

**FONTANA UNIFIED SCHOOL DISTRICT
SINGLE PLAN FOR STUDENT ACHIEVEMENT
GRADES 9-12
2007-2008**

SCHOOL: _____ **PRINCIPAL:** _____

ASSISTANT PRINCIPAL: _____ **ASSISTANT PRINCIPAL:** _____

ASSISTANT PRINCIPAL: _____ **ASSISTANT PRINCIPAL:** _____

ASSISTANT PRINCIPAL: _____ **ASSISTANT PRINCIPAL:** _____

CDS CODE: _____ **Date of this revision:** _____ **Date of Board Approval:** _____

Year of Next WASC Accreditation: _____

School Based Coordinated Program

Annual Date Approved _____

IIUSP

Year Identified _____

HPSGP

Year Identified _____

CSRD

Year Initiated _____



DISTRICT MISSION STATEMENT

“To graduate all students prepared to succeed in a changing world.”

School Mission Statement

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SCHOOL ABSTRACT

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SCHOOL ABSTRACT (continued)

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SCHOOL-BASED COORDINATION

State-funded Programs to be coordinated (Programs listed on Approval form, Appendix B):

Describe student services provided by each program listed:

Individuals with exceptional needs are provided special education services in the least restrictive environments as determined by their individual education plans. This may include specialized instruction and services inside or outside of the general education classroom. The District does adhere to Education Code caseload requirements of 28 (per 1.0 FTE) for purposes of resource specialist IEP caseload and FUSD contract guidelines of 18 for the instruction. This provides the students with equity and access to the core curriculum as assigned by staff who have expertise and experience in their assignments. Resource specialists and special day class teachers may also teach District supplemental core classes to students with individual education plans. Because the site groups students for these classes, the resource specialist and special day teacher may also share students from other special education teachers' caseloads as well as general education. The class size guidelines for a supplemental class for a special education teacher is an average of 20 students.

SCHOOL-BASED COORDINATION (continued)

Other Programs Included in the Plan (such as IIUSP, HPSGP, CSRD, Nell Soto, technology, etc):

Ensuring Coordination and Coherence:

SCHOOL DEMOGRAPHICS – October 3, 2007

Grade	Number Enrolled	Number of Classes								
6										
7										
8										
9										
10										
11										
12										
Total Enrollment	0									
Special Education	Number Enrolled	Number of Classes								
RSP										
SDC										
DIS										
Other										
Total										
English Language Learners	L1	L2	L3	L4	L5	I-FEP	R-FEP	EL OTHER	EO	TOTAL
Count per Level										
GATE Students	Enrolled	# Classes								
Total										
School Based Coordinated Program Total Enrollment			Free & Reduced Lunch Percentage							

SCHOOL DEMOGRAPHICS – HISTORY

CBEDS Enrollment (By Grade & Number of Classrooms):	2004-2005 Enrolled	# Classes	2005-2006 Enrolled	# Classes	2006-2007 Enrolled	# Classes	
Grade 9							
Grade 10							
Grade 11							
Grade 12							
TOTAL ENROLLMENT							
CBEDS ETHNIC COMPOSITION 2006-07							
AmerIndian AlaskaNative	Asian	Pacific Islander	Filipino	Hispanic or Latino	Black Non-Hispanic	White Non-Hispanic	Multiple or No response
Enrollment Special Programs				2004-2005	2005-2006	2006-2007	
G.A.T.E.							
Special Education (RSP, SDC, Lang/Spch/Hearing)							
School Based Coordinated Program Enrollment							

SCHOOL DEMOGRAPHICS - HISTORY

PERCENTAGES	2004-2005		2005-2006		2006-2007	
Percentage of LEP Students	%		%		%	
LANGUAGE PROFICIENCY LEVEL	2004-2005		2005-2006		2006-2007	
Number of Limited English						
Number of Fluent English (Non-redesignated)						
Number of Fluent English (Redesignated)						
English Language Learner Program Enrollment:	# OF Students	# OF FTE Teachers	# OF Students	# OF FTE Teachers	# OF Students	# OF FTE Teachers
Structured English Immersion (Level 1 & 2)						
Sheltered (Level 3)						
Mainstream (Level 4 & 5)						
OTHER DEMOGRAPHIC INFORMATION	2004-2005		2005-2006		2006-2007	
Mobility	%		%		%	
Free & Reduced Lunch Percentages	%		%		%	
Average Percentage of Daily Student Attendance	%		%		%	
CBEDS Drop Out Percentages	%		%		%	
Number & Percent of Suspensions		%		%		%
Number & Percent of Expulsions		%		%		%

FUNDING RESOURCES BY SOURCE AMOUNT

SOURCE		2004-2005 AMOUNT	2005-2006 AMOUNT	2006-2007 AMOUNT	2007-2008 AMOUNT (PRELIMINARY)
EIA / LEP – Develop fluency in English and academic proficiency of English learners.		\$	\$	\$	\$
TITLE V		\$	\$	\$	\$
10 th GRADE COUNSELING		\$	\$	\$	\$
GATE		\$	\$	\$	\$
K-12 LIBRARY		\$	\$	\$	\$
CENTRALIZED SERVICES SUPPORT TO SCHOOLS		2004-2005 AMOUNT	2005-2006 AMOUNT	2006-2007 AMOUNT	2007-2008 AMOUNT (PRELIMINARY)
EIA / LEP		\$	\$	\$	\$
GRANTS		2004-2005 AMOUNT	2005-2006 AMOUNT	2006-2007 AMOUNT	2007-2008 AMOUNT (PRELIMINARY)
LIST TITLE	LIST PURPOSE				
CSRD		\$	\$	\$	\$
IIUSP/HPSGP		\$	\$	\$	\$
Site Block Grant		\$	\$	\$	\$
		\$	\$	\$	\$
		\$	\$	\$	\$
		\$	\$	\$	\$
		\$	\$	\$	\$
		\$	\$	\$	\$

STAFFING INFORMATION

Principal: _____

Number of Years Principal Has Served at This Site: _____

School Year: _____

ASSISTANT PRINCIPALS					YEARS AT SITE	
1.						
2.						
3.						
4.						
5.						
Certificated Staffing	Number of Fully Credentialed Teachers	%	Number of teachers who must meet NCLB	%	Number of Teachers who have met NCLB Requirements**	%
Grade 9-12						
**NCLB: Number/Percent of teachers meeting NCLB requirements: holds bachelor’s degree and full credential or in intern program; demonstrated subject matter competency for <u>every</u> subject area taught (passed state subject matter test; holds National Board certification; holds advanced degree/single subject credential; has units equivalent to undergraduate degree; completed “HOUSE” process).						
Teachers With Masters Plus _____						
Average Years of Experience of Teaching Staff _____						
Number of Bilingual Cross-Cultural Language and Academic Development Teachers (BCLAD/BCC): _____						
Number of Cross-Cultural Language and Academic Development Teachers (CLAD): _____						
Number of State Bill 395 Teachers (SB395): _____						
Number of Specially Designed Academic Instruction in English Teachers (SDAIE): _____						
Number of Teachers Teaching ELD Classes: _____						

STAFFING INFORMATION

Please remember that 70% of categorical budgets can be used for personnel.

Categorical Positions		
List Categorical Support Positions (use FTE) and complete job description information in Appendix D:	Budget Source	Percent of Budget (Individual Amt/Total Budget)
		%
		%
		%
		%
		%
		%
		%

Positions Funded Through Grants		
List Support Positions funded through grants and complete job description information in Appendix D:	Name of Grant	Percent of Budget (Individual Amt/Total Budget)
		%
		%
		%
		%
		%
		%
		%

**ADEQUATE YEARLY PROGRESS (AYP)
and
ACADEMIC PERFORMANCE INDEX (API)**

Insert preprinted AYP/API school report pages.

PLEASE DOWNLOAD AYP DATA FROM CDE WEBSITE AT:

<http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=School&submit1=Submit>

PLEASE DOWNLOAD API DATA FROM CDE WEBSITE AT:

<http://api.cde.ca.gov/reports/page2.asp?subject=API&level=School&submit1=submit>

ANALYSES OF California Standards Test and CAHSEE DATA

Analyses of CST data for total school population and for disaggregated subgroups (all students, EDY, major racial/ethnic groups, Special Ed, ELL, GATE) indicate the following student needs in English Language Arts and Mathematics.

Describe CAHSEE data trends for 10th Grade student population and subgroups for English Language Arts/Mathematics.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST RESULTS

CELD Test and Re-designation

- All ELL students will increase their English Language ability by at least one CELD Test Level each year until they are redesignated as fluent English speakers.
- Site will re-designate at least 5% of ELL students from limited English to fluent English each year.

Insert preprinted CELDT pages of initial and annual assessment results.

PLEASE DOWNLOAD CELDT DATA FROM CDE WEBSITE AT:

<http://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=CELDT&submit1=Submit>

ANALYSES OF DISTRICT ASSESSMENTS PERFORMANCE DATA

An analysis of District Reading Assessment data reveals:

An analysis of District Writing Assessment data reveals:

An analysis of District Math Assessment data reveals:

ADDITIONAL INDICATORS OF SCHOOL PROGRESS

Describe information obtained from Principal Walk-through observations, Standards Plus data, school-based assessment tools, Multiple Measures Matrix, WASC data and/or other measures that verify progress toward school goals and objectives and that identify next steps for continuing staff development.

INDICATOR OF EFFECTIVENESS: PARENT INVOLVEMENT

Describe the effectiveness of parent involvement over the preceding 12 months. (Discuss alignment with identified critical needs and report indicators of improved parent participation.)

LIST PARENT INVOLVEMENT SURVEY RESULTS

Five Strengths Statements	Five Needs Statements
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Summary: Focus Areas for School/Student Progress and Staff Development Needs

A review of all previous data pages reveal the following **three major FOCUS AREAS** in English Language Arts and Mathematics for the total school population, for significant subgroups (including Special Ed and ELL students), and for staff development purposes:

Focus Area #1:

Focus Area #2:

Focus Area #3:

The following Focus Areas in other subjects will support the English Language Arts and Math areas:

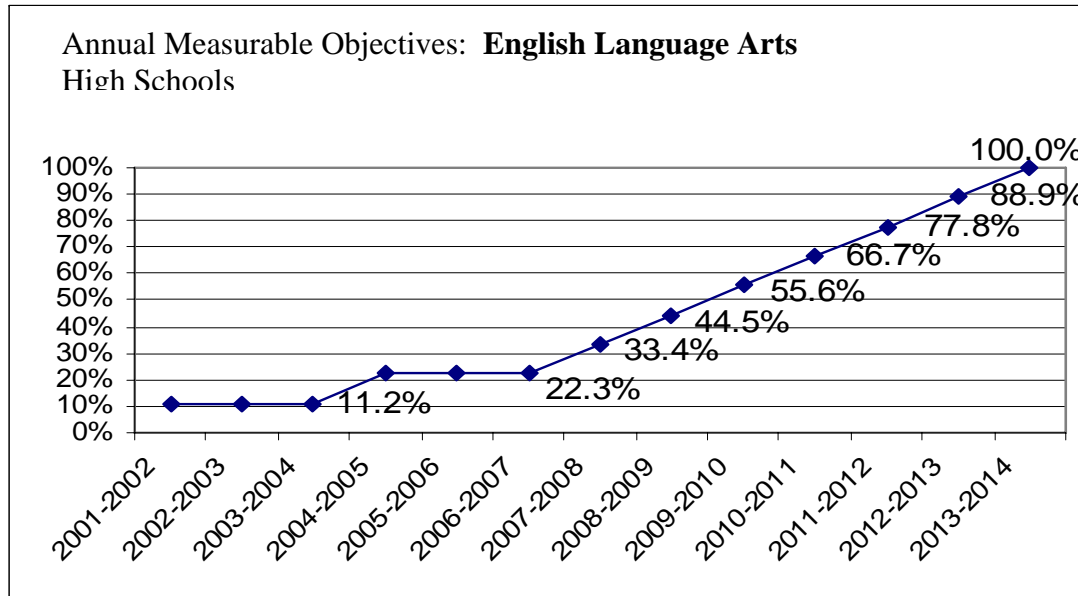
History/Social Science:

Science:

Visual/Performing Arts:

Other:

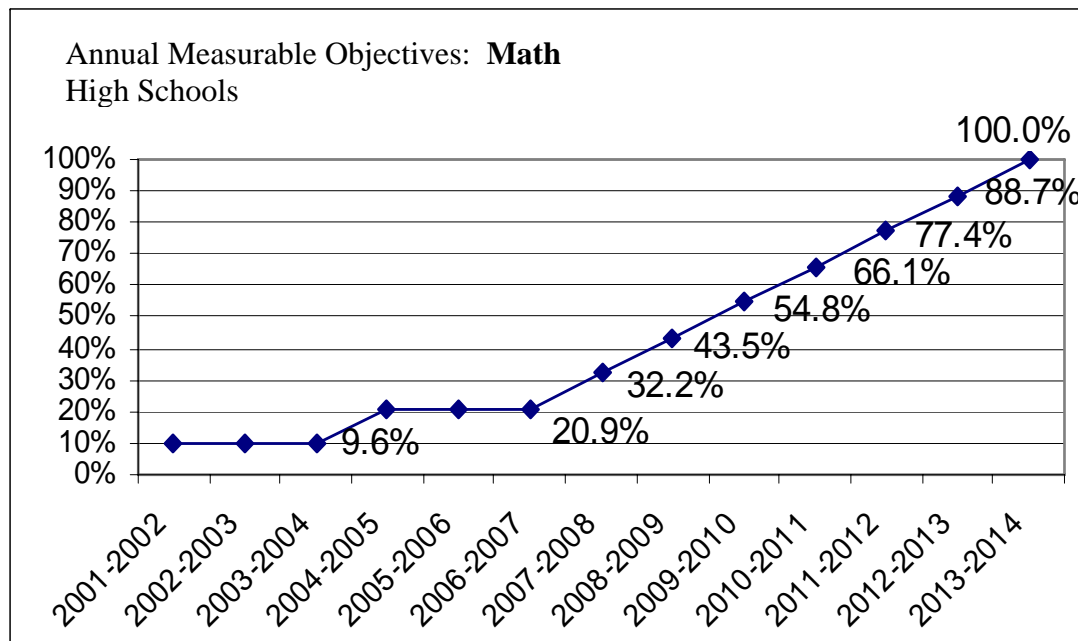
ACADEMIC OBJECTIVES: Adequate Yearly Progress (AYP)



Total School Population (incl. SpecEd and ELL)

Percent Proficient/Advanced 2005-2006 _____
 2006-2007 _____
 Projected 2007-2008 _____

Percent Basic 2005-2006 _____
 2006-2007 _____
 Projected 2007-2008 _____



Total School Population (incl. SpecEd and ELL)

Percent Proficient/Advanced 2005-2006 _____
 2006-2007 _____
 Projected 2007-2008 _____

Percent Basic 2005-2006 _____
 2006-2007 _____
 Projected 2007-2008 _____

Defining CORE Program and Service for Students READING/LANGUAGE ARTS 9-12

The District CORE Reading/Language Arts Program:

1. Balanced Language Arts Program based on District Language Arts Standards.
2. District Language Arts Curriculum Guides for pacing and instruction.
3. Four years (40 semester credits) required for graduation.
4. Prentice Hall Literature 2002
5. Literature Connection novels.
6. Site library/media center.
7. District media center.
8. Class sizes grades 9-12 (37 to 1).
9. One instructional period daily for single subject classes.
10. District English Language Development Standards for ELL students.
11. Programs provided for ELL students include Structured English Immersion, English Language Development, and Sheltered/SDAIE Instruction.
12. Longman Shining Star English Language Development Program.
13. District English Language Development Curriculum Guides (9-12)

Defining CORE Program and Service for Students MATHEMATICS 9-12

The District CORE Mathematics Program:

1. District/State Mathematics Standards and Curriculum Guides for pacing and instruction.
2. Three years (30 semester credits) required for graduation.
3. Algebra 1: *Algebra 1*, Prentice Hall, 2001
Introduction to Geometry: *Geometry – Tools for a Changing World*, Prentice Hall 2001
Geometry: *Geometry*, McDougal Littell, 2001
Algebra 2: *Algebra 2*, McDougal Littell, 2001
Pre-calculus/Trigonometry: *Pre-calculus – 5th Edition*, Houghton Mifflin, 2001
Calculus AP: *Calculus of a Single Variable* – Houghton Mifflin, 2001
Statistics: *The Practice of Statistics* – W.H. Freeman, 1999
Math Topics: *Meeting the California Challenge*, Globe Fearon, 2002
Educaid Software – California High School Exit Exam Standards Module
4. Classroom sets of calculators (sets of 40).
5. Class sizes grades 9-12 (37 to 1).
6. One instructional period daily.
7. ELL students must have access to the CORE Curriculum as listed above.
8. Site library/media center.
9. District media center.

Goal 1 - Learning for All Students - Every student will be provided a comprehensive educational Program aligned with the California standards that increase student achievement at the highest level and increases attendance

	ELA	Math		ELA	Math	Sub	ELA	Math	Sub	ELA	Math	Sub	ELA	Math	Sub	ELA	Math	Sub
2007-2008 Goals	AYP		SW			Hisp			Wht			SED			ELL			SpEd
2006-2007 Data	AYP		SW			Hisp			Wht			SED			ELL			SpEd
2005-2006 Data	AYP		SW			Hisp			Wht			SED			ELL			SpEd

Strategies	Subgroups	Estimated Cost	Funding Source	Evaluation	Start Date	Completion Date
1.1 Strategy 1						
1.2						

Goal 2 – Safe, Positive, Well-Maintained Schools - Every student will be provided with a clean, orderly and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected and valued.

2007-2008 Goals 2006-2007 Data 2005-2006 Data						
		SST/SERT Referrals	Students Retained	Suspensions	Expulsions	AOD Referrals
Strategies	Subgroups	Estimated Cost	Funding Source	Evaluation	Start Date	Completion Date
2.1 Strategy 1						
2.2						

Goal 3 – Quality Staff Providing Quality Service - Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs and staff development activities.

Staff Development Survey Highly Qualified Staff Teachers in Schedule C Highly Qualified Support Staff						
2007-2008 Goals 2006-2007 Data 2005-2006 Data						
Strategies	Subgroups	Estimated Cost	Funding Source	Evaluation	Start Date	Completion Date
3.1 Strategy 1						
3.2						

Goal 4 – School/Home/Community Partnerships and Communication - Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues and the community to develop partnerships.

2007-2008 Goals 2006-2007 Data 2005-2006 Data						
Parent Survey Counselors Community Liaisons PTA/PTO Booster Clubs Community Partnerships						
Strategies	Subgroups	Estimated Cost	Funding Source	Evaluation	Start Date	Completion Date
4.1 Strategy 1						
4.2						

Goal 5 –
 Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating and fully implementing all district plans.

2007-2008 Goals
 2006-2007 Data
 2005-2006 Data

Strategies	Subgroups	Estimated Cost	Funding Source	Evaluation	Start Date	Completion Date
5.1 Strategy 1						
5.2						

STAFF DEVELOPMENT BUY-BACK DAYS

DATE	AREA OF FOCUS	TOPIC

**EXPECTED SCHOOLWIDE LEARNING RESULTS
(ESLR'S)**

Expected Schoolwide Learning Results	Evidence will be:	Action Plan Reference(s)

**EXPECTED SCHOOLWIDE LEARNING RESULTS
(ESLR'S)**

Expected Schoolwide Learning Results	Evidence will be:	Action Plan Reference(s)

**EXPECTED SCHOOLWIDE LEARNING RESULTS
(ESLR'S)**

Expected Schoolwide Learning Results	Evidence will be:	Action Plan Reference(s)

**EXPECTED SCHOOLWIDE LEARNING RESULTS
(ESLR'S)**

Expected Schoolwide Learning Results	Evidence will be:	Action Plan Reference(s)

APPENDICES

A. School Data: Committees

- **Leadership Team**
- **P.T.S.A. Board Members**
- **SSC Members**
- **ELAC Members**
- **Student Study Team**
- **Business Adoptions (Company and Representatives)**
- **SSC Community Team for IIUSP/HPSGP/CSRD Schools Only**
- **District Learning Support Team**

B. Common Pages

- **SBCP Form**
- **Assurances**
- **SSC Members**
- **ELAC Members**

C. Categorical Budgets

D. Categorical Job Descriptions

E. Performance Data Information

F. Core Curriculum Descriptions

G. Centralized Services Description

APPENDICES CON'T

- H. School Accountability Report Card**
- I. Additional Indicators of Instructional Needs School Data Summary for IIUSP/HPSGP Schools**
- J. Chart Requirements for Student Achievement**
- K. Analysis of Current Instructional Programs**
- L. SSC Bylaws**

SCHOOL DATA: COMMITTEES

(Appendix A)

SCHOOL DATA: COMMITTEES

LEADERSHIP TEAM

P.T.S.A BOARD MEMBERS

SSC MEMBERS

ELAC MEMBERS

SCHOOL DATA: COMMITTEES

STUDENT STUDY TEAM

BUSINESS ADOPTIONS Company and Representatives

SSC COMMUNITY TEAM FOR IIUSP/HPSGP/CSRD SCHOOLS ONLY

DISTRICT DIVISION OF INSTRUCTIONAL SERVICES

Superintendent	Jane D. Smith
Deputy Superintendent, Division of Instructional Services	Cali Olsen - Binks
Assistant Superintendent, Division of Instructional Services ...	Linda Del Giudice, Ed.D.
Assessment & Evaluation	Kimberly MacKinney, Director
Categorical Programs	Lisa Rivero, Director
Core Curriculum K - 5	Greg Blanco, Director
Core Curriculum 6 – 12	Lisa Romero, Assistant Principal on Special Assignment Kelly Allen, Coordinator (Math) Catherine Obregon, Coordinator (ELA)
ELL K-12	Oscar Dueñas, Director
Early Education	Sharon Lovell, Director
Special Education	Gayle Hinazumi, Director
Child Welfare and Attendance	Dawn Marmo, Director
Staff Development/Teacher Support Programs	-open-

COMMON PAGES

(Appendix B)

SCHOOL-BASED COORDINATED PROGRAM

Approval Form

The

School Name

School Site Council met on

Date

and voted affirmatively to place

Special Education, EIA/LEP, and G.A.T.E.

program services under provisions of AB 777, School-Based Coordination Act.

Signature _____SSC Chair

Signature _____ELAC Chair

Signature _____Principal

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (list)
4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This Single Plan is based upon 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 Single Plan was adopted by the School Site Council on: _____.

Attested:

Typed name of School Principal

Signature of School Principal

Date

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

***Secondary schools have (12) members.**

	Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

ELAC MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

	Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

CATEGORICAL BUDGETS

(Appendix C)

Appendix C: Programs Funded through the Consolidated Application

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/co/>.

State Programs

- Economic Impact Aid
- Peer Assistance and Review
- School Safety & Violence Prevention Act
- Tobacco-Use Prevention Education

Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Neglected or Delinquent
- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities
- Title V, Part A, Innovative Programs
- Title VI, Part B, Rural Education Achievement

Appendix C: Use of Resources

The following fiscal practices apply to the use of funds generated through the Consolidated Application:

The state fiscal year is the period from July 1 to June 30. Funds not spent during this period become "carryover funds", to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1 through September 30. However, we are allowed to expend federal funds beginning the previous July 1. Thus, the period of allowable expenditure extends for 15 months. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the State Board of Education once every three years.

Eighty-five percent of the funds from certain programs must be used for direct educational services at schools. This limitation applies to:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited-English-Proficient Program
- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs incurred at the school and district office in support of these programs.

Expenditures are allowable if they:

- Provide an effective means of achieving the purposes of the program funding source
- Are a reasonable use of limited resources.
- Are necessary to achieve the goals of the plan.
- Provide supplementary services for eligible students.
- Do not fund services required by state law.
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund.

This definition meets the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures.

The district must reserve funds from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (1 percent minimum) and professional development (5 percent to 10 percent)
- Program Improvement schools, whatever is needed for costs of public school choice, transportation, and supplemental educational services, up to 20 percent of the district allocation

The district may reserve funds from Title I, Part A, for:

- Serving community day school students
- Capital expenses for Title I programs operated at private schools
- Salary differentials
- Preschool
- Summer school
- Before school, after school, and school year extension programs
- Neglected students
- Homeless students
- Assistance to schools

The district may also reserve funds for:

- Indirect costs of administering state and federal programs
- Repayment of disallowed expenditures

Funds received through the Consolidated Application must be used to reach school goals for improving the academic performance of all students to the level of state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

Appendix C: 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:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
BTSA	Beginning Teacher Support and Assessment	http://www.btca.gov
BTPP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc

ACRONYM	STANDS FOR	WEB ADDRESS
DSLTL	District and School Leadership Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc

ACRONYM	STANDS FOR	WEB ADDRESS
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	http://www.nagb.org
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa
PTA	Parent Teacher Association	http://www.pta.org
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SABE/2	Spanish Assessment of Basic Education	http://www.cde.ca.gov/ta/tg/sr
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.wascweb.org

***CATEGORICAL JOB
DESCRIPTIONS***

(Appendix D)

Categorical Programs Job Descriptions

Number of
Positions at Site

Bilingual/ELL Instructional Aide

- Provide individual and small group reading/language arts and math learning experiences developed/defined by classroom teacher
- Assist with CELD Testing
- Translate during conferences/home visits/phone calls to support parent/teacher communication
- Assist in developing and preparing instructional materials for language arts and math lessons

Intermediate Clerk Typist/Project Clerk

- Monitor and maintain materials for SSC election (nominations, ballots, etc)
- Prepare materials and maintain records for meetings (SSC/ELAC/Title I)
- Type, copy, and distribute agendas for meetings
- Prepare and distribute parent notices for meetings (SSC/ELAC/Title I)
- Complete requisitions, purchase orders, warehouse orders
- Inventory, label, and distribute materials purchased by categorical funds
- Assist with typing and completion of school plan
- Monitor and maintain records for CCR
- Serve on CCR Team
- Prepare categorical budget transactions and documents (budget transfers, conferences requests, P-47s, etc)
- Attend district Project Clerk meetings

Title I Teacher

- Provide small group instruction for reading/language arts for at-risk students
- Demonstrate lessons and coach teachers in the use of district core curriculum
- Design and deliver staff development workshops based on site needs
- Develop parent training sessions to support at-home literacy learning activities
- Organize and coordinate district core program assessment materials and reports
- Collect, organize, and analyze data on student reading/language arts progress
- Assist teachers in data analysis for next steps in instruction/lesson design
- Attend district meetings

Program Manager/Site Program Specialist

- Assist site administrator in development of school budgets for School and Library Block Grant, Title I, GATE, EIA/LEP, and grant funding and seek SSC approval for all budgets
- Revise and coordinate development of Single Plan for Student Achievement (SPSA)
- Coordinate, develop, and maintain materials for CCR
- Attend district Site Program Specialist meetings
- Coordinate SSC/ELAC functions:
 - Organize nominations, ballots, election of members
 - Attend SSC/ELAC meetings (voting rights, if elected member of council)
 - Assist site administrator in establishing agenda for SSC meetings
 - Compile and disseminate appropriate records to site/various departments
- Work with Project Clerk to complete all required documentation and to turn in all required materials by due date
- Notify parents and school staff of all categorical programs/functions/information
- Work with site administrator to develop and hold Title I meeting for parents
- Follow categorical procedures for submission of requisitions that include justifications from SPSA

ELL Site Monitor

- Assist site administrators in developing and monitoring the ELL program
- Monitor student placements to assure appropriate program placement
- Act as liaison between site and ELL department to distribute and collect requested/required documentation (Redesignation forms, etc)
- Attend all ELL Site Monitor meetings and disperse program information at site
- Monitor the site program to ensure the school is in compliance with State and Federal mandates
- Maintain CCR required documents; update and organize CCR notebook
- Advise the Student Study Team regarding ELL students/status
- Attend and support English Learners Advisory Committee (ELAC)
- Assist with site language assessment/testing process

Tutor/Monitor (Fast ForWord)

- Perform work related to tutoring and monitoring of students in a variety of programs, including computer assisted instruction
- Monitor and/or coach students working independently on computer programs
- Assist teachers by providing students with teacher-developed mini-lessons or academic assistance
- Acknowledge student success and motivate student academic progress



Spanish Language Translator

- Provide oral and written translation to meet school requirements/needs including: Meeting agendas, Meeting minutes, Forms, Correspondence, Parent/teacher conferences, and Newsletters/notices



GATE Site Monitor

- Inservice staff in the identification process of gifted and talented students
- Assist teachers in the development/implementation of differentiated instruction for GATE students in the classroom
- Coordinate school GATE program and assist in development of GATE site plan and budget
- Attend district GATE meetings and report information to school staff
- Conduct quarterly GATE parent advisory meetings and hold Parent informational meetings twice per year
- Assist site administrators with allocation of GATE budget and inventory
- Submit requisitions with justification from GATE plan
- Keep accurate and detailed records of any GATE events/activities
- Coordinate after-school GATE classes
- Provide resource materials to teachers and parents



Parent as Teacher (P.A.T.) Community Aide

- Provide training and support to parents/families to enhance their child's intellectual, language, physical, and social development from birth to age five
- Plan and conduct monthly parent home visitations
- Periodically screen children for visual development
- Monitor educational progress of participating children and maintain necessary records
- Follow program as outline in the P.A.T. materials
- Attend district program meetings



Community Aide

- Serves as a liaison between school staff, district personnel, and community members
- Assist with home/school and school /home communications and attendance
- Disseminate information to and from school/community
- Inform parents and community members of community resources
- Review attendance records of students
- Verify absences by visiting students' homes
- Contact parents to ensure attendance at school



Instructional Assistant/Literacy Tutor

- Provide individual literacy tutoring sessions for student in 1st through 5th grade
- Follow specific lesson plan and use techniques and terminology developed for literacy tutor program
- Evaluate student performance according to specified standards and maintain confidential records on student progress
- Determine appropriate reading level books for each student according to guidelines
- Work in a variety of classroom settings
- Make ongoing decisions based on observation and evaluation of student work and following written guidelines



Instructional Support Teacher

- Provide coaching for teachers and paraprofessionals in effective instructional strategies and practices (SDAIE, TESA, McRel)
- Provide modeling of effective lesson delivery of Standards Plus lessons
- Recommend and demonstrate appropriate classroom management techniques and intervention strategies to ensure student learning
- Provide modeling and drop the use of differentiated instruction to meet the needs of all students including those with special learning and language needs (Special Education, GATE, English Language Learners)
- Participate in site and district staff development opportunities
- Participate in site leadership teams and collaborative learning teacher groups
- Maintain current knowledge or educational research, materials, and strategies
- Create schedules for equitable delivery of services
- Maintain records pertaining to program, including a monthly calendar and school activity log



School Community Liaison

- Contact parents to exchange information concerning students to increase school success
- Conduct home visits
- Provide information to various school personnel regarding community concerns, attitudes, and expressed needs
- Attend inservice training, community and school meetings, and parent conferences as required during and after regularly scheduled work hours
- Develop a close working relationship with students, parent, and school personnel
- Assist in developing lists of community resource persons, materials, and programs
- Familiarize parents with community agencies and service resources relating to medical needs, counseling, welfare, employment, etc

ELL Intervention Teacher

- Identify and provide appropriate intervention strategies for ELL students
- Identify ELL student needs through a variety of assessments
- Work with identified ELL students in both pull-out and in-class settings
- Communicate with teachers and administrators ELL student progress
- Participate in curriculum and other developmental programs with the school and on a district level
- Work with all teachers at assigned site to further literacy and ELD for ELL students
- Provide staff development and coaching to teachers at the site on literacy and ELD
- Provide ELL parent education component
- Assist in the coordination of a variety of ELL programs and assessment (ELAP, CELDT, SABE, etc)
- Attend required district meetings

Instructional Aide

- Provide individual and small group learning activities to reinforce the instructional program defined by the teacher
- Assist student in centers during reading instructional time
- Confer with teacher daily to identify learning needs of students and strategies to use in assisting students
- Prepare and use classroom materials as directed by teacher

School Outreach Liaison (SB 65)

- Assist the school in regular implementation of the Student Study Team
- Provide a staff development program for teachers, other school personnel and volunteers regarding dropout prevention plans and successful programs or strategies that meet the needs of high-risk student
- Monitor and increase attendance among high-risk students, reduce truancy, tardiness and frequent absenteeism
- Secure outside resources, volunteers, private business support and other in-kind assistance from non-school sources
- Establish procedures for coordinating services from funding sources at the school level to assist pupils to participate successfully in the core academic curricula and specialized curriculum related to jobs and career opportunities
- Assist in the establishment of a properly constituted and elected School Site Council, a student dropout prevention plan, and procedures for coordinating services from funding sources at the school level
- Provide all necessary data relative to the needs of Compliance Reviews, Motivation and Maintenance annual reports, and other evaluation information
- Providing curriculum, teaching strategies, vocational training that is relevant to career opportunities and subsequent transition to life-sustaining employment
- Provide tutoring for student at-risk in literacy, basic skills development, and career-oriented curricular content

- Provide supplemental instructional and auxiliary services to meet the special needs of students identified as being at high risk of not succeeding in the regular school program or dropping out of school, non-English speaking or limited English speaking students, including instruction in a language those student understand, educationally disadvantaged student, gifted and talented student, and students with exceptional needs
- Make home visits to work with parents to promote regular student attendance
- Keep an updated journal covering all contacts with parents and students
- Acquire Dropout Prevention Specialist Certificate

***PERFORMANCE DATA
INFORMATION***

(Appendix E)

CORE CURRICULUM

DESCRIPTIONS

(Appendix F)

Defining CORE Program and Service for Students HISTORY/SOCIAL SCIENCE 9-12

The District CORE History/Social Science Program:

1. Instruction based on California History/Social Science Standards.
2. FUSD Social Science Curriculum Guides for pacing and instruction.
3. Three years (30 semester credit) required for graduation (World History 10th Grade, United States History 11th Grade, and Economics/American Government 12th Grade).
4. Prentice Hall, 2000, America: Pathways to the Present,
Glencoe, 2001 Economics: Principals & Practice
McDougal Littell, 1999, Modern World History: Patterns of Interaction
Prentice Hall, 2000, Magruder's American Government
5. Site library/media center.
6. District media center.
7. Programs provided for ELL students include Structured English Immersion, English Language Development, and Alternative Educational Program (Bilingual).
8. Hampton Brown English Language Development Program.

Defining CORE Program and Service for Students SCIENCE 9-12

The District CORE Science Program:

1. Instruction based on California Science Standards
2. FUSD Science Curriculum Guides for pacing and instruction.
3. Prentice Hall Biology
4. Glencoe Earth Science or Prentice Hall Chemistry, or Glencoe Physics: Principles and Problems
5. One year (10 semester credits) biological science and one year (10 semester credits) physical science required for graduation.
6. Science labs.
7. Site library/media center
8. District media center.
9. Programs provided for ELL students include Structured English Immersion, English Language Development, and Alternative Educational Program (Bilingual).

Defining CORE Program and Service for Students PHYSICAL EDUCATION 9-12

The District CORE Physical Education Program:

1. Instruction based on State Framework and District Physical Education Standards.
2. Two years (20 semester credits) required for graduation.
3. Sequential program in 9th and 10th Grade.
4. Elective program in 11th and 12th Grade.
5. One instructional period a day.
6. The Prudential Fitness Gram (9th Grade).

**Defining CORE Program and Service for Students
VISUAL & PERFORMING ARTS 9-12**

The District CORE Visual & Performing Arts Programs:

1. One year of visual and performing arts, and/or one year (10 semester credits) of foreign language required for graduation.
2. Site library/media center.
3. District media center.

(District rewriting curriculum guides to align with A-G requirements of Cal State and UC System one year long courses)

CENTRALIZED SERVICES

DESCRIPTION

(Appendix G)

CENTRALIZED SERVICES

THE CATEGORICAL PROGRAMS OFFICE PROVIDES DISTRICT AND SITE SERVICES, INCLUDING BUT NOT LIMITED TO:

- Distribute and monitor categorical funds in accordance with state and federal guidelines.
- Train and provide technical assistance to develop, implement, evaluate, and revise Single Plan for Student Achievement.
- Assist with the development of Single Plan for Student Achievement by the District Learning Support Team to help schools to complete comprehensive needs assessment, identify areas of focus, develop their Schoolwide Action Plans, conduct in-depth staff development and monitor/evaluate their programs.
- Inform parents and community members on such topics as: role of advisory committee members, project requirements, School Plans, and school district reviews.
- Complete State and Federal reports related to categorical funds, including School and Library Block Grant, SIP, Title I, EIA/LEP, Title V, Title II, Title III, 10th Grade Counseling.
- Evaluate categorical programs and monitor student progress.
- Train sites on implementation of categorical programs.
- Train and assist schools throughout the compliance review process.
- Meet and provide technical assistance to federally funded private schools.
- Train and support teachers entering the district as Interns and 2042 graduates.
- Provide teacher/paraprofessional professional development on the implementation of Standards Plus, SDAIE, TESA, McRel instructional strategies, cognitive coaching, differentiated instruction, and the use of assessment data to target the instructional needs of students.
- Train and support teachers involved in Class Size Reduction by means of Peer Assistance and Review (PAR), Beginning Teacher Support and Assessment (BTSA), and Title V.
- Generate quantitative and qualitative data and train site and district staff to interpret results to determine areas of student need for instruction, district and site reports.
- Provide Parent Involvement and School Site Council Training to sites.
- Provide technical assistance and interventions to Title I Program Improvement schools.
- Assist with site development, monitoring, and evaluation of English Language Learners Program.
- Provide inservice on strategies for teaching English Language Learners.
- Coordinate training of English Language Learners support programs: SDAIE Training, SB 395, CLAD, Oral Spanish Classes, and training in various areas such as ELD Standards, Hampton-Brown, Heinle and Heinle, CBET, CELDT.
- Recruit and support future BCLAD/CLAD teachers.
- Coordinate district GATE testing, hold parent meetings to provide GATE information, and coordinate training/services of school site GATE representatives.
- Assist Site ELL Monitor through staff development and conferencing.
- Provide district-wide training and technical support to implement No Child Left Behind (NCLB) legislation.
- Develop and implement a process to provide School Choice and Supplemental Educational Services at Program Improvement sites.
- Provide Instructional Support Teachers to coach classroom teachers on implementation of Standards Plus, SDAIE, TESA, McRel instructional strategies, cognitive coaching, differentiated instruction, and the use of assessment data to target the instructional needs of students
- Provide administrative professional development on the implementation and monitoring of walk-through observations, Standards Plus, SDAIE, TESA, McRel instructional strategies, cognitive coaching, differentiated instruction, and the use of assessment data to target the instructional needs of students.
- Centralized Services aligned to the District Adopted Goals.

SCHOOL ACCOUNTABILITY

REPORT CARD

(Appendix H)

IIUSP/HPSGP
SCHOOL DATA SUMMARY
(Appendix I)

ADDITIONAL INDICATORS OF INSTRUCTIONAL NEEDS SCHOOL DATA SUMMARY
For IIUSP/HPSGP Schools ONLY

Indicate Results of Schoolwide and Districtwide Barriers Survey and State underlying causes:

ADDITIONAL INDICATORS OF INSTRUCTIONAL NEEDS SCHOOL DATA SUMMARY CONT.



ADDITIONAL INDICATORS OF INSTRUCTIONAL NEEDS SCHOOL DATA SUMMARY CONT.



ADDITIONAL INDICATORS OF INSTRUCTIONAL NEEDS SCHOOL DATA SUMMARY CONT.

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CHART REQUIREMENTS

FOR STUDENT

ACHIEVEMENT

(Appendix J)

Appendix K: Chart of Requirements for *The Single Plan for Student Achievement*

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools **	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
I. Involvement															
Involve parents and community in planning and implementing the school plan	<i>EC</i> 52055.625(b)(1)(C), (2)(C), (e) <i>EC</i> 52055.620(a)(4) <i>EC</i> 52054 <i>EC</i> 35294.1(b)(2)(C) 5CCR 3932 20 <i>USC</i> 7115(a)(1)(E) 20 <i>USC</i> 6316(b)(3) 20 <i>USC</i> 6315(c)(1)(G) 20 <i>USC</i> 6314(b)(1), (2)(A)	X	X	X	X	X	X	X	X		X	X	X		
Advisory committee review & recommendations	<i>EC</i> 64001(a) <i>EC</i> 52055.620(b)(1)	X	X	X	X	X	X	X	X		X	X			
Written notice of PI status	20 <i>USC</i> 6316(b)(3)					X									
II. Governance and Administration															
Single, comprehensive plan	<i>EC</i> 64001(a), (d) <i>EC</i> 52853 <i>EC</i> 41572 <i>EC</i> 41507 <i>EC</i> 35294.1(a) 20 <i>USC</i> 7114(d)(2) 20 <i>USC</i> 6315(c)(1)(B) 20 <i>USC</i> 6314(b)(2)(A)	X X	X X	X X	X X	X X			X	X	X	X	X	X	X
School site council (SSC) constituted per former <i>EC</i> 52012	<i>EC</i> 64001(g)	X	X	X	X	X			X	X	X	X		X	X
SSC developed plan and expenditures	<i>EC</i> 64001(a) <i>EC</i> 41572 <i>EC</i> 41507 <i>EC</i> 35294.1(b)(1)	X	X	X	X	X			X	X	X	X		X	X
													X		

** This program must be included in the *Single Plan For Student Achievement* if funds are provided to the school from the district's entitlement [EC 64001(d)]

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools**	Title V Innovative Programs	School Safety Block Grant**	Pupil Retention Block Grant	School & Library Improvement BG
SSC annually updates the plan	<i>EC 64001(g)</i> <i>EC 35294.2(e)</i>	X	X	X	X	X			X	X	X	X	X	X	X
Governing board approves SPSA	<i>EC 64001(h)</i> <i>EC 52055.630(b)</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Policies to insure all groups succeed	<i>20 USC 6316(b)(3)</i>					X									
Specify role of school, LEA, and SEA; and coordination with other organizations	<i>20 USC 6316(b)(3)</i>					X									
Submit High Priority annual report after public LEA governing board review	<i>EC 52055.640</i>							X							
III. Funding															
Plan includes proposed expenditures to improve academic performance	<i>EC 64001(g)</i> <i>EC 52853</i> <i>EC 52054</i> <i>20 USC 6316(b)(3)</i> <i>20 USC 6315(c)</i> <i>20 USC 6314(b)(2)(A)</i>	X X	X X	X X	X X	X X	X X		X	X	X	X X			
Describe centralized services expenditures	<i>5 CCR 3947(b)</i>	X	X												
IV. Standards, Assessment, and Accountability															
Comprehensive assessment and analysis of data	<i>EC 64001(f)</i> <i>EC 52055.620(a)(1) - (3)</i> <i>EC 52054</i> <i>20 USC 7115(a)(1)(A)</i> <i>20 USC 6314(b)(1), (2)(A)</i>	X	X	X	X	X	X	X	X	X	X	X			
Evaluation of improvement strategies	<i>EC 64001(f)</i> <i>EC 52853</i> <i>EC 52055.625(c)</i> <i>EC 35294.2(e)</i>	X X	X X	X X	X X	X X		X	X	X	X	X X			
	<i>EC 32228.5(b)</i> <i>20 USC 7115(a)(2)</i>										X		X		
Ongoing monitoring and revision	<i>20 USC 6315(c)(2)(B)</i>														
Assessment results available to	<i>EC 35294.2(e)</i>												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	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools**	Title V Innovative Programs	School Safety Block Grant**	Pupil Retention Block Grant	School & Library Improvement BG	
parents	20 USC 7115(a)(1)(E) 20 USC 6314(b)(2)(A)				X						X					
V. Staffing and Professional Development																
Provide staff development	EC 52853 EC 52055.625(d)(1)(B),(C)	X	X	X	X	X		X				X				
	EC 32228(b)(2) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(F) 20 USC 6314(b)(1), (2)(A)			X	X	X							X			
Budget 10% of Title I for staff development	20 USC 6316(b)(3)					X										
Provide highly qualified staff	EC 52055.625(b), (d) 20 USC 6315(c)(1)(E) 20 USC 6314(b)(1), (2)(A)			X	X			X								
Distribute experienced teachers	EC 52055.620(d)							X								
VI. Opportunity & Equal Educational Access																
Describe instruction for at-risk students	EC52853	X	X	X	X	X						X				
Describe the help for students to meet state standards	EC 64001(f) 20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	X	X	X	X	X	X		X	X	X	X				
Describe auxiliary services for at-risk students	EC 52853 EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X		X			X	X				
Avoid Isolation or segregation	5CCR 3934	X	X	X	X	X						X				
VII. Teaching and Learning																
Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	X	X	X	X	X	X		X	X	X	X				
Define objectives	EC 52054 20 USC 7114(d)(2)(B)						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	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools**	Title V Innovative Programs	School Safety Block Grant**	Pupil Retention Block Grant	School & Library Improvement BG
	20 USC 6316(b)(3)					X									
Steps to intended outcomes	EC 52054 5CCR 3930		X	X	X	X	X		X						
Account for all services	5CCR 3930		X	X	X	X			X						
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X	X	X	X	X	X	X	X		X	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) 20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B)			X	X	X									
-Strengthen core academics;	EC 52054				X		X								
-Address under-served populations;	EC 52055.625(b), (c)				X			X							
-Provide effective, timely assistance;	20 USC 6314(b)(1)(I), (2)(A)				X										
-Increase learning time	20 USC 6316(b)(3); 20 USC 6314(b)(1)(B),(2)				X	X									
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B),(2)			X	X										
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)				X										
-Coordinate state and federal programs	20 USC 6315(c)(1)(H) 20 USC 6314(b)(1)(J), (2)(A)			X	X										
-Transition from preschool	20 USC 6315(c)(1)(D) 20 USC 6314(b)(1)(G), (2)(A)			X	X										
Provide an environment conducive to learning	EC 52055.625(f)(1) EC 52055.620(a)(6) 20 USC 7114(d)(1)							X	X		X				
Enable continuous progress	5CCR 3931	X	X	X	X	X			X		X	X			

***ANALYSIS OF
CURRENT INSTRUCTIONAL
PROGRAM
(Appendix K)***

Appendix L: Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements may be used to discuss and develop findings that characterize the instructional program at this school for students:

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

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 (NCLB)
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 (NCLB)
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 AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
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 (NCLB)
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 (NCLB)
- 15. Research-based educational practices to raise student achievement at this school (NCLB)

Involvement-----

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

Funding

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

SSC *BYLAWS*

(Appendix L)

Appendix M: Outline of Sample Bylaws

The following outline is provided as a sample to assist the school site council in developing its own bylaws. No claim of completeness is made, nor is the sample a recommendation by the California Department of Education.

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 e-mail).

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.