



School Site Council Handbook

2022-2023



Marysville Joint Unified School District

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Function and Operation of School Site Council (SSC)

The following **general information** applies to all schools:

- The **State Legislature and Governor** establish laws that govern the operations of all school districts in California. These are contained in the California Education Code.
- The **State Board of Education** sets forth the policies and procedures for all districts in California. These appear in Title 5 of the California Code of Regulations.
- The **School Board** sets the policies of the District.
- The **Administration** makes decisions that are consistent with Board policies regarding the operation of the school and the implementation of the educational program. These decisions are guided in AR – Administrative Regulation.
- **Employee-School Board Contractual Agreements** must be followed (i.e.: CTA, CSEA, etc.)
- **By-laws** – Each School Site Council should have a set of by-laws that guides site council operations.

Membership: <https://www.cde.ca.gov/Fg/aa/co/ssc.asp>

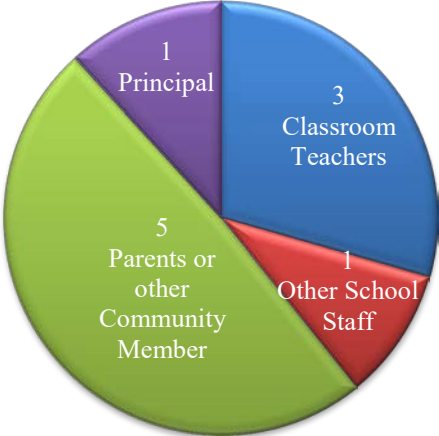
The School Site Council (SSC) membership includes two equal halves and is specified in the California Education Code as follows:

- The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel¹ at the school; parents of students attending the school selected by such parents; and in secondary schools, students selected by students attending the school.
- **At the elementary level**, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a SSC that is composed of equal numbers of school staff and parents or other community members selected by parents. *(Contact the Co-Op for a waiver if you are a small school.)*
- **At the secondary level**, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) equal numbers of parents or other community members selected by parents, and students. At least one member must be a parent.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.
- **Small school**, a school with a population of fewer than 300 pupils may operate a SSC that has the representation of all of the following: one principal, one teacher, one school staff, and three parents/community members (Elementary) or two parents and one student (Secondary).
- **Shared SSC**, schools with a common site administration may operate a shared SSC if the school site has a pupil population of less than 300 or up to three schools with a combined pupil population of less than 1,000 if the schools have at least one of the following characteristics: a shared campus or geographic proximity to one another with similar pupil populations. The composition of the shared SSC shall have representation from each group as required.

- An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment is not disqualified by this employment from serving as a parent representative on the SSC established for the school that his or her child or ward attends. Therefore, the parent or guardian is allowed to serve as a parent representative on the SSC for the school that his or her child or ward attends, if selected.

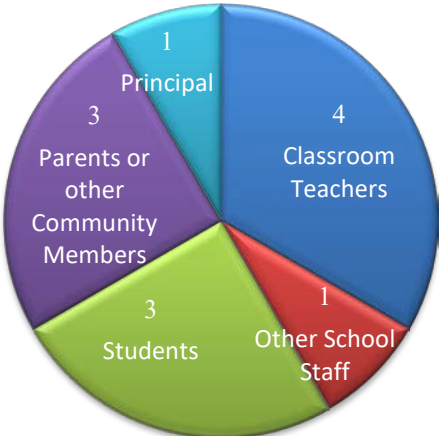
Composition of an Elementary School Site Council (SSC)

Minimum size – 10



Composition of a Secondary School Site Council

Minimum Size – 12



Consolidated Application

The Local Control Accountability Plan (LCAP) and Consolidated Application (Con App), in conjunction with the Federal Addendum, form the single school plan required under ESSA. Per the Education Code, the Single Plan for Student Achievement (SPSA) must address how the Con App programs will be used to “improve the academic performance of all students to the level of the performance goals.” The plan must be reviewed annually and updated as needed, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the District Advisory Committee. The plan must be reviewed and approved by the governing board of the local educational agency whenever there are material changes that affect the academic programs for students covered by programs funded through the Consolidated Application. It is therefore important to understand the Con App timeline.

The Consolidated Application is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each Local Education Agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

The winter release of the application is submitted in January of each year and contains the district entitlements for each funded program. Districts may allocate federal funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

Legal Requirements

The School Site Council is **required to develop the Single Plan for Student Achievement (SPSA)**.

1. School districts must assure "that School Site Councils have developed (reviewed/revised) and approved a plan, to be known as the **Single Plan for Student Achievement (SPSA)** for schools participating in programs funded through the **Consolidated Application (Con App)** process, and any other school program they choose to include..." Programs funded through the Con App include: Title IA, Title ID, Title IIA, Title IIIA, and Title IVA. EC 64001 (a)
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..." (ELAC & DELAC). EC 64001 (a)
3. The content of the plan must be aligned with school goals for improving student achievement. EC 64001
4. School goals must be based upon "an analysis of verifiable state & local test data." Primarily EC 64001 (f)
5. The plan must address how **Consolidated Application** funds 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 and the *goals* in the Plan." EC 64001
6. Plans must be reviewed and approved by the governing board of the local education agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.

Update and Modify School Plan

The following actions are required of the School Site Council (SSC):

- **Step One:** Analyze student achievement data (*September*)
 - Analyze student performance — CAASPP, ELPAC, local assessments and diagnostics
 - Analyze Instructional Program
- **Step Two:** Measure effectiveness of current improvement strategies using tools to determine critical causes of student underachievement (i.e. Academic Program Survey, district self-assessment survey i.e. SWIFT FIA, California School Climate Survey, California Healthy Kids Survey data, English Learner Student Group Self-Assessment) (*September*)
- **Step Three:** Identify achievement goals and key program/improvement strategies that align with the District LCAP (suggested number: 2-5 specific, measurable, attainable, realistic, timely) (*September-October*)
 - Be sure to include all Title I, II, III, and IV monies and professional development in the plan.
- **Step Four:** Define timelines, personnel responsible, proposed expenditures and funding sources to implement the plan (*November-January*)
- **Step Five:** Recommend the approved SPSA to the governing board (*May*)
- **Step Six:** Implement the plan (*August-June*)
- **Step Seven:** Monitor implementation (*August-June*)

Modifying the Plan

The Single Plan for Student Achievement (SPSA) may be modified at any time by the SSC.

- It must go back to the Local Governing Board for approval any time there is a "material revision."
- Budget revisions of 10% or more constitute a material difference.

Leave out educational jargon and phrases that are pretentious, vague, or convoluted. Spell out acronyms so the general public can understand the plan.

Monitoring the Programs

- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- A calendar for initial and ongoing assessments to measure performance against benchmarks indicated in the plan
- Verify evidence of progress made toward Single Plan for Student Achievement (SPSA) goals
- Share the information with advisory committees and other interested parties

Other Responsibilities

- Annually update Safe School Plan.
- Meet on a regular basis to become informed (usually 5 to 7 times a year), share information, discuss needs and successes, and plan program improvements.
- Maintain records including election results, sign in sheets, correspondence, agendas, minutes with Advisory Group input.
- Participate, if required, in Federal Program Monitoring (FPM) review.
 - Review Legal Assurances, Consolidated Categorical Programs.
 - Look ahead and plan ahead.
 - Provide for sharing of leadership responsibilities by group members.
 - Provide an atmosphere in which members freely express their feelings and points of view.
 - Provide necessary requested paperwork.
- If the School Site Council (SSC) is also your District Advisory Committee (DAC), review, revise, and provide input for the Local Control Accountability Plan (LCAP).

Decision Making Guidelines

- Decisions must be legal.
- Decisions must be compliant with the laws and regulations for each categorical program.
- Decisions must follow District Board policy.
- Decisions must be within the budget.
- Decisions must be ethical.

Programs included in the Consolidated Application (Con App) require the Advisory Committee described below:

English Learner Advisory Committees (ELAC and DELAC)

Every school with 21 or more EL students is required to have a school advisory committee. The ELAC advises the School Site Council. The percentage of parents of EL students on the committee must be at least as great as the percentage of EL students in the school. The district with 51 or more EL students is required to have a District English Learner Advisory Committee. The DELAC advises the Governing Board. EC 52176, 52870, 62002.5, California Code of Regulations: CCR 3: 4312

The School Site Council Chairperson

- Is elected by a majority (more than half of members) to serve as the leader of the group.
- Presides over all Student Site Council meetings.
- Assures the agenda is prepared; assists in preparing the agenda with the Principal or Assistant Principal.
- Leads orderly discussions that offer each member a chance to speak for or against a motion.
- Make sure a set of by-laws exist and are being used.

- Signs the Single Plan for Student Achievement (SPSA) assuring that the Student Site Council (SSC) has been involved in its planning and that it is aligned with the Local Control Accountability Plan (LCAP).

The Administrator and the School Site Council (SSC)

- Work closely with the SSC chairperson to plan SSC meetings and activities.
- Provide information to enable the SSC to plan, monitor, and evaluate effective improvements.
- Explains to council members CAASPP and student group data reports. Discussion should focus on achievement of various subgroups.
- Provides guidance in writing SPSA and Safety Plan.
- Interpret state, district, and school policies/regulations.
- Provide student performance data and test results for the school.
- Inform the SSC about all school programs and parent groups and encourages parent participation.
- Is a voting and participating member of the SSC.
- Administer and implements the School Plan.
- Are responsible for all expenditures of school funds including federal funds budgeted in the SSC Plan.
- Distribute the Uniform Complaint Procedure (UCP) to all members of the Site Council and all staff members at the beginning of the year.
- Provide a copy of the SARC to the governing board, site council, and post on website before February 1st.

A School Site Council is Not:

- An extension of the Parent Club
- A school management committee
- A policy-making body
- A political organization
- A grievance committee
- A personnel committee
- A fund-raising organization
- A social group

Because the board, administration, and school site council have separate but related responsibilities for The Council must use discretion in order to avoid becoming a complaint processing body. If someone has a complaint about a the *Single Plan for Student Achievement*, they need to work cooperatively. Council policy or about a program the Council is considering, it is the business of the Council to listen. If a complaint relates to the administration of school programs for the internal operation of the school, it should be processed through the channels established by the District Board for such matters and not be a part of Council consideration.

Should an impasse occur, several remedies are available:

- The council may appeal to the local governing board to resolve issues of planning or implementation, clarify an issue in doubt, or establish a needed policy.
- The administration may recommend the board not approve a plan believed flawed.
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure (UCP).
- The local governing board may, upon verification that the council is unable to satisfactorily perform its functions, vacate all council seats, and schedule new elections. EC 35160, 35160.1

ALL DOCUMENTS MUST BE RETAINED FOR 3 YEARS

District and School Advisory Committees

By-Laws

While not required by law, it is good practice for a council to adopt by-laws to guide its actions beyond the rules of order provided by the law or local governing board policy. By-laws can clarify such matters as the terms and election procedures of council members and officers, the council's regular meeting times, numbers of parents, teachers and students needed for a quorum, minimum attendance required of members, and so forth. These rules relating to the way in which the members will act will vary from school to school depending upon local circumstances.

Open Meeting Requirements

The law requires certain conditions to be met in regard to School Site Council meetings:

1. Any meeting shall be open to the public and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
2. Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting.
3. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
4. The council or committee may not take any action on any item of business unless that item appeared on the posted agenda, or unless the council or committee members present, by **unanimous** vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

Evaluation of Council Functioning

There are two types of evaluation that should be completed by the School Council:

- In addition to evaluating the effectiveness of the programs provided with Title funds, an evaluation to see how the Council itself is functioning as a group should be completed. The Siskiyou County Co-op Director can help with this process, if needed.

Training Council Members

The Siskiyou County Co-op offers assistance to your School Site Council by preparing this booklet, visiting your school to provide support when requested, and offering SSC trainings. In addition, upon request, the Co-op Director will provide resources, Federal and State Timeline/Checklist, monthly SSC plans, sample by-laws, sample agendas, templates for SPSA, and power points for Site Council Training. Please call the Co-op Director at (530) 842-8415 for assistance and resources.

ESEA/ESSA

The federal Elementary and Secondary Education Act (ESEA), also known as Every Student Succeeds Act (ESSA), originally enacted in 1965, is reauthorized by Congress every five years. The Every Student Succeeds Act (ESSA) was signed into law by former President Barack Obama on December 10, 2015. The law reauthorized the 50-year-old Elementary and Secondary Education Act and replaced the No Child Left Behind (NCLB) Act. As part of the transition from NCLB to ESSA, each state is required to submit an ESSA State Plan to the U.S. Department of Education (ED). The ESSA State Plan requires each state to describe its implementation of standards, assessment, accountability, and assistance programs.

The State Board of Education (SBE) approved California's ESSA State Plan in July 2018. At the request of the SBE, CDE deliberately wrote the plan with a lack of detail. The CDE staff worked with ESSA peer reviewers and were advised by the reviewers to treat the plan like a deposition by using a meet not exceed policy. The intent was to keep the plan vague to allow California the flexibility it needs to do things its own way with limited federal interference.

ESSA requires each state to develop a methodology to identify the lowest-performing 5% of Title I schools and help them improve; however, with the establishment of the Local Control Funding Formula (LCFF) and the California Dashboard, the California approach is designed to identify struggling *districts* rather than struggling *schools*. Moreover, ESSA requires each state to categorize their teachers, so that they can report on whether the neediest students have access to high-quality educators. For purposes of the ESSA State Plan an ineffective teacher will be defined as “one who is improperly assigned or doesn't have full credentials.”

Accountability

Trying to find a way to incorporate the federal requirements into the California system, the SBE voted to use the California Dashboard to identify its lowest-performing schools and districts. The lowest 5% of Title I schools will be identified in the following order:

- schools with all red indicators,
- schools with all red and one indicator of any other color,
- schools with all red and orange indicators,
- schools with 5 or more indicators where the majority are red, and will be identified as eligible for support.

In addition to our state accountability system, the Federal law requires that all students meet proficiency in reading, language arts, and mathematics and science. Ninety-five percent of students must be tested in order for schools to meet goals. Each student group in the school must also meet set targets.

Based on the Local Control Funding Formula (LCFF), California has an accountability system that is based on multiple measures. These measures are used to determine local educational agency (LEA) and school progress toward meeting the needs of their students and are based on factors that contribute to a quality education including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement.

Performance on these multiple measures are reported through the California School Dashboard. The accountability system reflects a clear expectation that all LEAs and schools can and should improve and emphasizes equity by focusing on student group performance. This new multiple measures system replaces the former Academic Performance Index (API), which was based solely on testing results, and the federal requirement to calculate Adequate Yearly Progress (AYP).

LEA and school performance in the ten LCFF priority areas are measured using a combination of state and local indicators.

State Indicators in the New Accountability System

The criteria established for state indicators include: (1) being valid and reliable measures, (2) having comparable, state-level data, and (3) the ability to disaggregate data by student groups. These criteria ensure a common and comparable way of measuring performance on the indicators across the state.

The state indicators apply to **all** LEAs, schools, and student groups (e.g., race/ethnicity, socioeconomically disadvantaged, ELs, students with disabilities [SWD]), and progress on the indicators is reported through the Dashboard.

Local Indicators in the New Accountability System

There are several LCFF priority areas that do not meet the criteria established for the state indicators. These remaining priority areas are considered local indicators and will require LEAs to determine whether they have *Met*, *Not Met*, or *Not Met for Two or More Years* for each applicable local indicator. The local indicators **only** apply at the LEA level. LEAs will use the local indicators to evaluate and report their progress on priority areas. The local indicators will only appear on the LEA Dashboard.

Table 1 lists each priority area and its corresponding state and/or local indicator.

Table 1: The State and Local Indicators for Each Local Control Funding Formula Priority Area

Local Control Funding Formula Priority Area	State Indicators	Local Indicators
Basic Services and Conditions at schools (Priority 1)	N/A	Access to textbook, adequate facilities, and appropriately assigned teachers
Implementation of State Academic Standards (Priority 2)	N/A	Annual report on progress in implementing the standards for all content areas
Parent Engagement (Priority 3)	N/A	Annual report on progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs
Student Achievement (Priority 4)	Academic Indicator	N/A
Student Achievement (Priority 4)	English Learner Progress Indicator	N/A
Student Engagement (Priority 5)	Graduation Rate Indicator	N/A
Student Engagement (Priority 5)	Chronic Absenteeism Indicator (not available until Fall 2018)	N/A
School Climate (Priority 6)	Suspension Rate Indicator	Administer a Local Climate Survey every other year
Access to a Broad Course of Study (Priority 7)	N/A	College/Career Indicator (Status Only) for the initial release
Outcomes in a Broad Course of Study (Priority 8)	N/A	College/Career Indicator (Status Only) for the initial release

The California Way

California's integrated accountability system meets both state and federal requirements. The multiple measures system for state indicators is based on percentiles to create a five-by-five grid that produces 25 results and 5 performance levels (Blue, Green, Yellow, Orange, and Red). This five-by-five grid combines **Status** and **Change** to make an overall determination for each indicator and provides equal weight to both Status and Change.

Status is based on the most recent year of data for that indicator. The five Status levels are:

- Very high
- High
- Medium
- Low
- Very low

Change is the difference between performance from the most recent year of data and the prior year data. The five Change levels are:

- Increased significantly
- Increased
- Maintained
- Declined
- Declined significantly

The performance levels (i.e., the cut scores for Status and Change) serve as the performance standards for the state indicators. The California State Board of Education (SBE) approved separate performance standards for each state indicator based on the current distribution of statewide performance for Status and Change. Therefore, the performance standards are different for each indicator.

Combining Status and Change results in a color-coded performance level for each state indicator for LEAs, schools, and student groups with 30 or more students. The five color-coded performance levels in order are: blue (highest), green, yellow, orange, and red (lowest). The circles on the left-hand side of the chart are used in the Dashboard to graphically display the performance levels for LEAs, schools, and student groups. Each circle has a different number of segments that corresponds to a specific color. For example, the red performance level has one colored segment and the blue performance level has five colored segments. Having different numbers of colored segments allows the viewer to distinguish the performance levels, or colors, if the report is printed in black and white.

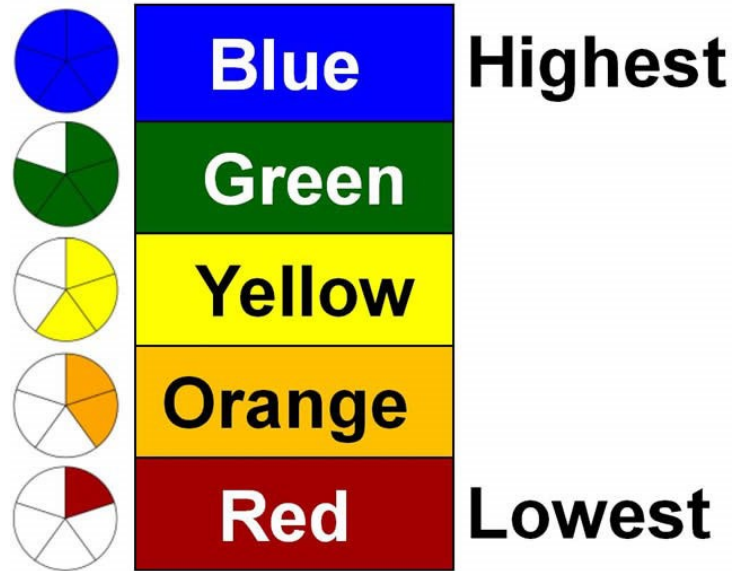


Table 3 provides an example of how the Status and Change are combined on the five-by-five grid to determine the performance level.

Table 3: Five-by-Five Color Coded Table

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

Local Control Accountability Plan (LCAP)

Each district is required to submit an LCAP to the county office for approval. It includes goals for reading and mathematics improvement, professional development, limited English instruction, and high school graduation. *In single-school districts*, it may be possible to use the LCAP as the Single Plan for Student Achievement (SPSA) with some additions.

Methods and Materials

Instructional strategies and materials must be backed by "scientifically based research."

*** Please note that the reporting during the COVID years reports from CDE may look different.**

Federal Programs

All Federal program planning is *advisory* when submitted for approval to the board.

Indirect Costs for Federal Categorical Funds: Use State approved indirect cost rate.

Carryover: Must spend within 27 months.

Requirements:

- Title IA and D, Title IIA, Title IIIA, Title IVA, and REAP funds must be included in the School Plan.
- Funds must be used to **supplement**, not supplant, the regular program.
- Districts must maintain at least 90% of **fiscal effort** per student in the preceding year using state and local funds as was used for the second preceding year. (Maintenance of Effort).
- Conduct an **annual evaluation** of the effectiveness of programs.
- Provide equitable services to **Private school students**. (The Co-op Director conducts a required annual private school consultation on behalf of the Co-op districts.)

Time accounting: If an employee works solely on a single federal award or cost objective, periodic certification can be used and must be done at least semi-annually. If work is done on multiple programs or cost objectives, personal activity reports (PAR forms) must be completed 1) every fourth month if time spent on the various activities is substantially the same over time, or 2) monthly if time spent varies.

Title I of ESEA, Part A - Educationally Disadvantaged Students

Eligibility: Eligibility of schools to receive these funds is based on the concentrations of low-income families, **using census data**, *not free and reduced lunch counts*. Districts must have a minimum of 10 students whose families meet Federal low-income criteria.

Purpose: These funds are intended to provide services for students who are identified as educationally disadvantaged. Each district should have established its selection criteria, seeking advice and consultation with staff and parents. School Site Council members should coordinate the program with school improvement.

Uses: Services provided that are over and above the regular program in basic and advanced skills may be provided through increased instructional time, a more intense instructional program, and/or a different type of program using specially selected materials and/or instructional techniques.

Requirements: At least **85%** of funds are spent on **direct services** to students. Use of funds must be based on **scientifically based research** and data that verify actions result in increased student achievement.

Comparability: Must provide the same level of services in non-Title I funded sites as is provided at funded schools. **Must have an annual parent meeting and review/input on parent involvement policy and school compact.** Reservation for **homeless** students at non-Title I funded schools.

Schoolwide: Through a planning process, a school with at least 40% poverty may become "schoolwide", serve all students with Title IA, and combine Federal Categorical funds. A statement should be made in the School Plan about Schoolwide status and which funds are placed in the Schoolwide account.

Carryover: 15% cap if district receives > \$50,000.

Title I of ESEA, Part D – Neglected and Delinquent

Eligibility: County offices and some districts that serve neglected and delinquent students. **Purpose:** Supplement instruction for neglected and delinquent youth who have been placed in an institution.

Title II of ESEA, Part A – Teacher Quality Program

Purpose: These funds are intended to increase student academic achievement through professional development and class size reduction. Professional development is for teachers and administration.

Uses: Recruiting and retaining highly qualified teachers, teacher incentives, professional development, class size reduction, and paying Co-Op fees.

Requirements: The assessment of professional development needs is required for planning.

Title III of ESEA, Part A

Purpose: Part A of Title III is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. Section 3102 lists nine purposes of the law. The overarching purpose is to ensure that limited-English-proficient (LEP) students (called English learners under California laws), including immigrant children and youths, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.

Uses: LEAs must use Title III funds to implement language instruction educational programs designed to help LEP students achieve standards. The state educational agency (SEA), LEAs, and schools are accountable for increasing the English proficiency and core academic content knowledge of LEP students.

Funds may be used for a variety of purposes that provide for support directed to ELs, including:

- English language development instruction
- Enhanced instruction for ELs in core subject areas (e.g., ELD support)
- High-quality professional development for teachers and other staff
- Identifying and improving curriculum, materials, and assessments
- Tutorials or other intervention support to meet the language development needs of ELs
- Educational technology

- Providing community participation programs, including family literacy and parent outreach
- Coordinating language instruction program with other programs and services (e.g., Title I, EIALEP, Migrant Education)
- Administration and indirect cost rate (limited to 2% of the grant)

Requirements:

Title III requires that states hold Title III subgrantees accountable for meeting three annual measurable achievement objectives (AMAOs) for English learners. The first AMAO relates to making annual progress on the CELDT/ELPAC, the second relates to attaining English proficiency on the CELDT/ELPAC, and the third AMAO relates to meeting Adequate Yearly Progress (AYP) by the English Learner subgroup at the LEA level.

Title IV, Part A – Support

Purpose: The purpose of this program is to improve students’ academic achievement by increasing the capacity of states, local educational agencies (LEAs), schools, and local communities to:

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Uses: Funds may be used for a variety of purposes that improve students’ academic achievement, including, but not limited to the following:

- School-based mental health services and counseling;
- Programs to promote safe and supportive school climates to reduce the use of exclusionary discipline;
- Programs that promote supportive school discipline;
- Programs supporting dropout prevention;
- A healthy, active lifestyle (nutritional and physical education);
- Alcohol, tobacco, and other drug education;
- Systems and practices to prevent bullying/cyberbullying and harassment;
- Trauma-informed practices;
- Relationship-building skills to reduce violence and abuse; and
- Establishing community partnerships.

Requirements:

Any school district that receives a formula allocation above \$30,000 must conduct a needs assessment and must then spend 20 percent of its grant on safe and healthy school activities and 20 percent on activities to provide a well-rounded education. The remaining 60 percent of the money can be spent on all three priorities, including technology. However, there is a 15 percent cap on spending for devices, equipment, software and digital content. If a district receives an allocation below \$30,000, the law does not require a needs assessment or setting aside percentages for well-rounded and safe and healthy students programs.

However, the district must spend money on activities in at least one of the three categories. The 15 percent technology purchase cap would continue to apply.

Title V (formerly Title VI) of ESEA – Rural Education Achievement Program (REAP) Eligibility:

Districts may be eligible to participate in the Small, Rural School Achievement (SRSA) Grant Program if they have 600 students or less and are "rural", or the Rural, Low Income Schools (RLIS) program if 20% or more of the children ages 5-17 served by the LEA are from families with incomes below the poverty line.

Purpose: Provide flexibility in the use of funds.

Uses: These funds may be transferred to any other Federal programs Title I to V.

REAP Flex

Eligibility: Same as REAP.

Purpose: Provide flexibility in use of funds.

Uses: May use Title IIA, IID, under any other Federal categorical. A statement should be placed in the School Plan about use of the REAP Flex option and under which program will flexed funds will be used.

Basic Fiscal Requirements of Categorical Programs

What are the Basic Fiscal Requirements of Federal Categorical Programs?

- Must supplement, not supplant, the core educational program; must not be spent for costs, which, in the absence of the categorical program, would be provided by the general fund.
- Due to possible State "Mid Year" budget cuts, consider planning reasonable carryovers.

What Requirements are added by Title I School-wide Program plans?

- Comprehensive needs assessment—trends
- Schoolwide reform strategies
- Staff development (all School Plans for Student Advancement need to have a Professional Development Plan included) ESSA, Title I, Section 114(b)(2)

State Programs

Local Control Funding Formula (LCFF)

In 2013-14 the previous K-12 revenue limits finance system was replaced with the Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs.

The LCFF includes the following components for school districts and charter schools:

- Provides a base grant for each LEA per average daily attendance (ADA). The actual base grants vary based on grade span.
- Provides an adjustment of 10.4 % on the base grant amount for kindergarten through grade three (K-3). As a condition of receiving these funds, the LEA shall progress toward an average class enrollment of no more than 24 pupils in kindergarten through grade three, unless the LEA has collectively bargained an annual alternative average class enrollment in those grades for each school site.
- Provides an adjustment of 2.6 % on the base grant amount for grades nine through twelve.
- Provides a supplemental grant equal to 20% of the adjusted base grant for targeted disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).
- Provides a concentration grant equal to 50% of the adjusted base grant for targeted students exceeding 55% of an LEA's enrollment.
- Guarantees a minimum amount of state aid to school districts and charter schools based on the amount of state aid they received in 2012–13. The calculation is adjusted for changes in local revenue and ADA.
- Maintains Home-to-School Transportation and Targeted Instructional Improvement Block Grant funding as add-ons to the adjusted base grants in the LCFF target, based on amounts received in 2012–13, and requires that 2012–13 expenditure levels continue to be maintained for Home-to-School Transportation.

Setting Goals...Be Smart

Specific: State *explicitly* what you expect to accomplish. (S.M.A.R.T goals: specific, measurable, attainable, realistic, timely)

Minimum Goals:

- English/Language Arts Goals
- Math Goal
- Areas that need to be addressed:
 - English Language Development (ELD)
 - Professional Development
 - Students with Disabilities
 - Parent Involvement
 - Educationally Disadvantaged Youth
 - Foster Youth ○ Homeless Youth
 - Socio Economically Disadvantaged
 - Other student group populations

“Don’t tell me where your priorities are. Show me where you spend your money and I’ll tell you what they are.”

- *James W. Frick, Notre Dame University*

Use of Federal Categorical Funds

Money matters, but it matters more how we use it.

- Fund all priority needs first
- Ensure that all funded activities align with your schools goals for improving student academic achievement
- Provide “direct services” to students
- Supplement, not supplant
- Must be reasonable and appropriate, research-based
- **Do not fund services already required by state law, as this would be supplanting**
- **Do not pay for what, in the absence of these categorical funds, would be provided by the general fund**
- Must be recommended by the School Site Council (SSC) and approved by School Board
- Maintain an inventory of categorical items costing \$500 or more



Appendix A

Sample School Plan and School Site Council Calendar

Annual Items:

- Elect School Site Council Members
- Administer pupil, staff, and parent surveys; report results to SSC
- Conduct data analysis and needs assessment
- Provide an open invitation for all interested parents to attend the SSC to review and provide input on the Parental Involvement Policy and Parent Compact (Title I) and School Safety Plan
- Update your Professional Development Plan as part of your Single Plan for Student Achievement; administrator needs to coordinate Professional Development actions with the plan
- Include a Library Plan component based on District Library Plan
- Review "School Accountability Report Card" (SARC) with SSC and School Board. Template is available through Documentation Tracking Services (DTS) or on the CDE website; inform parents that a copy of the SARC is available upon request
- Measure the effectiveness of Improvement Strategies
- SSC to update Single Plan for Student Achievement
- Take revised Single Plan for Student Achievement to Board for approval after it is approved by SSC
- If not contracting with DTS, send electronic copy of current year Single Plan for Student Achievement to Co-op Director; every school must have an up-to-date Single Plan for Student Achievement for the auditors
- Hold Public Hearing for input on Safe School Plan, then have SSC update and approve, followed by Board approval required by March 1st
- Have staff members elect staff representative for SSC, send out ballots for parent representatives to be selected by parents, and student body selects student representatives for SSC
- Review LCAP annual update. Provide input to LCAP for the following school year.
- Superintendent of district shall present LCAP to Site Council and District Advisory Committee

Ongoing Items:

- Monitor the implementation and progress of the Single Plan For Student Achievement
- Review and revise priority list
- Review Local Control Accountability Plan monthly

- Superintendent shall respond in writing to comments received from Advisory Committee

Monthly Suggestions:

August

- Send notice of first SSC meeting
- Title I (Schoolwide and Targeted) parent meeting (required); often conducted at "Back to School" night
- Consider SSC trainings-Call the Co-op Director
- Review CAASPP results and share with staff
- Distribute Uniform Complaint Procedures (UCP) to LCAP committee, SSC, DAC, staff members, and include in the staff handbook and parent/student handbook.
- Post notices (Uniform Complaint, Williams, Sexual Harassment, Non-discrimination) review and revise School Safety Plan (required)
- Review and revise Parent Involvement policy and compact (required)
- Schools to receive current school year full entitlement figures for all Categorical Funds, amend your SPSA Budget Pages

Homeless

- *Residency Questionnaire in enrollment packet for all students.*
- *Ensure alignment of LCAP and Single Plan for Student Achievement*
- *District must have an updated Homeless Policy in place (required for receiving Title I funds)*

Parent Involvement (suggestions)

- *Plan, implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.*
- *Plan activities to build parent capacity to assist their child at home and at school.*
- *Provide staff training on effective strategies for communicating and working with parents*

September

- Meeting of SSC to 1) Elect officers, 2) Set SSC meeting dates 3) Read bylaws, 4) Train new members as needed (ask Co-op Director), 5) Review Single Plan for Student Achievement, 6) Review CAASPP results
- Establish a priority list to be reviewed each month
- Look at your priority list of needs and brainstorm ideas to include or change in your school plan. Look at potential changes in funding. Base actions on meeting the identified needs to increase student achievement. Actions should be researched based

Parent Involvement (suggestions)

- *Distribute and discuss Parent Involvement policies (district and school level) and compact at Back to School night. (Required)*
- *Recruit parent volunteers, room parents, field trip assistance, etc.*
- *Conduct Title I parent meeting — usually done at "Back-to-School Night." Explain Title I services and interventions being provided and how parents can help at home. If schoolwide, talk to all parents.*

October

- Review student achievement results (CAASPP, CELDT/ELPAC, local assessments) and other pertinent data with staff, SSC and School Board (including new growth targets). Discuss data analysis and student needs
- Review and revise goals and actions as necessary

Parent Involvement (suggestions)

- *Send home Parent-Teacher Conference information in preparation for upcoming parent/teacher conferences.*
- *Schedule a parent involvement workshop/event.*

November

- Discuss data analysis and student needs
- Review and revise goals and actions as necessary

Parent Involvement (suggestions)

- *Make sure that "at-risk" students are identified and alternate services are provided; parents of those students are notified.*
- *Ensure that student study teams are functioning.*

December

Parent Involvement (suggestions)

- *Plan, implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.*
- *Plan activities to build parent capacity to assist their child at home and at school.*
- *Provide staff training on effective strategies for communicating and working with parents.*

January

- Monitor the progress of your Single Plan for Student Achievement (SPSA). Review the carryover funds from the previous year's plan and new budget pages
- Co-op to submit Consolidated Application reports, on behalf of Co-Op Districts, to the state
- Review LCAP Annual Update

Parent Involvement (suggestions)

- *Plan, implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.*
- *Plan activities to build parent capacity to assist their child at home and at school.*
- *Provide staff training on effective strategies for communicating and working with parents.*

February

- Monitor the progress of your Single Plan for Student Achievement (SPSA)
- Gather information from articulation meetings/consultations and use this data for SSC assessment of needs
- Start the development of next year's Single Plan for Student Achievement and budget

Parent involvement (suggestions)

- *Review how parents of "at risk of retention" students are involved in the education of their children. Meet with those parents not involved.*

March

- Monitor the progress of your Single Plan for Student Achievement
- Some SSC's elect their members in the spring, if so, have election
- Superintendent presents LCAP to School Advisory Committee

Parent Involvement (suggestions)

- *Implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.*
- *Plan activities to build parent capacity to assist their child at home and at school.*
- *Provide staff training on effective strategies for communicating and working with parents.*

April

- Monitor the progress of your Single Plan for Student Achievement, adjust goals and actions as necessary for current year and next year's plan (If LCAP is being used as SPSA, indicate on the agenda an action item for approval of "Single Plan" not LCAP.)
- Review pupil, staff, and parent survey results
Recommend plan to board for approval
- Review and revise Parent Involvement policy and compact (required)

Parent Involvement (suggestions)

- *Action Team for Partnerships (ATP) plan, implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.*
- *Plan activities to build parent capacity to assist their child at home and at school.*
- *Provide staff training on effective strategies for communicating and working with parents.*
- *Distribute Home - School Connection newsletter.*

May

- Monitor the progress of your Single Plan for Student Achievement (SPSA)
- Governing board to approve plan
- Co-op Director will request information needed for the preparation of the Consolidated Application to be completed for your district; obtain approval from SSC, then Board, for submission of Consolidated Application
- Schedule SSC meetings for fall

Parent Involvement (suggestions)

- *Inform parents of any final retentions.*
- *Plan, implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.*
- *Plan activities to build parent capacity to assist their child at home and at school.*
- *Provide staff training on effective strategies for communicating and working with parents.*

June

- Co-op director will submit your Consolidated Application to the State; ensure your Board has approved Consolidated Application

Parent Involvement (suggestions)

- *When available, send individual student testing results to parents. Have parent information handbook, legal notices to parents, school calendars, notices of fall events, residency questionnaire, and etc. ready for the first and second week of school.*
- *Plan, implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.*
- *Plan activities to build parent capacity to assist their child at home and at school.*
- *Provide staff training on effective strategies for communicating and working with parents.*

APPENDIX B: SAMPLE SSC BYLAWS

Article I

Duties of the School Site Council

The school site council of _____ School, hereinafter referred to as the School Site Council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed *Single Plan for Student Achievement* from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc), evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the school site council by the district governing board and by state law. **Article II**

Members

Section A: Composition

The school site council shall be composed of _____ members, selected by their peers, as follows:

- Classroom teachers
- Other school staff members
- Parents or community members
- The school principal shall be an ex officio member of the school site council.

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

School site council members shall be elected for year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the school site council. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The school site council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson.

Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by _____.

(Examples: regular elections; appointment of the school site council for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat)

Article III

Officers

Section A: Officers

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and other officers the school site council may deem desirable. The chairperson shall:

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

The vice-chairperson shall:

- Represent the chairperson in assigned duties.
- Substitute for the chairperson in his or her absence.

The secretary shall:

- Keep minutes of all regular and special meetings of the school site council.
- Transmit true and correct copies of the minutes of such meetings to members of the school site council and to the following other persons:
_____.
- Provide all notices in accordance with these bylaws.
- Be custodian of the records of the school site council.
- Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairpersons of School Advisory Committees, and others with whom the school site council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the school site council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the _____ meeting of the school site council and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, for the remaining portion of the term of office.

Article IV
Committees**Section A: Subcommittees**

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

Section B: Other Standing and Special Committees

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

Section B: Membership

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

Section C: Terms of Office

The school site council shall determine the terms of office for members of a committee.

Section D: Rules

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

Section E: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V
Meetings of the School site council**Section A: Meetings**

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

Section B: Place of Meetings

The school site council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the school site council.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: _____, _____ and _____
All required notices shall be delivered to school site council and committee members no less than 72 hours, and no more than _____ days in advance of the meeting, personally or by mail (or by email).

Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall constitute a quorum.

Section E: Conduct of Meetings

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

Section F: Meetings Open to the Public

All meetings of the school site council, and of committees established by the school site council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VII Amendments

An amendment of these bylaws may be made at any regular meeting of the school site council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to school site council members at least _____ days prior to the meeting at which the amendment is to be considered for adoption.

Appendix C:

The School Site Council Frequently Asked Questions

May I assign the vice principal or resource teacher to serve on the SSC? No, the principal is the only assigned member of the SSC. This assignment may not be delegated to anyone else.

Is it possible to serve on the SSC if I work at the school and am also a parent? Yes, if you are selected/elected, by your peers, to do so representing your working group, i.e., as a teacher, or “other school personnel”.

Does the school board have the right to send the school plan back to the SSC for revision? Yes.

Is the SSC required to have by-laws? No, however it is strongly recommended.

Are SSC members the only staff members involved in updating/revising the school plan? No, it is suggested all staff be invited to serve on SSC committees to assist in the update of the SPSA.

Can the SSC have “closed sessions” as a school board does? No, all meetings, and all parts of the SSC meetings are open to the public.

What is the primary responsibility of the SSC? Annually update/revise the SPSA utilizing the following steps:

- Measure the effectiveness of the current improvement strategies,
- Seek input from all school advisory committees,
- Update/revise school goals,
- Update/revise improvement strategies and expenditures,
- Approve and recommend strategies and expenditures, • Approve and recommend the SPSA to the LEA for approval,
- Monitor implementation of the updated plan.

If the principal disapproves of a decision made by the SSC can he/she veto that decision and/or change the plan they have approved? No. The principal does not have administrative authority over decisions made by the SSC. The principal may accompany the approved plan to the school board and voice his/her concerns or objectives.

Does a middle school have to include students on their SSC? No, they may, but are not required to. This is a district decision.

Which school advisory committees must be asked for input in revising/updating the plan? All applicable committees should be included. Such as, English Learner Advisory Committee, Special Education Advisory Committee, and the Gifted and Talented Education Advisory Committee.

What records must the SSC maintain?

- Elections,
- Official correspondence,
- Agendas of SSC meetings,
- Evidence of input from school advisory committees,
- Minutes of meetings, recording of attendance, discussions, recommendations, and actions, • Copies of prior year school plans.

How long must these records be maintained? Three years. Five years is recommended.

Appendix D: Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are “hot-linked” to information on the topic of the acronym. Common acronyms and initialisms used by the California Department of Education (CDE) can be found at <http://www.cde.ca.gov/RE/di/aa/ap/index.asp> .

Acronym	Stands For	Web Address
ADA	Average Daily Attendance	www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	www.ada.gov
APS	Academic Program Survey	www.cde.ca.gov/ta/ac/ti/stateassesspi.asp
CAASPP	California Assessment of Student Performance and Progress	http://caaspp.cde.ca.gov/
CALPADS	California Longitudinal Pupil Achievement Data System	www.cde.ca.gov/ds/sp/cl/
CARS	Consolidated Application Reporting System	www.cde.ca.gov/fg/aa/co/cars.asp
CBEST	California Basic Educational Skills Test	http://www.ctcexams.nesinc.com/about_CBEST.asp
CDE	California Department of Education	www.cde.ca.gov
CELDT	California English Language Development Test	www.cde.ca.gov/ta/tg/el/
COE	County office of Education	www.cde.ca.gov/re/sd/co/index.asp
CSAM	California School Accounting Manual	
CSCS	California School Climate Survey	http://cscs.wested.org
CSIS	California School Information Services	http://csis.fcmat.org/Pages/default.aspx
CSR	Class Size Reduction	www.cde.ca.gov/ls/cs/k3/
CTC	Commission on Teacher Credentialing	www.ctc.ca.gov
DAC	District Accountability Committee	www.cde.ca.gov/fg/aa/co/dac.asp
DAS	District Assistance Survey	
DELAC	District English Learner Advisory Committee	www.cde.ca.gov/ta/cr/delac.asp
EC	Education Code	http://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC
EDGAR	U.S. Department of Education General Administrative Regulations	www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	www.cde.ca.gov/sp/el/
ELAC	English Learner Advisory Committee	www.cde.ca.gov/ta/cr/elac.asp
ELPAC	English Language Proficiency Assessment Consortium	http://www.cde.ca.gov/ta/tg/ep/
EPC	Essential Program Components	www.cde.ca.gov/ta/ac/ti/essentialcomp.asp (content under review)
ESEA	Elementary and Secondary Education Act	www.ed.gov/policy/elsec/leg/blueprint/index.html

ESSA	Every Student Succeeds Act	http://www.cde.ca.gov/re/es/
FEP	Fluent English-Proficient	www.cde.ca.gov/sp/el/rd/
FPM	Federal Program Monitoring	www.cde.ca.gov/ta/cr/
FTE	Full-Time Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GED	General Educational Development	www.cde.ca.gov/ta/tg/gd
IDEA	Individuals with Disabilities Education Act	www.cde.ca.gov/sp/se/lr/ideareathztn.asp
IEP	Individualized Education Program	www.calstat.org/
LC	Language Census	www.cde.ca.gov/ds/sd/cb/cefelfacts.asp
LCAP	Local Control Accountability Plan	http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/
LCFF	Local Control Funding Formula	www.cde.ca.gov/fg/aa/lc/
LD	Learning Disabled	http://www.ldaca.org
LEA	Local Educational Agency	
LEAP	Local Educational Agency Plan	www.cde.ca.gov/nclb/sr/le/
LEP	Limited English proficient	www.cde.ca.gov/sp/el/rd/
NAEP	National Assessment of Educational Progress	http://nces.ed.gov/
NCLB	No Child Left behind	www.cde.ca.gov/nclb/
NRT	Norm-reference Test	http://edglossary.org/norm-referenced-test/
PD	Professional Development	
PI	Program Improvement	www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	www.cde.ca.gov/TA/ac/pa/
PTA	Parent Teacher Association	www.pta.org
REAP	Rural Education Achievement Program	http://www2.ed.gov/nclb/freedom/local/reap.html
R-FEP	Redesignated Fluent-English Proficient	www.cde.ca.gov/sp/el/rd/
ROPC	Regional Occupational Program and Centers	www.cde.ca.gov/ds/si/rp/
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/#RegionalSystemofDistrictandSchoolSupport
RSP	Resource Specialist Program	
SLT	School Leadership Team	
SARC	School Accountability Report Card	www.cde.ca.gov/ta/ac/sa
SBAC	Smarter Balance Assessment Consortium	http://www.smarterbalanced.org/#
SEA	State Education Agency	www.cde.ca.gov
SSC	Student Site Council	www.cde.ca.gov/fg/aa/co/ssc.asp
SPSA	Single Plan for Student Achievement	www.cde.ca.gov/nclb/sr/le/singleplan.asp
SSDP	Single School District Plan	
SWP	Schoolwide Program	http://www.cde.ca.gov/sp/sw/rt/
UCP	Uniform Complaint Procedures	www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	www.acswasc.org

Appendix E:
**Evaluation of SPSA, SSC Functioning, Annual Evaluation and
Monitoring Program Effectiveness Template**

Sample Questions for SPSA Annual Evaluation

Plan Priorities

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

Plan Implementation

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

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement ○ Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other

_____ ○
Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications: _____

Involvement/Governance

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

Outcomes

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