

# Single Plan for Student Achievement

## Part III: Resource Index



A Resource for the School Site Council



## Part III: Resource Index

This section contains the following appendices to assist the School Site Council (SSC) in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

Appendix A: Chart of Legal Specifics for the SPSA	2
Appendix B: Sample School and Student Performance Data Forms	8
Appendix C: Demographic Data Summary	12
Appendix D: Analysis of Current Instructional Program	13
Appendix E: Organizing the SSC	16
Appendix F: Use of Resources	25
Appendix G: WASC High School Accreditation Crosswalk	27
Appendix H: Family and Community Engagement	31
Appendix I: Acronyms and Specialized Terms	35

## Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement

SPECIFICS	LEGAL CITATION	EIA, English Learners	EIA, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG	
<b>I. Involvement</b>													
Involve parents and community in planning and implementing the school plan	<i>EC 52055.750(b)</i>						X						
	<i>EC 35294.1(b)(2)(C)</i>									X			
	<i>5CCR 3932</i>	X	X	X	X	X		X					
	<i>20 USC 7115(a)(1)(E)</i>					X							
	<i>20 USC 6315(c)(1)(G)</i>			X									
	<i>20 USC 6314(b)(1), (2)(A)</i>				X								
Advisory committee review and recommendations	<i>EC 64001(a)</i>	X	X	X	X	X		X					
	<i>EC 52055.755</i>						X						
Written notice of program improvement status	<i>20 USC 6316(b)(3)</i>					X							
<b>II. Governance and Administration</b>													
Single, comprehensive plan	<i>EC 64001(a), (d)</i>	X	X	X	X	X		X	X		X	X	
	<i>EC 52853</i>	X	X	X	X	X							
	<i>EC 41572</i>											X	
	<i>EC 41507</i>										X		
	<i>EC 35294.1(a)</i>									X			
	<i>20 USC 6315(c)(1)(B)</i>			X									
	<i>20 USC 6314(b)(2)(A)</i>				X								
School Site Council (SSC) constituted per former <i>EC 52012</i>	<i>EC 64001(g)</i>	X	X	X	X	X		X	X		X	X	
SSC developed SPSA and expenditures	<i>EC 64001(a)</i> <i>EC 41572</i> <i>EC 41507</i> <i>EC 35294.1(b)(1)</i>	X	X	X	X	X		X	X		X	X	
												X	
											X		
										X			
SSC annually updates the SPSA	<i>EC 64001(g)</i>	X	X	X	X	X		X	X		X	X	
	<i>EC 35294.2(e)</i>									X			
Governing board approves SPSA	<i>EC 64001(h)</i>	X	X	X	X	X	X	X	X	X	X	X	

SPECIFICS	LEGAL CITATION	EIA, English Learners	EIA, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
	<i>EC 52055.750(a)(5)</i>						X					
Policies to ensure all groups succeed (specify role of school, Local Educational Agency, and State Educational Agency; and coordination with other organizations)	<i>20 USC 6316(b)(3)</i>					X						
	<i>20 USC 6316(b)(3)</i>					X						
<b>III. Funding</b>												
Plan includes proposed expenditures to improve academic performance	<i>EC 64001(g)</i>	X	X	X	X	X		X	X			
	<i>EC 52853</i>	X	X	X	X	X						
	<i>20 USC 6316(b)(3)</i>					X						
	<i>20 USC 6315(c)</i>			X								
	<i>20 USC 6314(b)(2)(A)</i>				X							
Describe centralized services expenditures	<i>5 CCR 3947(b)</i>	X	X									
<b>IV. Standards, Assessment, and Accountability</b>												
Comprehensive assessment and analysis of data	<i>EC 64001(f)</i>	X	X	X	X	X		X	X			
	<i>EC 52055.740(a)(1)(D)(5)</i>						X					
	<i>20 USC 6314(b)(1), (2)(A)</i>				X							
Evaluation of improvement strategies	<i>EC 64001(f)</i>	X	X	X	X	X		X	X			
	<i>EC 52853</i>	X	X	X	X	X						
	<i>EC 35294.2(e)</i>									X		
	<i>EC 32228.5(b)</i>									X		
Assessment results available to Parents	<i>EC 35294.2(e)</i>									X		
	<i>20 USC 6314(b)(2)(A)</i>				X							
<b>V. Staffing and Professional Development</b>												
Provide staff development	<i>EC 52853</i>	X	X	X	X	X						
	<i>EC 52055.750I</i>						X					
	<i>EC 32228(b)(2)</i>									X		
	<i>20 USC 6316(b)(3)</i>					X						

SPECIFICS	LEGAL CITATION	EIA, English Learners	EIA, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
	20 USC 6315I(1)(F)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Budget 10 percent of Title I for staff Development	20 USC 6316(b)(3)					X						
Provide highly qualified staff	EC 52055.740(a)(1)(D)(3)						X					
	20 USC 6315I(1)(E)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Distribute experienced teachers	EC 52055.750(a)(10)					X						
<b>VI. Opportunity and Learning</b>												
Describe instruction for at-risk students	EC 52853	X	X	X	X	X						
Describe the help for students to meet state Standards	EC 64001(f)	X	X	X	X	X		X	X			
	20 USC 6314(b)(1), (2)(A)				X							
	20 USC 6315(c)			X								
Describe auxiliary services for at-risk students	EC 52853	X	X	X	X	X						
	20 USC 6315(c)			X								
	20 USC 6314(b)(1), (2)(A)				X							
Avoid isolation or segregation	5CCR 3934	X	X	X	X	X						

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

SPECIFICS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant**	Pupil Retention Block Grant	School & Library Improvement BG
	20 USC 6314(b)(1)(B), (2)				X							
-Involve teachers in academic Assessments	20 USC 6314(b)(1)(H), (2)				X							
-Coordinate state and federal programs	20 USC 6315(c)(1)(H)			X								
-Transition from preschool	20 USC 6314(b)(1)(J), (2)(A)				X							
	20 USC 6315(c)(1)(D)			X								
	20 USC 6314(b)(1)(G), (2)(A)				X							
Enable continuous progress Acquire basic skills, literacy	5CCR 3931	X	X	X	X	X		X				
	5CCR 3937	X	X	X	X	X						
Align curriculum, strategies, and materials with state standards or law	EC 52853	X	X	X	X	X						
Provide high school career preparation	5CCR 4403		X									



## Title I Program Improvement SPSA SPECIFICS Reference Guide

Elements specified in the Elementary and Secondary Education Act (ESEA) of 1965 Title I, Part A, Section 1116 for Program Improvement (PI)

Specified PI Plan Elements	Page(s) Addressed in SPSA
§ Scientifically-based Research—Strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issues that caused a school to be identified for PI	
§ Successful Policies and Practices—Adoption of policies and practices concerning a school’s core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient	
§ Professional Development (PD)	
§ A minimum of 10 percent of Title I funds will be used for schools in PI years 1 and 2 for the purpose of providing high-quality professional development of teachers and administrators	
§ PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	
§ PD affords increased opportunity for participation	
§ PD directly addresses the academic achievement problem that caused a school to be identified for PI	
§ How funds (ten percent) reserved for PD will be used to remove the school from PI status	
§ Description of Specific Annual Measurable Objectives—Developed for each of the student subgroups and in accordance with state’s measure of adequate yearly progress	
§ Parent Notification—Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	
§ Shared Responsibility for Improvement—Specify the responsibilities of the school, the Local Educational Agency (LEA), the state education agency, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA	
§ Parent Involvement—Strategies to promote effective parental involvement	
§ Extended Learning—As appropriate, activities before school, after school, during the summer, and during any extension of the school year	
§ Incorporation of a Teacher Mentoring Program—See ESEA Title IX, Part A, §9101(42) for definition of “Teacher Mentoring Program”	

Elements specified in ESEA Title I, Part A, Section 1114 for Program Improvement  
SPSA Title I Schoolwide Requirements

Specified Elements of the ESEA	Location (by Page) in SPSA
<p>§ Comprehensive needs assessment of all children enrolled in the school, including migratory children, which includes the analysis of student performance data in relation to the state academic content standards</p>	
<p>§ Schoolwide reform strategies that:</p> <ul style="list-style-type: none"> <li>§ Provide opportunities for all students to meet the academic standards at the proficient and advanced levels</li> <li>§ Use instructional strategies that are based on scientifically-based research that strengthen the core academic program that: <ul style="list-style-type: none"> <li>§ Increase the amount and quality of learning time such as through an extended school year, before- and after-school and summer school programs, and help provide an enriched and accelerated curriculum</li> <li>§ Include strategies for meeting the educational needs of historically underserved populations</li> </ul> </li> <li>§ Include strategies to address the needs of all children in the school, and in particular, the needs of low-achieving students and those at risk of not meeting the state content standards</li> <li>§ Description of a process for evaluating whether the needs of students have been met</li> <li>§ Are consistent with the LEA Plan</li> </ul>	
<p>§ Instruction by highly-qualified teachers</p>	
<p>§ Provisions for high quality and ongoing professional development for teachers, principals, paraprofessionals and other staff to enable all children to meet the state's academic achievement standards</p>	
<p>§ Strategies to attract high quality highly-qualified teachers to high-need schools</p>	
<p>§ Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services</p>	
<p>§ Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs</p>	
<p>§ Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information and to improve student achievement and the overall instructional program</p>	
<p>§ Strategies for timely and effective assistance to students that need additional help</p>	
<p>§ Coordination and integration of federal, state, and local services and programs</p>	

Elements specified in ESEA Title I, Part A, Section 1115 for Program Improvement  
SPSA Title I Targeted Assistance (TAS) Requirements

Specified Elements of the ESEA	Location (by Page) in SPSA
§ Use of Title I funds to help eligible children meet such state’s challenging student academic achievement standards expected for all students	
§ Ensure that planning for students served under Title I is incorporated into existing SPSA	
§ Use effective methods and instructional strategies that are based on scientifically-based research that strengthens the core academic program of the school and that: <ul style="list-style-type: none"> <li>§ Increases the amount and quality of learning time such as through an extended school year, before- and after-school programs, and summer school</li> <li>§ Helps provide an accelerated, high quality curriculum including application of learning</li> <li>§ Minimizes removing children from the regular classroom during regular school hours for instruction provided under Title I</li> </ul>	
§ Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs	
§ Instruction by highly-qualified teachers	
§ Provisions for high quality and ongoing professional development for teachers, principals, paraprofessionals, and other staff to enable all children to meet the state’s academic achievement standards	
§ Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services	
§ Coordination and integration of federal, state, and local services and programs	
§ On-going evaluation of the targeted assistance program and revision of the program to better meet student needs	

## Appendix B: Sample School and Student Performance Data Forms

These tables represent samples of ways to assist the School Site Council (SSC) in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance Index (API) by Student Group
- Table 2: English-Language Arts AYP
- Table 3: Mathematics AYP
- Table 4: California English Language Development Test (CELDT) Data
- Table 5: Multi-Purpose Form

Table 1: API by Student Group (Information may be obtained from the API report on the California Department of Education Academic Performance Index Web page at <http://www.cde.ca.gov/api>.)

	ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																											
	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																							
	Y1	Y2	Y3	Sum	Y1	Y2	Y3	Sum	Y1	Y2	Y3	Sum	Y1	Y2	Y3	Sum	Y1	Y2	Y3	Sum	Y1	Y2	Y3	Sum				
API Growth Values																												

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

Table 2: English-Language Arts AYP (Information may be obtained from the AYP report on the California Department of Education Adequate Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.)

AYP PROFICIENCY	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																											
	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif				
AYP Target																																
Percent At or Above Proficient																																
Met AYP Criteria																																

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

Table 3: Mathematics AYP (Information may be obtained from the AYP report at the California Department of Education Adequately Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.)

AYP PROFICIENCY	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																											
	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif	Y1	Y2	Y3	Dif				
AYP Target																																
Percent At or Above Proficient																																
Met AYP Criteria																																

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

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**Table 4: CELDT Data**

Note: The English Learner Subgroup Self-Assessment (ELSSA) will provide a better snapshot of English learner cohort data.

Grade	CELDT Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number by Grade
K											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
Total											

Conclusions indicated by the data:
1.
2.
3.

**Table 5: Multi-Purpose Form**

Academic, Demographic, Grade Span, or Program Area:

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Level Achieved	DATA BY _____																								
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	

<p>Conclusions indicated by the data:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
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## Appendix C: Demographic Data Summary

Use this table to identify the number and percent of students enrolled in the district or school since kindergarten or grade one. Knowing which student groups have high or low percentages of continuous enrollment is helpful in determining program services. The table represents a kindergarten through grade twelve school but can be modified for any grade span configuration.

Grade	Students Continuously Enrolled Since Kindergarten or Grade one by Number (#) and Percent (%)																		
	All Groups		White		African-American		Asian		Hispanic		English Learners (EL)		Redesignated -Fluent English Proficient		Socioeconomic Disadvantaged		Students w/ Disabilities		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>K</b>																			
<b>1</b>																			
<b>2</b>																			
<b>3</b>																			
<b>4</b>																			
<b>5</b>																			
<b>6</b>																			
<b>7</b>																			
<b>8</b>																			
<b>9</b>																			
<b>10</b>																			
<b>11</b>																			
<b>12</b>																			

Conclusions indicated by the data:
1.
2.
3.



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

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Local Educational Agencies (LEAs) initially identified for Program Improvement (PI) must use applicable state tools, the Academic Program Survey (APS), the District Assistance Survey (DAS), the English Learner Subgroup Self-Assessment (ELSSA), and the Inventory for Services and Supports for students with disabilities (ISS) to determine current instructional practice. All LEAs may use these tools to enhance systems in district schools. Tools are located at the California Department of Education State Program Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

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

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

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

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

### **Teaching and Learning**

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
12. 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**

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

### **Parental Involvement**

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

### **Funding**

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



## Appendix E: Organizing the School Site Council

### School Site Council

The California *EC*<sup>1</sup> requires the School Site Council (SSC) to develop a Single Plan for Student Achievement (SPSA) for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention<sup>2</sup> and School and Library Improvement Block Grant programs<sup>3</sup> operated at the school must be included in the SPSA. The SSC must approve the plan, recommend it to the local governing board for approval, monitor implementation of the SPSA, and evaluate the results.

At least annually, the SSC must revise the SPSA, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval. Also, the SSC annually considers whether or not the school will participate in the School-Based Coordinated Program (SBCP) and indicates its decision in the SPSA.<sup>4</sup>

### Composition

Composition of the SSC is specified in the California *EC* Section 52852 as follows:

- The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;<sup>5</sup> parents of students attending the school selected by such parents; and in secondary schools, students selected by students attending the school.
- At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents; or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a SSC that is composed of equal numbers of school staff and parents or other community members selected by parents.
- At the secondary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents, and students.

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<sup>1</sup> *EC* Section 64001(a), (d)

<sup>2</sup> *EC* Section 41507

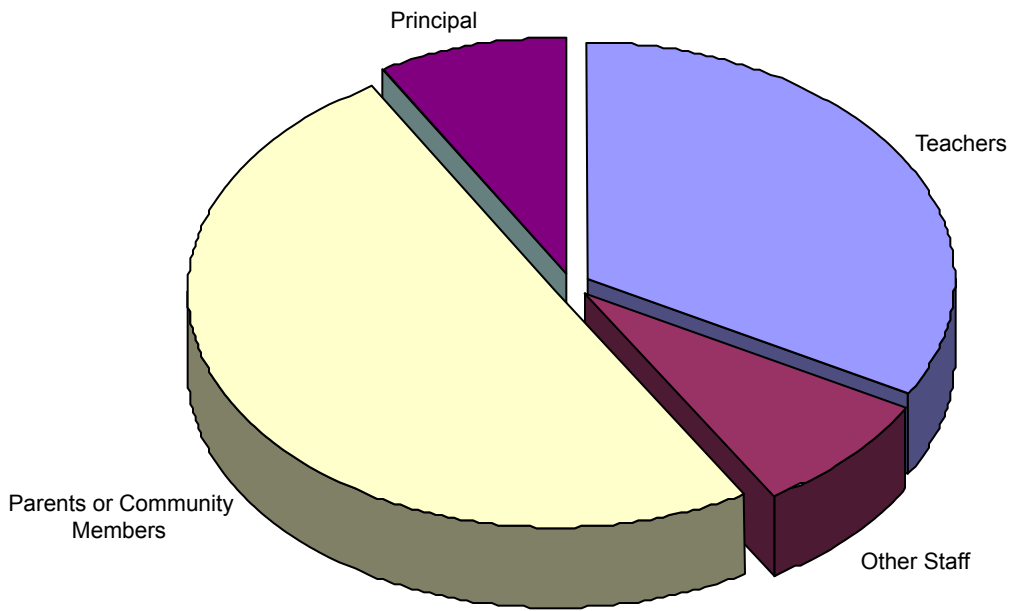
<sup>3</sup> *EC* Section 41572

<sup>4</sup> *EC* Section 52800, 52852.5(b)

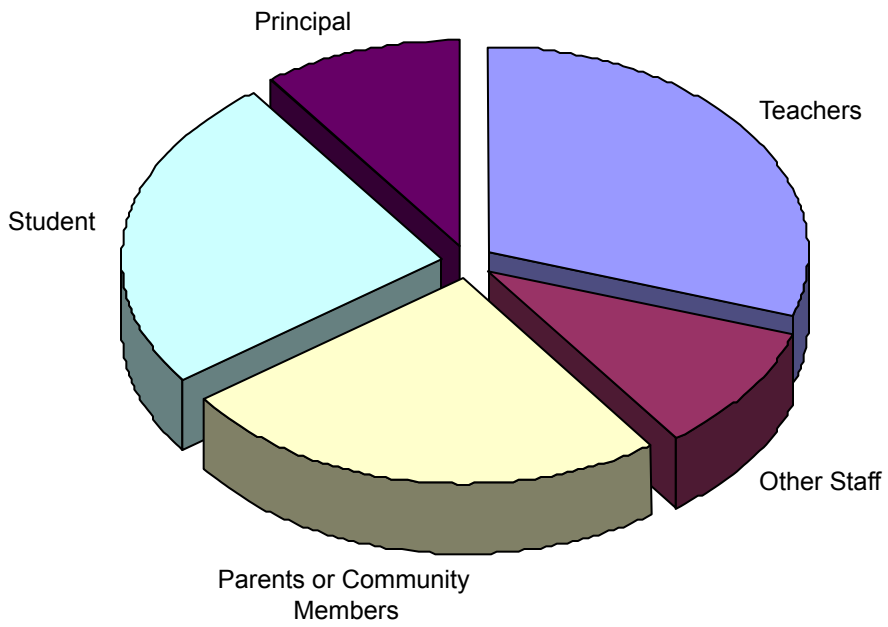
<sup>5</sup> For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

- At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.
- School districts that maintain kindergarten or any of grades one to eight, inclusive, and that maintain schools with fewer than 100 students each, and that share a common attendance area may establish a single SSC for the common attendance area.
- At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
- If a middle school SSC includes students, the SSC must meet the composition requirements of secondary schools.

### Composition of an Elementary SSC



### Composition of a Secondary SSC



## Selection

The means of selecting SSC members is not specified in law, except that members must be chosen by peers. No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual. Membership in most school site councils is determined by ballot, but could be decided in an open meeting by voice vote.

To ensure broad support for the selection process, and to avoid controversy over the selection of SSC members, board policy, or SSC bylaws may specify:

- The means of selecting members and officers
- Terms of office for members and officers
- The notice of elections for each peer group
- The responsibilities of the SSC and time commitment involved
- A policy of nondiscrimination, as may occur by limiting membership to a select group

Many schools elect members for a two-year term, with elections for half the members held in even years and half in odd years. This practice ensures that the SSC will not be composed entirely of new members each year. Some schools assure additional continuity by electing non-voting alternate members, who are seated as voting members by the SSC in the event of a midterm vacancy on the school site council.

## Officers

In order to conduct business effectively, the SSC needs to include officers with stated responsibilities and authority, including:

- A chairperson to organize, convene, and lead meetings of the SSC
- A vice chairperson to serve in the absence of the chairperson
- A secretary to record actions taken at SSC meetings and keep SSC records
- A parliamentarian to resolve questions of procedure, often with the help of *Robert's Rules of Order* or similar guide
- Other officers as necessary to perform stated duties in support of the work of the SCC

## Outline of Sample Bylaws

The following outline is provided as a sample to assist the SSC in developing its own bylaws. Anything that is not explicit in law should be added to site bylaws. No claim of completeness is made, nor is the sample a recommendation by the CDE.

### Article I: Duties of the SSC

The SSC of (insert name) School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA 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 SSC by the district governing board and by state law

### Article II: Members

#### Section A: Composition

The SSC shall be composed of (insert number) members, selected by their peers, as follows:

- (insert number) Classroom teachers (Provide definition of classroom teacher)
- (insert number) Other school staff members
- (insert number) Parents or community members
- The school principal shall be an ex officio member of the SSC



SSC 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

SSC members shall be elected for (insert number) 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. (This example assumes two-year terms; the language should be modified to reflect the length of term agreed to by the SSC.) At the first regular meeting of the SSC, 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 SSC. Absentee ballots shall not be permitted.

#### Section D: Termination of Membership

The SSC 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 SSC chairperson.

#### Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

#### Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC 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 SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable.

The chairperson shall:

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

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 SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons: (insert name)
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

#### Section B: Election and Terms of Office

The officers shall be elected annually at the (indicate) meeting of the SSC 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 SSC for the remaining portion of the term of office.

## Article IV: Committees

### Section A: Subcommittees

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

### Section B: Other Standing and Special Committees

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

### Section C: Membership

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

### Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

### Section E: Rules

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

### Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. 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 SSC

### Section A: Meetings

The SSC shall meet regularly on the (indicate) school day of each month. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

## Section B: Place of Meetings

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

## 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: (indicate), (indicate), and (indicate).

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than (insert number) 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 SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

## Section E: Conduct of Meetings

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

## Section F: Meetings Open to the Public

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

## Article VI: Amendments

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

## Appendix F: Use of Resources

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

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

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

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

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

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

**Required District Reservations** from the Title I, Part A, Basic Grant Program:

- Parent Involvement (one percent minimum if the LEA receives more than \$500,000 in its Title I, Part A entitlement)
- Professional Development (ten percent for LEAs in PI)
- Program Improvement schools (up to 20 percent of the district allocation to fund public school choice, transportation, and supplemental educational services)
- Private Schools

**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 extended school-year 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 ConApp must be used to reach school goals for improving the academic performance of all students to the level of proficiency or better on state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

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

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

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2012, Edition)
<b>Introduction</b>	School plans must contain all federal and state planning requirements for programs offered at the site. In California, use of the SPSA fulfills these requirements.		<p>For California public schools that are WASC accredited, the expectation of the Accrediting Commission for Schools, WASC, is that the findings from the self-study will result in refinement of the SPSA.</p> <p><b>Overview:</b> Schools are required to annually review progress. The SPSA shall address how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. The SPSA required by this section shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp, by the SCC. The SPSA shall be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting whenever there are material changes that affect the academic programs for students. The SPSA shall also identify the schools' means of evaluating progress toward accomplishing those goals and how state and federal law governing these programs will be implemented.</p> <p>WASC/CDE Focus on Learning, 2012 Edition, pages 3–4 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p>
<b>Step One</b>	Analyze Student Achievement Data:	<p>FOL: 18 months prior to the site visit—analysis to be based on three consecutive years of data.</p> <p>SPSA: based upon release of STAR data from the previous year’s assessment</p>	<p><b>Task 1:</b> Refine student/community profile based on the analyzed and disaggregated data; clarify the expected schoolwide learning results.</p> <p><b>Task 2:</b> Summarize the implications of the profile data; identify 2 to 3 critical academic needs; determine important related questions for home/focus groups.</p> <p>WASC/CDE Focus on Learning, 2012 Edition, pages 37–43 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p>

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2012, Edition)
<b>Step Two</b>	<p>Measure Effectiveness of Current Improvement Strategies Using State Tools to Help Determine Critical Causes of Student Underachievement:</p> <p>The SSC conducts an academic needs assessment (may use state tools such as the APS) of the instructional program and identifies, by analyzing achievement data and survey data, academic challenges and student subgroups failing to achieve standards.</p>	<p>FOL, Task 3: February of the year prior to the site visit.</p> <p>SPSA: Upon release of September data, or upon identification of Program Improvement status, conduct a needs assessment using tools such as the APS to identify critical causes of student underachievement in ELA and mathematics.</p>	<p><b>Task 3:</b> Summarize progress since previous self-study.</p> <p>WASC/CDE Focus on Learning, 2012 Edition, page 45 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p> <p><b>Task 4:</b> Analyze the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical academic needs; synthesize the information,...(WASC/CDE Self-Study Product: Chapter IV: Self-Study Findings)</p> <p>WASC/CDE Focus on Learning, 2012 Edition, pages 47–49 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p>
<b>Step Three</b>	<p>Identify Achievement Goals and Key Improvement Strategies that Align with the District Local Educational Agency Plan:</p> <p>Identify two to five achievement goals and select appropriate strategies and action steps to achieve those goals.</p>	<p>FOL/SPSA: Suggest that timelines for FOL Task 3 in ELA and mathematics and SPSA identification of achievement goals and plan writing be conducted in tandem during the full self-study.</p>	<p><b>Task 4 (Cont.)</b> ...determine strengths and growth needs and identify potential action steps. (WASC/CDE Self-Study Product: Chapter IV: Self-Study Findings)</p> <p>WASC/CDE Focus on Learning, 2012 Edition, pages 47–49 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p>
<b>Step Four</b>	<p>Define Timelines, Personnel Responsible, Proposed Expenditures and Funding Sources to Implement the Plan:</p> <p>In order to implement the SPSA, the SSC must identify target completion dates, persons who will be responsible to ensure timely completion, and estimated costs with funding sources for each action step in the plan.</p>		<p><b>Task 5:</b> Revise the comprehensive schoolwide action plan (SPSA); define schoolwide and subgroup growth targets; establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, A &amp; B).</p> <p>WASC/CDE Focus on Learning, 2012 Edition, pages 51–54 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p> <p><b>Follow-up after Visit:</b> refine SPSA to integrate critical academic area recommendations identified by the Visiting Committee.</p> <p>WASC/CDE, 2012 Edition, page 157 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p>
<b>Step Five</b>	<p>Recommend the SPSA to the Local Governing Board</p>		<p><b>Follow-up after Visit (Cont.):</b> Revised SPSA sent to WASC and CDE.</p> <p>WASC/CDE, 2012 Edition, page 157 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p>



Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2012, Edition)
<b>Step Six</b>	Implement the SPSA	Implementation and monitoring of the SPSA is determined by the benchmarks in the plan.	<p><b>Monitor implementation of schoolwide action plan:</b> (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C).</p> <p>WASC/CDE Focus on Learning, 2012 Edition, pages 51–54 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p> <p><b>Ongoing Improvement:</b></p> <p>WASC/CDE Focus on Learning, 2012 Edition, page 158 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p>
<b>Step Seven</b>	<p>Monitor Implementation for progress to achieve benchmarks:</p> <p>Monitoring will be made easier if the plan specifies actions, dates, and estimated costs and measurable anticipated student academic outcomes, as well as personnel involved and responsible.</p> <p>Continue the Cycle:</p> <p>Periodically review progress on the implementation of the plan, determine whether the actions are having the desired effects, and make revisions as needed.</p>	<b>At least</b> once per year.	<p><b>Monitor implementation and accomplishment of the schoolwide action plan:</b> (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C).</p> <p>WASC/CDE Focus on Learning, 2012 Edition, pages 52 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p> <p><b>Ongoing Improvement:</b></p> <p>WASC/CDE Focus on Learning, 2012 Edition, page 158 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p> <p><b>Ongoing Improvement:</b> Annually prepare a progress report based on implementation of the plan and impact on student achievement. Revise plan as needed.</p> <p>WASC/CDE Focus on Learning, 2012 Edition, page 158 <a href="http://www.acswasc.org/about_overview.htm">http://www.acswasc.org/about_overview.htm</a></p>

## **Appendix H: Family and Community Engagement**

### **Taking an Action Team for Partnerships Approach to Family and Community Engagement**

Research clearly shows that strong family and community involvement is an essential component of high-quality and high-performing schools. However, one principal, one teacher, or one parent working alone cannot create a comprehensive and lasting program of partnerships. An Action Team for Partnerships (ATP) is a research-based organizational structure that has been proven effective for planning, implementing, evaluating, and continually improving family and community involvement activities to create a welcoming school climate and to help all students succeed.

#### **What is an Action Team for Partnerships?**

The ATP may be an action arm or work group of a School Site Council (SSC) or a separate committee. All features are flexible to fit school conditions and needs. For example, in a small school district, the SSC may function as the ATP. The ATP writes and implements plans for partnerships with families and the community to produce desired results for students, for families, and for the school as a whole.

#### **Who Are the Members of the Action Team for Partnerships?**

A well-functioning ATP has 6 to 12 members. (See Action Team for Partnerships Composition on following pages.)

#### **What Does an Action Team for Partnerships Do?**

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

#### **How Should an Action Team for Partnerships Organize Its Work?**

In California, an ATP organizes its work by focusing on the goals of the Single Plan for Student Achievement (SPSA). The ATP creates committees with a chair or co-chairs and members who become the school's experts on how family and community involvement can help students reach selected academic and nonacademic goals such

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

Field tests indicate that ATPs can effectively address four school goals each year with committees that focus on two academic goals, one behavioral goal, and one goal to conduct all other partnership activities that create a welcoming school climate. The ATP evaluates its progress and plans improvements based on the quality of implementation of each committee's family and community involvement activities and how well the activities contribute to the attainment of the selected SPSA goals.

**Action Team for Partnerships Composition** (Note: All features are flexible to fit school conditions and needs)

How many: 6–12 total members

Composition:

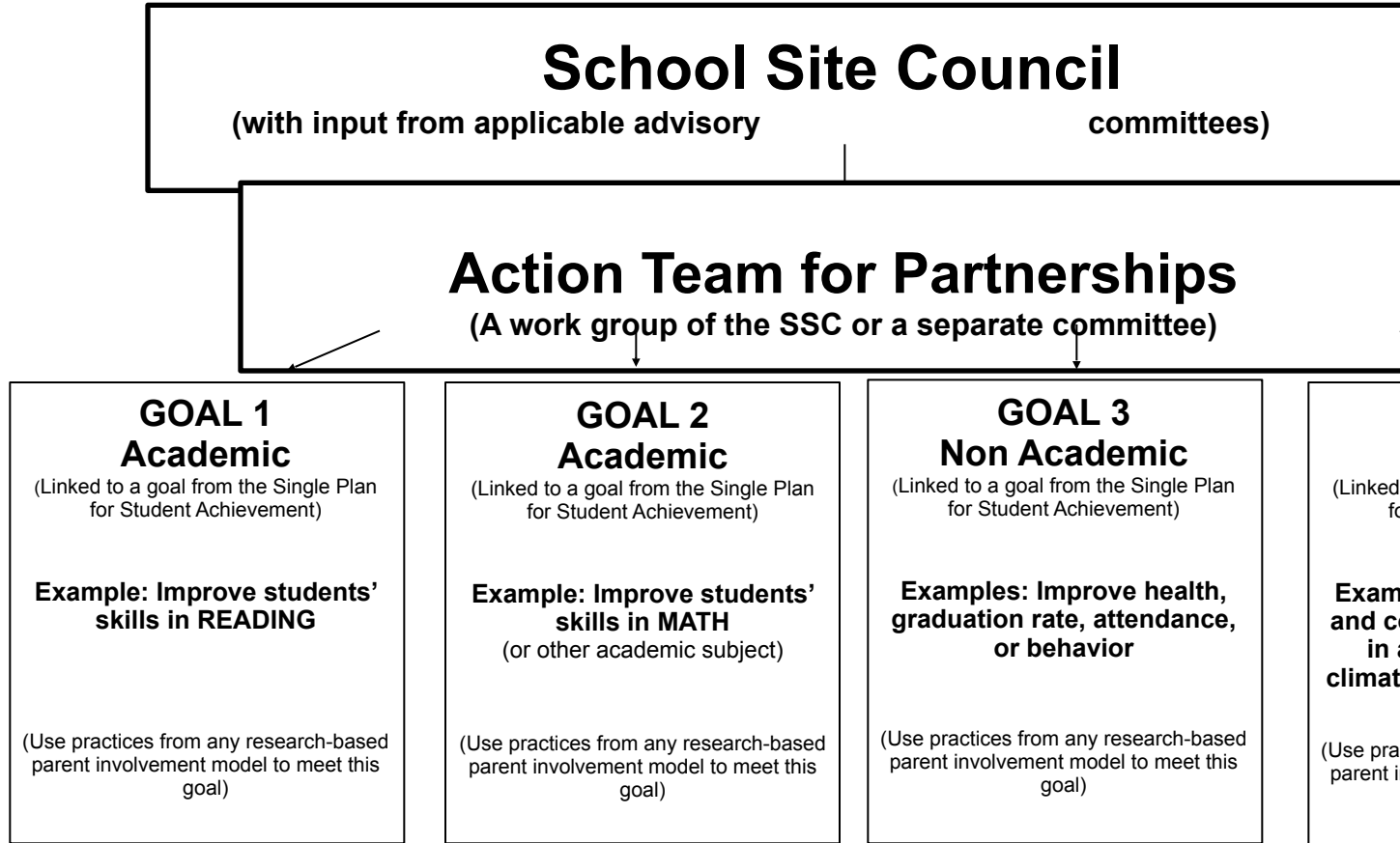
- Teachers (2–3 or more)
- Principal
- 1–2 students (in high school)
- Parents/family members (2–3 or more)
- 1–2 other members (e.g., community members, other school staff)

Representatives may include a parent liaison, parents with children in multiple grades, families from various neighborhoods, and members from committees such as Parent Teacher Association/Parent Teacher Organization, English Learner Advisory Committee, African American Advisory Committee, Migrant Education Committee, Gifted and Talented Advisory Committee, and Special Education Committee.

Terms:

- 2–3 years (renewable); replacements made as needed
- At least one member also serves on the SSC and/or School Leadership Team
- Chair or co-chairs are team members who communicate well with educators and families
- Other members serve as chairs or co-chairs of committees for each specific goal as needed

# Sample Template: Action Plan for Partnerships



Adapted from Epstein, J.L. et al., (2009).

*School, Family, and Community Partnerships: Your Handbook for Action*, third edition. Thousand Oaks, CA: Corwin Press. Also see National Network of Partnership Schools Web site at: <http://www.partnershipschools.org>. Used with permission. California Department of Education, Title I Policy and Program Guidance Office, 916-319-0917, [parentinvolvement@cde.ca.gov](mailto:parentinvolvement@cde.ca.gov).

## Appendix I: Acronyms and Specialized Terms

Listed below are acronyms for specific terminology, organizations, or programs associated with the SPSA. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	<a href="http://www.cde.ca.gov/ds/fd/ec/">http://www.cde.ca.gov/ds/fd/ec/</a>
ADA	Americans with Disabilities Act	<a href="http://www.usdoj.gov/crt/ada/adahom1.htm">http://www.usdoj.gov/crt/ada/adahom1.htm</a>
API	Academic Performance Index	<a href="http://www.cde.ca.gov/ta/ac/ap">http://www.cde.ca.gov/ta/ac/ap</a>
APS	Academic Program Survey	<a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .
ATP	Action Team for Partnerships	<a href="http://www.csos.jhu.edu/p2000/nnps_model/school/atp.htm">http://www.csos.jhu.edu/p2000/nnps_model/school/atp.htm</a>
AYP	Adequate Yearly Progress	<a href="http://www.cde.ca.gov/ta/ac/ay/index.asp">http://www.cde.ca.gov/ta/ac/ay/index.asp</a>
BTSA	Beginning Teacher Support and Assessment	<a href="http://www.btca.ca.gov">http://www.btca.ca.gov</a>
BTPP	Bilingual Teacher Training Program	<a href="http://www.cde.ca.gov/fg/aa/ca/bilingualteacher.asp">http://www.cde.ca.gov/fg/aa/ca/bilingualteacher.asp</a>
CAHSEE	California High School Exit Examination	<a href="http://www.cde.ca.gov/ta/tg/hs/">http://www.cde.ca.gov/ta/tg/hs/</a>
CAPA	California Alternative Performance Assessment	<a href="http://www.cde.ca.gov/ta/tg/sr/capa.asp">http://www.cde.ca.gov/ta/tg/sr/capa.asp</a>
CARS	Consolidated Application Reporting System	<a href="http://www.cde.ca.gov/fg/aa/co/cars.asp">http://www.cde.ca.gov/fg/aa/co/cars.asp</a>
CBEDS	California Basic Educational Data System	<a href="http://www.cde.ca.gov/ds/dc/cb/">http://www.cde.ca.gov/ds/dc/cb/</a>
CDE	California Department of Education	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
CELDT	California English Language Development Test	<a href="http://www.cde.ca.gov/ta/tg/el">http://www.cde.ca.gov/ta/tg/el</a>
CMA	California Modified Assessment	<a href="http://www.cde.ca.gov/ta/tg/sr/cmastar.asp">http://www.cde.ca.gov/ta/tg/sr/cmastar.asp</a>
COE	county offices of education	<a href="http://www.cde.ca.gov/re/sd/co/index.asp">http://www.cde.ca.gov/re/sd/co/index.asp</a>
COP	Committee of Practitioners (Title I)	<a href="http://www.cde.ca.gov/be/cc/pr/">http://www.cde.ca.gov/be/cc/pr/</a>
CSAM	California School Accounting Manual	<a href="http://www.cde.ca.gov/fg/ac/sa">http://www.cde.ca.gov/fg/ac/sa</a>
CSCS	California School Climate Survey	<a href="http://cscs.wested.org/">http://cscs.wested.org/</a>
CSIS	California School Information Services	<a href="http://csis.fcmat.org/Pages/default.aspx">http://csis.fcmat.org/Pages/default.aspx</a>

ACRONYM	STANDS FOR	WEB ADDRESS
CSR	Comprehensive School Reform	<a href="http://www2.ed.gov/programs/compreform/2pager.html">http://www2.ed.gov/programs/compreform/2pager.html</a>
CST	California Standards Test	<a href="http://www.startest.org/cst.html">http://www.startest.org/cst.html</a>
CTC	Commission on Teacher Credentialing	<a href="http://www.ctc.ca.gov">http://www.ctc.ca.gov</a>
DAC	District Advisory Council	<a href="http://www.cde.ca.gov/fg/aa/co/dac.asp">http://www.cde.ca.gov/fg/aa/co/dac.asp</a>
DAS	District Assistance Survey	<a href="http://www.cde.ca.gov/ta/ac/ti/documents/das09.doc">http://www.cde.ca.gov/ta/ac/ti/documents/das09.doc</a>
DELAC	District-level English Learner Advisory Committee	<a href="http://www.cde.ca.gov/ta/cr/delac.asp">http://www.cde.ca.gov/ta/cr/delac.asp</a>
<i>EC</i>	<i>Education Code</i>	<a href="http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&amp;codebody=&amp;hits=20">http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&amp;codebody=&amp;hits=20</a>
EDGAR	U. S. Department of Education General Administrative Regulations	<a href="http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html">http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html</a>
EL	English learner	
ELAC	English Learner Advisory Council	<a href="http://www.cde.ca.gov/ta/cr/elac.asp">http://www.cde.ca.gov/ta/cr/elac.asp</a>
ELAP	English Language Acquisition Program	<a href="http://www.cde.ca.gov/fg/aa/ca/englishlang.asp">http://www.cde.ca.gov/fg/aa/ca/englishlang.asp</a>
ELD	English-language development	
ELSSA	English Learner Subgroup Self-Assessment	<a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a>
EO	English-only (monolingual English)	
ESEA	Elementary and Secondary Education Act	<a href="http://www.ed.gov/policy/elsec/leg/esea02/index.html">http://www.ed.gov/policy/elsec/leg/esea02/index.html</a>
ESLRs	Expected Schoolwide Learning Results	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a>
FEP	fluent English-Proficient	
FOL	Focus on Learning	<a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a>
FPM	Federal Program Monitoring	<a href="http://www.cde.ca.gov/ta/cr/">http://www.cde.ca.gov/ta/cr/</a>
FTE	Full-Time-Equivalent	<a href="http://data1.cde.ca.gov/dataquest/gls_fte.htm">http://data1.cde.ca.gov/dataquest/gls_fte.htm</a>
GATE	Gifted and Talented Education	<a href="http://www.cde.ca.gov/sp/gt/">http://www.cde.ca.gov/sp/gt/</a>
GED	General Educational Development Test	<a href="http://www.cde.ca.gov/ta/tg/gd">http://www.cde.ca.gov/ta/tg/gd</a>
IDEA	Individuals with Disabilities Education Act	<a href="http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp">http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp</a>
IEP	Immigrant Education Program (NCLB, Title III)	<a href="http://www.cde.ca.gov/sp/el/t3">http://www.cde.ca.gov/sp/el/t3</a>
IEP	individualized education program	<a href="http://www.calstat.org/iep/">http://www.calstat.org/iep/</a>

ACRONYM	STANDS FOR	WEB ADDRESS
ISS	Inventory of Supports and Services for students with disabilities	<a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a>
LC	language census	
LD	learning disabled	
LEA	local educational agency	<a href="http://www.cde.ca.gov/re/sd">http://www.cde.ca.gov/re/sd</a>
LEP	limited English-proficient	<a href="http://www.cde.ca.gov/sp/el/t3/lep.asp">http://www.cde.ca.gov/sp/el/t3/lep.asp</a>
LCFF	Local Control Funding Formula	<a href="http://www.cde.ca.gov/fg/aa/lc/">http://www.cde.ca.gov/fg/aa/lc/</a>
NAEP	National Assessment of Educational Progress	<a href="http://www.nagb.org">http://www.nagb.org</a>
NCE	Normal Curve Equivalent	<a href="http://www.startest.org/pdfs/post-test_guide2005.appe.pdf">http://www.startest.org/pdfs/post-test_guide2005.appe.pdf</a>
NCLB	No Child Left Behind Act of 2001	<a href="http://www2.ed.gov/nclb/landing.jhtml">http://www2.ed.gov/nclb/landing.jhtml</a>
PI	Program Improvement	<a href="http://www.cde.ca.gov/ta/ac/ti/programimprov.asp">http://www.cde.ca.gov/ta/ac/ti/programimprov.asp</a>
PSAA	Public Schools Accountability Act	<a href="http://www.cde.ca.gov/ta/ac/pa/">http://www.cde.ca.gov/ta/ac/pa/</a>
PTA	Parent Teacher Association	<a href="http://www.pta.org/">http://www.pta.org/</a>
RFEP	reclassified to fluent English proficient	<a href="http://www.cde.ca.gov/sp/el/rd/">http://www.cde.ca.gov/sp/el/rd/</a>
ROPC	Regional Occupational Program and Centers	<a href="http://www.cde.ca.gov/ds/si/rp/">http://www.cde.ca.gov/ds/si/rp/</a>
RSDSS	Regional System for District and School Support	<a href="http://www.cde.ca.gov/sp/sw/ss/">http://www.cde.ca.gov/sp/sw/ss/</a>
SAC	school advisory committee	<a href="http://www.cde.ca.gov/fg/aa/col/dacreqltr022812.asp">http://www.cde.ca.gov/fg/aa/col/dacreqltr022812.asp</a>
SARC	School Accountability Report Card	<a href="http://www.cde.ca.gov/ta/ac/sa">http://www.cde.ca.gov/ta/ac/sa</a>
SBCP	School-Based Coordinated Programs	
SEA	state education agency	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
SESM	Special Education Supports Module	<a href="http://www.calstat.org/pdf/2009B-SESM_Announcement.pdf">http://www.calstat.org/pdf/2009B-SESM_Announcement.pdf</a>
SPSA	Single Plan for Student Achievement	<a href="http://www.cde.ca.gov/nclb/sr/le/singleplan.asp">http://www.cde.ca.gov/nclb/sr/le/singleplan.asp</a>
STAR	Standardized Testing and Reporting	<a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a>
STS	Standards-Based Tests in Spanish	<a href="http://star.cde.ca.gov/star2007/AboutSTAR.asp">http://star.cde.ca.gov/star2007/AboutSTAR.asp</a>
SWP	Schoolwide program	<a href="http://www.cde.ca.gov/sp/sw/rt/">http://www.cde.ca.gov/sp/sw/rt/</a>
TAS	Targeted assistance school	<a href="http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp">http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp</a>
UCP	Uniform Complaint Procedures	<a href="http://www.cde.ca.gov/re/cp/uc">http://www.cde.ca.gov/re/cp/uc</a>
WASC	Western Association of Schools and Colleges	<a href="http://www.acswasc.org">http://www.acswasc.org</a>

