

Newark Unified School District

School Site Council and School Plan for Student Achievement Handbook



Dr. Mark Triplett, Superintendent
Abbey Kerins, Director of Special Projects
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Introduction and Background

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESEA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESEA. In 2018, California's ESSA state plan was approved establishing requirements for schools who operate and support schoolwide programs with federal funds as well as for schools identified as needing additional support and assistance as per California's Systems of Support. The requirements included:

- The establishment of a Schoolsite Council (SSC) - (California *Education Code* [EC] Section 65000[b]).
- The establishment of a School Plan for Student Achievement (SPSA) - (EC Section 64001[g][1])

Furthermore, the legislation also requires that the SPSA consist of and address the following:

- A comprehensive needs assessment
- Goals, actions and services to address the needs
- Evidence-based strategies to support and implement the goals, actions and/or services
- Proposed expenditure to support the implementation of the plan, especially those funded with categorical funds
- Analysis of state and local data to identify and support goals, actions and services
- A description of the process to monitor and evaluate the implementation and effectiveness of the plan towards achieving the site's goals

Note: For schools identified as needing additional support per ESSA such as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS), the SPSA may function as the school's improvement plan. *EC Section 64001*

School Site Council (SSC)

School Site Council Purpose and Function

The basic purpose of the School Site Council is to advise the principal on matters related to educational needs and goals, opinions and attitudes of stakeholders, and methods to improve communication.

The principal is the instructional leader in the school, and must have authority of the entire school program. The principal must provide a cooperative environment, including early and continuous two-way communication with the SSC.

The SSC has responsibility in the development of the School Plan for Student Achievement (SPSA), and

may fulfill that responsibility in a number of ways. Most commonly, the School Site Council will delegate the tasks of data gathering and analysis, development of strategies for program improvement, and the allocation of budgetary resources to a school leadership team.

More successful schools establish a team composed of the principal, lead teachers and other key staff to formulate strategies. Regardless of how the SSC proceeds in developing the school plan, it must be reviewed and approved by the SSC prior to forwarding to the Board of Education for review and approval.

Once the initial School Plan has been developed and implemented, it needs to be reviewed regularly to determine which goals, objectives, strategies, activities, and expenditures should be modified. Since funds are appropriated annually, schools should review their allocations on an annual basis, and establish a new budget or make modifications in the plan if necessary.

School Site Council Composition

The SSC members represent the school's student population and consists of two groups: a) school staff and b) parents/guardians and community members. For secondary schools, group b may include students. The main criteria in the composition of the SSC is parity between the two groups (EC Section 65000[a]).

- a) School staff: Principal and representatives of teachers selected by teachers of the school; other personnel selected by other personnel of the school
- b) Parents/Guardians: Parents/guardians of attending the school selected by parents/guardians of the school. At the secondary level, this group also includes students selected by students attending the school.

Per Education Code (EC Section 65000[c][1][A]), as part of the staff group (a) above, the number of classroom teachers shall constitute the majority of the total school members selected. In other words, not including the principal, the staff group should have more teachers than other staff members.

Per EC Section 65000[d], an employee of the district who is also a parent/guardian of a student attending a school in the district, may participate in the SSC of their child's school as long as the employee is not a staff member of such a school. In other words, an employee may not participate as a staff member and parent guardian of the SSC.

Composition of the school site council by school levels:

- **At the elementary level**, the school site council 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 school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.
- **At the middle/junior high school level**, the school site council 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, (students selected by students is optional).

- **At the high school level**, the school site council 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 and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented in the staff group as noted in the above section (a).
- **For schools with fewer than 300 Pupils**, the school may establish a SSC with the following representation: a) one principal, one teacher selected by the teachers, one other staff member selected by other school staff, and b) three parents or community members selected by parents (elementary school), or two parents or community members selected by parents and one pupil selected by the pupils (secondary school), (*EC Section 65001[d][1]*)

Shared School Site Council

Shared school site councils may be established for the following:

- Schools that have a common site administration and have a total student population of less than 300 students (*EC Section 65001[a]*); or
- Up to three schools have a combined total student population of less than 1,000 and have at least one of the following characteristics:
 - a shared campus or
 - proximity (geographically) to one another and with similar student populations (*EC Section 65001[b]*).

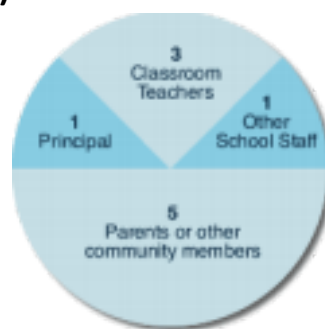
The composition of the shared SSC must also consist of the two groups mentioned: a) School staff and b) Parents/Guardians. (*EC Section 65000(c)*).

Sample SSC Compositions (minimum requirements)

Elementary Level:

The minimum number of SSC members at an elementary school is a total of ten (10):

- 1 principal or his or her designee
- 1 other school personnel
- 3 classroom teachers
- 5 parent/community members



Middle/Junior High Level

The minimum number of SSC members at an elementary school is a total of ten (10):

- 1 principal or his or her designee
- 1 other school personnel



- 3 classroom teachers
- 5 parent/community members

Secondary/High School Level

The minimum number of SSC members at a secondary school is a total of ten (10)

- 1 principal or his or her designee,
- 1 other school personnel,
- 3 classroom teachers, and
- 5 parent/community and pupil



Shared School Site Council

The minimum number of SSC members at a secondary school is a total of ten (10)

- 1 principal or his or her designee,
- 1 other school personnel,
- 3 classroom teachers, and
- 5 parent/community and pupil



More information on the composition of School Site Councils can be on the CDE website. You can access the website by clicking [here](#).

School Site Council Responsibilities and Requirements

The council:

- Participates in the District decision-making process
- Participates in school-wide planning and decision-making
- Remains a standing site committee whose members are elected by their peers
- Develops its own by-laws
- Adheres to all legal requirements of School Site Council composition (50% school staff and 50% parents/guardians/community)
- Elects its chair from the council membership
- Recognizes that no member has veto power
- Documents its efforts to recruit required members
- Includes training in shared decision making
- Forms ad hoc committees to study specific issues as deemed necessary
- Has regularly scheduled meetings
- Sends minutes to district office staff
- Makes an agenda that includes each item of business, time, date and location of meeting opportunity for public input, future agenda items
- Posts agendas on site 72 hours prior to the meeting

The council advises the principal:

- On matters related to the educational needs and goals;
- Regarding opinions and attitudes of stakeholders on significant issues;
- On methods to improve communication between the school and families;

The council also:

- Helps establish instructional priorities, and establish and monitor budgets related to the school plan;
- Helps staff understand community needs and priorities;
- Provides a communication link;
- Collaborates with staff to assess and evaluate program strengths and weaknesses;
- Develops, refines and carries out certain activities in the school plan.

School Site Council Officers

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

- A chairperson to organize, convene, and lead meetings of the school site council
- A vice chairperson to serve in the absence of the chairperson
- A secretary to record actions taken at school site council meetings and keep school site council 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 school site council

School Site Council Meeting Requirements

Per *Education Code* Sections: 35147[c][1]; 35147[c][2] and Section 35147[d], the school site councils must operate according to the following requirements:

- Meetings must be open to the public.
- The public may address the school site council on any item within jurisdiction of the school site council.
- Notice of the meeting must be posted at the school site or other accessible place at least 72 hours before the meeting.
- The notice must specify the date, time, and place of the meeting and the agenda.
- The school site council cannot act on an item not described on the posted agenda unless, by unanimous vote, it finds a need for action unknown when the agenda was posted.
- Questions and brief statements of no impact on students or employees that can be resolved by providing information need not be described on the posted agenda.
- If these procedures are violated, upon demand of any person, the school site council must

reconsider the item at its next meeting, after allowing for public input on the item.

- Any materials provided to a SSC shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.

School Site Council Bylaws

While not required by law, it is good practice for a school site council to adopt bylaws to guide its actions beyond the rules of order provided by the law or local governing board policy. Bylaws can clarify such matters as the terms and election procedures of school site council members and officers; the school site council's regular meeting times; numbers of parents, teachers and students needed for a quorum; minimum attendance required of members; and so forth.

School Site Council Records

The school site council needs to maintain records of the following:

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

Public records require safekeeping. School site council records should be filed in a secure place available to the school site council. Federal law requires that all records pertinent to a funded project be retained for three years. School site council records must be made available for public review upon request.

School Site Council Is Not

- A policy making body –
 - o The District Board of Education sets policy.
- A political organization –
 - o SSCs do not take stands on political issues but may assist the Board of Education in efforts to lobby bipartisan support for educational issues.
- A personnel committee –
 - o The Superintendent, the District Human Resources Office and the school principal are responsible for the selection and placement of staff and all other personnel issues.
- A grievance committee –
 - o Other procedures are available to air grievances.
- A school management committee –
 - o The principal is the school manager who works cooperatively with the SSC

- A fundraising organization –
 - The SSC develops and approves those budgets included in their decision-making domains, which come from education budgets and grants. An SSC does not solicit funds except in the process of grant applications and the use of community resources.

- An extension of PTA or Parent Club –
 - It is advisable to maintain good communications and working relationships with all school support organizations, but activities of the SSC are independent of other organizations.

- A social group –
 - The Strategic Plan mandates the representative membership ratio of an SSC and directs that the SSC bylaws include a membership selection process for each group.

School Plan For Student Achievement (SPSA)

Purpose

The School Plan for Student Achievement (SPSA) is the school’s strategic improvement plan. It allows for the consolidation of funds in order to maximize the resources and services made available to students of the school. The plan is intended to assist school leadership in designing and selecting appropriate services and minimize duplication of effort. The plan outlines the goals, actions and services as well as the funds allocated to each for the purpose of student achievement. The SPSA should inform and align with the district’s Local Control and Accountability Plan (LCAP).

It is the responsibility of the SSC to support and engage in the development of the SPSA. As such, the SSC must ensure the purpose of the plan which is to raise the academic performance of all students and achieve state standards is the guiding principle in the plan.

Program Requirements for the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix B: Chart of Requirements for the *Single Plan for Student Achievement* lists the content for school plans required by state and federal programs operated at the school.) For example:

- Schools operating school-wide or targeted assistance programs under ESSA, Title I may use the SPSA template to describe strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice. Information and assistance on these two programs is available online at:
 - School-wide Programs - <https://www.cde.ca.gov/sp/sw/t1/schoolwideprograms.asp> and

o Targeted Assistance - <https://www.cde.ca.gov/sp/sw/t1/tasinfo.asp>

- The SPSA development process also functions as the process for all school-level planning. This process allows for schools to integrate their efforts into one plan for all programs funded with state or federal funds such as LCAP Supplemental/Concentration Grant as well as schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). This is outlined in the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).
- Secondary schools using the "Focus on Learning" process for accreditation are required by WASC to use information and data from the SPSA in developing the WASC Action Plan. The dual purpose of WASC accreditation is "to provide high quality learning opportunities, ...with the added requirement...of continual self-improvement." Both WASC and SPSA share the goal of improving instructional programs.

SPSA Planning Stakeholder Engagement

The approach recommended in the planning and development process of the SPSA is based on a model of continuous improvement. This model is similar to that of the development of the district's LCAP. It involves a sequence of developmental stages that involve and require stakeholder engagement.

- Stakeholder Engagement- The plan must be shared with other school-level advisory groups in order to obtain input. Site-level advisory groups may include the English Learner Advisory committee, student advisory groups, and tribes and tribal organizations present in the community. In addition, the development process involves individuals who will play a part in the implementation which include: teachers, principals/administrators, other school leaders, paraprofessionals, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, and school staff. Stakeholder engagement requirements for development of the School Plan are provided in EC Section 64001(c) and (h) and Section 1114(b)(2) of the federal Every Student Succeeds Act.



A detailed description of the different stages can be found in the California Department of Education (CDE) -Planning for the LCAP and School Plan website page:

<https://www.cde.ca.gov/re/lc/planninglcapschoolplan.asp>

Process for Developing the School Plan for Student Achievement

The development process of the SPSA should include dates/periods of time throughout the school year. The starting planning date is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan in a timely manner and submit to the local board for approval. This is to be done annually.

A requirement of the SPSA is that it addresses and is aligned with the requirements of state and federal programs which may be used to fund school level programs. By applying the continuous improvement model which included developing, implementing and monitoring in the cycle, as well as the seven steps recommended below, the SSC can ensure all requirements are met.

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources.
4. Attach proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

Recommended Steps

Step One: Analyze Student Achievement Data

The SPSA must be based on an analysis of verifiable state and local student achievement data, which could include results of the California Assessment of Student Performance and Progress (CAASPP); assessments, English Language Proficiency Assessment of California (ELPAC), and other local benchmark and curriculum embedded assessments. Using such measures of student academic performance, the SSC can identify significant patterns of low performance in particular content areas, student groups, and individual students. The SSC then decides which data summaries to include in the plan as most informative and relevant to school goals.

Step Two: Measure Effectiveness of Current Improvement Strategies

Schools must conduct a needs assessment of the effectiveness of the school instructional program with the input of stakeholders. School goals must be based on a comprehensive needs assessment of student academic achievement toward grade level standards, using multiple measures of student performance. The analysis of the needs assessment should guide the SSC in the level of efficiency of the programs being implemented and decide to continue, eliminate and or modify as needed. They can also determine if additional programs or activities need to be implemented in order to raise the performance of students not yet meeting state academic standards and paying close attention to subgroups.

Step Three: Identify Achievement Goals and Key Improvement Strategies

School-level goals should be aligned with LCAP goals while also addressing the specific school level needs. It is recommended that SSC consider 3-5 achievement goals that will form the strategies, actions and services to support students. These include:

- Derived from conclusions of the needs assessment
- Prioritized by student need
- Realistic and attainable in the period specified in the plan
- Specific to the assessed academic needs of students
- Measurable by frequent formative assessments

School-level goals should be precise and short termed in nature while supporting the attainment of long-term goals as indicated in the district's LCAP. School-level goals should specify the audience (on whom is the goal focused, i.e., student subgroups); behavior (what is expected); conditions (under what circumstances the expectation will be met); and degree (specific criteria that must be met [i.e., percentage of students meeting a target]). The term SMART Goal is really another way of defining an objective: Specific, Measurable, Attainable, Realistic, and Time-bound.

Developing these school-level goals involves:

1. Reviewing LEA Plan goals to ensure a clear understanding of district priorities.
2. Developing a limited number of school-level measurable goals that are aligned with LEA Plan goals that address barriers to student achievement as determined by the assessment of the current instructional program, based on an analysis of student achievement data.
3. Identifying improvement strategies, i.e., describing the methods/practices that will be used to reach the goal.
4. Identifying specific actions under each strategy that will lead to the implementation of the strategy and achievement of the goal. This includes beginning and ending dates, persons responsible, and costs and budget sources for each action itemized for each funding source.
5. Defining tasks, i.e., specific small steps needed to complete an action, under each action step. Tasks have specific due dates and persons responsible. Each action step may have multiple tasks.

Step Four: Define Expenditures and Funding Sources to Implement the Plan

For each goal set, the SSC must specify the actions to be taken to accomplish the goal considering a timeline, personnel to include and expenditures needed to implement the action, as well as identifying the funding source for each goal.

It is important to remember that state and federal funds are restricted funds and expenditures are allowable if they:

- Provide an effective means of achieving the purposes of the program funding source

- Are a reasonable use of limited resources
- Are necessary to achieve the goals of the plan
- Provide supplementary services for eligible students
- Comply with individual program statutes
- Do not fund services already required by state law
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund

The list above addresses the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures. For more information about this subject, see the U.S. Department of Education Non-Regulatory Guidance on Title I Fiscal Issues at <http://www2.ed.gov/programs/titleiparta/fiscalguid.pdf>.

Step Five: Recommend the SPSA to the Local Governing Board

Once the SPSA is developed and after the local advisory committees have reviewed and provided input, the SSC must finalize and approve the proposed SPSA during a SSC meeting. Public notice of the meeting in which the proposed SPSA will be approved must be posted for the community to be informed. Once the proposed plan is approved by the SSC, it is then presented to the local board for approval.

The SPSA template provides signature lines for the SSC chairperson and school principal attesting to these assurances. Schools may add signature lines and assurance statements for each applicable school advisory committee, certifying committee review and advice. Advisory committee involvement may also be documented through correspondence, meeting agendas, and minutes.

In the event that the local governing board does not approve the SPSA, specific reasons for disapproval of the plan must be communicated to the SSC. The SSC must revise and resubmit the SPSA to the local governing board for its approval. It is recommended that SSC members be present when the local governing board reviews and approves the SPSA. They can assist in answering any questions and /or address any issues raised. If the plan is still not approved, the SSC members present can convey the board's objections to other SSC members. Until the local governing board has approved the plan, the activities and expenditures are not authorized for implementation.

Step Six: Implement the Plan

Implementation of the plan includes the following administrative duties: assigning and supervising project staff; purchasing materials and equipment; and accounting for project funds. In addition, administering the implementation may involve supporting the planning process. This may include providing training and information to the SSC and any advisory groups, or developing proposals for the SSC to consider.

It is the responsibility of the district and site administration to monitor proper implementation of the SPSA as well as the evaluation of the activities included in the SPSA as approved by the local governing board.

Step Seven: Monitor Implementation

The monitoring of the activities listed in the plan is the responsibility of the SSC. They progress monitor and evaluate the effectiveness of the planned activities and modify any, if and when needed. It is highly recommended that the SSC establish and follow a calendar of events to support them in the monitoring task. A calendar is critical to the success of any plan.

As the implementation of planned activities unfolds, the SSC should verify the success of each major event for identified students and share this information with advisory committees and other interested parties.

Mid-year Changes to the SPSA

The SSC may amend the plan at any time. However, any changes that are deemed significant must be reviewed and approved by the local governing board. At the local level, changes may be made to the plan without needing to resubmit to the local board if any of the following apply:

- A major service or activity proves ineffective, and students are not meeting achievement goals ● Staff, equipment, or materials essential to the plan cannot be procured (e.g., unfilled positions, or materials that could not be supplied)
- Material changes occur that affect the academic programs
- An activity is found to be non-compliant with state or federal law or is not supported by staff, parents, or students

Evaluating the Effectiveness of the Plan

The SPSA must be reviewed, analyzed, evaluated at least annually. This requires the SSC to evaluate the effectiveness of the planned activities also annually. In the cycle of continuous improvement of student performance, evaluation of the results of planned improvements is part of the analysis of student data for the following year's plan.

There are at least three questions that should be asked when the SPSA fails to achieve expected results:

1. *Are school goals based on tested student performance and 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 is student based, then additional support should result in significant gains. If the cause is rooted in the instructional program or other issues, then different supports might be necessary.
2. *Is the plan an educationally sound means of reaching school goals?* 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 school site council should make needed modifications.
3. *Was the plan implemented in a timely and effective manner?* As the school site council monitors implementation of the SPSA, operational problems may be identified that threaten the success of the plan. The causes of such problems need to be identified and corrected.

Appendix A: Effective Meetings

Effective meetings are a must for effective School Site Councils. Here are some tips to help school leadership team meetings run smoothly.

1. START ON TIME!
2. REVIEW THE AGENDA AND TIME ALLOTMENT.
Know the specific outcomes you want achieved by the end of the meeting.
3. CHOOSE A MEETING TIMEKEEPER.
The timekeeper helps the group stay on track, on time, encourages participation, etc.
4. CONDUCT ONE PIECE OF BUSINESS AT A TIME!
Stay on the topic.
5. ALLOW OPPORTUNITIES FOR MEMBERS TO DISCUSS ISSUES.
Agree on developing a solution by consensus
6. PROVIDE VISUAL AIDS.
Use charts, overheads and/or handouts.
7. DISCUSS ISSUES COMPLETELY.
Premature motions divide the group and create disagreements.
8. DESIGNATE NEXT STEPS.
Determine who, what, when and where.
9. RECORD MINUTES.
Distribute minutes and agendas from each meeting that is appropriate
10. END ON TIME!!

Appendix B: Ground Rules

Ground Rules: *Sample**

Agreeing on ground rules works best when members have the chance to suggest some of their own. This list suggests some possibilities:

- ◆ Listen carefully to each other
- ◆ Only one person talks at a time
- ◆ Test underlying assumptions and inferences
- ◆ Share all relevant information

- ◆ Be specific—use examples
- ◆ Give reasons for what you say and do
- ◆ Make statements, then invite questions and comments
- ◆ Disagree openly with anyone in the group
- ◆ Discuss “undiscussable” issues
- ◆ Keep the discussion focused
- ◆ Don’t take cheap shots; avoid put-downs
- ◆ Participate fully

*Adapted from R.M. Schwarz (1994) *The Skilled Facilitator: Practical Wisdom For Developing Effective Groups* (p. 75-86). San Francisco, CA: Jossey-Bass, Inc.

The “Full Value Contract”*

We agree to:

- ◆ Create and participate in a group that is physically and emotionally safe
- ◆ Work together to achieve individual and group goals
- ◆ Give and receive honest feedback
- ◆ Guard against devaluing ourselves and try our best to change this behavior ◆ Let go of negative thoughts and feelings and be willing to move on in the process of learning, growth, and relationships

*Adapted from *Training Manuals on Teamwork*, Project Adventure, Hamilton, MA.

Strategies For Handling Conflict

- ◆ Openly recognize that a conflict exists
- ◆ Summarize points on all sides
- ◆ Begin with areas in which participants agree
- ◆ Restrict the discussion to one point of conflict at a time
- ◆ Insist that the discussion be issue-centered and not person-centered
- ◆ Demand respectful response
- ◆ Ask other participants for opinions, but do not encourage them to choose sides ◆ Work toward a resolution that enables all sides to “win” and maintain a sense of pride ◆ Do not take a position unless it is to point out a policy or precedent

Key Behaviors for Teams*

- ◆ Assume positive intention
- ◆ Ask others for their ideas
- ◆ Offer help without being asked
- ◆ Accept suggestion
- ◆ Consider others’ needs, motivations, and skills when offering help or advice ◆

Work with other team members to solve a problem

- ◆ Recognize and consider others’ ideas

*Adapted from Donaldson and Sanderson, *Working Together in Schools*, p. 121 which in turn was adapted with permission from R. S. Wellins, W. C. Byham, & J. M. Wilson (1991), *Empowered Teams* (p. 146). Copyright♥ Jossey-Bass, Inc., Publishers, San Francisco: Jossey-Bass. All rights reserved.

Team Ground Rules*

- ◆ Everybody commits to the full year: no quitting midstream over differences

- ◆ If any member asks for help, the rest of the team pitches in
- ◆ Any member may ask anyone else about his/her performance and responsibilities
- ◆ No complaining about another team member to a third member unless he/she has first been honest with the person in question

*Adapted from P. A. Wasley (1995). Straight Shooting. *Educational Leadership*, April, p. 58.

A Classic Facilitation Model: Consensus to Action

These steps include:

Brainstorming Freely generating a list of all the possible options, strategies, or choices that can be made

Clarifying Clarifying the ideas involved and considering the impact that the various options, strategies, or choices might have

Narrowing Selecting the most crucial or most agreed upon items in the list

Advocating Giving all participants an opportunity to *advocate* for one or more of the choices or possibly ranking options

Coming to consensus Using a democratic process to reach group agreement about what action to take

Appendix C: Building a Consensus

Consensus is an effective decision-making process.

Consensus decision-making is most powerful when there are no correct answers. It improves our communication with others, allows the group to use all its resources, and builds commitment to decision. Reaching a consensus takes time—especially in the beginning. It is much slower than delegation of responsibility or majority vote. However, once trust is achieved, the decision-making time may equal that of groups that vote.

A Consensus:

- A general agreement
- Built on trusting relationships
- Requires patience
- Achieved formally or informally

Easiest to reach when:

- input is sought from each member
- active listening occurs
- quiet think time is used

- breaks are taken when necessary
- similarities and combinations are sought

Consensus-building Phrases:

- Let's begin by getting a reaction from everyone in the group.
- Let me summarize what I hear you are saying.
- Are we all comfortable with this recommendation?
- Let me repeat what I think I heard you say.
- Let me ask you . . .
- Can everyone support this decision?
- Is anyone uncomfortable with this recommendation?
- Does everyone feel like they have had the opportunity to express an opinion? Let me see if I can pull together a recommendation.
- Let's take five minutes to reevaluate our positions and prepare a statement in writing to share with others.
- Let's ponder this question overnight and discuss it when we are fresh in the morning.

National Staff Development Council

Appendix D: SPSA Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary



DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$83,240.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. List the State and local programs that the school is including in the schoolwide program.



FEDERAL PROGRAMS	ALLOCATION
Title I	\$100.00
<i>Subtotal of additional federal funds included for this school:</i>	\$100.00
STATE OR LOCAL PROGRAMS	ALLOCATION
Local Control Funding Formula, Supplemental and Concentration	\$100.00
<i>Subtotal of state or local funds included for this school:</i>	\$100.00
<i>Total of federal, state, and/or local funds for this school:</i>	\$300.00

Budget Summary		Go to SPSA		
DESCRIPTION	AMOUNT			
Total Funds Provided to the School Through the Consolidated Application	\$0.00			
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00			
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00			
Other Federal, State, and Local Funds				
FEDERAL PROGRAMS	ALLOCATION			
Title I	\$0.00			
Subtotal of additional federal funds included for this school:	\$0.00			
STATE OR LOCAL PROGRAMS	ALLOCATION	LCFF EXPENSES	BALANCE	
Local Control Funding Formula, Supplemental and Concentration	\$89,152.00	\$0.00	\$89,152.00	
Subtotal of state or local funds included for this school:	\$89,152.00			
Total of federal, state, and/or local funds for this school:	\$89,152.00			
LCFF Goal 1.1 Subtotal	\$0			
LCFF Goal 1.2 Subtotal	\$0			
LCFF Goal 1.3 Subtotal	\$0			
LCFF Goal 1.4 Subtotal	\$0			
LCFF Goal 2.1 Subtotal	\$0			
LCFF Goal 2.2 Subtotal	\$0			
LCFF Goal 3.3 Subtotal	\$0			
LCFF TOTAL	\$0			

Appendix E: NUSD English Learner Catch-Up Plan

For English Learners and Students Reclassified as English Proficient Not Meeting Benchmarks

Annual Benchmarks for English Learners

Level Description

4 English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.

3 English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.

2 English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.

1 English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support

to communicate on less familiar tasks and topics.

Students meeting these established annual benchmarks are not in need of academic interventions. Students not meeting the district benchmarks participate in site-specific intervention programs and are monitored for academic progress.

Determination of the method(s) of additional support will be informed through the following:

- Inform school administration or EL designee of concerns
- Meet with parents to inform through regular parent-teacher conference meetings
- Grade-level or department team meetings
- Student Study Team (SST) process, as needed
- Evaluate the program each quarter and make immediate changes when needed; if students are not making expected progress, re-evaluate what we are doing and make the necessary changes
- Interventions may include:
 - Placement in Strategic or Intensive Intervention (site-based)
 - Differentiation of instruction; small group and one-to-one assistance
 - After-school intervention (site specific) with on-going assessment and articulation with staff and parents
 - Staff professional development: what EL catch-up means for us, how that impacts us, what it looks like
 - Developing a flexible classroom environment to accelerate EL competency
 - Ensuring that students make 1.5 - 2 years of growth every year, instead of one

Appendix F: SPSA Approval Page



2020-21 School Plan For Student Achievement Approval Page

Did your site English Learner Advisory Committee (ELAC) advise the School Site Council? Yes No

School Site Council Membership must be comprised of:

Elementary and Middle School 50% School Staff (majority must be teachers) 50% Parents/Guardians*/student**	OR	High School/Secondary Schools 50% School Staff (majority must be teachers) 50% Parents/Guardians * AND student**
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**An NUSD employee can be a parent/guardian member for the school his/her child attends if it is not the site at which he/she is employed. **Student is optional for Middle School and required for High School/Secondary.*

School Site Council Member Name	Role: Principal, Teacher, Staff, Student, Parent/Guardian <i>If parent/guardian is NUSD employee, list work site</i>

School Site Council Chair Name	Signature	Date
Principal Name	Signature	Date

Appendix G: SAMPLE BYLAWS

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

Article I Duties of the School Site Council

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

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

Article II Members

Section A: Composition

The council shall be composed of ___ members, selected by their peers, as

follows: • ___ classroom teachers

• ___ other school staff members

• ___ parents and community members

• The school principal shall be an ex officio member of the council.

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

Section B: Term of Office

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

Section C: Voting Rights

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

Section D: Termination of Membership

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

Section E: Transfer of Membership

Membership on the council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the council occurring during the term of a duly elected member shall be filled by *(The following are examples: regular elections; appointment of the council for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat.)*

Article III Officers

Section A: Officers

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

The chairperson shall:

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

The vice-chairperson shall:

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

The secretary shall:

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

Section B: Election and Terms of Office

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

Section C: Removal of Officers

Any officer may be removed from their 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 council, for the remaining portion of the term of office.

Article IV Committees

Section A: Sub-committees

The council may establish and abolish sub-committees of their own membership to perform duties as shall be prescribed by the council. At least one member representing teachers and one member representing parents shall make up the sub-committee. No sub-committee may exercise the authority of the council.

Section B: Other Standing and Special Committees

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

Section C: Membership

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

Section D: Terms of Office

The council 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 council, 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 council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V Meetings of the Council

Section A: Meetings

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

Section B: Place of Meetings

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

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: _____, _____, and _____.

Section D: Quorum

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

Section E: Conduct of Meetings

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

Section F: Meetings Open to the Public

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

Article VII Amendments

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

Appendix H: Acronyms and Specialised Terms

Accountability – The acceptance of responsibility. In public schools this is interpreted to mean the requirement for the establishment of standards that can be measured and understood and the learning success or failure of students determined. Every state in the U.S. has an accountability system in which standards are the foundation and the academic achievement of students is measured. These academic results are reported to the public.

Action Plan - One of the components of the School Improvement Program that addresses the

plan. Objectives, activities and evaluations are written for each action plan.

ADA – (Americans with Disabilities Act): <http://www.usdoj.gov/crt/ada/adahom1.htm>

ADA – (Average Daily Attendance): A count of students who are in attendance at school. The figure is the basis for calculating the amount of money provided for the basic educational program in a school district.

ATSI- (Additional Targeted Support and Improvement): <https://www.cde.ca.gov/sp/sw/t1/tsi.asp> AFDC –

(Aid to Families with Dependent Children): <http://www.cde.ca.gov/demographics/files/afdc.htm>

Articulation – The communication and coordination between all levels of the educational system, preschool through university. In comprehensive programs, this means knowledge of the continuum of skills and concepts used in the instructional program and described in the instructional components of the school-level plans.

BTSA – (Beginning Teacher Support and Assessment): <http://www.btsa.ca.gov/>

BTTP – (Bilingual Teacher Training Program): <http://www.cde.ca.gov/pd/bttp.html>

CAASPP- California Assessment of Student Performance and Progress

Categorical Aid - Special federal and state funds designated for specific purposes or for a specific student population and established by legislation.

CBEDS – (California Basic Educational Data System): an annual survey on attendance and instructors submitted to the California Department of Education annually in October. This is the basis of funding for several programs including School Improvement Program (SIP).

<http://www.cde.ca.gov/demographics/coord/index.html>

CBEST – (California Basic Educational Skills Test):

<http://www.ctc.ca.gov/credentialinfo/leaflets/cl667/cl667.html>

CDE – (California Department of Education): <http://www.cde.ca.gov/>

Certificated - Employees who are required to have a teaching or administrative credential.

Classified - Employees not required to have a credential, such as secretaries, aides, bus drivers, clerks, custodians.

COE – County Office of Education

Consolidated Application - The application submitted to the State that combines several special categorical programs into one request for funding.

Content Standards – Content standards specify what teachers are expected to teach and students are expected to learn. These standards should be measurable and specific enough to be readily understood and verified through assessment.

COP – Committee of Practitioners (Title I)

Core Subjects – English Language Arts, Mathematics, Science, History/Social Science

Criteria - The standards by which performance is measured: how long it takes (time), when the performance ends (completion), how well it is done (effectiveness), how economically it is produced.

CSAM – (California School Accounting Manual): <http://www.cde.ca.gov/fiscal/sacs/> CSI-

(Comprehensive Support and Improvement): <https://www.cde.ca.gov/sp/sw/t1/csi.asp>

CSIS – (California School Information Services): <http://www.csis.k12.ca.us/index.html> CSR

– (Class Size Reduction): <http://www.cde.ca.gov/classize/>

CTC – (Commission on Teacher Credentialing): <http://www.ctc.ca.gov/>

Data – Facts and figures collected to show the degree of success of the teacher, the school, the child, the parents, or the district to achieve an objective. Test scores, attendance records, and individual diagnostic profiles are examples of hard data or primary data. Opinion surveys and sign-in sheets are examples of soft or secondary data.

DELAC- District English Language Advisory Committee. A district committee composed of elected representatives from site English Language Advisory Committee (ELAC) to advise the district regarding its program for English Learners.

DHS – (Digital High School): <http://www.cde.ca.gov/digitalhigh/>

Disaggregated Data – This term is used when test results are sorted into groups of students such as

racial/ethnic groups, economically disadvantaged, limited English proficiency and those who have disabilities. The practice allows educators and parents to see which groups of students need additional assistance in meeting standards.

Diversity - The educational process which ensures the development of human dignity and respect for all people.

EC – (Education Code): <http://www.leginfo.ca.gov/calaw.html>

EDGAR – U.S. Department of Education General Administration Regulations

EEIP – (Emergency Immigration Education Program): <http://www.cde.ca.gov/eiep/>

EL – (English Learner): <http://www.cde.ca.gov/el/index.html>

ELAC – (English Learner Advisory Committee): <http://cde.ca.gov/board/advisory/elac.pdf>

ELD – (English Language Development): <http://www.cde.ca.gov/el/index.html>

ELIL – (English Language and Intensive Literacy Program): <http://www.cde.ca.gov/st/elil/index.html>

ELPAC – (English Language Proficiency Assessment of California): A statewide test for English Learners; all students whose enrollment forms indicated that a language other than English is or was used by the child or in the home are tested initially. If the student is then classified as an English Learner, the student is tested annually until he/she is reclassified as Fluent English Proficient.

EO – English-Only (Monolingual English)

ESEA – (Elementary and Secondary Education Act): <http://www.cde.ca.gov/pr/nclb/>

ESL – (English as a Second Language): <http://www.cde.ca.gov/el/index/html>

ELL – English Language Learner – Students not yet fluent in English

Evaluation – Value judgments or observations, or interpretation of scores, as related to specific criteria.

Extended Day or Year – Lengthening the instructional time for students by creating more hours each day or more days per year. Typically this refers to after school programs for extended day and intersession (at year round schools) and summer school for extended year.

FEP – Fluent English Proficient – Students who are proficient in English as measured on initial

assessment or reclassified from English Learner.

FOL – Focus on Learning

FTE – (Full Time Equivalent): http://data1.cde.gov/dataquest/gls_fte.htm

GATE – (Gifted and Talented Education) Programs that provide supplementary services for students that have been identified as gifted and/or talented. <http://www.cde.ca.gov/cilbranch/gate/>

GED – (General Educational Development): <http://www.cde.ca.gov/ged/>

Goal - The end toward which effort is directed.

IEP – (Individualized Education Program): <http://www.cde.ca.gov/spbranch/sed/iep.htm>

I-FEP – Initial Fluent English Proficient – Students who are identified as fluent in English when initially assessed for language fluency.

Implementation - The process of carrying out a program.

LD – Learning Disabled

LEA – Local Educational Agency

LEP – Limited English Proficient – Students who are not yet proficient in English. Also called English learner (EL).

Monitoring - Activities planned by staff and/or parents in order to determine the degree to which the written plan is being carried out and its effect on students' learning.

NAEP – (National Assessment of Educational Progress): <http://www.nagb.org/>

Needs Assessment – The process of determining the educational needs of children of a school or a district before planning action designed to meet those needs. A planning project which aids in defining the differences between what is and what should be.

NRT – Norm-referenced Test

Objective - A statement indicating a verifiable outcome for a defined population under specified conditions (who will do what, when, how, as measured by some evidence of achievement).

Parent Compact – An agreement between two or more parties. Title I, Part A requires school-parent compacts for improved student achievement.

Parent Participation/Parent Involvement – The participation of parents and community persons in planning, implementing, and evaluating the educational program.

Performance Standards – Performance Standards define the degrees of mastery or the levels of attainment. Performance standards are dependent upon – yet distinct from – content standards, since they are designed to indicate how well a student must perform to show attainment of content standards.

Promotion/Retention – School districts in California are required to have policies on promotion and retention and programs designed to eliminate social promotion.

PSAA – (Public Schools Accountability Act): <http://www.cde.ca.gov/psaa/>

PTA – Parent Teacher Association

R-FEP – Reclassified Fluent English Proficient – Former English Learners who have been assessed and demonstrate proficiency in English.

<http://www.cde.ca.gov/demographics/>

ROP – (Regional Occupational Program): <http://www.cde.ca.gov/rocp/dsp/coord.html>

RSP – (Resource Specialist Program) Provides instruction to Special Education Students who are in the regular classroom program for a minimum of 50% of the day.

SABE/2 – (Spanish Assessment of Basic Education):

<http://www.cde.ca.gov/statetests/star/star.html> SARC - (School Accountability Report Card):

<http://www.cde.ca.gov/ope/sarc/>

SBAC- Smarter Balanced Assessment Consortium

SBCP – (School-Based Coordinated Program): The goal of this program is to provide greater flexibility for schools and school districts in coordinating and using the various funds they receive. Some programs included in this model are EIA, GATE, SIP and Special Education (optional).

SDAIE – (Specially Designed Academic Instruction in English) An extensive training program for teachers of English Learners.

Self-contained – An instructional unit within a school which meets in the same classroom and is instructed by the same teacher the entire day.

SST – (Student Study Team) A team of school staff, including teachers and support staff, who meet to discuss appropriate ways to improve student performance, behavior or attendance.

Staff Development/In-service Education - Training activities for teachers, other professional staff, aides and volunteers.

Support Services - Activities provided by librarians, nurses, psychologists, etc., necessary to achieve educational goals.

TSI - (Targeted Support and Improvement):

<https://www.cde.ca.gov/sp/sw/t1/tsi.asp> UCP – (Uniform Complaint Procedures):

<http://www.cde.ca.gov/ccpdiv/complaints/> WASC – (Western Association of Schools

and Colleges): <http://www.wascweb.org/>

Appendix I: Education Codes

EDUCATION CODE – EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100] (*Title 2 enacted by Stats. 1976, Ch. 1010.*)

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 64100]
(*Division 4 enacted by Stats. 1976, Ch. 1010.*)

PART 36. CONSOLIDATED APPLICATION PROCESS [64000 - 64001]
(*Part 36 added by Stats. 1983, Ch. 1270, Sec. 15.*)

64000.

(a) The provisions of this part shall apply to applications for funds under the following categorical programs:

- (1) Bilingual education programs pursuant to Article 3 (commencing with Section 52160) of Chapter 7 of Part 28.
- (2) School-based coordinated categorical programs established pursuant to Chapter 12 (commencing with Section 52800) of Part 28.
- (3) Economic Impact Aid programs established pursuant to Chapter 1 (commencing with Section 54000) of Part 29.
- (4) The Miller-Unruh Basic Reading Act of 1965 pursuant to Chapter 2 (commencing with

Section 54100) of Part 29.

(5) Compensatory education programs established pursuant to Chapter 4 (commencing with Section 54400) of Part 29, except for programs for migrant children pursuant to Article 3 (commencing with Section 54440) of Chapter 4 of Part 29.

(6) Programs providing assistance to disadvantaged pupils under Section 6312 of Title 20 of the United States Code, and programs providing assistance for neglected or delinquent pupils who are at risk of dropping out of school, as funded by Section 6421 of Title 20 of the United States Code.

(7) Capital expense funding, as provided by Title I of the Improving America's Schools Act of 1994 (20 U.S.C. Sec. 1001 et seq.).

(8) California Peer Assistance and Review Programs for Teachers established pursuant to Article 4.5 (commencing with Section 44500) of Chapter 3 of Part 25.

(9) Professional development programs established pursuant to Section 6601 of Title 20 of the United States Code.

(10) Innovative Program Strategies Programs established pursuant to Section 7303 of Title 20 of the United States Code.

(11) Programs established under the federal Class Size Reduction Initiative (P.L. 106-554).

(12) Programs for tobacco use prevention funded by Section 7115 of Title 20 of the United States Code.

(13) School safety and violence prevention programs, established pursuant to Article 3.6 (commencing with Section 32228) of Chapter 2 of Part 19.

(14) Safe and Drug Free Schools and Communities programs established pursuant to Section 7113 of Title 20 of the United States Code.

(b) Each school district that elects to apply for any of these state funds shall submit to the department, for approval by the state board, a single consolidated application for approval or continuance of those state categorical programs subject to this part.

(c) Each school district that elects to apply for any of these federal funds may submit to the department for approval, by the state board, a single consolidated application for approval or continuance of those federal categorical programs subject to this part.

(Amended by Stats. 2006, Ch. 730, Sec. 19.25. Effective January 1, 2007.)

64001.

(a) Notwithstanding any other provision of law, school districts shall not be required to submit to the department, as part of the consolidated application, school plans for categorical programs subject to this part. School districts shall assure, in the consolidated application, that the Single Plan for Pupil Achievement established pursuant to subdivision (d) has been prepared in accordance with law, that school site councils have developed and approved a plan, to be known as the Single Plan for Pupil Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. The Single Plan for Pupil Achievement may also be referred to as the Single Plan for Student Achievement. The consolidated application shall also include certifications by appropriate district advisory committees that the application was developed with review and advice of those committees.

For any consolidated application that does not include the necessary certifications or assurances, the

department shall initiate an investigation to determine whether the consolidated application and Single Plan for Pupil Achievement were developed in accordance with law and with the involvement of applicable advisory committees and school site councils.

(b) Onsite school and district compliance reviews of categorical programs shall continue, and school plans shall be required and reviewed as part of these onsite visits and compliance reviews. The Superintendent shall establish the process and frequency for conducting reviews of district achievement and compliance with state and federal categorical program requirements. In addition, the Superintendent of Public Instruction shall establish the content of these instruments, including any criteria for differentiating these reviews based on the achievement of pupils, as demonstrated by the Academic Performance Index developed pursuant to Section 52052, and evidence of district compliance with state and federal law. The state board shall review the content of these instruments for consistency with state board policy.

(c) A school district shall submit school plans whenever the department requires the plans in order to effectively administer any categorical program subject to this part. The department may require submission of the school plan for any school that is the specific subject of a complaint involving any categorical program or service subject to this part.

The department may require a school district to submit other data or information as may be necessary for the department to effectively administer any categorical program subject to this part.

(d) Notwithstanding any other provision of law, as a condition of receiving state funding for a categorical program pursuant to Section 64000, and in lieu of the information submission requirements that were previously required by this section prior to the amendments that added this subdivision and subdivisions (e) to (i), inclusive, school districts shall ensure that each school in a district that operates any categorical programs subject to this part consolidates any plans that are required by those programs into a single plan. Schools may consolidate any plans that are required by federal programs subject to this part into this plan, unless otherwise prohibited by federal law. That plan shall be known as the Single Plan for Pupil Achievement or may be referred to as the Single Plan for Student Achievement.

(e) Plans developed pursuant to subdivision (d) of Section 52054, and Section 6314 and following of Title 20 of the United States Code, shall satisfy this requirement.

(f) Notwithstanding any other provision of law, the content of a Single Plan for Pupil Achievement shall be aligned with school goals for improving pupil achievement. School goals shall be based upon an analysis of verifiable state data, including the Academic Performance Index developed pursuant to Section 52052 and the English Language Development test developed pursuant to Section 60810, and may include any data voluntarily developed by districts to measure pupil achievement. The Single Plan for Pupil Achievement shall, at a minimum, address how funds provided to the school through any of the sources identified in Section 64000 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 developed pursuant to Section 52052. The plan 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.

(g) The plan required by this section shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the consolidated application, by the school site council, or, if the school does not have a school site council, by schoolwide advisory groups or school

support groups that conform to the requirements of Section 52852. The plans 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 covered by programs identified in Section 64000.

(h) The school plan and subsequent revisions shall be reviewed and approved by the governing board of the school district. School district governing boards shall certify that, to the extent allowable under federal law, plans developed for purposes of this section are consistent with district local improvement plans that are required as a condition of receiving federal funding.

(i) Nothing in this act may be construed to prevent a school district, at its discretion, from conducting an independent review pursuant to subdivision (c) of Section 64001 as that section read on January 1, 2001. *(Amended by Stats. 2006, Ch. 730, Sec. 19.50. Effective January 1, 2007.)*