



Compton Unified School District
Office of Special Projects
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SCHOOL SITE COUNCIL HANDBOOK





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FUNCTION AND OPERATION OF SCHOOL SITE COUNCILS

PROGRAM REQUIREMENTS FOR ALL SCHOOL SITE COUNCILS

The following general information applies to all schools:

The State Legislature and Governor establish laws that govern the operations of all school districts in California. These are contained in the California Education Code.

The State Board of Education sets forth the policies and procedures for all district in California. These appear in Title 5 of the California Code of Regulations.

The School Board sets the policies of the District.

The Administration makes decisions that are consistent with Board policies regarding the operation of the schools and the implementation of the educational program.

Contractual agreements with employee groups must be followed.

By-laws-Each School Site Council should have a set of by-laws that guides site council operations.

The specific requirements for School Site Councils are as follows:

- A. Composition-includes two numerically equal halves:
- One representing the school staff with a majority of its members as teachers, including the principal and other staff representative(s);
 - The other representing parents and community with a majority of its members parents of participating pupils in elementary schools. In secondary schools, half of this group must be students, the other half parents or community members.

- School staff members must be selected by peers in a democratically conducted process. The parent/community half of the Council must be selected by parents. Students must select student members.
- School districts that maintain kindergarten or any grades 1 to 8 inclusive, and that maintain schools with fewer than 100 pupils each, and that share a common attendance area may establish a single school site council for the common attendance area.

Composition-includes two numerically equal halves:

The majority of School Site Councils in the Compton Unified School District consist of ten (10) members in elementary schools, and 12 in secondary schools. The school Staff includes the principal, one other staff member (such as an instructional assistant, bus driver, custodian, or secretary), and three (3) teachers; other half is usually five (5) parents. It is the intent of the legislation that education should be a joint effort of parents, teachers, administrators, and other school staff-those whose common goal is the success of all students, as well as having the most direct and on-going contact with those students (EC52852).

B. Legislative Requirements

The School Site Council is required to develop the Single Plan for Student Achievement.

As of January 2002, the requirements for school plans are as follows:

1. School districts must assure “that School Site Councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include....” EC 64001 (a)
2. School plans must be developed “with the review, certification, and advice of any applicable school advisory committees....” EC 64001 (a)
3. Any plans required by programs funded through the Consolidated Application and Reporting System must be consolidated into a single plan. (EC 64001 (d))
4. The content of the plan must be aligned with school goals for improving student achievement. EC 64001 (f)
5. School goals must be based upon “an analysis of verifiable state data, including the Academic Performance Index....and the English Language Development test...and may include any data voluntarily developed by districts to measure pupil achievement....” EC 64001 (f)

6. The plan must address how Consolidated Application and Reporting System funds will be used to “improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index...” (EC 64001 (f))
7. The plan must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated applications, by the school site council....” EC 64001 (g)
8. Plans must be reviewed and approved by the governing board of the local education agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the Consolidated Application. (EC 64001 (g))

COMMITTEES

In accordance with their by-laws and local governing board policies, the council may appoint committees or individuals to perform tasks that assist the council in developing, monitoring or evaluating the plan. Appointed individuals and committees serve at the pleasure of the council, and are advisory to it. Such appointed groups may:

- Gather and analyze information
- Propose strategies for improving instruction
- Examine materials, staffing or funding possibilities
- Draft portions of the school plan for council consideration

OTHER RESPONSIBILITIES

- Assume the functions of the School Advisory Council (SAC) if the SAC has voted to that effect.
- Plan and approve one-time site expenditures allocated in annual state budget.
- Meet on a regular basis to become informed, share information, discuss needs and successes, and plan program improvements.
- Maintain records including election results, correspondence, agendas, minutes, with Advisory Group input.
- Participate, as necessary, in Federal Program Monitoring reviews.
- Develop a system for on-going communication with parents, community members, the school staff, and the board.

- Review Legal Assurances, Consolidated Categorical Aid Programs.

CHARACTERISTICS OF AN EFFECTIVE SCHOOL SITE COUNCIL

- Recognize its responsibilities and carries them out in an efficient manner.
- Has a diverse composition.
- Communicates with the broader school community.
- Has a clear understanding of its purpose and goals.
- Makes progress toward its goals with a maximum of efficiency and a minimum of wasted effort.
- Is able to look ahead and plan ahead.
- Has achieved a high degree of inter-communication.
- Is able to initiate and carry out effective problem solving.
- Is objective about its own functioning; can face its problems and make the modifications as needed.
 - Maintains a good balance with rational behavior.
 - Strikes an appropriate balance between group productivity and the satisfaction of individual needs.
 - Provides for sharing of leadership responsibilities by group members.
 - Provides an atmosphere in which members freely express their feelings and points of view.
 - Has a high degree of cohesiveness or solidarity but not to the point of stifling individuality.
 - Makes intelligent use of the diverse/different abilities of its members.
 - Faces reality and sticks to issues that are vital to its members.
 - Is not dominated by its leader or by any of its members.

- Recognizes that the end result is often the result of available means.
- Recognizes the values and limitations of democratic methods.

THE PURPOSE OF SCHOOL SITE COUNCIL MEETINGS

- To develop the Single Plan for Student Achievement.
- To discuss out other legislative requirements of an SSC.
- To discuss issues and programs and make decisions.
- To improve communication.
- To develop leadership
- To share information and educate the group.
- To improve overall organizational productivity and effectiveness.
- To become more informed about categorical programs.

DECISION MAKING GUIDELINES

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

THE ROLE OF THE SCHOOL SITE COUNCIL CHAIRPERSON

- Is elected by a majority (more than half of the members) to serve as the leader of the group.
- Presides over all SSC meetings.
- Assures the agenda is prepared; assists in preparing the agenda.
- Leads orderly discussions that offer each member a chance to speak for or against a motion.

- Encourages members to participate in meetings and activities of the SSC.
- Makes sure a set of by-laws exist and are being used.
- Signs the Single Plan for Student Achievement assuring that the SSC has been involved in its planning.
- May suggest motions.
- Enters into discussions to help clarify or summarize.
- Delegates tasks to other SSC members.
- Has readily available key documents of the School Plan.
- Begins and ends meetings on time.
- Schedules additional meetings, if necessary.

THE ROLE OF THE PRINCIPAL WITH THE SCHOOL SITE COUNCIL

- Sets the climate of the meeting as accepting, non-judgmental.
- Works closely with the SSC chairperson to plan SSC meetings and activities.
- Provides information to enable the SSC to plan, monitor, and evaluate effective improvements.
- Provides descriptions of state and federal categorical programs funded at the school.
- Interprets state, district, and school policies/regulations.
- Provides student performance data.
- Informs the SSC about all school programs and parent groups and encourages parent participation.
- Is a voting and participating member of the SSC.
- Provides leadership for School Plan revisions and budget development.
- Administers the approved plan programs.
- May not veto council decisions or change the approved plan.

- Assists the SSC in establishing an environment that encourages participation of all SSC members.
- Provides training for the SSC to work effectively.
- Arranges for a meeting room and other logistical needs.
- Maintains responsibility for instructional leadership and operation of the school.

LIMITATIONS

It is imperative for the proper functioning of the School Site Council to see that open lines of communication are maintained between the Principal and the Council.

A SCHOOL SITE COUNCIL IS NOT:

- A school management committee
- A political organization
- A grievance committee
- A fund-raising organization
- An extension of the Parent Teachers Association
- A social group

The Council must use discretion in order to avoid becoming a complaint processing body. If someone has a complaint about a Council policy or about a program the Council is considering, it is the business of the Council to listen. If a complaint relates to the administration of school programs for the internal operation of the school, it should be processed through the channels established by the District Board for such matters and not be a part of the Council considerations.

ACCOUNTABILITY

Because the board, administration, and school site council have separate but related responsibilities for the Single Plan for Student Achievement, they need to work cooperatively. Should an impasse occur, several remedies are available:

- The council may appeal to the local governing board to resolve issues of planning or implementation, clarify an issue in doubt, or establish a needed policy.

- The administration may recommend the board not approve a plan believed flawed.
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.
- The local governing board may, upon verification that the council is unable to satisfactorily perform its functions, vacate all council seats, and schedule new elections. EC 35160, 35160.1

ADVISORY COUNCILS

In addition to the School Site Council, school or district advisory councils are required under certain circumstances. A major difference between School Site Councils and advisory councils is that the district governing board is the final decision-making body regarding programs with advisory councils. The advisory council has no program or budget authority, but makes recommendations to the board for consideration. The Site Council should be aware of other councils and should develop a way for good communication, since the decisions of the Site Council will affect the students throughout the school. In many cases in the Compton Unified School District, the Site Council carries out the function of other councils. The advisory Councils described below are required by programs included in the Consolidated Application.

District Advisory Council and School Advisory Council

Composition

Every district receiving State Compensatory Education funds (EIA/SCE) is required to have a District Advisory Council, elected by parents of participating students, with parents being a majority of the members. Schools must have a School Advisory Council. In single school districts, one Council can serve as both District and School Advisory Councils. The School Advisory Committee can vote to turn its function over to the School Site Council in which case the School Site Council will take responsibility for the following activity.

Functioning

The Council is advisory in nature and has no legal decision-making powers; the primary responsibility is to make good decisions concerning planning, implementation, and evaluation of the Compensatory Education program. Other responsibilities of the Council are to advise and assist in:

- a. Dissemination of information to members and other interested persons;
- b. Training for members regarding Council functioning;
- c. Training for parents in how to assist their children at home

English Learner Advisory Committees (ELAC and DELAC)

Composition – ELAC

Every school with 21 or more ELL students is required to have a school advisory committee on the English learner program. The percentage of parents of ELL students on the committee must be at least as great as the percentage of ELL students in the school. The committee may be a subcommittee of another committee, such as School Site Council or School Advisory Council.

Composition – DELAC

A district with 51 or more ELL students is required to have a district English Learner Advisory Committee.

Functioning

These committees are advisory in nature, assisting the districts, principal and staff in the school needs assessment and in the development of the bilingual education program.

EC 52176, 52870, 62002.5, California Code of Regulations: CCR 3: 4312

OPERATING THE COUNCIL

BY-LAWS

A council has adopt by-laws to guide its actions beyond the rules of order provided by the law or local governing board policy. By-laws can clarify such matters as the terms and election procedures of council members and officers, the council’s regular meeting times, numbers of parents, teachers and students needed for a quorum, minimum attendance required of members and so forth. These rules relating to the way in which the members will act will vary from school to school depending upon local circumstances, but it is likely that each Council will need to make decisions regarding each of the main areas outlined below.

GENERAL EXISTENCE OF THE GROUP

- Name of the group
- Relation of the group to other groups
Such as the school, district, etc.

THE PURPOSE OF THE GROUP

- * Goal of the Council

OPERATING THE COUNCIL (continued):

LIMITATIONS FOR THE COUNCIL

- By the enabling legislation
- By the agency administering
the special program
- Due to district policy
- Due to local school policy

COMMITTEES OF THE COUNCIL

- * Permanent committees
- * Ad hoc committees
- * Membership of committees
- * Rules of committee operation
- * Powers of committees

THE MEMBERSHIP OF THE COUNCIL

- Voting members
- Non-voting members
- Alternate members
- Selection of members
- Length of terms

RULES OF ORDER OF THE COUNCIL

- * Adoption of an existing set of rules, such as Robert's Rules of Orders
- * Develop a local set of rules to order

THE TERMS OF THE COUNCIL

- Designation of officers
- Duties of each officer
- Election to office
- Length of terms of officers

AMENDMENTS

- * Conditions under which amendments will be made
- * Attendance of members
- * Vacancies

MEETINGS OF THE COUNCIL

- Regular meetings
- Special meetings
- Quorum requirements
- Place of meetings
- Notice of meetings

OPEN MEETING REQUIREMENTS

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

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

A very important part of the open meeting requirements is unstated; that is, the School Site Council as a group and as individuals, are exempt from civil and criminal penalties for not following the requirements. The remedy for violation of the

conditions is that the Council, upon demand, must reconsider any item of the meeting at the next meeting, after allowing public input.

EC 35147

AGENDA

- 1 Purpose includes the following:
 - a. Guides the chair in pacing the meeting to ensure completion of business
 - b. Helps members prepare themselves to participate fully and effectively in the business of the Council.
 - c. Promotes an orderly meeting where decisions can be made and the purposes of the Council achieved.
- 2 Planning and using a standard agenda form will help the people responsible for the agenda to consider all important topics when preparing the agenda. The following is a sample agenda form that could be adapted to fit the needs of any Council.

Sample Agenda Form

- I. Call to Order: _____

Time	Date	By Whom
------	------	---------
- II. Minutes of Meeting of: _____
Date
- III. Opportunity for Public Input
- IV. Committee Reports
 - Special Committees
 - Standing Committees
 - ELAC/SAC/Safety Committee Representatives
- V. Unfinished Business
- VI. Agenda Calendar Items
 1. _____
 2. _____
 3. _____
- VII. Reports on Meetings Attended
 - DAC/DELAC Representatives
- VIII. New Business

IX. Announcements

- a. Next Meeting _____
- b. Other meetings _____
- c. Special events _____

Agenda Calendar

It is recommended that each School Site Council plan a standard agenda form that provides a place for every appropriate action including a space for items from an annual agenda calendar. The annual agenda calendar should be developed so that every required or desirable function is scheduled during the appropriate month or months and is automatically included on the agenda for those months. This practice can ensure that every necessary action will be taken at an appropriate time so that the total program will run along smoothly. Following are items that every council should consider every year. They are listed by month to suggest their appropriate placement on the agenda calendar. How these items are placed on agenda calendar will, of course, vary by the number of meetings planned each year. This list is a basic list and each school may want to add several items to the list. It may be desirable to subdivide some of the items on the list into two, three or more items that are more specific.

- September
 - 1. Elect new members and officers.
 - 2. Orientation to Council function
 - 3. Review, revise and adopt agenda calendar for the year
 - 4. Review, Council by-laws and plan revisions as necessary.
 - 5. Review, update, and approve School Safety Plan

- October
 - 1. Survey Council members for staff development needs as members of the council
 - 2. Plan attendance at School Site Council Orientation/Training

- November
 - 1. In-service for Site Council according to assessed needs of Council Members
Review annual evaluation for previous year. Select areas of focus for required annual evaluation. Decide how the effectiveness of project activities will be determined.
 - 2. Review budget based on final entitlements.
Approve the Single Plan for Student Achievement and budget, and recommend budget for other programs as Advisory Council. The revised school plan, including a signed assurance page, should be submitted to the Office of Special Projects, indicate the number of copies of the school plan to be printed.
 - 3. Review student performance data from last year.
 - 4. Approve any by-laws revisions.

- | | |
|----------------|---|
| <u>January</u> | <ol style="list-style-type: none"> 1. Assessment of Council functioning in terms of ability to monitor and evaluate programs. 2. Assess and provide parent survey for this year. 3. Plan attendance at School Site Council Orientation for any new members |
| <u>March</u> | <ol style="list-style-type: none"> 1. Plan election of new Council members.
Look at priority list of needs and brainstorm ideas to include or change or change in the school plan. Review district LEA plan in order to coordinate site level improvement activities. Look at potential changes in funding. Base actions on the school's needs and proven research 2. 3. Review and update site compliance and site parent involvement policy. |
| <u>April</u> | <ol style="list-style-type: none"> 1. Preliminary approval of budget, common pages, and any plan changes for next school year. 2. Conduct surveys if needed and make general assessment of program success for input on annual evaluation report. |
| <u>May</u> | <ol style="list-style-type: none"> 1. Review evaluation of newly implemented curriculum areas. 2. Review final draft of the Single Plan for Student Achievement and approve for final submission to the Board of Trustees. |

EVALUATION OF COUNCIL FUNCTIONING

There are two types of evaluation that should be done with regard to School Council:

- An evaluation to see if the Council is established and functioning according to the guidelines of the project.
- An evaluation to see how the Council itself is functioning as a group.

The following methods for collecting data have proved successful for both evaluation purposes listed above:

- Have a specialist in this area observe intermittently at the meetings and point out the strengths and weaknesses of its functions. (CUSD Community Relations Specialist, CUSD Parent Involvement Coordinator, Office Special Projects)
- Obtain reactions from the members themselves.
- Have members set up criteria as to what determines Council effectiveness and have them rate each meeting.

- *Divide the group into small groups and have each group prepare a list of the Council strengths and weaknesses. Compile a master list. Use the same process to generate changes to be made by the Council.*

TRAINING COUNCIL MEMBERS

1. All Council members should be provided orientation to the program and to the responsibilities of the Council.
2. An annual needs assessment should be conducted to determine the specific information or skill needs of individual members of each Council as well as the general needs of most of the members. Once needs have been determined, training should be arranged either as part of the regular meeting agenda and/or at other times.
3. One part of a needs assessment could be the use of a survey form. Following is a sample that might be revised to fit your situation.

SURVEY OF TOPICS FOR COUNCIL TRAINING

PURPOSE: To find out what kind of training is needed this year for members of Councils.

WHO ARE YOU? I am (check one): _____ Presently a Council Member
_____ Expecting to be elected to the Council
_____ Specify _____

WHAT IS YOUR POSITION?

_____ Administrator
_____ Parent
_____ Teacher
_____ Aide
_____ Community Member
_____ Support Personnel
_____ Other (Specify) _____

INSTRUCTIONS: Rank the items on the following page from 1 to 4, placing a “1” before the item which you feel is most important for training, “2” for the item which is next in importance, and so on until you have rated the least important item as “4.” Please check all those items under each category that are most important.

KNOWING YOUR LOCAL SCHOOL

_____ A profile of the school population
_____ Local school policies and procedures
_____ The school’s curriculum and instructional programs (other programs in education)
_____ Specially-funded school programs
_____ Student performance data

WORKING WITH AND INVOLVING THE COMMUNITY

_____ Community needs and goals
_____ Community characteristics
_____ Community Resources
_____ Recruiting and involving people from the community
_____ Getting information to the community
_____ Other

- _____ The school's communication network
- _____ Other (specify)

SPECIAL SKILLS FOR COUNCIL

- _____ Understanding terms used in school Programs and special projects
- _____ Training and developing a Single Plan for Student Achievement
- _____ Understanding and using evaluation Techniques
- _____ Observing in the classroom
- _____ Methods for obtaining information
- _____ Communications skills
- _____ Understanding needs of participating Project children
- _____ Other (specify) _____
- _____
- _____
- _____

HOW A COUNCIL WORKS

- _____ Goals, structure, function
- _____ Responsibilities and duties of members
- _____ Group processes and decision making
- _____ Other (list) _____
- _____
- _____
- _____

COUNCIL MEETING QUESTIONNAIRE AND RATING SHEET

Pre _____ Interim _____ Post _____
Date Date Date

Please assign the number that is most often identified with your Council meetings:

- 1 - not typical of our meetings
- 2 - fairly typical
- 3 - is typical of our meetings

1. ____ Members of the Council know what items are to be discussed prior to meeting.
2. ____ Members arrive on time for the meeting.
3. ____ An equitable procedure for getting items on this agenda is being implemented.
4. ____ Members carry out their commitments.
5. ____ Members are free to say how they truly feel about a problem.
6. ____ Members keep confidentiality when agreed to.
7. ____ A problem is thoroughly understood before a vote is taken.
8. ____ Members ask clarifying questions when in doubt.
9. ____ The "real" problems which are currently important to the members are discussed.
10. ____ Members assist each other in staying on the topic, controlling excessive talkers, interruptions, etc.
11. ____ Members have a chance to vote on more than one solution to the problem.
12. ____ Decisions made at the meetings are clearly understood.
13. ____ It is clear who is to carry out what decisions and when they are to be completed.
14. ____ Members care about the children in the project for which they are advising and work on their behalf.

15. ____ As a member of the Council, I am an important participant in the meetings.

NO CHILD LEFT BEHIND

The Federal elementary and Secondary Education Act (ESEA), originally enacted in 1965, is reauthorized by Congress every five years. The most recent reauthorization is known as No Child Left Behind (NCLB). It includes familiar titles, such as Title I, as well as some new programs, such as Title III for Limited-English Proficient Students. Those programs included in the Consolidated Application and Reporting System are described under Funding Sources in this handbook. Although the entire Act is lengthy and complex, there are some major changes that affect our local schools. School Site Councils should be aware of those major points.

1. Accountability

In addition to our state accountability system, the Federal law requires that all students meet proficiency in Reading, Language Arts, and Mathematics and Science by the year 2014. Students must be tested, and schools must achieve Annual Yearly Progress (AYP) by a certain percentage (95% of students must be tested in order for schools to meet goals.) Each subgroup in the school must also meet the target AYP. Those schools not achieving AP two years in a row will become Program Improvement Schools with a variety of requirements including parent choice to move their children to another school, transportation, tutoring, and eventual change in school structure. Each district must develop and disseminate an annual School Accountability Report Card.

2. Staff Qualifications

The law includes increased requirements for High Quality teachers and paraprofessionals. All teachers must be fully certified to teach the subjects or grade levels to which they are assigned, or must pass a test, not yet developed. Paraprofessionals must meet new requirements by 2006, if already employed, or currently for new hires. They must hold an AA or 48 units of college work, or pass a rigorous examination that will include both content knowledge and ability to work with students. Parents must be notified about the qualifications of their children's teachers.

3. Local Education Agency Plan (LEA Plan)

Each district was required to submit a LEA plan to the state by June 1, 2003. Because the timeline was so short for submission, School Site Councils may not have been involved in the development of their district plan. It includes goals for reading and mathematics improvement, professional development, limited English instruction, safe and drug free schools, and high school graduation. In single-school districts, it may be possible to use the LEA Plan as the Single Plan for Student Achievement with some additions.

4. Methods and Materials

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

For more complete information: www.nochildleftbehind.gov

The Consolidated Application and Reporting System

The Consolidated Application and Reporting System is used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts and charter schools throughout California. Annually, in June, each local educational agency submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that create the programs.

Part II of the application is submitted in January of each year, and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The council is responsible for using the school allocations provided in the state-approved Consolidated Application and Reporting System to plan educational improvements that raise the level of academic performance of participating students to the standards set by the State Board of Education. To meet this challenge, the council needs to understand the following limitations on the use of these funds:

Federal funds are available in July of each year, but the period of allowable expenditure extends for fifteen months, through September of the following year.

Eighty-five percent of the funds for each program must be spent on direct educational services at the school. Up to fifteen percent may be spent for district and school administrative costs, and other program support costs.

Centralized services paid out of school allocations must be approved by the council, and must be reasonable and necessary for achieving the goals of the school plan.

INCLUDED IN A CONSOLIDATED APPLICATION

State Programs

1. ECONOMIC IMPACT AID (EIA)

- a. These funds come from the state on a formula basis that considers level of poverty in the district, transience, and number of ELL pupils. After the district has received its entitlement, the funds are allocated to State Compensatory Education (EIA-SCE) and English Language Learners (EIA-ELL) on an enrollment basis. EIA is intended

to ensure that schools have the resources to provide all children quality educational opportunities. Guidelines are in accordance with Title I, ESEA, described below.

- A1) EIA-SCE is a state funded program to expand and improve the educational opportunities of educationally disadvantaged students so they may succeed in the base core program. These funds are intended to provide services for student who are at risk of failing to meet state and district standards in reading, language arts, and/or mathematics. The guidelines are in accordance with Title I.
- A2) EIA-LEP is intended to serve English Language Learners to develop fluency in English. The program must provide equal opportunity for academic achievement. When schools have more than 20 ELL students (more than 50 district-wide), they are required to develop an English Learner Committee (ELAC)

Federal Programs

1. **TITLE 1 of ESEA**

- a. Eligibility of schools to receive these funds is based on the concentrations of low income families. In order to be eligible, districts must establish that they have a minimum of 10 students whose families meet Federal low income criteria. Currently eligibility is determined by census data. Schools with 40% or more of its students meeting eligibility qualify for Schoolwide program status. All CUSD schools are Schoolwide.
- b. These funds are intended to provide services for students who are identifies as educationally disadvantaged. Each district should have established its selection criteria, with advice and consultation with staff and parent, often through an Advisory Council. School Site Council members should be aware of this so that the program can be coordinated with school improvement.
- c. The services provided that are over and above the regular program in basic and advanced skills may be provided through increased instructional time, a more intense instructional program (individually or in small groups), and/or a different type of program using specially selected materials and/or instructional techniques. The intention of the program is to assist students in becoming successful in the regular classroom program, indicated by grade level achievement. The program requires parent participation and supports coordination with health and social services.
- d. All CUSD Schools are Schoolwide
- e. Funds for neglected and delinquent children are provided to county offices and some districts.

2. **TITLE II OF ESEA – PART A. TEACHER QUALITY PROGRAM**

- a. These funds replace the former Dwight D. Eisenhower Professional Development and the former Title VI, Federal Class size Reduction (CSR).
 - b. These funds are intended to increase student academic achievement through professional development and class size reduction. Districts that do not have 100% highly qualified teachers must first use funds to help teachers become highly qualified. A CMIS plan is developed with CDE approval.
3. **TITLE II PART D – TECHNOLOGY EDUCATION**
- a. These are new funds based on percentage of Title 1 received.
 - b. Funds are to be used for professional development (at least 25%) and technology.
4. **TITLE III – PROGRAM FOR LEP STUDENTS**
- a. These funds are replacing the former Title IX Indian Education competitive grants. In order to receive funds directly, districts must be eligible for at least \$10,000 or 157 students, or small districts may join a consortium to receive funds.
 - b. These funds are used for supplementary programs and services for students.

CATEGORICAL FUNDING PROCESS

Income (Revenue)

1. Categorical funds, either ***Federal*** (Title 1, Part. A – Basic Grant; No Child Left Behind Title 1, Part D – Delinquent Funds; Title II Part A – Teacher Quality; Title 11 Pt. D – Technology; Title III Part A – LEP; Title IV – Pt. A – SDFSC; Title V – Innovative Funds) or ***State*** (EIA) are distributed by the California Department of Education to districts based on formulas that are different for each funding source.
2. Districts determine the method for school-level allocations, with the following guidelines:
 - EIA includes LEP and SCE
 - Indirect Costs, Centralized Services, Block Grant Funds and District Administrative costs may be held at district level. The maximum administrative cost is 15 percent of each funding source including indirect costs.

Expenditure (Budget)

After funds have been allocated to the school, the SSC develops a budget based on its established priorities. Because schools do not know exact allocations until after the school year begins, a preliminary budget based on priorities should be developed in the spring for the following school year June.

SCHOOL BASED COORDINATED PROGRAM

Advantages

The School-Based Program Coordination Act (SBCP) allows schools to combine services paid by different state funding sources. SBCP offers the following advantages:

- Rather than limiting services to identified students, EIA/SCE funds may **serve all students** if the school can meet a formula requirement. EC52858
- Including Special Education in the SBCP allows flexibility of **grouping and instructing students**. You can serve non-identified students in the RSP setting or have regular school staff provide services to RSP students under the direction of the resource specialist. You can also have the speech and language specialist serve non-identified students in a similar fashion.
- If you have a SBCP, your next Federal Program Monitoring Review will have fewer items, since there is a separate compliance section for schools operating School Based Coordinated Programs.

Constraints

1. All fiscal requirements still apply to each program included in the SBCP. The flexibility applies to educational program decisions, not accounting procedures. Funds still have to be accounted for and the supplement not supplant provision still applies.
2. Restrictions apply based on the funding source. For example, if Special Education funds are coordinated, EC 52860 must be complied with, for Gifted and Talented, EC 52857, and for EIA, EC 52858.
3. **State**-funded programs may be included, but not federally funded ones such as Title 1, Title VI, or PL 94-142. For example, most local schools include EIA/SCE, and RSP.
4. A SBCP applies only to programs already operating at the time the school selects to become a school-based coordinated program. It provides no additional money, just a more flexible way to use the money you already have.

Procedures to Implement SBCP

1. The District Board of Trustees decides to allow participation.
2. The existing School Site Council decides to participate. If there is more than one school in the district, each SSC must make the decision for that school only. It is not necessary for all schools in a district to participate.
3. The School Site Council develops a new written plan or revises the current written plan to conform to requirements of the School-Based Coordinated Program.
4. The board approves the SSC recommendation and the written plan, and adopts procedures guiding schools in maintaining effectiveness.

Required Documentation

Copies of the SSC minutes, board minutes, and district policies and procedures reflect the decision. Be sure you maintain a record of the dates to be able to produce that information to the Compliance Review team, or on request by other interested parties.

EC 52800

Developing the Single Plan for Student Achievement

OVERVIEW OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

As its name implies, the *Single Plan for Student Achievement* must coordinate the planning requirements of all programs funded through the Consolidated Application and Reporting System operated at the school. The council may choose to include other school programs as well, understanding that the content of the plan must be aligned with school goals for improving student achievement.

A **template** for the *Single Plan for Student Achievement* is available on the California Department of Education website at <http://www.cde.ca.gov/ccpdiv>. The template meets the content requirements for school plans required by all state and federal programs funded through the Consolidated Application and Reporting System. A committee of practitioners representing CDE and California's varied school districts developed the template.

Use of the template is voluntary. Councils may add to or change the template to suit local needs. If the **template** is not used, the council should ensure that all required content is included in the plan developed. Information unrelated to the goals of the plan need not be included. CUSD requires the use of the **template** format.

The school site council can complete the plan by taking the following twelve steps. The council may wish to develop a calendar of tasks and meetings to address each step.

Step One: Obtain Input

Before the council establishes school goals and sets priorities for service, it must seek the input of school advisory committees, and must allow these committees to review and comment on the draft plan before the council approves it. School advisory committees include:

- English Learner Advisory Committee
- School Advisory Committee for State Compensatory Education
- Gifted and Talented Education Advisory Committee
- Special Education Advisory Committee
- Other committees established by the school or district

The council may invite these committees to provide evidence at a meeting of the council held for this purpose, or may accept written recommendations to be reviewed by the council. Generally, advisory committees are concerned about special needs of a particular group of students, the current academic program for those students, and supplementary services to improve their academic performance. The most effective plans will be strongly supported by the entire school community. The council should, therefore, seek the widest possible communication with its community.

The council may obtain input in the following ways:

- Parent, student and staff surveys
- Meetings to share Information
- Student performances and projects
- Interviews of school volunteers, parents, students and staff
- Involvement with business and community organizations

Step Two: Review School Characteristics (All elements required by CUSD)

School Vision and Mission: A statement of the school vision and mission is not required by law, but is commonly found in school plans. If the school has a published school vision or mission statement, the council is well advised to review them, even if the council does not include them in the plan. If such statements do not exist, the council may wish to involve a group representative of the school community to develop them.

School Profile: A description or profile of the school is required by and is helpful in understanding school and community influences acting upon the academic program of the school and upon its student groups.

School Accountability Report Card: Information from the SARC must be included in the SPSA. The SARC is a valuable source of information on student performance and conditions affecting the learning environment.

STEP THREE: ANALYZE CURRENT EDUCATIONAL PRACTICE AND STAFFING

The purpose of this section of the plan is to identify benchmarks in educational practice at the school. Because educational practice is directly related to student performance, an accurate assessment of current educational practice at the school is essential to raising academic performance among identified groups of students.

To analyze the level of student performance, the council will need information from a variety of sources, such as:

- Curriculum audits/ program monitoring
- School Accountability Report Card
- WASC Accreditation Report
- District EL Master Plan
- Local Improvement Plan or Local Educational Agency Plan
- Staff and parent survey reports
- Structured discussions with school and district staff

Discussion of each of these factors should result in succinct and focused statements, based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of educational practice, and note progress made.

STEP FOUR: ANALYZE STUDENT PERFORMANCE DATA

The council is required to base its plan upon an analysis of verifiable state data, including results of the Academic Performance Index (API) and the California English Language Development Test (CELDT.)

EC 64001 (f). Tables of data for your school and district are available online:

- API Reports: <http://data1.cde.ca.gov/dataquest/>
- Student Testing and Reporting (STAR) data: <http://star.cde.ca.gov/>

The council may also use other data voluntarily developed by the district or accumulated at the school, such as:

- Information from the School Accountability Report Card
- Analyses of running records, such as used to track progress in reading skills
- Semester grades, especially when aligned to grade level standards
- Analyses of student work, calibrated to content standards
- Other local assessments of performance on grade level standards

The council should assemble multiple measures of student performance, and conduct a thorough discussion and analysis on the meaning of the data. The council's task is to identify significant

low performance among all student groups. The council should then decide which data summaries to include in the plan as most informative and relevant to the school goals the council adopts.

Step Five: Establish School Goals

School goals should meet three tests: Goals should be:

- Measurable
- Obtainable in the period specified in the plan
- Derived from group performance data and analysis of educational practices

If goals set by the council are very general, such as “All third grade students will read on grade level,” then specific performance objectives should be adopted upon which to base activities expenditures. Avoid too many goals, but adopt at least one goal for each of the student group for which Consolidated Application and Reporting System funds are provided.

Step Six: Review Available Resources

The following resources are available for use by the council in developing the Single Plan for Student Achievement:

- Program funds allocated to the school through the Consolidated Application and Reporting System, which include:

State Funds

Economic Impact Aid, State Compensatory Education
Economic Impact Aid, English Learner Programs (EIA-LEP)

Federal Funds

Title I, Basic Programs
Title III, Language Instruction for Limited English Proficient Students

- Consolidated Application and Reporting System program funds allocated to the district that it chooses to reallocate to its schools. Such programs may include:
CUSD does not reallocate these funds to school sites

State Funds (These funds are now flex funds)

Tobacco Use Prevention Education
School Safety and Violence Prevention
Peer Assistance and Review

Federal Funds

Title II, Teacher Quality
Title II, Technology
Title III, Limited English Proficient
Title IV, Safe and Drug-Free Schools and Communities

- Other school programs the council chooses to include

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

The state fiscal year is the period from July 1st to June 30th. Funds not spend during this period become “carryover funds,” to be budgeted for use the following fiscal year.

Step Seven: Select Specific Improvements

For each goal set, the council will now select specific activities to reach that goal, such as stating the goal, then identifying the student groups that will participate in that goal, determining the performance gains expected, and evaluating the actual gains made.

The council is encouraged to add other means to fit their school needs. For each of these suggested means that apply to the goal, describe the specific actions to be taken, those who will implement the action, the specific expenditures associated with the action, and the chosen funding source.

As each planned improvement is written, the council should describe the means to monitor its implementation and determine its level of effectiveness. Therefore, specify the actions to be taken, staff involved, dates by which actions are to be completed, and the means of determining that the improvement strategy was successful.

Step Eight: Approved Centralized Services

The central office may be better equipped than the school to perform some project services. When a central office or cooperative office administers an activity funded by a school allocation, it is called a “centralized service.” Examples of centralized services include, but are not limited to:

- English language proficiency testing at a central location
- Prorated costs of staff development for several schools
- Prorated costs of part-time staff members shared with other schools

It is the responsibility of the council to review proposed expenditures for centralized services, to determine that these services are appropriate to achieve the goals of the school plan, and are an effective use of these funds. Centralized services require the approval of the council.

Step Nine: Annually recommends the school plan to the governing board for approval

After appropriate advisory committees have reviewed the completed plan, the council must approve it at a meeting for which public notice has been posted. EC 35147, 64001 (a), 64001

- The plan may then be presented to the CUSD Board of Trustees approval.

Recommending the proposed plan to the board should include assurance that the school site council:

- Is properly constituted
- Reviewed its responsibilities
- Sought input from school advisory committees
- Reviewed the content requirements for all programs included
- Based the plan on analysis of student academic performance
- Formally approved the plan before recommending it to the board for review

It is the practice in some school districts to add signature lines to the assurances for each of the school advisory committees. This has the advantage of meeting the requirements for certification of advisory committee input and review. Alternatively, the committee may keep signed correspondence or other documents in its files that certify such input and review.

It is helpful for council members to be present when the CUSD Board of Trustees reviews the plan, to answer questions and speak to issues raised. If the plan is not approved, council members present can convey the board's objections to other members.

Step Ten: Monitor Progress

When the CUSD Board of Trustees has approved the plan, the school and district administration become responsible for implementing it. The council is responsible for monitoring the effectiveness of planned activities. Monitoring will be made easier if the plan specifies actions, dates, persons accountable, and estimated costs. A plan that is overly general reduces accountability.

As the implementation of planned activities unfold, the council should verify the success of each major event. Successes should be shared within the school community and celebrated, as appropriate.

Monitoring should follow the calendar of events as established by the plan. Among the things the council may monitor are:

- Assignment of qualified staff
- Training
- Identification of student participants
- Implementation of services
- Provision of materials to students
- Initial and on-going assessment of performance
- Regular program reports, including student progress

Step Eleven: Evaluate the Effectiveness of Planned Activities

The council must annually evaluate the effectiveness of planned activities in reaching the school goals set in the plan. This is done to promote continuous improvement in student academic performance. Since evaluation data becomes available at various times during the year, it is well to base judgments of progress on multiple measures of student performance.

Three questions to ask when plans fail to achieve expected results:

- 1. Are goals based on the assessed needs of the students, and on a factual assessment of current educational practice at the school?**
A failed strategy may mean that the real cause of low performance was incorrectly diagnosed. If the cause of low performance is student based, then additional opportunity to learn should result in significant gains. If the cause of low student performance is rooted in the instructional program, then student performance will improve only when the instructional program is improved.
- 2. Is the plan an educationally sound means of reaching the goals set?**
Assuming a correct diagnosis of the problem, failure to achieve the goal may be the result of ineffective means. When an improvement strategy proves ineffective, the council needs to act quickly to correct the deficiency, before participating students suffer serious academic loss.
- 3. Was the plan implemented in a timely and effective manner?**
If the council monitors the plan as it is being implemented, it will be apparent whether failure to achieve a desired result is due to operational causes.

In the event that the council is unable to uphold reasonable standards for assessment, implementation or results, the assistance of the district superintendent or governing board may be needed.

Step Twelve: Modify the Plan

Any of the following factors may indicate a need to amend the plan during the school year:

- A major service or activity proves ineffective, and students are at risk
- A program allocation is materially less or more than estimated
- Staff, equipment or materials essential to the plan cannot be procured
- An activity is found to be non-compliant with state or federal law
- A planned activity is not supported by staff, parents, or students.

Whenever the council makes a material change to the plan, the local governing board must approve the change. Board policy should specify the criteria for determining a material change, such as:

- Addition or deletion of a school goal
- A change in the duties of staff
- A change greater than 10 percent in a program allocation
- A change greater than 10 percent in the overall cost of:
 - Certificated instructional staff
 - Classified instructional staff
 - Support staff

- Equipment
- Materials
- Centralized services
- Other expenditures

Annually, the council must review and update the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application and Reporting System. At that time, material changes must be made in activities that failed to achieve reasonable results.

The purpose of the *Single Plan for Student Achievement* is to create a spiral of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The California Department of Education commends the efforts of all members of the school community for their efforts to achieve this purpose.

LINKS TO VISIT:

- Public School Accountability Act
<http://www.cde.ca.gov/psaa>
- State Testing and Reporting Data
<http://data1.cde.ca.gov/dataquest/>
- Consolidated Programs
<http://www.cde.ca.gov/fiscal/categoricalprograms>