



A GUIDE AND TEMPLATE FOR THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

A Handbook for School Site Councils

California Department of Education
April 2006

PREFACE

The California Department of Education (CDE) has developed this handbook, in accordance with *Education Code* sections 33133, 41507, 41572, and 64001, to help school site councils and school administrators meet the planning requirements of state and federal categorical programs. We wish to acknowledge the assistance provided in the preparation of this document by many experienced staff members from CDE, county offices of education, and school districts throughout California.

The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle 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.

This document is organized into the following four sections:

1. Introduction and Background – An overview of the SPSA and how to organize a school site council
2. Six Steps for Developing the SPSA – Instructions for a continuous development, implementation, and monitoring cycle
3. Template for the SPSA – Voluntary template to meet the content requirements of *Education Code* 64001
4. Resources – Forms, tables, acronyms, and other resources to assist school site councils and administrators with the continuous SPSA development, implementation, and monitoring cycle

When reference is made to specific and applicable laws or regulations, the relevant code section is included as a footnote, or the term "must" is used. All other information is provided as guidance, based on the experience of local school administrators and CDE staff.

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I. Introduction and Background

Overview of the Single Plan for Student Achievement

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the *Single Plan for Student Achievement* (SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."¹ The Academic Performance Index (API) is a rating of schools based on their performance on state academic assessments.² The requirements for monitoring these categorical programs are part of the same legislation. The SPSA planning process and local compliance monitoring are directly related.

This legislation established the following eight requirements for school plans:

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..."³
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."⁴
3. Any plans required by programs funded through the Consolidated Application, the School and Library Improvement Block Grant, the Pupil Retention Block Grant, and NCLB Program Improvement must be consolidated into a single plan.⁵
4. The content of the plan must be aligned with school goals for improving student achievement.⁶
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 student achievement..."⁷
6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index..."⁸

¹ California *Education Code* (EC) Section 64001(a)

² Information on the API can be found at <http://www.cde.ca.gov/ta/ac/ap/> on the Web site of the California Department of Education.

³ EC Section 64001(a)

⁴ Ibid

⁵ EC sections 41507, 41572, 64001(d)

⁶ EC Section 64001(f)

⁷ EC Section 64001(d)

⁸ Ibid

7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."⁹
8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.¹⁰

Organizing the School Site Council

School Site Council

The California *Education Code*¹¹ requires the school site council to develop a *Single Plan for Student Achievement* for Consolidated Application programs operated at the school or in which the school participates. In addition, Pupil Retention¹² and School and Library Improvement Block Grant programs¹³ operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application, and recommend it to the local governing board for approval.

Composition

Composition of the school site council is specified in the California *Education Code* as follows:

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;¹⁴ parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.
- **At the elementary level**, the 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.

⁹ EC Section 64001(g)

¹⁰ EC Section 64001(d)

¹¹ EC Section 64001(a), (d)

¹² EC Section 41507

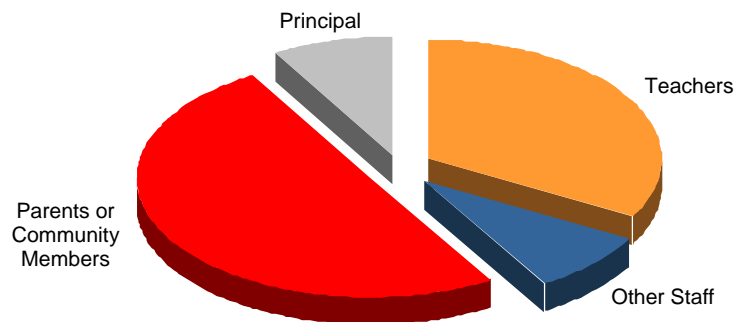
¹³ EC Section 41572

¹⁴ For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

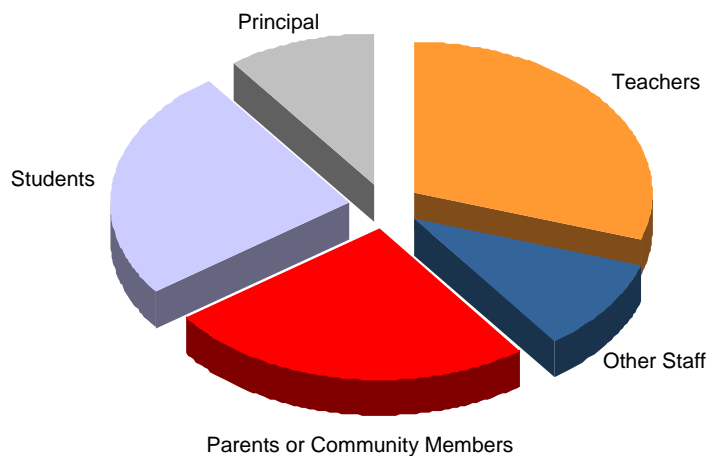
- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents, and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.
- School districts that maintain kindergarten or any of grades 1 to 8, inclusive, and that maintain schools with fewer than 100 students each, and that share a common attendance area may establish a single school site council for the common attendance area.

At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the school site council.¹⁵

Composition of an Elementary School Site Council



Composition of a Secondary School Site Council



Selection

¹⁵ EC Section 33133(c)

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

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

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

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

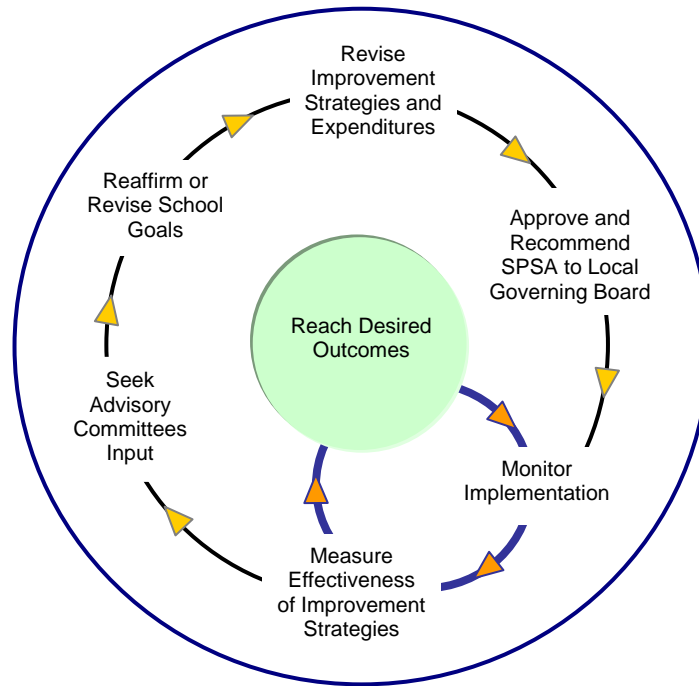
Officers

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

Actions Required of the School Site Council¹⁶

The graphic below represents the cycle of actions required by the school site council in the development, implementation, and revision of the SPSA.



Roles and Responsibilities

In addition to the school site council, several groups are involved in the development and implementation of the *Single Plan for Student Achievement*. Each has specific responsibilities established by statute, as described below:

School Advisory Committees

The SPSA must be developed with the advice, review, and certification of any applicable school advisory committees.¹⁷ Such groups include the English Learner Advisory Committee, the State Compensatory Education Advisory Committee, the Special Education Advisory Committee, and the Gifted and Talented Education Advisory Committee. All required advisory committees have responsibility to advise the school on the special needs of students and on ways the school may meet those needs.

It is recommended that a District and School Leadership Team (DSLTL) be utilized by schools identified for Program Improvement (PI) under NCLB, Title I, Part A. The DSLTL may assist the district and school by developing recommendations for improving

¹⁶ EC Section 64001

¹⁷ EC Section 64001(a)

student performance related to PI status. DSLTs serve as an advisory group to the school site council at a PI school. This group should include a broad-based variety of members, including representatives from the school site council, district, and any another key stakeholders.¹⁸

Governing Board

The local governing board adopts policies for the development and implementation of the SPSA consistent with law. Acting upon the recommendation of the school site council, the board votes on the approval of the SPSA and all subsequent revisions of the SPSA.¹⁹ The board also must certify that the SPSA is consistent with local educational agency plans required for federal funding. The SPSA must have board approval to authorize expenditures proposed in the plan.

Administration

The district and school administration, which may include an appointed leadership team, is responsible for implementing the SPSA. Administration of the SPSA includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the school site council, or developing proposals for the school site council's consideration.

County Offices of Education

Each county office of education may provide information and training opportunities related to the development of SPSAs to school districts within the county. Many counties operate Consolidated Application cooperatives (co-ops). Districts participating in a co-op receive assistance with the Consolidated Application and with developing and implementing SPSAs.

School Principal

The principal has the following duties with respect to the SPSA:

- Is a voting member of the school site council
- Provides information and leadership to the school site council
- Administers the school-level activities of the approved SPSA

These responsibilities make the principal vital to the success of the SPSA. However, the principal has no administrative authority over the school site council, may not veto decisions made by the school site council, and may not make changes to the SPSA after it has been approved by the school site council.

¹⁸ 20 USC 6317(a)(5)(A)

¹⁹ EC Section 64001(h)

Committees Appointed by the School Site Council

The school site council may appoint committees or individuals to perform tasks to assist the council in developing, monitoring, or evaluating the SPSA. Appointed individuals and committees serve at the pleasure of the school site 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 SPSA for school site council consideration

For example, the school site council may ask that a group of teachers prepare a staff development proposal as part of a strategy to raise the academic performance of a group of underperforming students. Or the school site council may appoint a committee to examine and report on a successful program operating at another school. In addition, the school site council may consider and accept unsolicited proposals from any individual or group.

Accountability

Because the local governing 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 school site 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 to be flawed;
- The local governing board may develop policies to regulate or inform school site councils and staff in the performance of their duties;²⁰
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.

Rules of Order

School site councils must operate according to the following rules:²¹

1. Meetings must be open to the public.
2. The public may address the school site council on any item within jurisdiction of the school site council.
3. Notice of the meeting must be posted at the school site or other accessible place at least 72 hours before the meeting.
4. The notice must specify the date, time, and place of the meeting and the agenda.

²⁰ EC sections 35160, 35160.1

²¹ The Greene Act, EC Section 35147(c)

5. 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.
6. 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.
7. 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.

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. Appendix F contains sample bylaws.

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.²² School site council records must be made available for public review upon request.

²² 34 *Code of Federal Regulations*, Part 74.53

II. Six Steps for Developing the Single Plan for Student Achievement

Purpose

The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates, including programs funded through:

- The Consolidated Application
- The Pupil Retention Block Grant
- The School and Library Improvement Block
- Other school programs the council chooses to include²³

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-Based Coordinated Programs (SBCP) must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs.²⁴ SBCP activities that include students with disabilities or that include staff supported by state or federal special education funds may require a waiver from CDE. Forms and information on waivers are available at <http://www.cde.ca.gov/re/lr/wr/documents/caseloadwaiverrev.doc>.
- Schools operating schoolwide or targeted assistance programs under NCLB, 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 Schoolwide Programs and Targeted Assistance is available online at <http://www.cde.ca.gov/sp/sw/rt/>.
- Action plans under the Immediate Intervention/Underperforming Schools Program (II/USP), the High Priority Schools Grant Program for Low Performing Schools, and the Comprehensive School Reform Demonstration Program may be created using the SPSA template. Information and assistance on II/USP is available online at <http://www.cde.ca.gov/ta/lp/iu/>. Information and assistance on the HPSGP is available online at <http://www.cde.ca.gov/ta/lp/hp/>. Information and assistance on CSR is available online at <http://www.cde.ca.gov/ta/lp/cs/>.

²³ EC sections 41507, 41572, 64001(a), (d), (f).

²⁴ See EC 52800 for all SBCP requirements.

- 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."²⁵ Both WASC and SPSA share the goal of improving instructional programs.

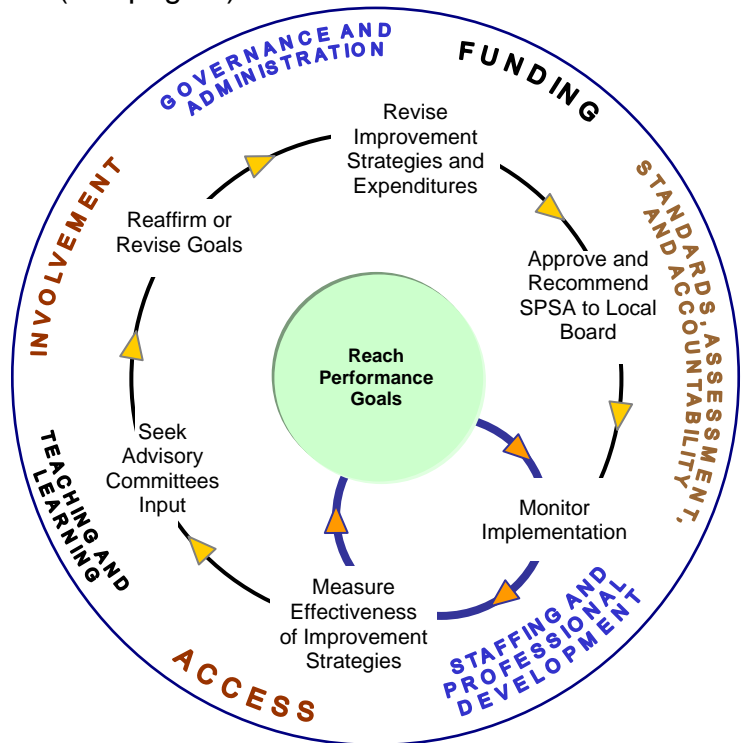
Description of the Template for the Single Plan for Student Achievement

The template for the *Single Plan for Student Achievement* is included in this document to assist school site councils in developing a complete plan. (The use of the SPSA is voluntary.) A committee of practitioners representing CDE, California’s school districts, and county offices of education assisted in developing the SPSA template.

Development of the SPSA, its contents, and proposed expenditures is the responsibility of the school site council, which may amend the template to suit local needs. If the template is not used, the school site council should ensure that all required content is included in the plan. Information unrelated to the goals of the plan need not be included.

The SPSA template is aligned with the Categorical Program Monitoring (CPM) process and the Cycle of Continuous Monitoring and Improvement. The following graphic represents this alignment and incorporates the CPM Program Dimensions with the actions required of the school site council (see page 5).

- **Performance Goals:**
Improvement of student academic performance and other goals specific to each categorical program
- **Improvement Cycle:** Actions required of the school site council
- **Monitoring Cycle:** Ongoing monitoring of implementation and results
- **CPM Program Dimensions:**
 - **Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.



²⁵ From the WASC Web site. http://www.acswasc.org/about_overview.htm

- **Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.
- **Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.
- **Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
- **Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.
- **Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the local educational agency, as required by law.
- **Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

Steps for Developing the Single Plan for Student Achievement²⁶

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. After considering the work to be done, the school site council may wish to develop a calendar of tasks and meetings to address each step.

The following actions are required of the school site council:

- Step One: Measure effectiveness of improvement strategies at the school
- Step Two: Seek input from school advisory committees
- Step Three: Reaffirm or revise school goals
- Step Four: Revise improvement strategies and expenditures
- Step Five: Recommend the approved SPSA to the governing board
- Step Six: Monitor implementation of the SPSA

The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.²⁷

The school site council can complete its responsibilities by taking the six steps above, which are elaborated in the next section.

²⁶ EC Section 64001

²⁷ EC Section 64001(g)

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

The SPSA must be based on an analysis of verifiable state-level data, including results of the Academic Performance Index (API) and the California English Language Development Test (CELDT). The SPSA template contains sample tables of state- and local-level data on student performance. Using such measures of student performance, the school site council must identify significant low performance among all student groups. The school site council should then decide which data summaries to include in the plan as most informative and relevant to school goals adopted by the school site council.

Tables of data for your school and district are available online:

- API Reports. <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data. <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners. <http://www.cde.ca.gov/sp/el/t3/acct.asp>
-

Appendix C: Sample School and Student Performance Data Tables contains samples for representing and analyzing API, AYP, and CELDT data.

The API reports and STAR data provide information for the following student groups:

- All students
- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically disadvantaged
- English learners
- Students with disabilities

Appendix D: Demographic Data Summary is a form that may be used for identifying the number and percentage of students enrolled in the school since kindergarten or first grade. The form represents a K-12 school but can be modified for any grade span configuration.

The school site council also may use data from other district or school assessments, such as:

- Academic Program Survey (APS). <http://www.cde.ca.gov/ta/lp/vl/improvttools.asp#aps>

- Annual Library Survey. <http://www.cde.ca.gov/fg/aa/ce/faqslibg05.asp>
- California High School Exit Exam (CAHSEE)
- District Assistance Survey (DAS).
<http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc>
- English Learner Subgroup Self Assessment (ELSSA).
<http://www.cde.ca.gov/sp/el/t3/acct.asp>
- Least Restrictive Environment (LRE) Self Assessment.
<http://www.wested.org/cs/we/view/pj/204>
- Local writing assessments
- Measures of social, emotional, and physical development
- Running records of student progress in reading and mathematics
- School Accountability Report Card
- Student grades aligned to grade level standards
- Student work calibrated to content standards

Analyze Instructional Program

The school site council next considers the relationship between the current instructional program and conclusions reached from the analysis of student data. This analysis will help the school site council determine those program areas that need to be addressed to raise the performance of student groups not meeting academic standards. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified groups of students.

Appendix E: Analysis of Current Instructional Program lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources, such as:

- California Healthy Kids Survey, school or district data
- District library plan
- District Master Plan
- District technology plan
- Local Improvement Plan or Local Educational Agency Plan (as required by NCLB)
- School Accountability Report Card
- Staff survey results
- Structured discussions with school and district staff
- Western Association of Schools and Colleges (WASC) Accreditation Report

Discussion of each of the statements from the SPSA template should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made.

General Rule for Integrating Plans

Most categorical programs require specific planning elements. Integrating or merging two or more planning processes does not eliminate any of these requirements. Any combined processes must include the requirements of all the programs included. (Appendix B: Chart of Requirements for the Single Plan for Student Achievement lists the planning requirements for state and federal categorical program.)

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 published school vision and mission statements, the school site council is well advised to review them, even if the school site council does not include them in the SPSA. If such statements do not exist, the school site 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 not required by law, but is helpful in understanding school and community influences on the academic program of the school and on its student groups.

School Accountability Report Card (SARC)

If the *Single Plan for Student Achievement* is used to satisfy the planning requirements of the *Immediate Intervention/Underperforming School Program (II/USP)*,²⁸ information from the SARC must be included. Although not required for other programs, the SARC is a valuable source of information on student performance and conditions affecting the learning environment.

Step Two: Seek Input from School Advisory Committees

School plans must be developed with the review, certification, and advice of applicable school advisory committees.²⁹ School advisory committees include:

- District and School Leadership Team
- English Learner Advisory Committee
- Gifted and Talented Education Advisory Committee
- Library Planning Committee
- Special Education Advisory Committee
- State Compensatory Education Advisory Committee
- Other committees established by the school or district

The school site council may invite these committees to provide advice at a meeting of the school site council held for this purpose or may accept written recommendations.

²⁸ Further information on II/USP can be found at <http://www.cde.ca.gov/ta/lp/iu>

²⁹ EC sections 41507, 41572, 64001(a)

Step Three: Reaffirm or Revise School Goals

School goals must be based on a comprehensive assessment of student academic achievement, using multiple measures of student performance. School goals should meet the following four “tests” to determine whether the goals are:

- Derived from group performance data and analysis of related educational practices
- Attainable in the period specified in the plan
- Specific to the student participants
- Measurable

If goals set by the school site council are general, such as "All third grade students will read at grade level," then related performance objectives that meet the four tests above should be adopted. All activities and related expenditures should be based on the adopted school goals.

Step Four: Revise Improvement Strategies and Expenditures

For each goal, the school site council will adopt specific actions to reach it. For each goal set, specify the actions to be taken, dates by which actions are to be started and completed, expenditures needed to implement the action, and the funding source.

“Form A: Planned Improvements in Student Performance” in the SPSA template provides for the recording of:

- School goal
- Student groups that will participate in that goal
- Anticipated annual performance growth for each group
- Means of evaluating progress toward this goal
- Group data to be collected to measure academic gains
- Actions to be taken to reach a school goal
- Start and completion dates of each action
- Proposed expenditures and estimated costs for each action
- Funding source for each action

Categorical Programs

The SPSA must include all programs funded through the Consolidated Application and the School and Library Improvement and Pupil Retention block grants in which the school participates. The school site council should be knowledgeable of the purposes, requirements, and principles of all state and federal categorical programs for which the school site council must plan.³⁰ Additional information on the Consolidated Application is available at <http://www.cde.ca.gov/fg/aa/co> and from your district coordinator of state and federal programs.

³⁰ For example, the principles of effectiveness from Title IV, Safe and Drug-Free Schools and Communities Program (20 USC 7115)

The Consolidated Application is used to distribute funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Each June, school districts and county offices of education submit Part I of the Consolidated Application to document their intent to participate in these programs, report related data, and provide assurances that they will comply with the legal requirements of each program.

Part II of the Consolidated Application is submitted in January. It includes local entitlements determined by funding formulas contained in the laws that established the programs. In Part II, districts disburse funds in accordance with these laws for administrative costs, for programs operated at the district level, and for programs operated at schools.

The State Board of Education (SBE) approves the Consolidated Application based on CDE review and assurance that no serious compliance problems exist. Local educational agencies are responsible for using the funds as specified in the Consolidated Application and the SPSA.

Consider Centralized Services

The central office may be better equipped than the school to perform some project services. When a central office administers an activity funded by a school allocation, it is called a "centralized service." Centralized services may not include administrative costs, which are reserved prior to calculating school allocations. Centralized services may include, but are not limited to, costs of:

- Assessment services
- District and county library and media services
- English language proficiency testing at a central location
- Staff development or training activities
- Project staff members shared by several schools

Centralized services may be included in the plan only with the approval of the school site council.

Step Five: Approve and Recommend the SPSA to the Local Governing Board

After appropriate advisory committees have reviewed the proposed SPSA,³¹ the school site council must approve it at a meeting for which a public notice has been posted.³² The SPSA may then be presented to the district governing board for approval. The SPSA template provides a format for recommending the proposed SPSA to the board and for giving assurance that the school site council:

- Has been properly constituted
- Reviewed its responsibilities
- Sought input from school advisory committees

³¹ See Step Two: Seek Input from School Advisory Committees

³² EC sections 35147, 64001(a), 64001(g)

- Reviewed the content requirements for all programs included
- Based the plan on analysis of current practices and student academic performance
- Formally approved the plan before recommending it to the board for review

The SPSA template provides signature lines for the school site council chairperson and school principal attesting to these assurances. To these may be added signature lines and assurance statements for each of the school advisory committees, certifying their input and review. Advisory committee involvement also may be documented through correspondence and other documents.

It is helpful for school site council members to be present when the governing board reviews the SPSA to answer questions and speak to issues raised. If the plan is not approved, school site council members present can convey the board's objections to other school site council members.

Step Six: Monitor Implementation

The district and school administration is responsible for implementing the SPSA as approved by the local governing board. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the school site council or by developing proposals for the school site council's consideration.

Once the plan is approved, the responsibility of the school site council is to monitor the effectiveness of planned activities and modify those that prove ineffective. Monitoring will be made easier if the plan specifies actions, dates, and estimated costs. A plan that is overly general can minimize accountability.

Monitoring should follow the calendar of events established by the SPSA to verify timely implementation and achievement of objectives critical to the success of the plan, such as:

- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- Initial and ongoing assessment of student performance
- Progress made toward SPSA goals

As the implementation of planned activities unfolds, the school site council should verify the success of each major event and share this information with advisory committees and other interested parties.

Mid-year Changes to the SPSA

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

- A major service or activity proves ineffective, and students are at risk.
- Material changes occur that affect the academic programs.
- Staff, equipment, or materials essential to the plan cannot be procured.
- School boundaries or demographics suddenly change.
- An activity is found to be non-compliant with state or federal law.
- A planned activity is not supported by staff, parents, or students.

The school site council may amend the plan at any time, in accordance with local board policy and school site council bylaws. Whenever the school site council makes a material change to the plan, the local governing board must approve the change.³³

Continue the Cycle

At least annually, the school site council must evaluate the effectiveness of planned activities. 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 of low academic performance is student based, then additional opportunities to learn should result in significant gains. If the cause of low student performance is rooted in the instructional program or in health or safety issues, then student performance will improve only when these issues are resolved.

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 to the plan before participating students suffer serious academic loss.

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.

³³ EC Section 64001(g)

III. Template for the Single Plan for Student Achievement

Purpose of the SPSA Template

This section contains the Template for the Single Plan for Student Achievement. (The use of the SPSA template is voluntary.)

The SPSA template has been designed to meet the content requirements of *Education Code* Section 64001 for a single school plan for student achievement. Such a plan must be developed and approved by the school site council at each school that participates in any program funded through the Consolidated Application, the School and Library Improvement Block Grant, the Pupil Retention Block Grant, and NCLB Program Improvement.³⁴ Accordingly, the plan must:

1. Be annually reviewed and updated by the school site council, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state data, including Annual Measurable Objectives (AMOs), the Academic Performance Index (API), and the California English Language Development Test (CELDT).
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students to the level of the API.
5. Be consistent with federally required Local Educational Agency (LEA) plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the Consolidated Application in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

How to Use the SPSA Template

The SPSA template provides a single, comprehensive school plan to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution strategies, and ongoing monitoring of results.

By following the “Six Steps for Developing the Single Plan for Student Achievement” described in detail in Part III of the Guide, the following forms (A through E) from the template can be completed; collectively, these completed forms will make up the SPSA for a school:

³⁴ See Appendix A: Programs Funded through the Consolidated Application. For information on programs in which your school participates, consult your district office.

- Form A: Planned Improvements in Student Performance – form to use in developing school goals, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data
- Form B: Centralized Services Expenditures – form to identify direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school
- Form C: Programs Included in This Plan – form to identify the state and federal categorical programs in which the school participates and, when applicable, allocations to the school
- Form D: School Site Council Membership – form to identify the membership of the school site council to document its composition
- Form E: Recommendations and Assurances – form to recommend the SPSA to the district governing board for approval

If all applicable portions of the SPSA template are appropriately completed, school plan content requirements will be met for all categorical programs in which the school participates.

Notes on Using the SPSA Template

The SPSA template is formatted as a Microsoft Word document. The spaces provided for text and data are expandable and are not intended as a limit on the amount of information to be entered.

However, an effective plan will focus on information directly related to the causes and remedies of low student academic performance. It is not intended that general information regarding instructional programs, school activities, or policies be included in the *Single Plan for Student Achievement*.

The Single Plan for Student Achievement

DAVIS SENIOR HIGH SCHOOL

57-72678-5732201
CDS Code

Date of this revision: December 13, 2006

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Michael Cawley
Position:	Principal
Telephone Number:	(530)757-5400
Address:	315 W. 14 th St., Davis, CA 95616
E-mail Address:	mcawley@djud.k12.ca.us

Davis Joint Unified School District

The District Governing Board approved this revision of the School Plan on _____.

Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:³⁵

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Michael Cawley	X				
Sheila Smith, Vice Principal			X		
Jean Meyer, Counselor		X			
William Wheeler		X			
Amy Schulte		X			
Clarissa Ton-Nu					X
Kevin White					X
Kaitlin Louie					X
Jasmine Segall					X
Sarah Davis				X	
Susan Hulsizer				X	
Marlene Sisemore				X	
Steve Williams				X	
Numbers of members of each category	1	3	1	4	4

³⁵ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

STUDENT PARTICIPATION DATA 2006-07

Please indicate number of students by grade

Categories	K	1	2	3	4	5	6	7	8	9	10	11	12
Total Enrollment (CBEDS)											604	569	597
SIP Program participants											604	569	597
ESEA Title I Targeted Assistance participants													
English Learners											41	39	35
EL Students also Title I													
GATE students identified as Intellectually Gifted											159	146	152

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 42,350
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 85,000
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school	\$ 127,350

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 2,000
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input checked="" type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 1,000
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/> Other Federal Funds (list and describe ³⁶)	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$ 3,000

³⁶ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Michael Cawley
Typed name of school principal

Signature of school principal

Date

Sarah Davis
Typed name of SSC chairperson

Signature of SSC chairperson

Date

**Davis Senior High School
School Site Plan
2006-07**

Appendix E: Analysis of Current Instructional Program

Standards, Assessment, and Accountability

The community, staff, and students view assessments as important to the educational process. Assessment in a variety of modes is a daily activity that measures and motivates student achievement. Teachers use assessment tasks in instruction to enhance and assess students' learning. Students are encouraged to reflect on their performance in relation to their own learning and in some courses have experience with building rubrics and assessment standards for class assignments and projects.

Classroom subject area assessments include the following: pre and post tests on content, oral presentations, projects, essays, multiple choice/objective/subjective tests, group quizzes, labs, warm ups, portfolios and classroom observations. In addition, teachers provide examples of high/medium/low student work for students to use as models for the next assignment.

Students participate in self-assessment and assessment of one another's work through review, discussion and scoring. Students, teachers, counselors and parents use grade/test results to evaluate the student's on-going program planning and the student's academic placement. To gain a picture of the "whole student," academic data is augmented by daily attendance records and by communication among teachers, parents, and counselors. IEP's are an integral part of assessment for students qualified for special education. Information about special education students is distributed to teachers to support student achievement. Student study teams analyze academic progress, disciplinary concerns, and attendance to support students in RSP and Transition Academy 10th/11th grades. Other student study teams meet regularly at the request of teacher, parent, student or counselor to review and assist students who are not succeeding academically.

A variety of standardized tests are administered that allow teachers to assess student learning. Mandated tests include STAR, CELDT and CAHSEE. Optional tests include AP, SAT, ACT, PSAT and CAMEL. Departments use the test results to assess student work as well as to make determinations about curriculum and assess progress on standards. Chapter tests for Spanish and readiness tests for math levels are used throughout the district at the secondary level.

Counselors teach a week-long unit of “Choices” (career software) to their assigned English 10 sections to help students determine future career interests and/or post secondary steps for students and to assist them with clarification of personal goals. Students are able to return to the software and access their data from Choices throughout their high school careers. Pathway Days provide further educational/scholarship/ career exploration.

Student progress is regularly reviewed and reported to stakeholders through many means and systems. The district reports standardized test scores from the many assessments noted earlier in this section with analysis and interpretation through press releases to the local paper, communication with sites, school board review, and newsletters to parents via school sites. The district provides two half-day articulation meetings with our junior high school feeder schools. The district and the high school maintain websites; a number of documents related to assessment are in a public folder file on the district website.

Parents and students also receive district and individual school reports from standardized testing programs through the California State Department of Education. The local cable education channel broadcasts board meetings and programs that highlight student activities, special performances and projects, and participation in student organizations, etc. Both the school newspaper and the local paper frequently feature activities and accomplishments of DSHS students although sports receive more attention from the local press with regular feature stories and score reports.

In addition, the basic reporting structures such as report cards, progress reports, weekly reports, and attendance reports inform parents and students. Teachers inform students of progress by posting scores and passing out grading records (per student ID number) or posting class grade records on teacher web sites. Grade sheets of individual teachers are distributed to students in class or via websites and parents may access information via ParentConnect. Counselors call in most students with D’s and F’s at each reporting period to discuss student goals and progress. E-mail and telephone conferences address individual parent requests. There are quarterly individual conferences with parents and students in Transition Academy. All students on IEP’s are served by conferences to establish or update and maintain IEP’s. 504 review meetings are scheduled as needed.

PTA publishes a newsletter on line and in hard copy. Parent groups for 10th, 11th and 12th grades and PTA maintain list serves. Pathways prepare year end reports to highlight student activities and achievement. Competition results for academic and co-curricular events are reported to the newspapers and published in the Daily Bulletin. Student work is reviewed in department or class groups (for example, a collaboration day activity, rubrics for ESLR’s and on-going discussion). Back to School Night and Open House inform parents and the community of expectations, standards, and progress in all curriculum areas

The assessment (such as STAR) of student achievement in relationship to academic standards and the school's ESLR's have prompted the development of a number of school programs and allocation of resources (special funding, grants, FTE allocations, and SIP funding for supplementary resources predicated upon the ESLR's). Increasing Student Success (the after school tutoring program), and Student Success Night (for both students and parents to increase awareness of school resources to support student learning, review study strategies and time management, and develop understanding of learning styles) are direct responses to student needs. Transition Academy, survey and sheltered classes, advanced placement, honors, and GATE courses (English 10) support all students. We have a reading program to assist students with the critical skill of reading and to increase student success on the CAHSEE. Students are assigned to reading programs based upon test scores and may not leave the program without permission of the principal. In addition CAHSEE courses in English and math have been implemented to improve student achievement.

Many students do very well as evidenced by a variety of academic measures. Davis Senior High School's API rank is high (10) and growth targets for school wide and sub-populations have been met each of the last three years. API scores are 814 (2003), 837 (2004), and 845 (2005). The state median API score for 2004 is 660 and for 2005 is 696.

Class of 2005 SAT 457 Students Tested	Math Mean			Verbal Mean			
	615			596			
Class of 2006 CAHSEE Pass Rate							
	Math	English/Lang Arts			Both Sections		
	94%	96%			96%		
Statewide Pass Rate	74%	75%			-		

**% of Students in Each Proficiency Level – CST Spring 2003, 2004, 2005
English Language Arts**

Grade	% Far Below Basic			% Below Basic			% Basic			Total % Below Proficient			% Proficient			% Advanced			Total % At/Above Proficient		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
10th	4	5	7	8	8	7	15	17	14	28	29	28	30	25	27	42	44	44	72	69	71
11th	7	10	10	8	6	6	15	13	13	29	29	29	30	31	26	41	37	45	71	67	71
All	5	7	8	8	7	6	15	15	13	28	29	27	30	28	26	41	40	44	71	68	71

In 2004 and 2005, approximately 70% of all students scored at or above the proficient levels on the English Language Arts CSTs. However, DSHS students tend to achieve less successfully on the CST math assessments. Students taking the Summative Math assessment achieve consistently higher than students taking Algebra I and II and Geometry. Further, it is important to note that a high

number of DSHS students pass the math portion of CAHSEE although the same students don't score as well on the Algebra I and II and Geometry portions of the STAR CSTs.

**% of Students in Each Proficiency Level – CST Spring 2003, 2004, 2005
Mathematics**

CST	% Far Below Basic			% Below Basic			% Basic			Total % Below Proficient			% Proficient			% Advanced			Total % At/Above Proficient		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
Algebra I	16	16	26	34	67	48	29	17	19	79	100	93	17	0	7	4	0	0	21	0	7
Algebra II	17	19	25	26	40	41	28	32	25	71	91	91	22	8	8	7	1	0	29	9	8
Geometry	7	6	12	38	43	29	29	39	37	70	88	78	20	11	19	6	0	3	26	11	22
Summative Math	15	2	1	19	13	11	22	31	25	56	41	37	30	38	47	13	16	16	43	54	63

Staffing and Professional Development

The faculty consists of 98 certificated staff members (full and part-time), including 4 administrators, 5 counselors, 1 librarian, 1 psychologist, 1 part-time nurse, 1 part-time crisis counselor and 85 instructors. Fifty-three (full-time and part-time) paraprofessionals and classified staff provide support services at Davis Senior High. Approximately one-third of the staff is new to the school since the 2003 WASC accreditation. In addition, there have been changes in administration since 2003 to include two new vice principals. The DSHS staff is highly trained and classroom teachers hold subject specific credentials, teaching courses in their major fields.

Racial/Ethnic Demographics of All Staff

	Total		Staff Ethnicity			
	Staff	FTE	White	Asian/Pacific Islander	Hispanic	African American
Teachers	85	74.1	74	6	5	0
Pupil Services	9	8.6	8	0	1	0
Administration	4	3.6	4	0	0	0
Classified	44		26	7	5	6

Years of Service of Instructional Staff

	Total		1 st and 2 nd Year Teachers	
	Staff	FTE	1 st Year	2 nd Year
Teachers	85	74.1	3	3
Pupil Services	9	8.6	0	0
Administration	4	3.6	0	0

Teaching Credentials Trends						
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
	95.6%	93.5%	98.9%	100.0%	100.0%	100.00%

The school continues to demonstrate an outstanding approach to an on-site staff collaboration /development program. The weekly collaboration time is focused, relevant and documented for maximum benefit for all stakeholders. Providing time for three types of activities: department, whole faculty and WASC Action Plan work is an effective comprehensive approach to on-site development issues. Future refinements of a comprehensive staff development program may formally recognize the many off-site staff development activities and opportunities in which various departments and individual staff members participate.

The school has put considerable effort taking steps to align site level staff development efforts on campus. The excellent record keeping of study teams has been used to drive staff awareness and proactive approaches to enhance instruction. Evidence supports a new atmosphere of positive change in this area.

Recently the board of education has made supporting English language learning a priority. Given this written documentation, school personnel are optimistic about resources becoming available to help the EL program; such as, the reinstatement of a bilingual coordinator.

As stated in the growth need, all teaching staff should be appropriately certificated to teach English language learners. A higher percent of the staff has appropriate certification since the 2003 WASC visit.

The DJUSD has high expectations for newly hired teachers; completed credentials, CLAD certification, passing CBEST scores; subject area expertise, the best academic records; fine recommendations; and ranked recommendations from interview committees and Tier Two interviews with district level staff are the norm. As of 2003, applications for positions are completed on-line and candidates are “paper screened” to determine if interviews will be offered. Davis Senior High School only hire teachers fully qualified for assigned teaching positions.

Departments at Davis Senior High School have some measure of autonomy in relation to the master schedule that reflects value placed upon teacher experience and/or expertise. Teacher assignments are based on professional and personal strengths which best match identified student needs. The BTSA program supports beginning teachers for their first two years, providing mentor teachers and a regular program of in-service. Newly hired experienced teachers may receive some Peer Assistance and Review (PAR) support and teachers

from out of the state are provided assistance in qualifying for “clear” California credentials.

Teacher monitoring includes formal evaluation as well as routine on-going informal observation. Generally the staff considers monitoring supportive and a vehicle for further professional development. Teacher monitoring is based on the teacher evaluation system required by the district or the district alternative evaluation program. The options for alternative assessment can help a teacher focus, but the traditional observation method is also effective. The alternative system validates and encourages new collaborative efforts. Also individuals can work on their own growth directions. The alternative evaluation plans have included such activities as job shadowing and community/professional partnerships, counseling programs, new course development, and district-approved lower division courses that are professionally oriented. In general, post-evaluative conferences serve to *validate good teaching practice*.

Teacher assignments are based on professional and personal strengths which best match identified student needs. Many teachers are/have been practicing professionals in areas related to the subjects they teach. The school and the district’s Human Resources Department ensure that teachers are fully qualified for assigned areas.

The purpose of the professional development program is to improve student learning by engaging students in a rigorous and challenging curriculum. Teachers improve student-centered instructional skills, and develop a deeper understanding of content as it relates to other disciplines and “real world” applications. The comprehensive professional development plan addresses departmental and individual teacher goals and relates to improving school wide learning within departments.

Teaching and Learning

Our staff is dedicated to serving the needs of all students. They consider all learning styles in lesson development, assessment and feedback to students. Staff members often attend development activities that enhance their teaching skills and their knowledge of new techniques and current information. Students perceive the availability of teachers as part of their ability to help students; the Student Survey 2006 shows 81% agree that teachers are available to them for extra help.

Davis Senior High School offers a broad spectrum of academic and vocational course work. Curricula is developed and designed to meet the current state frameworks in subject areas where they are available and addresses current thinking in the development of school to career and pathway designs. Our curriculum supports all of our ESLR’s

(Expected School-wide Learning Results). ESLR's #1 and #5 have been targeted for the last several years:

1. Demonstrate mastery of academic content and concepts

- < experience both breadth and depth of knowledge
- < apply analysis, synthesis, evaluation, and critical judgment to problem solving
- < utilize various resources including media, technologies and reading materials
- < connect and apply academic learning to real life situations
- < **maintain high standards of achievement**

5. Communicate effectively

- < develop competency in oral and written English
- < listen to others and respond effectively
- < collaborate as active learners
- < develop avenues of artistic, aesthetic or linguistic expression

Advanced Placement courses are offered in Art History, Art Studio, English Literature (AP Composition and Literature), Music Theory, US History, US Government, Human Geography, French Language and Literature, German Language, Spanish Language and Literature, Economics Micro and Macro, Calculus AB and BC, Statistics, Chemistry, Physics, Psychology, and Biology. Occasionally, one or more students will take an AP test for a subject not taught at DSHS. The DSHS community is proud of the many 10th, 11th and 12th graders who participate in AP coursework and examinations and do so well.

Special Ed students receive additional support in basic skills by taking resource program courses concurrently. They also receive support with English 10, Basic Skills Lab or Reading courses. All IEP goals and objectives are written to California State standards.

Staff is well educated and well trained. Teachers participate in many professional growth activities, in-service and collaboration to assure quality delivery of curriculum through sound teaching practice to all students. Teachers regularly attend site Buy-Back opportunities to address school wide goals. On-site teachers plan the Buy-Back opportunities. The Site Council regularly allocates approximately 10% of the SIP budget to funding staff development needs. Colleagues and the district's BTSA program support new teachers.

Our weekly block schedule represents the staff's recognition that both shorter and longer periods accommodate various learning activities and allow many students to achieve. Staff believes that full block or daily 1-7 schedules cannot approach the effectiveness of the current scheduling configuration.

DSHS communicates with students and parents in many ways to inform students' choices and participation in course selection, scheduling, and planning for high school and post secondary education. Every student has a course catalogue

and a student planner. Counseling staff hold orientation meetings for parents and students at each of the junior high feeder schools for entering 10th graders. Counselors visit 9th grade classrooms to review high school graduation requirements, assist with course selection, and help students meet long term goals. Every effort is made to assure that students have opportunities to make appropriate choices and pursue a full range of realistic educational and career options.

Counselors assign themselves to various English 10 sections and become the assigned counselor for the students enrolled in that section. Counselors spend a week with each section working with CHOICES – allowing students and counselors to be better acquainted – and establishing the foundation for a personal learning plan. Counselors also visit 10th and 11th grade classrooms when the scheduling process begins for the next year to make sure students understand the choices available and make the selections appropriate to their individual goals.

The avenues through which students and parents are able to make informed choices about the school's program and a student's place in it include; Back to School Night and spring Open House, student study teams, IEP meetings, and grade level parent meetings. DSHS, PTA and individual teacher WEB sites, e-mail and telephone communication, Parent Connect, and personal appointments involving parents and/or students and teachers and/or counselors inform parents and students as well as the larger community. The Student Success Night offered in the fall acquaints parents and students who are experiencing difficulty with options and guidelines for improvement. One option, enrollment in the after-school homework program, has proven successful for the students who enroll.

DSHS also endeavors to be responsive to the needs of the current student population and surrounding community in regard to curriculum offerings. Recent examples include the development of a Japanese language curriculum (now through level 4) and AP Physics, AP Biology, AP Chemistry, AP Human Geography and AP Statistics, new since the last WASC. Current efforts to increase offerings in the Agriculture/Science, Music and English departments are underway.

Student's plans and programs are regularly reviewed and modifications are made that reflect a student's current interests, grades and needs. Counselors are available on a daily basis to facilitate appropriate educational and career planning. Processes are in place to monitor student progress and provide additional support as students make or revise course choices and move toward graduation. These include progress reports, report cards, and dissemination of individual standardized test results.

Students have access to information and personnel to assist them toward graduation. Requirements for graduation, college entrance, and pathway options

are clearly stated in our Course Catalogue. Student progress is monitored, and support systems such as Transition Academy, Increasing Student Success (after school tutoring/study), and a Resource Center for RSP and Special Education Students are available to students. Counselors monitor students' progress through classroom visitations, scheduling programs, college nights, and individual conferences with students and parents. Courses to provide remediation or enhancement of reading and writing skills as well as basic science and math courses help students meet the graduation requirements. The counselors provide a scheduling calendar that allows for flexibility in students' choice of coursework as their needs, circumstances or interests warrant.

The district provides secondary summer school where students may move ahead or make-up course work to stay on track. Alternatives to DSHS such as Davis School for Independent Study and King High School provide opportunities for students to graduate through those programs. Both programs are WASC accredited. Students may also enroll concurrently at the community college and UCD and/or split site with Davis School for Independent Study.

The instructional staff utilizes community resources to improve curriculum wherever possible. Advisory groups are required for ROP subjects and staff meets with community members, industry representatives and other teachers. Our partnership with UCD provides the high potential program and concurrent enrollment, placement of UC interns, and biotechnology internships for DSHS students. Industry partnerships also support internships for our students via classes and Pathways participation. The Davis Senior Center is a rich resource for the Social Studies Speakers' Bureau. Programs such as COSMOS (California State Summer School for Mathematics and Science), ACE, and FARMS (Farming, Agriculture and Resource Management for Sustainability), Yolo County are also available to our students.

Multiple measures of data such as STAR, AP testing, PSAT, SAT and CAHSEE testing results reveal each year more students are prepared to enter college, technical preparation programs, and career related jobs. The growing popularity of courses such as Biotechnology, activities such as Youth in Government, and increased participation in Pathway Days/Activities attest to preparedness also. Career Day, career oriented clubs, and the CHOICES unit in 10th grade English, support the post-secondary goals of our students. The Career Center offers education resources, and college materials.

In addition to standardized test results such as CAHSEE and STAR, other test data show that many of our students are academically proficient. Many students have participated in AP course work and the AP testing program with excellent outcomes.

Teacher observation of students working and student work show an array of student performance and progress including:

- < formal/informal presentation
- < group and individual projects
- < journals
- < portfolio
- < a “real-life”/hands on research
- < adaptation and modification of curriculum to meet needs of the resource students
- < power point presentations
- < traditional forms of quizzes and tests
- < work experience
- < pathway participation
- < job shadowing

Teachers believe that the variety of subject matter and multitude of instructional practices and learning activities allow any student the opportunity to achieve.

The modified block schedule, instituted in 1996, has enhanced opportunities for project based learning, although lecture-based delivery of course content remains as well. Standards/expectations are noted on assignments, written on the board or overhead, orally presented and discussed although staff notes that “new teachers” articulate standards more frequently “up front” while “older teachers” practice an “overlay” of standards to the curriculum.

Teacher peer observations within departments show that teachers are attentive to individual students and their learning needs/styles. Some students get one-on-one instruction as they work in the classroom. Teachers are often available outside of the class to tutor and assist. Teachers are also accessible to students and their parents via voice mail and e-mail. Concern for the individual student facilitates his/her learning.

Student work demonstrates adeptness and applied knowledge through a variety of student “products” such as I-Search, power point presentations, work related programs (work experience, FARMS, biotechnology internships, etc.) Students complete projects related to their personal lives such as autobiographies (contextual to course work), write narrative, critical metaphorical, reflective, and expository essays, complete architecture/drafting projects and participate in peer critique. Many subject areas emphasize problem solving and reasoning – ranging from drafting problems to solve, mathematical on spot problems (how tall is new gym?), and identification of quotations to recreate context and support analysis.

Davis High School participated in the Digital High School Grant for two years prior to the cessation of funding. The current technology team is comprised of delegates from each department. The library has 15 research stations on the

main floor accessing a variety of databases including our complete library inventory. Students are technologically aware and fundamentally competent. Many use the library stations and lab, and students use the classroom computers for remediation, research, and word processing. Student work reflects the use of materials and resources beyond the classroom through their use of technology and the other means noted in other sections of this report such as Pathway projects, club affiliations (academic and co-curricular), work experience, job-shadowing etc. We have had graphing calculators in math classes for many years.

Students are strongly encouraged to meet or exceed academic standards. In many classes, students are held to college level standards. Students participate in programs integrating academics with career- technical content in ROP courses, programming, computer networking, biotech, food service, nursing, and more.

Throughout the school, instructional strategies require the active involvement of learners. Students learn to organize, access, and apply knowledge throughout the curriculum.

Opportunity and Equal Educational Access

Teachers, Learning Center Resource Programs, Peer Helpers/Health Advocates, Friendship Day, and counselors provide needed support. Sixty-six percent of students (2006 Student Survey) reported that counselors were available when students needed them. Lunchtime/after school tutoring programs supervised by teachers and counselors are impressive. All of these support services contribute to positive human relations and positive climate of the campus.

The media center provides numerous resources to our site. Over 30,000 titles are available to students and/or staff. In addition, the library provides computer stations that students may use to access resources, the web and the online card catalog. Measure S provides the funds for the extended hours (after school).

Tutoring is offered Monday - Thursday at lunch in math and science. Most teachers are willing to help students - offering lunch meetings, after school time, etc. While some teachers are available to students, students don't always access the help but socialize instead. Teachers modify course work at their discretion or according to 504 Accommodations or IEP's. Scheduling reflects academic level, student/parent requests, career and college planning opportunities, special needs, and at-risk factors.

The population that uses and needs the Resource Center is well integrated. Resource Center serves both special education and non-special education students. The resource center staff provides a strong resource networking for learning disabled students. Locating the Resource Center in the middle of

campus so that it is fully accessible has helped to make the students it serves feel a full part of the school community.

At-risk students are supported academically through basic skills writing and reading classes and Math A and B. Other programs offered include World History, Sheltered US History, Transition Academy and Economics Survey. These courses serve to strengthen students' basic skills to prepare them to pass the CAHSEE. Students have need of support in other subject areas as well.

DHS offers the following career/technical education classes: Automotive Technology, Architectural Design/CAD, Engineering Drafting/CAD, Biotechnology/Internship, Certified Nursing Assistant/Health Careers, Computer Programming/C++/JAVA, Desktop Publishing/Production, Food Services, Internetworking I/II, Stagecraft Productions, Stage Craft Technician, Ornamental Horticulture, and Environmental Science.

During 4th quarter of 2000-2001, we piloted ASAP (now called Increasing Student Success), an after school-tutoring program. The results were more than satisfactory. We continue the program.

The extensive special education collaboration with other departments is especially helpful to assist resource and special education students throughout their school day. The resource center staff is available every Wednesday for consultation. Some teachers provide noontime tutoring in some subject areas. Others are very willing to make special arrangements with students for before school or after school help. A query of staff indicates that most are willing to accommodate students' needs for additional help.

Counselors are assigned to individual English 10 classes (as of fall 2001) and we are continuing the practice this year. Counselors and staff believe they know the students "much better" in these smaller classrooms (an average of 20) and that students more readily identify with a particular counselor allowing for a one – on –one connection. The counselors will remain with the 10th grade students throughout their time at DSHS.

Student Study teams meet regularly to meet mandates of Special Education and RSP, but student study teams also meet to address/ assess the progress of Transition Academy Students and students seek alternatives to the high school setting through enrollment at King High School (continuation) and Davis School for Independent Study.

There are multiple opportunities to participate in sports, music, dance, drama, debate, Academic Decathlon, ethnic/cultural organizations, and other interest-based co-curricular and extra-curricular organizations. At present, over seventy clubs are active on campus reflecting student interests in drama, human relations, music, religion, politics, art, and athletics to name a few. Many are co-

curricular and broaden students' ability to link school with the "real world." A Pathways Program provides a number of "beyond the classroom" experiences which include job shadowing, resume workshops, guest speakers and school-to-career exploration.

A school psychologist is available on campus. DSHS also has the services of a Crisis Counselor. An intern migrant counselor works closely with the staff to provide support to all ELL students.

Academic intervention services are provided to students in a number of areas. Transition Academy is offered to lower performing students in English (grade 10) and American Literature (grade 11) based on teacher/counselor recommendations and a student/parent contract. Reading and basic writing intervention classes in grades 10-12 are also offered. ELL and sheltered language learner support classes are also provided in grades 10-12. Pre-algebra (Math A & B) and Algebra 1 courses address student skill levels consistent with high school exit/graduation requirements. Increasing Student Success meets four days per week and gives after-school tutoring/homework assistance for at-risk students failing two or more classes. Student Success Night, which takes place following quarterly grades, extends invitations to students with D/F grades and their parents to meet with counselors and administrators for an evening of improvement and success-oriented activities. Students and parents are invited to break-out sessions dealing with learning styles, time management, staying on-task, campus intervention resources, and alternatives to high school: proficiency tests, G.E.D., Independent Study, or King Alternative High School. Finally, extensive GATE, gifted and talented and RSP (resource/special education) classes and support are also offered for students with special needs.

Overall attendance (ADA) figures indicate that most students attend class regularly. The percentage of actual attendance is 97% - 98% over the last three years; however, staff is concerned with the numbers of single/multiple period absences and incidents of tardiness in a given day. Attendance data show that many students routinely have ten or more single period absences per semester. Changes in administration and the student data system have resulted in inconsistent school wide and classroom attendance/tardy policies over several years. Student Attendance Review Board (SARB) has not been available as a deterrent to truancy; however, the District has developed a plan to implement SARB beginning in spring 2006. The major consequences of truancy have been assignment to detention, grade reductions for truancy, and work permit withdrawals. Currently, student absences are reported to parents via the automatic phone system. Administration has taken responsibility for issuing attendance letters and contracts for students who have reached 21 unexcused period absences (Level 1 truancy); 42 unexcused period absences (Level 2 truancy); and 63 or more unexcused period absences (Level 3 truancy). For Levels 1, 2, and 3 truancy, vice principals meet with the student and parents/guardians (and often the counselor) to develop a plan for better

attendance. Sometime this plan includes detention, weekly progress reports, and/or a referral to Student Study Team. Beginning in spring 2006, students at Level 3 truancy may be referred to SARB.

Suspension, expulsion and dropout rates are low:

Year	Total # of Students	Total # of Suspensions	# of Students Suspended	% of Students Suspended
2003-2004	1894	217	137	7.3
2004-2005	1831	258	125	6.8

One hundred twenty-five (125) students (7% of the total enrollment) accounted for 258 suspensions in the 2004-2005 school year. Of the 125 students suspended at least once, 64 were White, 35 were Hispanic, 11 were African American, 9 were Asian, and 6 were "other." Fifteen percent (15%) of the suspensions involved possession and/or use of tobacco, alcohol, or other controlled substances or drug paraphernalia. Eight students have been recommended for expulsion in the last two school years (5 in 2004-2005). One third of the expulsions involved possession of a dangerous object. Of the 15 students who dropped out in 2003-2004, grades 10-12, 9 were white, 3 were Hispanic, 2 were African American and 1 was Asian. The DSHS dropout rate is less than half of the state rate.

Involvement

The success of Davis Senior High School does not rest solely with students and staff; staff must acknowledge the tremendous support and involvement provided by parents and the community at large. Parents contribute countless hours, great energy and commitment, as well as financial support to virtually every aspect of the school's program. The business community supports students and programs through donations of goods and dollars, internships, and job shadows as well as providing a viable job market for students. The City of Davis joined the district in the construction of the new gymnasium and performing arts building.

The DSHS Community's commitment is to provide the best possible education for all students. Reading classes/programs are designed to improve skills of students who score 1 or 2 on the CELDT or Basic or below on STAR. Basic Skills Writing Lab is open to students who need writing support. Achievement Via Individual Determination (AVID) is offered and Regional Occupation Courses (ROP) are offered in Automotive Technology, Architectural Design/CAD, Engineering Drafting/CAD, Biotechnology/Internship, Certified Nursing Assistant/Health Careers, Computer Programming/C++/JAVA, Desktop Publishing/Production, Food Services, Internetworking I/II, Stagecraft Productions, Stage Craft Technician, Ornamental Horticulture, and Environmental Science. English as a Second Language and Sheltered Courses in English, Social Sciences and Biology are offered to students with limited

English proficiency though few of these classes serve the English Learners population only. Students with special learning needs are provided with academic support through a Learning Center and full inclusion programs. Presently 98 students are identified as Special Education students (98 in 2003-2004; 87 in 2002-2003). Typically about 40 students per year are served with 504 Accommodations. Three programs specifically support students at risk of failing and/or dropping out: Transition Academy, the Increasing Student Success Program (after school), and Martin Luther King High School (continuation) placement.

The school's leadership understands what resources are available both within and outside the school community and are involved in continuing discussions on how to use those resources to improve student learning. The school leadership team and SIP are perhaps most likely to look at a variety of resources although Associated Students/Leadership Class, Human Relations Committee, and other small groups do look for support from the Arts Foundation, the Senior Citizens Speakers Bureau, Rotary and local merchants. The school actively attempts to make the best use of available internal and external resources. Planning is underway to improve and support student achievement of the academic standards and the expected school wide learning results by SLT, C&I and SIP at the site level and Curriculum Vision and Articulation Committee at the district level.

There is recognition that everyone has a part to play in achieving student success. The certificated, classified, non-certificated staff, and administrators as well as students, parents, and community members are viewed as essential members of a team who have unique roles in enabling all students to achieve the academic standards and the expected school wide learning results. Funds are utilized to support staff through staff development, availability of learning materials, support personnel (teacher's aides and tutors), technical assistance, planning and collaboration time, and technology. Funding sources include Digital High School (in the past), district summer workshops and Buy-Back sessions.

Funding

In addition to general funding provided by the state, other funding sources at DSHS include monies from categorical programs such as School Improvement Plan, EIA for English Language Learners, After School Programs and the Reading Program funded through federal class size reduction. PTA sponsors an "Un-Fundraiser" that has funded technology equipment. PTA also has funded the purchase of white boards for the counseling department and snacks for the after school program. Until funding for Digital High School grant was discontinued, DSHS benefited with hardware, software and teacher training via the grant. The Davis community generously has approved several bond measures in the last decade to fund class size reductions, provide extended library hours, and support funding allocations to develop new facilities. The Superintendent's Budget

Advisory Committee (with representatives from all schools and the community) help guide the allocation process.

One time monies have been used to purchase High Point for the sheltered English classes and other bilingual support materials including Spanish audio tapes for new texts, Rosetta Stone software, and Bill Nye on DVDs. New teacher access to “Cruncher,” a software program that disaggregates student results data has provided a valuable tool to enhance and maximize student learning for ELL students.

Other funding sources include monies from categorical programs such as School Improvement Plan, EIA for English Language Learners, After School Programs and the Reading Program funded through federal class size reduction.

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # <u>1</u> (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Increase student proficiency in Algebra I and Geometry</p>				
<p>Student groups and grade levels to participate in this goal: Students achieving at Basic, Below Basic, and Far Below Basic.</p>		<p>Anticipated annual performance growth for each group: To increase at least one proficiency level for all students.</p>		
<p>Means of evaluating progress toward this goal: -Standardized test scores - Attendance -Student Grades - Teacher generated benchmark assessments</p>		<p>Group data to be collected to measure academic gains: -Standardized test scores - Attendance -Student Grades - Teacher generated benchmark assessments</p>		
<p>Actions to be Taken to Reach This Goal³⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date³⁸ Completion Date</p>	<p>Proposed Expenditures³⁹</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>-Train math teachers Explicit Direct Instruction</p> <p>-CAHSEE software available to all students who have not passed the CAHSEE</p> <p>- Reduce class size Algebra I</p> <p>-Investigate expanding one-on-one tutoring programs</p>	<p>2/07</p> <p>1/07 – On-going</p> <p>8/07</p>	<p>.4 - .6 FTE</p>	<p>\$50,000</p>	<p>District</p> <p>District</p> <p>SLIP</p>

³⁷ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

³⁸ List the date an action will be taken or will begin, and the date it will be completed.

³⁹ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # <u>2</u> (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Increase student proficiency ELA.</p>				
<p>Student groups and grade levels to participate in this goal: Students achieving at Basic, Below Basic, and Far Below Basic.</p>		<p>Anticipated annual performance growth for each group: To increase at least one proficiency level for all students</p>		
<p>Means of evaluating progress toward this goal: -Standardized test scores - Attendance -Student Grades - Teacher generated benchmark assessments</p>		<p>Group data to be collected to measure academic gains: -Standardized test scores - Attendance -Student Grades - Teacher generated benchmark assessments</p>		
<p>Actions to be Taken to Reach This Goal⁴⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date⁴¹ Completion Date</p>	<p>Proposed Expenditures⁴²</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>- CAHSEE software available to all students who have not passed the CAHSEE</p> <p>- Staff development to increase academic reading proficiency</p>	<p>1/07 – On-going</p> <p>1/07-08</p>	<p>\$10,000</p>		<p>District</p> <p>SLIP</p>

⁴⁰ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁴¹ List the date an action will be taken or will begin, and the date it will be completed.

⁴² If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # <u>3</u> (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Improve student connectedness to school community.</p>				
<p>Student groups and grade levels to participate in this goal: Students achieving at Basic, Below Basic, and Far Below Basic.</p>		<p>Anticipated annual performance growth for each group: To improve attendance.</p>		
<p>Means of evaluating progress toward this goal: -Standardized test scores - Attendance -Student Grade - Teacher generated benchmark assessments - Anecdotal teacher/staff reports on individual students</p>		<p>Group data to be collected to measure academic gains: -Standardized test scores - Attendance -Student Grade - Teacher generated benchmark assessments</p>		
<p>Actions to be Taken to Reach This Goal⁴³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date⁴⁴ Completion Date</p>	<p>Proposed Expenditures⁴⁵</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>- Individual teacher proposals</p>	<p>2007-08</p>		<p>\$10,000</p>	<p>SLIP</p>

⁴³ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁴⁴ List the date an action will be taken or will begin, and the date it will be completed.

⁴⁵ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 1 Teachers will demonstrate higher expectations for all students' engagement and academic achievement.				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Classroom teachers and administrators		Anticipated annual growth for each group: Increase in the numbers of teachers that have received GESA training.		
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> ▪ See School Site Plan regarding specific measurable goals for student achievement ▪ Attendance sheets from trainings 		Group data to be collected to measure gains: See School Site Plan for specific measurable goals for students achievement.		
Actions to be Taken to Reach This Goal ⁴⁶ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴⁷ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ Provide <i>Generating Expectations for Student Achievement (GESA)</i> staff development opportunities for teachers K-12. 	July 06 – June 07	Trainer fee and materials Teacher Buy Back for training	\$17,000 \$3,000	Title 2 Professional Development Block Grant
<ul style="list-style-type: none"> ▪ Provide release time for classroom observations 	July 06 – June 07	Substitute teachers	\$2,000	Title 2

Form B: Centralized Support for Planned Improvements in Student Performance

⁴⁶ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁴⁷ List the date an action will be taken or will begin, and the date it will be completed.

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 2 Train teachers in strategies that provide English Learners and other students access to the core curriculum.				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Teachers and administrators		Anticipated annual growth for each group: Increase the number of K-8 grade teachers who have received GLAD training.		
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> ▪ See School Site Plan regarding specific measurable goals for student achievement ▪ Attendance sheets from trainings 		Group data to be collected to measure gains: See School Site Plan for specific goals		
Actions to be Taken to Reach This Goal ⁴⁸ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴⁹ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Provide <i>Guided Language Acquisition Development (GLAD)</i> , staff development opportunities and workshop training materials for K-8 grade teachers	July 06 – June 07	GLAD trainers and materials	\$35,000	Title 2
<ul style="list-style-type: none"> ▪ Districtwide grade level articulation meetings to develop lessons 	Jan 2007 (3 meetings/ year)	N/A		General Fund
<ul style="list-style-type: none"> ▪ Release time for teacher peer observations 	Dec 06- June 07	Substitutes	\$3,500	Title 3
<ul style="list-style-type: none"> ▪ Provide strategies to improve achievement of EL students 	Aug 06 –Sept 06	Bonnie Bishop training	\$5,500	Title 2
<ul style="list-style-type: none"> ▪ Buy Back Staff Development workshop 	Aug 06 – Sept 06	Bonnie Bishop Buy Back workshop	\$12,500	Prof Dev Block Grant

⁴⁸ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁴⁹ List the date an action will be taken or will begin, and the date it will be completed.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 3				
Increase staff awareness of intervention training models that provide support for all at-risk student populations				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Classroom teachers, administrators, reading teachers, special education teachers, psychologists, counselors		Anticipated annual growth for each group: See School Site Plan for targets		
Means of evaluating progress toward this goal: ▪ See School Site Plan for evaluation of progress toward this goal		Group data to be collected to measure gains: ▪ See School Site Plan for data ▪ Disaggregated STAR ELA results		
Actions to be Taken to Reach This Goal ⁵⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵¹ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ Provide Kindergarten – twelfth grade instructional support in the area of intervention training ▪ Release time for reading teachers to discuss intervention programs to increase student achievement 	<p>August 2006</p> <p>Sept 06 – June 06</p>	<p>Trainer Buy Back workshop</p> <p>Substitutes Materials</p>	<p>\$1000 \$12,500</p> <p>\$4,500 \$500</p>	<p>Title 2 Prof Dev Block Grant</p> <p>Title 2 Title 2</p>

⁵⁰ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁵¹ List the date an action will be taken or will begin, and the date it will be completed.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 5				
Provide elementary grades instructional support in the area of reading skill development within the classroom				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Classroom teachers		Anticipated annual growth for each group: See School Site Plan for targets		
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> ▪ See School Site Plan for evaluation of progress toward this goal ▪ Attendance sheets 		Group data to be collected to measure gains: <ul style="list-style-type: none"> ▪ See School Site Plan for data ▪ Disaggregated STAR ELA results 		
Actions to be Taken to Reach This Goal ⁵² Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵³ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ AB 466 Elementary classroom reading instruction professional development 	Aug 06 – June 07	\$1000 per teacher for summer institute \$1000 per teacher for participation in Passport program	\$40,000	AB 466
<ul style="list-style-type: none"> ▪ Training on strategies to support at-risk students in the area of reading 	Aug 2006	Presenter Buy Back stipends	\$1,000 \$6,500	Title 2 Prof Dev Block Grant

⁵² See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁵³ List the date an action will be taken or will begin, and the date it will be completed.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 7				
Improve academic achievement in algebra for students in 8 th -12 th grade who are at-risk of not passing course				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Classroom teachers		Anticipated annual growth for each group: See School Site Plan for targets		
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> ▪ See School Site Plan for evaluation of progress toward this goal ▪ Workshop attendance sheets 		Group data to be collected to measure gains: <ul style="list-style-type: none"> ▪ See School Site Plan for data ▪ Disaggregated STAR ELA results 		
Actions to be Taken to Reach This Goal ⁵⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵⁵ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ Introductory workshop for <i>Explicit Direct Instruction (EDI)</i> in mathematics ▪ Buy back training for secondary mathematics teachers ▪ Classroom observation / mentoring of math teachers 	<p>Nov 2006</p> <p>Spring 2007</p> <p>Spring 2007</p>	<p>1-hour preview presentation</p> <p>Trainer for 2 <i>EDI</i> training days Buy Back for 2 days of training</p> <p>Consultant fee</p>	<p>\$1,500</p> <p>\$9,000 \$5,000</p> <p>\$7,000</p>	<p>TIIG</p> <p>TIIG Prof Dev Block Grant</p> <p>TIIG</p>

⁵⁴ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁵⁵ List the date an action will be taken or will begin, and the date it will be completed.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 8				
Adopt district social studies curriculum				
Groups participating in this goal (e.g., students, parents, teachers, administrators): Classroom teachers		Anticipated annual growth for each group: N/A		
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> Attendance sheet of social studies adoption meetings 		Group data to be collected to measure gains: N/A		
Actions to be Taken to Reach This Goal ⁵⁶ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵⁷ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Social studies pilot training workshop / implementation workshop Evaluation of social studies instructional materials in recommendation to the board of Education for adoptions Buy Back training for implementation of social studies adoption materials 	<p>Aug 2006</p> <p>Jan 07 – June 07</p> <p>Aug 06</p>	<p>Buy Back workshop</p> <p>Substitutes</p> <p>Buy Back stipends</p>	<p>\$7,000</p> <p>\$4,000</p> <p>\$5,000</p>	<p>Prof Dev Block Grant</p> <p>Title 2</p> <p>Prof Dev Block grant</p>

⁵⁶ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁵⁷ List the date an action will be taken or will begin, and the date it will be completed.

IV. Resources

This section contains the following appendices that will assist a school site council in completing the *Single Plan for Student Achievement* and in maintaining a cycle of continuous improvement:

- Appendix A: Programs Funded through the Consolidated Application
- Appendix B: Chart of Requirements for the *Single Plan for Student Achievement*
- Appendix C: Sample School and Student Performance Data Forms
- Appendix D: Demographic Data Summary
- Appendix E: Analysis of Current Instructional Program
- Appendix F: Outline of Sample Bylaws
- Appendix G: Use of Resources
- Appendix H: Acronyms and Specialized Terms

Appendix A: Programs Funded through the Consolidated Application

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

State Programs

- California School Age Families Education
- Economic Impact Aid
- Instructional Time and Staff Development Reform
- Peer Assistance and Review
- School Safety & Violence Prevention Act
- Tobacco-Use Prevention Education

Federal No Child Left Behind (NCLB) Programs

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

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

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

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

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

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
SSC developed plan and expenditures	EC 64001(a)	X	X	X	X	X			X	X	X	X		X	X
	EC 41572														X
	EC 41507													X	
	EC 35294.1(b)(1)												X		
SSC annually updates the plan	EC 64001((g) EC 35294.2(e)	X	X	X	X	X			X	X	X	X	X	X	X
Governing board approves SPSA	EC 64001(h) EC 52055.630(b)	X	X	X	X	X	X	X X	X	X	X	X	X	X	X
Policies to insure all groups succeed	20 USC 6316(b)(3)					X									
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)					X									
Submit High Priority annual report after public LEA governing board review	EC 52055.640							X							
III. Funding															
Plan includes proposed expenditures to improve academic performance	EC 64001(g) EC 52853 EC 52054 20 USC 6316(b)(3) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X X	X X	X X	X X	X X	X X	X X	X	X	X	X X			
Describe centralized services expenditures	5 CCR 3947(b)	X	X												
IV. Standards, Assessment, and Accountability															
Comprehensive assessment and analysis of data	EC 64001(f) EC 52055.620(a)(1) - (3) EC 52054 20 USC 7115(a)(1)(A) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X	X X	X	X	X	X	X	X		
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X	X	X	X			

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
	<i>EC 52853</i> <i>EC 52055.625(c)</i> <i>EC 35294.2(e)</i> <i>EC 32228.5(b)</i> <i>20 USC 7115(a)(2)</i>	X	X	X	X	X		X				X	X		
Ongoing monitoring and revision	<i>20 USC 6315(c)(2)(B)</i>														
Assessment results available to parents	<i>EC 35294.2(e)</i> <i>20 USC 7115(a)(1)(E)</i> <i>20 USC 6314(b)(2)(A)</i>				X						X		X		
V. Staffing and Professional Development															
Provide staff development	<i>EC 52853</i> <i>EC 52055.625(d)(1)(B),(C)</i>	X	X	X	X	X		X				X			
	<i>EC 32228(b)(2)</i> <i>20 USC 6316(b)(3)</i> <i>20 USC 6315(c)(1)(F)</i> <i>20 USC 6314(b)(1), (2)(A)</i>			X	X	X							X		
Budget 10% of Title I for staff development	<i>20 USC 6316(b)(3)</i>					X									
Provide highly qualified staff	<i>EC 52055.625(b), (d)</i> <i>20 USC 6315(c)(1)(E)</i> <i>20 USC 6314(b)(1), (2)(A)</i>			X	X			X							
Distribute experienced teachers	<i>EC 52055.620(d)</i>							X							
VI. Opportunity & Equal Educational Access															
Describe instruction for at-risk students	<i>EC52853</i>	X	X	X	X	X						X			
Describe the help for students to meet state standards	<i>EC 64001(f)</i> <i>20 USC 6314(b)(1), (2)(A)</i> <i>20 USC 6315(c)</i>	X	X	X	X	X	X		X	X	X	X			
Describe auxiliary services for at-risk	<i>EC 52853</i>	X	X	X	X	X						X			

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
students	EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)			X	X			X			X				
Avoid Isolation or segregation	5CCR 3934	X	X	X	X	X						X			
VII. Teaching and Learning															
Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	X	X	X	X	X	X		X	X	X	X			
Define objectives	EC 52054 20 USC 7114(d)(2)(B) 20 USC 6316(b)(3)					X	X				X				
Steps to intended outcomes	EC 52054 5CCR 3930		X	X	X	X	X		X						
Account for all services	5CCR 3930		X	X	X	X			X						
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X	X	X	X	X	X	X	X		X	X			
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)				X										
-Allow all to meet/exceed standards;	20 USC 6315(c)			X	X										
-Are effective, research based;	20 USC 6316(b)(3) 20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B)			X	X	X									
-Strengthen core academics;	EC 52054				X		X								
-Address under-served populations;	EC 52055.625(b), (c)				X			X							
-Provide effective, timely assistance;	20 USC 6314(b)(1)(I), (2)(A)				X										

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
-Increase learning time	20 USC 6316(b)(3); 20 USC 6314(b)(1)(B),(2)				X	X									
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B),(2)			X	X										
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)				X										
-Coordinate state and federal programs	20 USC 6315(c)(1)(H) 20 USC 6314(b)(1)(J), (2)(A)			X	X										
-Transition from preschool	20 USC 6315(c)(1)(D) 20 USC 6314(b)(1)(G), (2)(A)			X	X										
Provide an environment conducive to learning	EC 52055.625(f)(1) EC 52055.620(a)(6) 20 USC 7114(d)(1)							X X			X				
Enable continuous progress	5CCR 3931	X	X	X	X	X			X		X	X			
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1) 5CCR 3937	X	X	X	X	X		X	X			X			
Align curriculum, strategies, and materials with state standards or law	EC 52853 EC 52055.625(b)(2)(D),(c)	X	X	X	X	X		X				X			
Provide high school career preparation	5CCR 4403		X												

Appendix C: Sample School and Student Performance Data Forms

The following tables are included in Appendix C. These tables represent samples of ways to assist the school site council in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance by Ethnicity
- Table 2: Academic Performance by Grade Level
- Table 3: English-Language Arts Adequate Yearly Progress (AYP)
- Table 4: Mathematics Adequate Yearly Progress (AYP)
- Table 5: California English Language Development (CELDT) Data
- Table 6: Multi-Purpose

Table 1: Academic Performance by Ethnicity

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																				
		All Students			White			African-American			Hispanic			Asian								
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																					
	%																					
Number and Percent At Basic	#																					
	%																					
Number and Percent Below Basic	#																					
	%																					
Number and Percent Far Below Basic	#																					
	%																					
TOTAL NUMBER AND PERCENT	#																					
	%																					

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 2: Academic Performance by Grade Level

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR _____ STUDENTS																				
		Grade: _____			Grade: _____			Grade: _____			Grade: _____			Grade: _____			Grade: _____					
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																					
	%																					
Number and Percent At Basic	#																					
	%																					
Number and Percent Below Basic	#																					
	%																					
Number and Percent Far Below Basic	#																					
	%																					
TOTAL NUMBER AND PERCENT	#																					
	%																					

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated -Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate																											
Number At or Above Proficient																											
Percent At or Above Proficient																											
AYP Target																											
Met AYP Criteria																											

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated -Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate																											
Number At or Above Proficient																											
Percent At or Above Proficient																											
AYP Target																											
Met AYP Criteria																											

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Total												

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 6: Multi-Purpose Form

Academic, Demographic, Grade Span, or Program Area: _____

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

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Appendix D: Demographic Data Summary

This table is for identifying the number and percent of students enrolled in the district or school since kindergarten or first grade. Knowing which student groups have high or low numbers and percentages of continuous enrollment is helpful in determining program services. The table represents a K-12 school but can be modified for any grade span configuration.

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

Conclusions indicated by the data:
1.
2.

Appendix E: Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

Teaching and Learning

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

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)

Involvement

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

Funding

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

Appendix F: Outline of Sample Bylaws

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

Article I Duties of the School Site Council

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

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

Article II Members

Section A: Composition

The school site council shall be composed of 13 members, selected by their peers, as follows:

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

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

Section B: Term of Office

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

Section C: Voting Rights

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

Section D: Termination of Membership

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

Section E: Transfer of Membership

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

Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by appointment of the school site council for the period of time until the next regular election.

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

Article III Officers

Section A: Officers

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

The chairperson shall:

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

The vice-chairperson shall:

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

The secretary shall:

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

Section B: Election and Terms of Office

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

Section C: Removal of Officers

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

Section D: Vacancy

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

Article IV Committees

Section A: Subcommittees

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

Section B: Other Standing and Special Committees

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

Section B: Membership

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

Section C: Terms of Office

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

Section D: Rules

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

Section E: Quorum

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

Article V Meetings of the School site council

Section A: Meetings

The school site council shall meet regularly on the 4th Thursday of each month. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

Section B: Place of Meetings

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

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: School Daily Bulletin, posted front door Administration Building, and PTA listserv.

All required notices shall be delivered to school site council and committee members no less than 72 hours, and no more than three days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

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

Section E: Conduct of Meetings

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

Section F: Meetings Open to the Public

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

Article VII Amendments

An amendment of these bylaws may be made at any regular meeting of the school site council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to school site council members at least 21 days prior to the meeting at which the amendment is to be considered for adoption.

Appendix G: Use of Resources

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

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

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

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

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

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

Expenditures are allowable if they:

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

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

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

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

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

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

The district may also reserve funds for:

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

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

Appendix H: Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

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

ACRONYM	STANDS FOR	WEB ADDRESS
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	http://www.nagb.org
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa

ACRONYM	STANDS FOR	WEB ADDRESS
PTA	Parent Teacher Association	http://www.pta.org
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SABE/2	Spanish Assessment of Basic Education	http://www.cde.ca.gov/ta/tg/sr
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.wascweb.org