based on meeting schedule on "Short" Friday afternoons		2. District

<ul style="list-style-type: none"> <li>interdisciplinary activities.</li> <li>▪ Coordinate staff/department meetings.</li> </ul>			
<p>3. Generate and share ideas to improve curriculum and instruction.</p> <ul style="list-style-type: none"> <li>▪ Incorporate staff development instruction into staff meetings.</li> </ul>	Fall 2011, Ongoing		3. District

School Goal # 03			
<b>Fall River High School will increase college and career awareness for all students</b>			
What data did you use to form this goal (findings from data analysis)?		How does this goal align to your Local Educational Agency Plan goals?	
<b>Surveys, interviews, counselor files</b>		<b>Raising expectations is part of our LEAP</b>	
What did the analysis of the data reveal that led you to this goal?		Which stakeholders were involved in analyzing data and developing this goal?	
<b>Students need an updated education plan yearly</b>		<b>Administration, teacher, students, parents</b>	
Who are the focus students and what is the expected growth?		What data will be collected to measure student achievement?	
<b>Students grades 7 - 12</b>		<b>Longitudinal graduation rates, drop out rates, and A-G qualified students</b>	
What process will you use to monitor and evaluate the data?		Actions to improve achievement to exit program improvement (if applicable).	
<b>Graduation rates, drop out rates, percentage of A - G qualified students</b>		<b>N/A</b>	
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<b>SEE BELOW</b>			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.		Fall 2011, Ongoing	▪ District
<ul style="list-style-type: none"> <li>▪ Work with different teachers to develop a career component to their curriculum.</li> </ul>			
2. Develop career planning portfolio (Personal Learning Plans) for all incoming 7 <sup>th</sup> grade students which will be stored in the career		Fall 2011, Ongoing	▪ District

<p>center and will be revisited yearly by the guidance technician and the student.</p> <ul style="list-style-type: none"> <li>▪ Students will take interest inventories and set goals based on desired careers.</li> </ul> <p>3. Provide a variety of opportunities to seniors to explore career possibilities.</p> <ul style="list-style-type: none"> <li>▪ Invite guest speakers</li> </ul>	<p>April 2007 – Starting with the current grade classes.</p> <p>Fall 2011</p>		<ul style="list-style-type: none"> <li>▪ District</li> </ul>
---	---	--	--

## 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				
<b>Students at Fall river High School must continue to meet or exceed AYP Growth Targets.</b>				
Groups participating in this goal (e.g., students, parents, teachers, administrators):  Students, Teachers, paraprofessionals, Administrators, and Parents		Anticipated annual growth for each group:  <i>An increase in ELA and Mathematics to meet AYP target growth. A minimum of 5% growth in number proficient in all CST subject areas.</i>		
Means of evaluating progress toward this goal:  Student progress from CST, CAHSEE, CELDT, and grades		Group data to be collected to measure gains:  CST, CAHSEE, and CELDT scores, as well as grades		
Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)		Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost
Data analysis Staff Development		1/2008, Ongoing	Continued staffing	\$3,500.00
				<ul style="list-style-type: none"> <li>▪ EIA</li> <li>▪ District</li> </ul>

<sup>1</sup> 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.

<sup>2</sup> 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) <sup>3</sup>	\$ 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

<sup>17</sup> 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:<sup>4</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jeanne Utterback	X				
Kelly Freeland-Sloat			X		
Jace Neugebauer					X
Robert Pineda					X
Geri Handa			X		
Laurel Cordova		X			
Cita Evans		X			
Cindy White		X			
Eric Zimmerman		X			
Judy Parker				X	
Stacy Schneider				X	
Darla VanRiet				X	
Rachelle Vestal				X	
Numbers of members in each category	1	4	2	4	2

---

<sup>4</sup> At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Form E: Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee \_\_\_\_\_ Greg Hawkins

English Learner Advisory Committee \_\_\_\_\_ Laurel Cordova

Special Education Advisory Committee \_\_\_\_\_ Becky Torgrimson

Gifted and Talented Education Advisory Committee \_\_\_\_\_

District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Jeanne Utterback

Compensatory Education Advisory Committee \_\_\_\_\_

Departmental Advisory Committee (secondary) \_\_\_\_\_

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: \_\_\_\_\_.

Attested:

Jeanne Utterback  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Rachelle Vestal  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

### **III. Resources**

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

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

## **Appendix A: Programs Funded through the ConApp**

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

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

### State Programs

- Economic Impact Aid

### Federal ESEA Programs

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

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

## 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	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
<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								
	20 USC 6314(b)(2)(A)				X							
Describe centralized services expenditures	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						
	EC 35294.2(e)									X		
Assessment results available to parents	EC 32228.5(b)									X		
	EC 35294.2(e)									X		
	20 USC 6314(b)(2)(A)				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	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					
<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								
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					
-Provide effective, timely assistance	20 USC 6314(b)(1)(I), (2)(A)					X						
-Increase learning time	20 USC 6316(b)(3);						X					
	20 USC 6314(b)(1)(B),(2)					X						
-Meet needs of low-performing students	20 USC 6315(c)(A);			X								
	20 USC 6314(b)(1)(B),(2)					X						
-Involve teachers in academic Assessments	20 USC 6314(b)(1)(H), (2)					X						
-Coordinate state and federal programs	20 USC 6315(c)(1)(H)			X								
-Transition from preschool	20 USC 6314(b)(1)(J), (2)(A)					X						
	20 USC 6315(c)(1)(D)			X								
	20 USC 6314(b)(1)(G), (2)(A)				X							



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

**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				NUMERICALLY SIGNIFICANT STUDENT GROUPS																			
					White				Socially Economically Disadvantaged															
	09	10	11	Sum	09	10	11	Sum	09	10	11	Sum	09	10	11	Sum	09	10	11	Sum	09	10	11	Sum
API																								
Growth Values	75 5	81 7	83 7	+82 *	79 3	84 1	85 7	+64 *	68 2	79 2	83 0	+148 *												

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

Our API has steadily increased over the past three 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		
	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11
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
Number At or Above Proficient	49	50	80	39	34	56	-	-	-	-	-	-	8	11	17	1	5	-				18	28	45	1	1	4
Percent At or Above Proficient	412	505	678	506	596	727	-	-	-	-	-	-	267	379	660	53	25	-				305	438	662	56	71	222
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	-	-	-	-	-	-	-	-	-	-	-	-				No	Yes	Yes	-	-	-

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

- Students of Fall River Junior-Senior High School continue to exceed the criteria for Adequate Yearly Progress.
- AYP Target for High Schools (2009 = 44.5%), (2010 = 55.6%), (2011= 66.7)

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		
	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11
Participation Rate	99	98	100	100	97	100	-	-	-	-	-	-	98	100	100	100	000	000				99	98	100	95	86	000
Number At or Above Proficient	59	64	69	42	36	49	-	-	-	-	-	-	13	19	14	3	00	-				21	39	36	5	3	0
Percent At or Above Proficient	504	660	585	553	665	636	-	-	-	-	-	-	448	660	519	25	00	-				368	629	522	313	250	00
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	-	-	-	-	-	-	-	-	-	-	-	-				Yes	Yes	No	-	-	-

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 (2009 = 43.5%), (2010 = 54.8%), (2011 = 66.1%)

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	
<b>K</b>												
<b>1</b>												
<b>2</b>												
<b>3</b>												
<b>4</b>												
<b>5</b>												
<b>6</b>												
<b>7</b>			1	100								1
<b>8</b>	1	100										1
<b>9</b>					1	100						1
<b>10</b>			2	50	1	25	1	25				4
<b>11</b>			1	100								1
<b>12</b>			2	100								2
<b>Total</b>	1	100	6	87.50	2	62.50	1	25				10

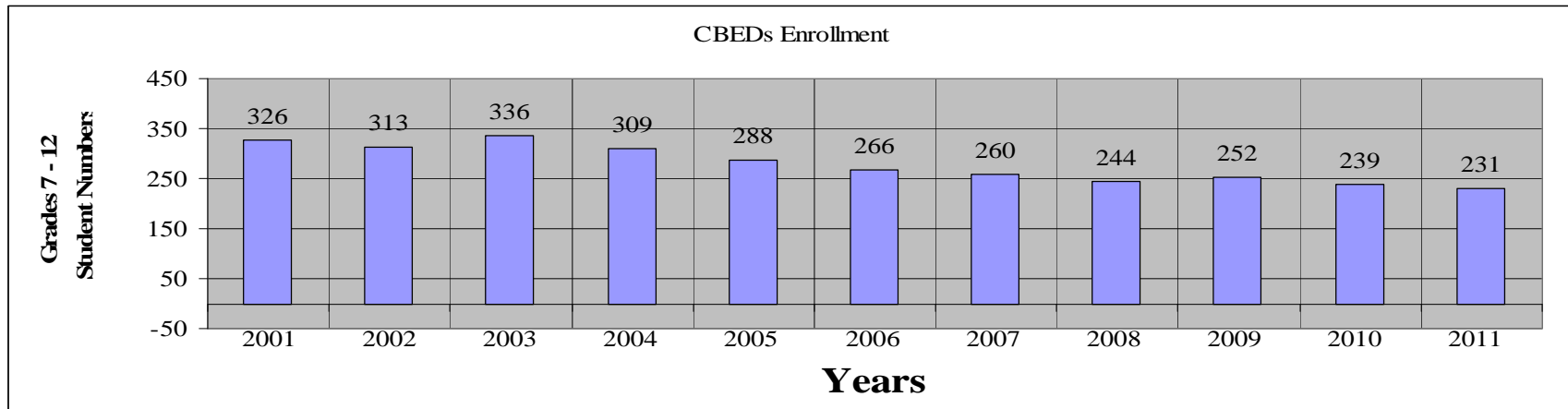
Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 5: Multi-Purpose Form

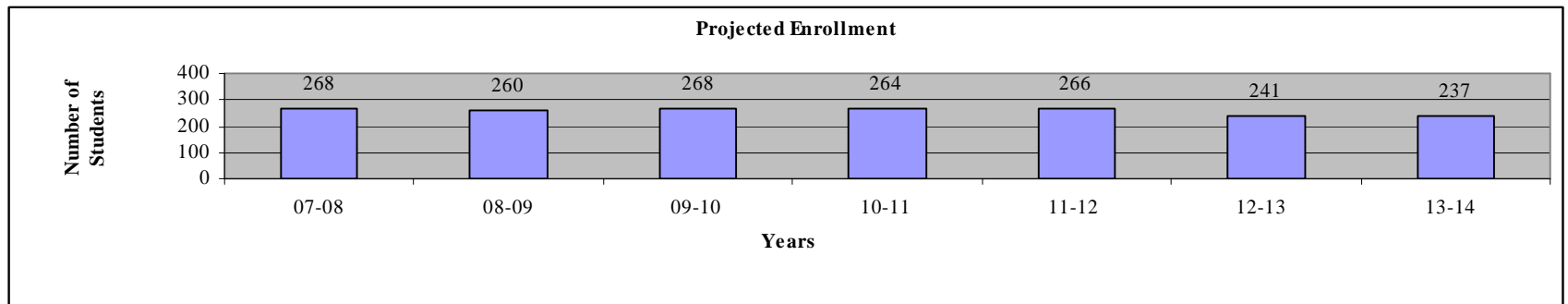
Academic, Demographic, Grade Span, or Program Area: **Enrollment**

DATA Based on CBEDS																	
Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12		
09	10	11	09	10	11	09	10	11	09	10	11	09	10	11	09	10	11
40	44		42	39		45	40		37	45		42	31		46	40	



Conclusions indicated by the data:

1. Since 2001, 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 8<sup>th</sup> month has a 96.35% 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		
	#	%	#	%	#	%	#	%	%	%	#	%	#	%	#	%	#	%	
<b>K</b>																			
<b>1</b>																			
<b>2</b>																			
<b>3</b>																			
<b>4</b>																			
<b>5</b>																			
<b>6</b>																			
<b>7</b>	31	79	18	69	0	0	0	0	10	100	1	100	5	100	15	75	2	40	
<b>8</b>	34	89	23	85	0	0	0	0	5	83	0	0	5	100	19	86	6	85	
<b>9</b>	34	79	22	73	0	0	0	0	14	93	1	100	8	100	21	77	6	85	
<b>10</b>	24	61	16	61	0	0	0	0	8	61	1	33	4	66	13	59	3	60	
<b>11</b>	29	69	19	65	0	0	1	100	7	77	0	0	5	100	14	73	5	83	
<b>12</b>	1	3	0	0	0	0	0	0	0	0	0	0	0	0	1	6	1	33	

Conclusions indicated by the data:

1. 65% Total Students continuously enrolled, (42% White, <1% Asian, 18% Hispanic, 1% EL, 11% Redesignated, 35% Socioeconomic disadvantaged, 9% Students with Disabilities)
- 2.



## **Appendix E: Analysis of Current Instructional Program**

The following statements are derived from the ESEA and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

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

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Principals' (Assembly Bill [AB] 75) training on State Board of Education (SBE)-adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grade nine through grade twelve) (EPC)

## **Teaching and Learning**

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)
11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

## **Opportunity and Equal Educational Access**

14. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
15. Research-based educational practices to raise student achievement at this school (ESEA)

## **Involvement**

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

## **Funding**

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

**Appendix F: 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 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 4<sup>th</sup> 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 1<sup>st</sup>.

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 8<sup>th</sup> 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 1<sup>st</sup> to August 30<sup>th</sup>.

**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.

March 29, 2006

## 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.

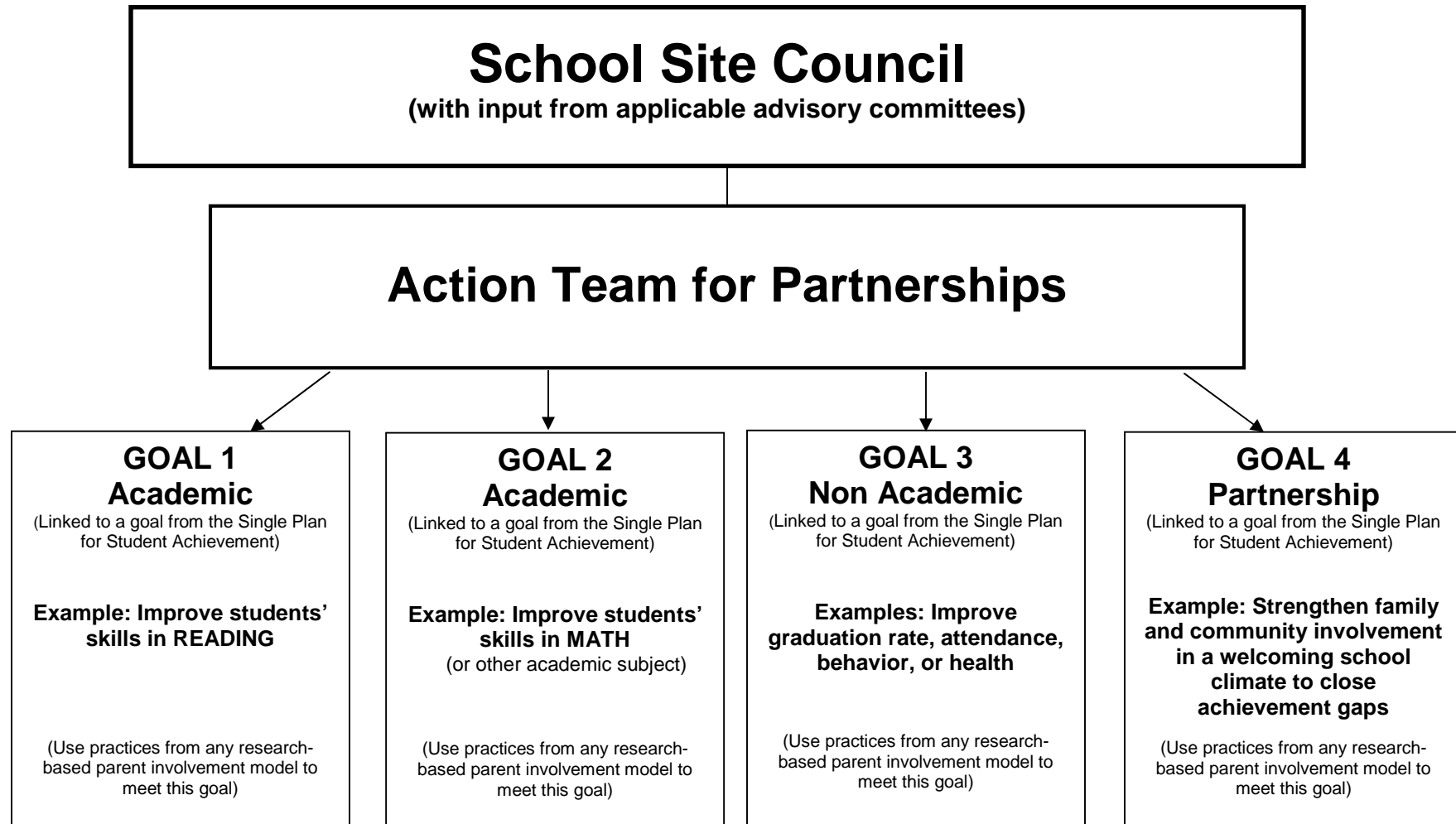
Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2009, Fall Update Edition)
<b>Introduction</b>	School plans must contain all federal and state planning requirements for programs offered at the site. In California, use of the SPSA fulfills 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><b>Overview:</b> 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><a href="#">WASC/CDE Focus on Learning, 2009 Edition, pages 3–4</a></p>
<b>Step One</b>	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><b>Task 1:</b> Based on the findings of the SPSA data analysis, refine student/community profile; identify two to three critical academic needs.</p> <p><a href="#">WASC/CDE Focus on Learning, 2009 Edition, pages 37–43</a></p>

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2009, Fall Update Edition)
<b>Step Two</b>	<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><b>Task 1 (Cont.):</b> Use findings from the updated student/community profile including the two to three identified critical academic needs, as appropriate.</p> <p><b>Task 2:</b> Summarize the progress made on achieving the goals of the previous SPSA, including critical areas of follow-up from the last full self-study. <a href="#">WASC/CDE Focus on Learning, 2009 Edition, page 45</a></p> <p><b>Task 3:</b> 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) <a href="#">WASC/CDE Focus on Learning, 2009 Edition, pages 47–49</a></p>
<b>Step Three</b>	<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><b>Task 3 (Cont.)</b> ...determine strengths (of the academic program) and growth needs and identify potential action steps. (WASC/CDE Self-Study Product: Chapter IV: Self-Study Findings) <a href="#">WASC/CDE Focus on Learning, 2009 Edition, pages 47–49</a></p>
<b>Step Four</b>	<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><b>Task 4:</b> Revise the SPSA. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, A &amp; B) <a href="#">WASC/CDE Focus on Learning, 2009 Edition, pages 51–54</a></p> <p><b>Follow-up after Visit:</b> refine SPSA to integrate critical academic area recommendations identified by the Visiting Committee. <a href="#">WASC/CDE, 2009 Edition, page 161–163</a></p>



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

## 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](mailto: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](mailto: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](mailto: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	<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>
BTTP	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>

ACRONYM	STANDS FOR	WEB ADDRESS
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>
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)

ACRONYM	STANDS FOR	WEB ADDRESS
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	
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>



ACRONYM	STANDS FOR	WEB ADDRESS
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/tesis">http://cscs.wested.org/survey_content/tesis</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)