Pajaro Valley Unified School District Office of State and Federal Programs

State & Federal Handbook

2020-21

PVUSD



CREATING EDUCATIONAL EQUITY FOR THE STUDENTS, FAMILIES, AND COMMUNITY WE SERVE

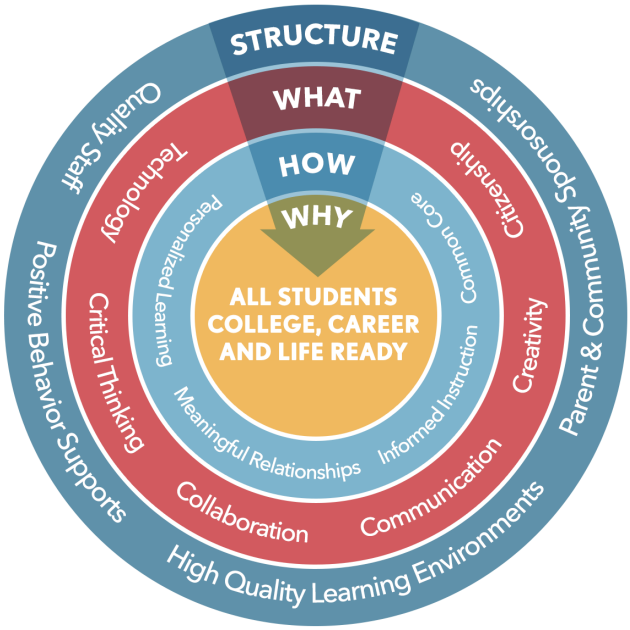
Notice of Nondiscrimination

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, and California law, Education Code §200 et seq., Pajaro Valley Unified School District prohibits unlawful discrimination, including discriminatory harassment, intimidation, and bullying against individuals, including, but not limited to, District employees and job applicants on the basis of actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identifications, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics in its services, programs, or activities. Anyone who wishes to file a complaint alleging discrimination on one of the above basis in the provision of services, programs, or activities by the District may do so by contacting:

Alison Niizawa
Assistant Superintendent, Human Resources
Pajaro Valley Unified School District
294 Green Valley Road
Watsonville, CA 95076
Main Line: 831-786-2145

Mission Statement

The Mission of the Pajaro Valley Unified School District is to educate and to support learners in reaching their highest potential. We prepare students to pursue successful futures and to make positive contributions to the community and the global society.



PAJARO VALLEY
UNIFIED SCHOOL DISTRICT

INTRODUCTION TO STATE & FEDERAL PROGRAMS

The PVUSD Office of Equity, State and Federal Programs and Accountability provides guidance and technical assistance for the successful implementation of categorical education programs to school sites and district office departments. Our team assists administrators and other staff responsible for categorical programs with areas including compliance monitoring, school site council training, family engagement, and development of the School Plan for Student Achievement (SPSA).

Federal categorical programs provide supplemental funds for school sites and district departments to provide a comprehensive instructional program to help ensure that all children meet challenging state academic standards. Funding from Title I Part A ensures students from low income backgrounds receive health and academic supports necessary to meet challenging state academic standards. School site councils, English Learner Advisory Committees and other site and district advisory groups hold a crucial role in oversight of federally categorical program funds.

The PVUSD Local Control and Accountability Plan (LCAP) serves as the district master plan to set goals, plan actions, and leverage resources to improve student outcomes. PVUSD school site councils use the district LCAP to guide development of site plans called the School Plan for Student Achievement or SPSA.

PVUSD Equity, State & Federal Programs and Accountability assists School Site Councils to provide the support, structures, and internal controls to assure district wide implementation of a comprehensive and compliant categorical education program for all students. This assistance includes keeping School Site Councils apprised of any changes to school programs and SPSA requirements due to the COVID-19 emergency.

If you have any questions about the Office of State and Federal Programs, contact Christina Oakden, Administrative Secretary III at (831) 786-2611 or christina_oakden@pvusd.net.

Michael Berman
Director
PVUSD Equity, State & Federal Programs, and Accountability
(831) 786-2611
michael_berman@pvusd.net

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SECTION I

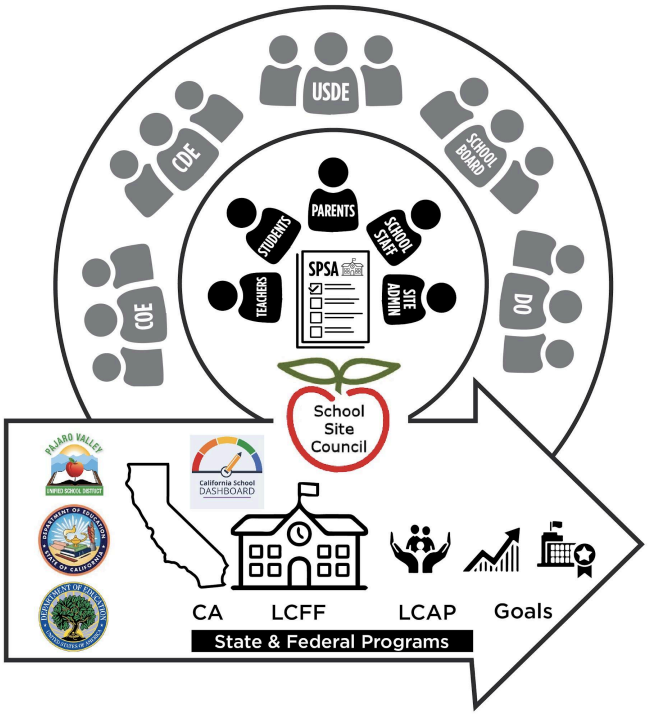
SCHOOL SITE COUNCIL OVERVIEW

What is School Site Council (SSC)?

California public schools belong to the communities they serve. The School Site Council (SSC) serves as the representative body for the school's instructional program and all related categorical resources. School site councils are responsible for developing the School Plan for Student Achievement (SPSA) for programs funded through the Consolidated Application (ConApp). The legislative intent of the School Site Council (SSC) is that individuals who are most affected by the operation of the school must have a major role in the decisions regarding how a school's instructional program functions. Site administration, teachers, other staff, parents, students and community members serve as SSC representatives of constituent groups.

The state legislature and governor establish laws that govern the operations of all public school districts in California. These laws are contained in the California Education Code. The State Board of Education sets forth the policies and procedures for all districts in California. The California Department of Education (CDE) is the state agency that oversees public education. The CDE provides oversight for funding and holds county offices of education (COE) and their school districts accountable for providing equitable educational programs,

The Local Educational Area (LEA), also known as the District, and local School Board set forth the policies of the district. The district administration makes decisions consistent with school board policies regarding the operation of the school and the implementation of the educational program. These decisions are guided in the district Administrative Regulations (AR). Employee and school board contractual agreements must be followed. By-laws to guide site council operations are recommended.

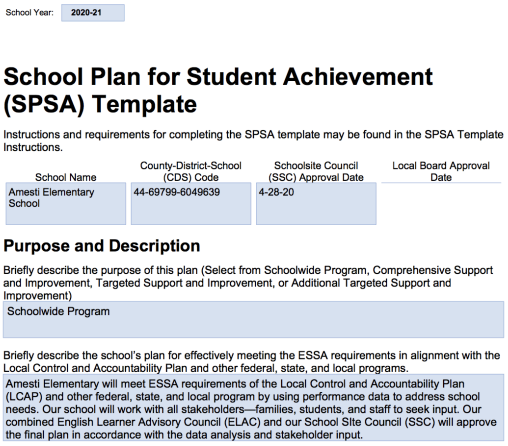


CDE School Site Council
https://www.cde.ca.gov/fg/aa/co/ssc.asp

SSC and California Education Code

California *Education Code* [*EC*] Section 65000[b]

A school that operates a categorical program (such as Title I) funded through the consolidated application (ConApp) shall establish a school site council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California *Education Code* [*EC*] Section 65000[b]).



School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Amesti Elementary School	44-69799-6049639	4-28-20	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Amesti Elementary will meet ESSA requirements of the Local Control and Accountability Plan (LCAP) and other federal, state, and local program by using performance data to address school needs. Our school will work with all stakeholders—families, students, and staff to seek input. Our combined English Learner Advisory Council (ELAC) and our School SIte Council (SSC) will approve the final plan in accordance with the data analysis and stakeholder input.

The SSC shall develop the content of the SPSA (*EC* Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the Local Control and Accountability Plan (LCAP), if any, by the SSC (*EC* Section 64001[i]).

The SPSAs shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (EC Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (EC Section 64001[i]). Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (EC Section 64001[i]). A LEA shall ensure, in the ConApp, that the SPSA has been prepared in accordance with the law, that SSC have developed and approved a SPSA for each school participating in programs funded through the ConApp process, and that SPSAs were developed with the review, certification, and advice of the school English learner advisory committee (ELAC), if required (EC Section 64001[c]).

California Legislative Information
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=64001

CDE School Site Council
https://www.cde.ca.gov/fg/aa/co/ssc.asp



What is the role of School Site Council?

The central role of the school site council is to develop the School Plan for Student Achievement (SPSA) for programs funded through the consolidated application (ConApp). (California Education Code EC Section 64001[i])
The SSC shall develop the content of the School Plan for Student Achievement (SPSA) (EC Section 64001[g][1]). The SPSA shall be reviewed by SSC annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and Local Control and Accountability Plan (LCAP).



The SPSA shall be reviewed and approved by the district governing board at regularly scheduled meetings throughout the year. Budget changes under $1500.00 will be approved at the site level. SPSA budget changes exceeding $1500.00 must use the SPSA Addendum process and be approved by the PVUSD director of Equity, State and Federal Programs and Accountability. If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (ECSection 64001[i]).

The SPSA is a school's framework for continuous improvement and is the basis by which the District holds schools accountable for improving student achievement. The role of the SPSA is to:

- Develop the SPSA including proposed expenditures
- Monitor and evaluate the effectiveness of the SPSA
- Obtain input from advisory committees
- Recommend the plan to the board
- Develop the School Safety Plan, unless delegated to another appropriate group*
- Attend meetings regularly; share information with peers
- Participate in the District Advisory Council (DAC)

The SPSA contains:
a. An analysis of academic performance data to determine students' needs.

b. School goals to meet the identified academic needs of students.

c. Activities to reach school goals that improve the academic performance of students.

d. Funds are allocated to the school through Consolidated Application and Reporting System

e. The means of annually evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all students have been met. It is the single document which outlines a school's programs and actions for improving student achievement, as well as the responsibilities for everyone involved in that process.

SSC and ELAC New Member Training
PVUSD holds Annual SSC and ELAC New Member trainings for school staff, parents, students and community members to learn about the role and responsibilities of SSC, ELAC and SPSA.

• PVUSD ELAC New Member Training is held on the last Monday in September
• PVUSD SSC New Member Training is held on the first Monday in October.

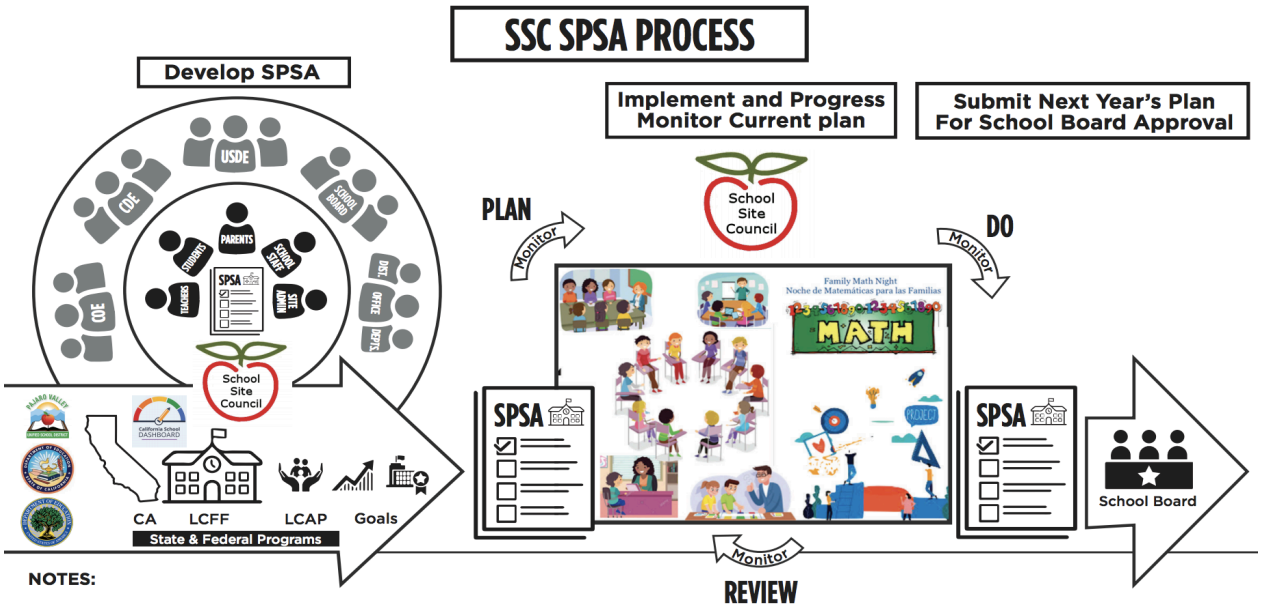
For more information on SSC and ELAC New Member Trainings, contact:

Ruby Vasquez
PVUSD Parent Education Trainer
ruby_vasquez@pvusd.net
(831) 786-2100 ext 2614

CDE School Site Council
https://www.cde.ca.gov/fg/aa/co/ssc.asp

School Site Councils and The SPSA Process Infographic

School Site Councils ensure student achievement for all students and the long-term fiscal stability of the school site and district.



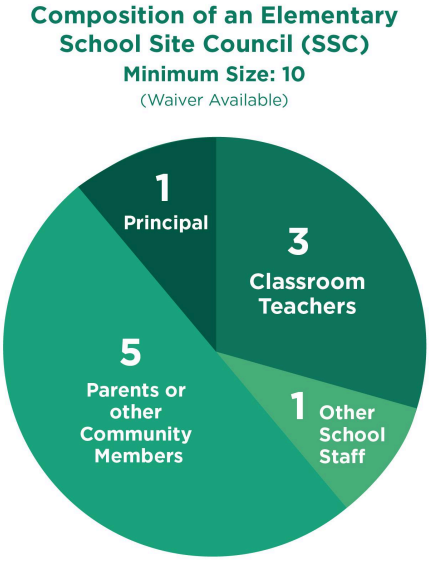
GLOSSARY:
CA: California
CDE: California Department of Education
COE: County Office of Education
DOD: District Office Department
LCAP: Local Control and Accountability Program
LCFF: Local Control Funding Formula
PVUSD: Pajaro Valley Unified School District
SPSA: School Plan for Student Achievement
SSC: School Site Council
USDE: United States Department of Education

Who Serves on SSC?

School Site Council Membership and Composition
The members of the SSC represent the composition of a school's pupil population and notwithstanding the size of the school. ***The composition of the SSC shall ensure parity between the groups (EC Section 65000[a])***.

The SSC in an **elementary** shall be composed of the following two groups:

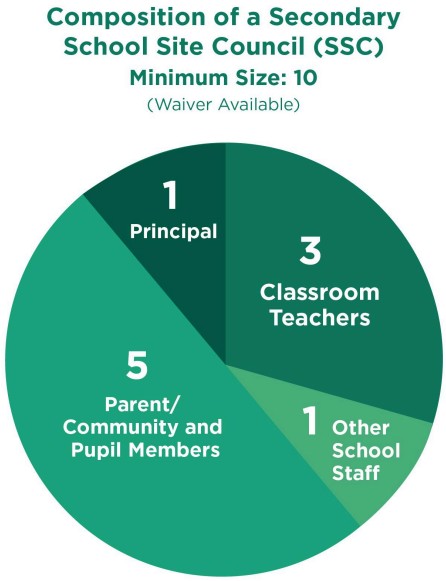
- The principal of the school or his or her designee, school personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers, and classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected; and Parent and/or Community Group Members (Elementary Schools): Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school. A classified or certificated employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's employment may serve as a parent representative on the SSC established (*EC* Section 65000[d]).
- The number of parent and/or community members selected shall equal the number of school members selected (parity). In other words, the minimum number of SSC members at an elementary school is a total of ten (10) (e.g.1 principal or his or her designee, 1 other school personnel, 3 classroom teachers, and 5 parent/community members). At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.



For SSC Membership formation resources see the **Form SSC** folder in PVUSD Drive.

The SSC in a **secondary school** shall be composed of the following two groups (*EC* Section 65000[c][2]):

- The principal of the school or his or her designee, school personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers, and classroom teachers employed at the school, selected by classroom teachers employed at the school; Classroom teachers constitute a majority of the school members selected and Parent/Community and secondary pupil Group Members. Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school; and pupils attending the school, selected by pupils who are attending the school. A classified or certificated employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's employment may serve as a parent representative on SSC (*EC* Section 65000[d]).
- The number of parent and/or community members and pupil members selected shall equal the number of school members selected. In other words, the minimum number of SSC members at a secondary school is a total of ten (10) (e.g. 1 principal or his or her designee, 1 other school personnel, 3 classroom teachers, and 5 parent/community and pupils members). At the secondary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) equal numbers of parents, pupils or other community members selected by parents, and students.*CDE-secondary may have a minimum size of 10 members.



For SSC Membership formation resources see the **Form SSC** folder in PVUSD Drive.

CDE School Site Council
https://www.cde.ca.gov/fg/aa/co/ssc.asp

School Site Council Meeting Requirements

According to the California Department of Education (CDE), a school that operates a categorical program funded through the Consolidated Application (ConApp) shall establish a School Site Council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California *Education Code* [*EC*] Section 65000[b]).

The SSC shall develop the content of the SPSA (*EC* Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (*EC* Section 64001[i]).

An LEA (also known as a school district) shall ensure, in the ConApp, that the SPSA has been prepared in accordance with the law, that SSC have developed and approved a SPSA for each school participating in programs funded through the ConApp process, and that SPSAs were developed with the review, certification, and advice of the school English learner advisory committee (ELAC), if required (*EC* Section 64001[c]).

Any meeting held by the SSC shall be open to the public, and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee (EC Section 35147[c][1]).

Notice of the meeting shall be posted on the school site at appropriate locations accessible to the public, at least 72 hours before the time set for the meeting. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).

The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c][1]).

Questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on pupils or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If a SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC shall reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c][2]).

Any materials provided to a SSC shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (EC Section 35147[d]).
For SSC meeting requirement resources see the School **Site Council Meeting Docs** folder in PVUSD Drive.

CDE School Site Council
https://www.cde.ca.gov/fg/aa/co/ssc.asp

Retention Requirements for School Site Council Records

SSC records, materials, and supporting documents must be retained for a period of three years (2 *Code of Federal Regulations* 200.333[a]). The only exceptions are if any litigation, claim, or audit is started before the expiration of the 3-year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

School Site Council Member Responsibilities

- Serve as a representative of the school community
- Establish and maintain communications with constituents and advisory groups
- Encourage the sharing of the needs and interests of students and their families
- Support the academic performance and school success of all students.
- Uphold district and site codes, policies, regulations and site governance procedures
- Annually develop, monitor and approve the School Plan for Student Achievement (SPSA)
- Annually develop, monitor and approve categorical funding related to the SPSA
- Align SPSA to district vision, goals and programs to ensure achievement for all students
- Review and revise the School Safety Plan
- Develop site level parent and family engagement policy
- Serve on the district level parent advisory committees (eg. DELAC, DAC, etc.)
- Review the school parent compact (Title I Schools)
- Serve as advisory in the development of the district Local Control Accountability Plan (LCAP)
- Establish an ongoing system of communication with families, staff and community members
- Organize and uphold meeting policies, procedures, protocols and group agreements
- Maintain records of all council documents required for public review and federal compliance
- Participate in SSC related trainings and professional activities to deepen understanding of school governance, conditions for teaching and learning, and instructional programs
- If ELAC is delegated, ensure tasks, discussion, and decisions are placed on the agenda and recorded in minutes. Maintain ELAC documents (site reports, presentations and notes, handouts) for public review and federal compliance

School Site Council Committee and Subcommittee Appointments
In accordance with their by-laws and local governing board policies, the council may appoint sub-committees or individuals to perform tasks that assist the council in developing, monitoring or evaluating the plan. Appointed individuals/committees may serve on ad hoc work teams or subcommittees.

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

CDE School Site Council
https://www.cde.ca.gov/fg/aa/co/ssc.asp

School Site Council and School Governance

School Site Council is a decision making group that provides school level oversight on federal and state funded programs. School Site Councils provide oversight of the academic planning and budgeting process associated with the School Plan for Student Achievement (SPSA) in order to meet the needs of *all* students. SSCs provide meaningful consultation with the principal to oversee the implementation, monitoring, and revision of the SPSA, including reviewing and analyzing data; consulting with advisory groups; evaluating programs and activities; and allocating the expenditure of funds available to the school through categorical programs

Members of the School Site Council represent constituent groups within the school community. The council members (parents, teachers, and other staff) are elected to represent the collective interests of all their constituents. Council members are school leaders and responsible for upholding council by laws and agreements, committing to learning about school programs, reaching out to and maintaining communication with constituents, referring constituents to appropriate staff members and services and encouraging family involvement.

Council members keep the following guidelines in mind when making decisions:
• Decisions are legal and follow District Board policy and administrative regulations
• Decisions are compliant with the laws and regulations for each federal program
• Decisions are within the budget
• Decisions are ethical and trustworthy

School Site Council Officer Responsibilities

Officers serve as the core group to achieve the goals and objectives of the SSC. Officers roles and responsibilities ensure the effective functioning of the council and school community. Officers must be willing to perform the tasks of the office. Officers must possess a willingness to serve, build consensus, cooperate, respect others' opinions and be accountable for decisions. School Site Councils do not serve as a school management committee, policy making body, grievance committee, personnel committee or fund raising organization.

Chair/President:

1. Calls the meeting to order
2. Keeps meeting to its order of business-has planned agenda
    a. Gives every member who wishes a chance to speak
    b. Tactfully keeps all speakers to rules of order and on topic
    c. Should give pro and con speakers alternating opportunities to speak
3. May enter in discussion/debate to provide clarification or summarize
4. States each motion before it is discussed and before it is voted upon
5. Puts motion to vote and announce outcome
6. Familiar with parliamentary procedure to inform assembly on proper procedure
7. May appoint committees when authorized to do so

**When Chair is absent, Vice Chair may substitute*

Secretary:

1. Keeps an accurate record of each meeting, including in the minutes:
2. Maintains meeting information date, hour, and place of meeting, call to order-adjournment
3. Maintains meeting documents-agenda, minutes, handouts, sign-in sheets, etc.
4. Documents approval of previous meeting minutes, adjournment, schedule changes
5. Documents attendance, reports, motions,counted votes, presenters, visitors,
6. Keeps copy of bylaws with amendments properly entered
7. Keeps a record of all sub-committees and advisory group documents for FPM
8. Provides a list of pending and potential business for the chair before meeting.

Role Of The Principal with The School Site Council

1. Works closely with the SSC chairperson to plan SSC meetings and activities.
2. Provides information to enable the SSC to plan, monitor, and evaluate effective improvements.
3. Explains to council members State Accountability and Progress reports. Discussion should focus on achievement of various subgroups.
4. Provides guidance in writing SPSA and Safety Plans.
5. Interprets state, district, and school policies/regulations.
6. Provides student performance data and test results for the school.
7. Informs the SSC about all school programs, parent groups and encourages participation.
8. Administers and implements the School Plan.
9. Is responsible for all expenditures of school funds including federal funds budgeted in SPSA
10. Is an ex officio member of the SSC; may serve as Chair;

11. May not veto council decisions or change the approved plan

English Learner Advisory Committee (ELAC)

Background

The English Learner Advisory Committee is a school-level committee of parents, staff, and community members designated to advise school officials on English learner programs and services. English Learners are the fastest growing student population in the United States. Four out of five English Learners in U.S. schools are Spanish speakers. The benefits of responsive family outreach and engagement support student educational success. These benefits include increased attendance, achievement, and college and career attainment.

Requirement

Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC). The English Learner Advisory Committee is intended for parents/guardians of English Learners to advise the principal and school staff on programs and services for English Learners. A fully functioning ELAC is required at every school that has more than twenty (20) identified English Learners. The ELAC serves in an advisory capacity.

Composition

The parent composition requirement states that the percentage of parents of English Learners on the ELAC or SSC must be at least the same as that of current English Learners (not IFEP or RFEP) at the school. For example, if 50% of your total student population is currently identified as ELs, then 50% of the members of your ELAC must be parents of ELs. Similarly, if your site chooses to delegate ELAC's tasks to the SSC, then 50% of the parent members of the SSC must be parents of the EL students enrolled at the school site.

Delegating ELAC Responsibilities to SSC

The decision to delegate ELAC responsibilities to the School Site Council should be a thoughtful process that meets the needs of ELAC members, SSC members, and the school community. ELAC can **only** be delegated if the SSC membership meets the parent composition requirement. If the composition requirement is not met then sites must maintain a separate functioning ELAC.

Responsibilities

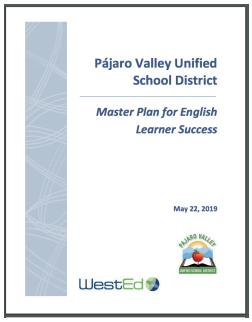
- Develop and submit English Learner site plan to SSC for approval and inclusion in the School Plan for Student Achievement (SPSA)
- Assist in schoolwide planning process including the schoolwide needs assessment
- Promote the importance of regular school attendance with parents and families
- Elect at least one member to the District English Learner Advisory Committee (DELAC)

For more information and resources on ELAC see **ELAC for Sites** folder in PVUSD Drive

CDE English Learner Advisory Committee

https://www.cde.ca.gov/ta/cr/elac.asp

ELAC Meeting Requirements



Mandatory Topics

The following must be agenda items mandated by California State Regulations. These items must be documented in both SSC and ELAC minutes, agendas and supporting materials (eg. presentations, handouts, notifications, etc.).

Responsibilities

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement. (SPSA Goal)
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Recommended Topics

• EL Roadmap
• Master Plan for English Learner Success
• Annual Parent Notification
• Review Identification and Assessment of English Learners (EL)
• Overview of Program Options for English Learners (EL)
• Reclassification Procedures
• School English Learners (EL) Program, as it exists at your site
• Vision Statement for English Learners (EL)



Elections

The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election.

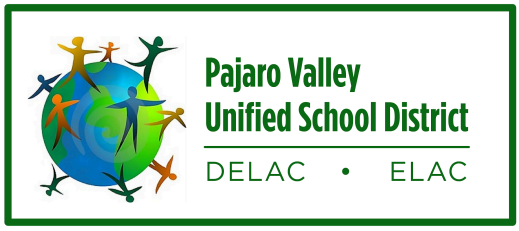
Training

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions.

CDE English Learner Advisory Committee
https://www.cde.ca.gov/ta/cr/elac.asp

PVUSD EL Master Plan for English Learner Success
https://www.pvusd.net/pf4/cms2/view_page?d=x&group_id=1516177971641&vdid=i21eaq27644mit

District English Learner Advisory Committee (DELAC)



The District English Learner Advisory Committee (DELAC) advises the district and provides an annual training for ELAC officers on their roles and responsibilities. The California Education Code requires a functioning DELAC in which at least 51 percent of the members are parents of English Learners. All official DELAC members must be members of a school ELAC.

Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.
The DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting a district wide needs assessment on a school-by-school basis.
3. Establishment of district programs, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative DELAC member. If the district has 31 or more ELACs, it may use a system of proportional or regional representation.

Trainings

School districts shall provide DELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions.

Legal References

California *Education Code*, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)
California Code of Regulations, Title 5, Section 11308 and 15495(b)

CDE DELAC
https://www.cde.ca.gov/ta/cr/delac.asp

FAQs--SSC, ELAC and DELAC-COVID-19 Requirements

Frequently Asked Questions (FAQs) regarding School Site Council (SSC) English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) requirements during the COVID-19

Do SSC, ELAC and DELAC requirements, laws, and regulations still apply during the COVID-19 physical school closures?

On March 17, 2020 Governor Gavin Newsom signed executive order N-29-20 stating that, subject to notice and accessibility requirements set forth in the order, "a local legislative body or state body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body." On April 23, Governor Newsom signed executive order N-56-20, which extends this language about public meetings to ELACs and DELACs. This means that ELAC and DELAC meetings, which are public meetings, may be held virtually, provided the LEA follows the requirements specified in N-29-20, including providing parents with advance notice of the meeting time, agenda, and teleconferencing information.

Are local educational agencies (LEAs) required to hold SSC, ELAC and DELAC meetings during the COVID-19 physical school closures?

Yes. LEAs should hold ELAC and DELAC meetings if the legally required tasks have not yet been completed for the 2019–20 school year. The ELAC and DELAC required tasks can be found on the California Department of Education (CDE) English Learner Advisory Committee web page and on the CDE District English Learner Advisory Committee web page. While ELAC and DELAC meetings are public meetings, only elected ELAC representatives and designated DELAC representatives from each school are required to participate in order to meet the required tasks.

May SSC, ELAC and DELAC meetings be held virtually?

Yes. Meetings may be conducted remotely (e.g. landline phone) or via any virtual platform accessible on participants' mobile phones, tablets, and/or computers. This includes social networking platforms, which may be more accessible than virtual meeting technology for some parents.

How can LEAs document virtual meetings?

Evidence of meetings and attendees may be in the form of a recorded audio/video file of the meeting itself, recording the names of participants from verbal roll call in meeting minutes, or a screenshot, a printout of participants signed in to the meeting platform, or a combination of these formats.

CDE ELAC and DELAC FAQs-COVID-19
https://www.cde.ca.gov/sp/el/er/elacdelacfaq.asp

2019–20
Federal Program Monitoring (FPM)

California Department of Education Monitoring Tool (CMT)

Agency Hands-On Training Webinar

Federal Program Monitoring (FPM) Overview

Schools and districts receiving federal categorical program funding are required to maintain documentation of program planning, implementation and evaluation through the Federal Program Monitoring (FPM) process. School site councils and district departments are accountable for fulfilling FPM mandates using Program Instruments for each area.

Federal and state laws require the California Department of Education (CDE) to monitor implementation of categorical programs operated by local education agencies (LEAs). LEAs are responsible for creating and maintaining programs which meet requirements. LEAs are monitored to ensure that they meet fiscal and program requirements of federal categorical programs and mandated areas of state responsibility and funding.

The Federal Program Monitoring (FPM) Office coordinates reviews through a combination of data and document review and onsite visits. LEAs are assigned to one of four cycles: A, B, C, D. Each year, CDE analyzes extensive data for all LEAS which receive categorical funds in two of four cycles. LEAs may be selected for an on-site or online monitoring every two years.

Several factors, including compliance history, academic achievement, program size, and fiscal analysis are considered in identifying LEAs for review. Using this selection criteria, approximately 60 LEAs and sites are selected for on-site or online monitoring. Several LEAs are also randomly selected each year for monitoring.

Compliance Monitoring and State Review

Schools, districts, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. Reviews may take place in person and/or through an online process. At the end of each review, the state will complete a report of findings that informs the school, district, or county office how to correct the findings.

The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process. Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the FPM reviews, which take place either in person at school sites, the central office or online.

California Department of Education-Compliance Monitoring
https://www.cde.ca.gov/ta/cr/

California Department of Education-FPM Frequently Asked Questions
https://www.cde.ca.gov/ta/cr/fpmfaqs.asp

SSC Frequently Asked Questions

Forming School Site Council



How are School Site Council members elected?

The means of selecting SSC members is not specified in law, except that members must be chosen by peers. No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual. Membership in most School Site Councils is determined by ballot. To ensure broad support for the selection process, and to avoid controversy over the selection of SSC members, board policy, or SSC bylaws should specify:

- The means of selecting members and officers
- Terms of office for members and officers (every 2 years)
- The responsibilities of the SSC and time commitment involved

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 SSC is not composed of only new members each year.

What officers are elected and what are their roles?

In order to conduct business effectively, the SSC needs to include officers with stated responsibilities and authority including a chair, or president, to organize, convene, and lead SSC meetings, vice chair to serve in the absence of the chair, secretary to record actions and keep SSC records. The principal may act as the facilitator.

How many SSC meetings are conducted throughout the year?

To develop and monitor the SPSA, schools should hold monthly SSC meetings during the school year. This will promote open communication and invite equitable participation in the on-going process of SPSA development, monitoring, and evaluation.

Can SSC have sub-committees?

The council may establish special committees to perform duties prescribed by the council. No such committee may exercise the authority of the council.

What is a quorum?

A quorum is the minimum number of members of a deliberative assembly necessary to conduct the business of that group. The minimum number is usually a simple majority (half the membership plus one). Please refer to your SSC Bylaws to define the quorum for your council.

What if there is no quorum?

The SSC meeting can be held as an informational meeting only- no voting business conducted.

Frequently Asked Questions
SSC Operations and Organization

Should SSC documents be translated?

Yes. When 15 percent or more of students enrolled in public school speak a primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language.

What is an Open Forum and how long should it be?

Open Forum is an opportunity for the public to express their opinion, but is not a time for discussion or action. The council may establish and record in their Bylaws the length of time allowed for Open Forum.

Can the public address the SSC?

Yes, the public may address the council during Open Forum on items that pertain to the council. However, action will only be taken on items placed on the agenda (Education Code 35145.5;

Can the public place an item on the agenda?

Yes, members of the public can request to place any item of interest on the agenda that is within jurisdiction of the council. The council may define the procedure in their bylaws.

Can SSC have closed sessions?

No, all meetings and all parts of SSC meetings are open to the public.

What is Parliamentary Procedure?

Parliamentary procedures are a set of rules for conduct at public meetings. School Site Council meetings are public meetings that follow the rules for conduct so that all members can be heard and decisions can be made without confusion.

Are School Site Council Bylaws required?

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 (e.g., the terms and election procedures of School Site Council members and officers, the School Site Council's regular meeting times, and the makeup of the membership).

Section II

SPSA Funding

SPSA Funding Overview

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the District's Local Control and Accountability Plan (LCAP) process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including Schoolwide Programs (SWP), Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the District that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and Districts flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals outlined in the plan. State guidelines require that the SPSA must:

- Identify site-specific achievement goals based on a variety of student performance data.
- Describe specific instructional strategies to accelerate student learning.
- Describe the ways in which student progress will be monitored on a regular basis.
- Identify interventions for students not achieving.
- Determine the necessary professional development for staff.
- Delineate strategies for parent communication and engagement.
- Reflect estimated costs and funding sources.
- Involve consultation with other site advisory groups.

For more information on SPSA see **SSC SPSA** folder in the PVUSD Drive.

CDE Comprehensive Support and Improvement
https://www.cde.ca.gov/sp/sw/t1/csi.asp

SSC, SPSA and Budget Alignment

State regulations require that the School Site Council (SSC) be the group responsible for developing and revising the SPSA in collaboration with the site instructional leadership team. Ongoing consultation with site advisory groups about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated budgets is an integral part of the development and monitoring of the SPSA. (Ed Code 64001)

This ongoing involvement of the SSC in the review of the SPSA is a critical element of the annual planning cycle and should be reflected in meeting agendas and minutes. Documentation of SSC development, revision, monitoring, and evaluation of the SPSA must be maintained at each school. All documentation must be maintained for seven years, plus the current school year.

General district funds provide for the school district's base program of services and materials. Categorical Program funds provide supplemental services and materials not provided through the base curriculum program. Categorical education programs are distributed through the Consolidated Application and reviewed by the California Department of Education (CDE) Federal Program Monitoring (FPM) process.



California Department of Education — Consolidated Application

Pond Union Elementary (15 63719 0000000)

Status: Certified
Saved by: Sherrill Young
Date: 6/28/2016 9:25 AM

2016-17 Application for Funding

CDE Program Contact:
Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	07/12/2016

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners, the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Mrs. Mercado
DELAC review date	05/24/2016
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format: http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

California Department of Education Consolidated Application

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, from mid-May to the end of June, each Local Educational Agency (LEA), using the Consolidated Application and Reporting System (CARS), submits the spring release of the ConApp.

According to the California Department of Education, modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (EC Section 64001[i]). An LEA shall ensure, in the ConApp, that the SPSA has been prepared in accordance with the law, that SSC have developed and approved a SPSA for each school participating in programs funded through the ConApp process, and that SPSAs were developed with the review, certification, and advice of the school English learner advisory committee (ELAC), if required (EC Section 64001[c]).

CDE Consolidated Application
https://www.cde.ca.gov/fg/aa/co/

Title I, Part A

Title I, Part A is a federal categorical program contained in the Consolidated Application and authorized under the Every Student Succeeds Act (ESSA). It's purpose is to meet the educational needs of low-achieving students enrolled in the high poverty schools. Title I, Part A ensures all children have a fair and equal opportunity to obtain a high quality education to meet or exceed proficiency on the state content standards and assessments. Title I Part A improves basic programs operated by LEAs by consulting with teachers, principals, pupil services personnel, administrators, other staff, and parents; and coordinating with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

Title I, Part A Funding: Three Key Questions

The need for actions / services provided with Title I funds must be identified in the School Plan of Student Achievement (SPSA). Key Title I Actions are based upon three KEY Questions:
Describe the proposed expenditure:
1. How was this need identified?
2. How will this (evidence-based) action close the achievement gap for identified students?
3. How will this action be evaluated?

Personnel funded with federal funds must document work aligned to Title I purpose, document and complete time accounting records. Each Title I school also receives additional Title I funds to specifically promote family and community engagement.

CDE Title I Improving Academic Achievement
https://www.cde.ca.gov/sp/sw/

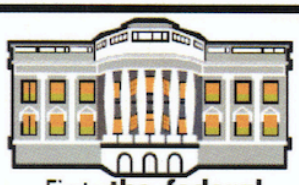
TITLE I

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards.

What will Title I do for my child?
The Title I program will provide your child with extra educational assistance beyond the regular classroom.

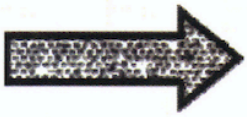


Which schools does Title I Serve?
The program serves children in elementary and secondary schools who have demonstrated that extra assistance is needed. Title I also serves children who attend parochial and private schools.



First, **the federal government** provides funding to each state.

How does our school receive Title I money?





Then, **State Educational Agencies** send this money to school districts. How much money each school receives is determined by the number of low-income students attending that school.

Finally, **Title I schools:**

- Identify the students at their school who need the most educational assistance based on the criteria that school has chosen. Students do NOT have to be from low-income families to receive Title I services.
- Set goals for improving the skills of educationally disadvantaged students at their school.
- Measure student progress to determine the success of the Title I program for each student.
- Develop programs for each individual student in order to support/supplement regular classroom instruction.





CDE Title I, Part A
https://www.cde.ca.gov/sp/sw/t

Title I, Part A Authorized Use of Funds

Under the Every Student Succeeds Act (ESSA), the California Department of Education (CDE) requires that districts follow the criteria for expenditures under Title I, Part A funds.

1. The activity/expenditure is aligned to meet the challenging State academic content standards

2. The activity/expenditure is an evidenced-based educational strategy

3. The activity/expenditure is reasonable, necessary, and allocable cost to the program

4. Title I, Part A funds used supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds

5. Title I, Part A funds used are current Federal fiscal year or the subsequent fiscal year. Title I Schoolwide Programs (SWP) should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

6. The activity/expenditure meets a need identified in the comprehensive needs assessment

7. The activity/expenditure is included in the School Plan for Student Achievement (SPSA)

8. The School Site Council (SSC) annually evaluates and monitors the implementation of the SPSA and progress towards the goals and the activity/expenditure has been reviewed, approved, and recommended by the SSC to the local governing board

9. The School Site Council (SSC) annually evaluates and monitors the implementation of the SPSA and progress towards accomplishing the goals; and

10. The activity/expenditure has been reviewed, approved, and recommended by the SSC to the local governing board

Title I Targeted Assistance Schools (TAS) should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

11. The activity/expenditure serves the needs of students that are identified as failing, or most at risk of failing to meet challenging State academic standards on the basis of multiple, educational related, objective criteria established by the LEA and supplemented by the school

12. The activity/expenditure is included on an ongoing basis, review of the progress of eligible children and revise the TAS program, if necessary, to provide additional assistance, to enable such children to meet the challenging State academic standards

California Department of Education Title I, Part A Authorized Use of Funds
https://www.cde.ca.gov/sp/sw/t1/authuseoffunds.asp

Title 1, Part A Schools

Rank and Serve Eligible Schools

An LEA shall use Title I, Part A funds in eligible school attendance areas or eligible schools (ESSA sections 1113[a][1] and [2]; 34 *Code of Federal Regulations* (*CFR*) 200.78[a][1]). An LEA must allocate funds to school attendance areas and schools, identified as eligible, in rank order on the basis of the total number of students from low-income families in each area or school (ESSA Section 1113[c][1]; and 34 *CFR* 200.78[a][1]). To determine the eligibility, ranking, and serving of each school attendance area, an LEA shall use the same student low-income measure for all school attendance areas in the LEA (ESSA Section 1113[a][5][A]). In calculating the total number of students from low-income families, the LEA must include students from low-income families who attend private schools (34 *CFR* 200.78[a][2][1]). For additional information, please refer to the Title I Services for Students in Private Schools web page.

When LEAs have insufficient funds to serve all eligible schools for services that meet the needs of their students, the LEA shall serve all schools in rank order that exceed 75 percent student low-income percentage (ESSA Section 1113[a][3][A]). However, for those LEAs with an average low-income percentage above 75 percent are only required to fund those schools at or above the LEA average (ESSA Section 1113[a][2][B]). For example, if the LEA has a low-income percentage at 90 percent, the LEA is only required to serve those schools at or above 90 percent LEA low-income average.

Exception for high schools: The LEA may lower the rank-and-serve threshold from above 75 low-income percentage to 50 low-income percentage (ESSA Section 1113[a][3][B]). If funds remain after serving all eligible school attendance areas exceeding 75 percent and with LEA discretion serving high schools with low-income percentage at or above 50, LEAs shall:

- Annually rank such agency's remaining eligible school attendance areas from highest to lowest either by grade span or for the entire LEA according to the percentage of students from low-income families; and

- Serve such eligible school attendance areas in rank order either within each grade-span grouping or within the LEA as a whole (ESSA Section 1113[a][4][B]; 34 *CFR* 200.78[a][3]).

In other words, if funds remain after serving all eligible school attendance areas above 75 percentage low-income average, LEAs shall rank and serve eligible schools from highest to lowest percentage either by:

1. LEA as a whole; or
2. Grade span (ESSA Section 1113[a][4][B]).

An LEA is not required to allocate the same per-pupil amount to each participating school attendance area or school provided the LEA allocates higher per-pupil amounts to areas or schools with higher concentrations of poverty than to areas or schools with lower concentrations of poverty (34 *CFR* 200.78[c]).

Targeted Assistance Schools (TAS) and Schoolwide Programs (SWP)

Under Title I Part A, schools are categorized as Targeted Assistance Schools (TAS) or Schoolwide Program (SWP) schools. Federal statute states that TAS and SWP schools must use Title I, Part A program funds to support effective, evidence-based educational strategies. Title I, Part A and other federal funds are regularly reviewed through the Federal Program Monitoring process. SSCs are responsible for addressing the Title I requirements assigned to their school.

How do schools qualify to receive Targeted Assistance (TAS) funds?

Local Education Agencies (LEAS) also called school districts allocate Title I, Part A funds to eligible schools. Eligible school means a school attendance area in which the percentage of students from low-income families is at least as high as the percentage of students from low-income families served by the LEA as a whole (ESSA Section 1113[a][2][B]). When a school receives Title I, Part A funds for the very first time, it usually operates the targeted assistance school (TAS) program model.

Title I Part A, Targeted Assistance Program (TAS)

Title I Targeted Assistance Programs (TAS) may only provide educational services to identified individual students, while schoolwide programs serve schools with high concentrations of students from low-income backgrounds to redesign the educational program to serve all students within the school. Upon notification by the district, TAS schools are required to partner with stakeholders to develop and implement a school-level plan to improve student outcomes. The school plan must be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and include evidence-based interventions.

Targeted Assistance Schools (TAS) focus primarily on the quality instruction provided by the Title I teacher, either working with a small group of eligible students within the classroom or in a pull-out program. The description of the Targeted Assistance program must address effective scientifically research-based instructional methods and strategies that strengthen the core academic program of the school and align with general classroom instruction/curriculum. Targeted Assistance Schools should involve parents to the extent possible in program planning and evaluation, but the focus should be on their involvement in the Title I student's education, required parent involvement activities, and family literacy.Professional development with Targeted Assistance funds is used for staff that support Title I students and is aligned with Title I students' needs.

Title I, Part A School Allocations: Prioritization of Receiving Title I, Part A Funds
https://www.cde.ca.gov/sp/sw/t1/schoolallocations.asp

Title I, Part A Schoolwide Program (SWP)

A Title I Schoolwide Program (SWP) is a comprehensive reform strategy designed to improve the entire educational program in a Title I school. The SWP serves all students, improves all structures that support student learning, and combines all resources, as allowed, to improve academic achievement for all students. The SWP ensures all students, particularly those who are low-achieving, meet and exceed state academic standards. SWPs focus on meeting student instructional needs identified in the comprehensive needs assessment. The SWP must address effective research-based instructional methods that strengthen the school's core academic program. Schoolwide Programs provide evidence of full staff and parent involvement in program planning and evaluation, academic involvement, required parent engagement activities, and family literacy. Professional development is for all staff to support all students and is clearly defined in the SWP plan. SSCs Title I, Part A Expenditures/Activities criteria include:

- The activity/expenditure meets a need identified in the comprehensive needs assessment;
- The activity/expenditure is included in the Single Plan for Student Achievement (SPSA);
- The SPSA has been approved by the local governing board;
- The School Site Council (SSC) annually evaluates and monitors the implementation of the SPSA and progress towards accomplishing the goals; and
- The activity/expenditure has been reviewed, approved, and recommended by the SSC to the local governing board (EC Section 64001[d])

How do schools qualify to become a Schoolwide Program (SWP)?

A school that serves an eligible school attendance area in which less than 40% of the children are from low-income families, or a school for which less than 40% of the children enrolled in the school are from such families, may operate a Schoolwide Program. The schoolwide authority reflects the principles of Title I, Part A:

Accountability for Results. Accountability for results is shared throughout the school. All students are expected to meet or exceed state standards. Students who have not yet mastered standards are provided timely, effective, additional assistance. Instructional staff use student performance data, curricula and support services to inform student learning needs. Parents are informed of their child's achievement and the school's progress in meeting its goals.

Research-based practices. SWPs operate according to school plans that use proven, research-based strategies designed to facilitate schoolwide reform and improvement. Professional development is proven to be successful in helping teachers improve instruction.

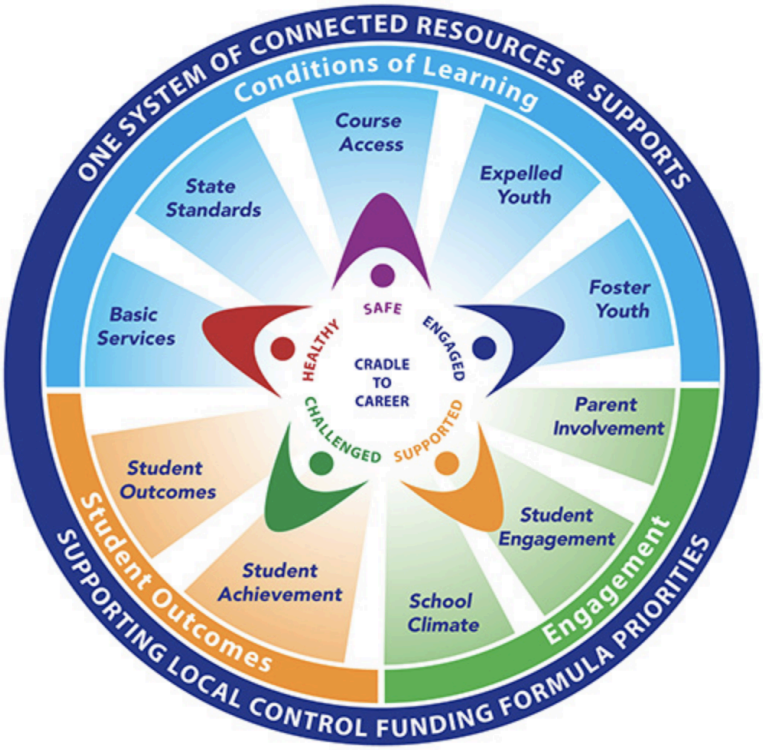
School and community engagement. SWP staff engage parents and the community in their work as planners, participants, and as decision makers in the operation of the school. Collaboration is based on a shared vision of the school's values and overall mission. These partnerships strengthen the school's ability to meet the needs of all students. The School Plan for Student Achievement (SPSA) is developed by the school and tailored to its unique needs.

CDE Schoolwide Programs
https://www.cde.ca.gov/sp/sw/t1/schoolwideprograms.asp

CDE Locally Controlled Funding Formula (LCFF)

School Site Councils align the development of their own school plans to California's ESSA State Plan to improve student performance through the use of federal resources. The SPSA documents their school's approach to maximize federal funding in support of underserved students. ESSA allows schools to align school, district, state and federal priorities through the Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

The CDE LCFF Whole Child Resource Map below illustrates the current Local Control Funding Formula (LCFF) priorities, resources and supports to help districts, schools, and families to serve the needs of the whole child from cradle to career. California public schools and districts are required to use LCFF priorities to partner with families, caretakers, and community agencies in order to deliver fully integrated services that promote improved access to health and learning supports, high expectations, and a positive school climate for all students.



CDE LCFF Whole Child Resources MAP
https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp

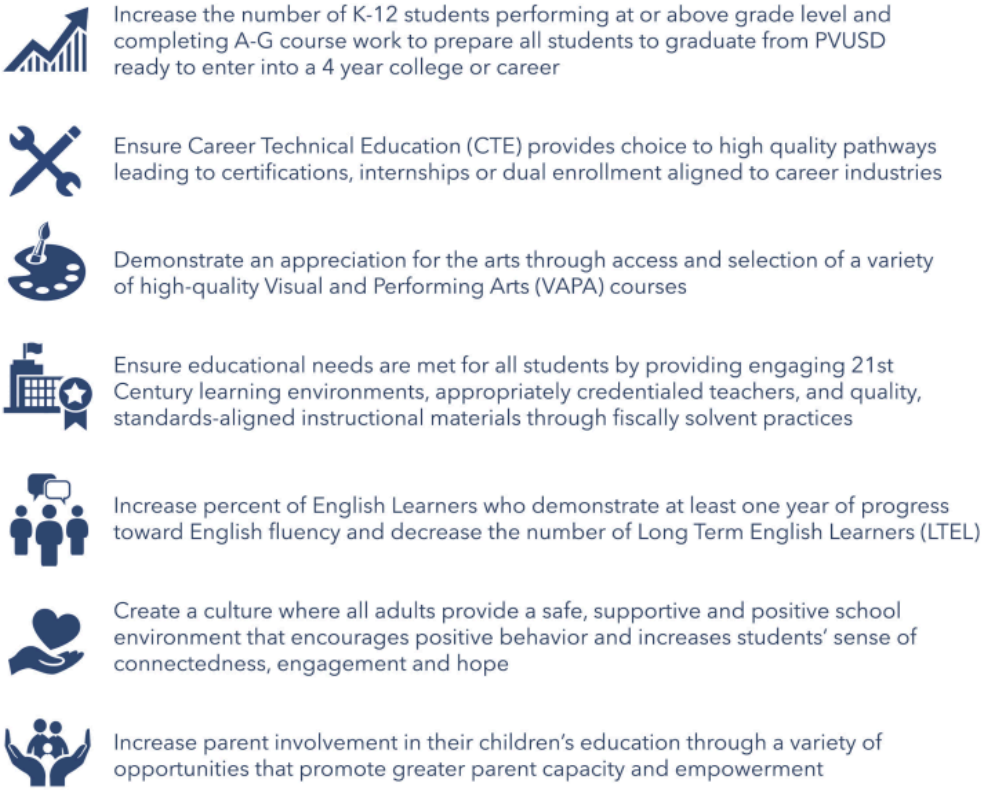
Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plan or LCAP is a critical part of California's new Local Control Funding Formula (LCFF). An annually updated three-year district-level plan, the LCAP describes the school district's key goals for students as well as specific actions expenditures the district will take to achieve goals and the means (metrics) to measure progress.

School Site Councils use the Local Control and Accountability Plan (LCAP) as a district tool to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.The LCAP requires schools and districts to address the needs of all students, including specific student groups such as English learners, foster youth, and low-income students. In addition, the LCAP must address the state of California's eight priority areas that include student academic achievement, school climate, student access to a broad curriculum, and parent engagement.

School districts identify their own local priorities. The district spending plan aligns to these academic priorities. Districts are required to develop a Local Control and Accountability Plan, priorities and goals based on state LCAP priorities.

2020-2021 PVUSD LCAP Goals



PVUSD LCAP https://www.pvusd.net/LCAP
For more information and resources on SSC LCAP see the **SSC LCAP** folder on PVUSD Drive



For more information and resources on SSC LCAP see the **SSC LCAP** folder on PVUSD Drive

Section III

SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School Plan for Student Achievement (SPSA)

What is the SPSA?

The School Plan for Student Achievement or SPSA is the site strategic plan that maximizes the resources available to the school to increase student outcomes and academic achievement. The SPSA is a living document that guides ongoing decision-making and the work of the school.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including Schoolwide Programs (SWP), Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

School Site Councils (SSC) are required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable and aligned with the PVUSD Whole Child Approach to learning and life success.

A WHOLE CHILD APPROACH

The forward momentum occurring in PVUSD is centered on the whole child approach. This approach requires promotion of student academic, social and emotional learning, physical well-being, and college and career readiness. We are committed to equity, building capacity of both students and staff, and collaborating with families and community organizations. Our partners in this important work include non-profits, community service agencies, higher education partners, foundations and others. Collectively we form an ecosystem and brain trust to ensure PVUSD is educating and caring for the whole child.

PVUSD's equity lens is grounded in our students' many cultural, linguistic and familial strengths that affirm our collective belief that all students can. As we continue this inclusive, thoughtful, and intentional work, we consistently keep whole child needs at the core of each student's educational journey.

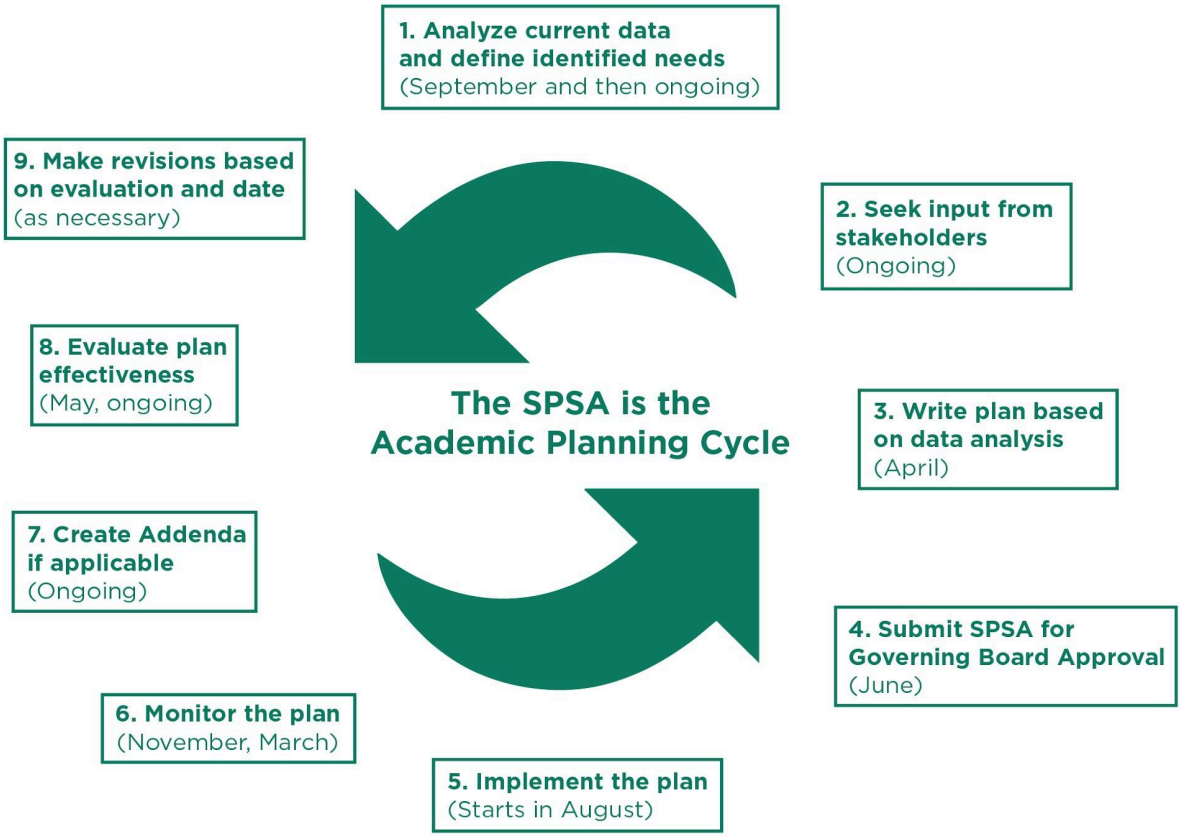


CDE School Plan for Student Achievement
https://www.cde.ca.gov/fg/aa/lc/documents/schoolplanwebinar.pdf

The SPSA Process

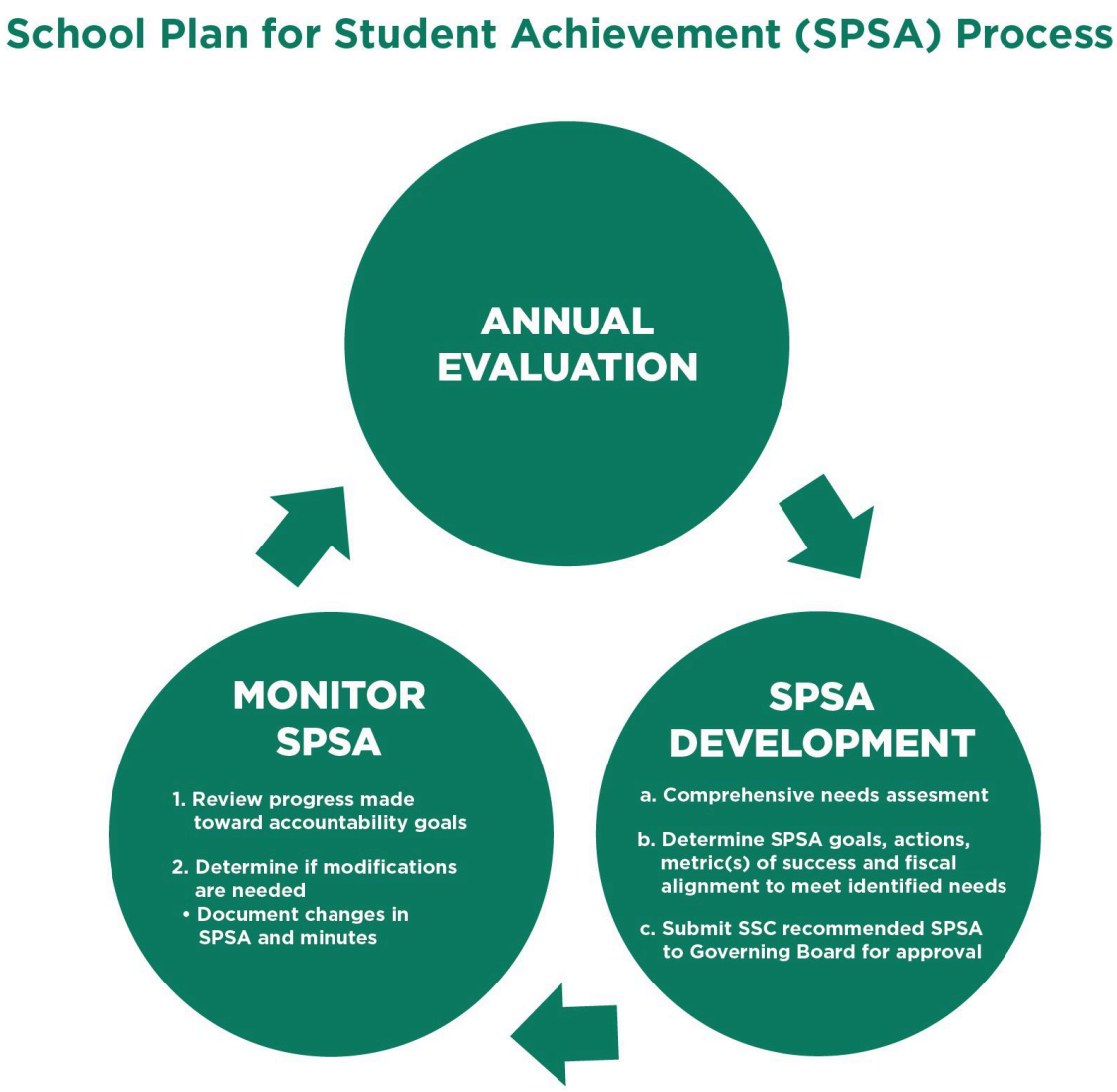
The School Plan for Student Achievement (SPSA) process of evaluation, development and monitoring continues annually to support student outcomes. The SPSA aligns to the District's Local Control and Accountability Plan (LCAP) and LCAP Federal Addendum.

School Site Council (SSC) annually:
- Develops the SPSA and recommends it annually to the local governing board
- Monitors the implementation of the SPSA
- Evaluates the effectiveness of the planned activities



For more information and resources on SPSA Process see **SSC SPSA** folder in PVUSD Drive.

Sample SPSA Process

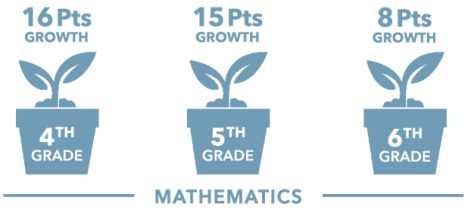


For more information and resources on SPSA Process see **SSC SPSA** folder in PVUSD Drive.

School Plan for Student Achievement Steps

Sample Template

Step 1 Annual Evaluation



The SPSA cycle begins with an analysis of the structures, strategies, and actions from last year's SPSA to determine if school goals were met.

For Step 1 Annual Evaluation, SSC will:

- Analyze school, district, and state data, summarize conclusions, and identify needs
- Measure effectiveness of current improvement strategies to determine critical causes of student low performance

The following is one example of a template sites may use for the SPSA Annual Evaluation:

Student Outcomes	
SPSA Goals	
English Language Arts	
Language Supports	
Math	
Social Emotional Learning	
Family and Community Engagement	

Integrity and Effectiveness of Structures (Strategies) and Actions		
What worked:	What didn't work:	Recommendations

Recommendations for School Plan for Student Achievement

For more information and resources on SPSA Process see **SSC SPSA** folder in PVUSD Drive.

SPSA Development



Step 2 SPSA Development

Step 2A

Review annual SPSA Evaluation results & seek input from stakeholders. Input from Stakeholders is a critical step in the development phase of the SPSA. Advice from the ELAC brought to council by the principal and/or committee representative, or if the ELAC is delegated to the SSC; SSC must assure needs of representative students are met within the SPSA as an integrated, comprehensive plan that focuses on core instruction, student centered learning and the alignment of programs necessary for all students' academic, behavioral, and social success as defined by the CDE Multi-Tiered System of Support (MTSS) framework:

Sample:

Review SPSA Evaluation and receive input from stakeholders	
Stakeholders:	Advice:
English Learner Advisory Committee (ELAC)	

Step 2B
Determine SMART goals, actions, metrics, and fiscal alignment to student needs

Site Level Goals, Strategies, Actions, Metrics of Success, and Expenditures SSC works collaboratively to develop Goals, Actions, Metrics of Success, and Proposed Expenditures. SPSA goals are aligned to District Goals and District Academic Priorities based on analysis of verifiable data, prioritized, measurable, and focused on identified student needs. Sample:

SPSA Goals (list in order of priority)

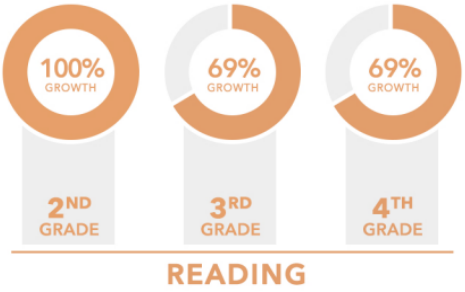
For more information and resources on SPSA Process see **SSC SPSA** folder in PVUSD Drive.

CDE Multi-Tiered System of Supports
https://www.cde.ca.gov/ci/cr/ri/

Step 2C
Submit SSC recommended SPSA to Governing Board for approval
Approval Process

1. SSC votes to approve the School Plan for Student Achievement. Council completes all documentation and recommends SPSA for District approval.

2. Board of Education reviews and approves the SPSA annually and whenever there are material changes to the plan through the SPSA addendum process.



Monitoring the SPSA
Step 3 Monitoring the SPSA

Monthly SSC Meeting Site Reports
The SSC receives monthly reports of progress aligned to SPSA goals. The principal ensures SSC understands the SPSA process and has the necessary guidance, data and materials to make ongoing informed decisions for each goal. These reports include but are not limited to student progress reports, budget account and updates, and program presentations. Over the course of the year, all SPSA sections will be addressed.

***PVUSD** has established two formal monitoring windows during Quarter 2 and 3, and an End of Year Reflection to ensure current evaluation of process.*

Sample:

SSC Meeting Date	ELA	Language Supports	Math	Social Emotional Learning	Family and Community Engagement

For more information and resources on SPSA Process see **SSC SPSA** folder in PVUSD Drive.

SPSA Addenda

As school and district data are analyzed, schools can modify the plan to assure progress toward accomplishing the goals. SPSA Addenda are submitted for review and approval by the Board of Education.

***Attach all SPSA Addenda to DTS *and* send copy to State and Federal Programs Administrative Secretary III, Christina Oakden (ext. 2611)**

SPSA Addendum 2020-21 Form

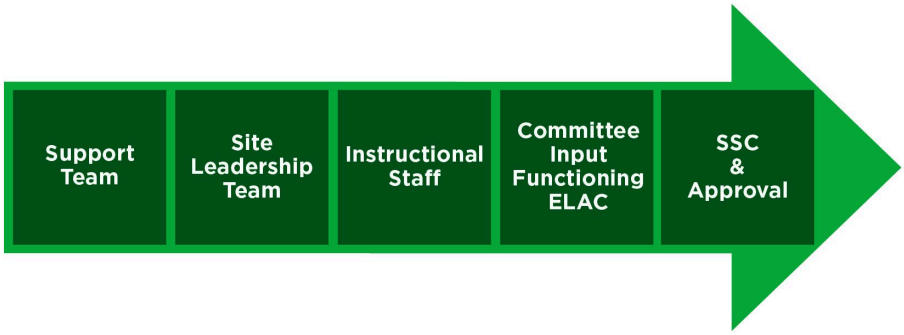
The SPSA Addendum template allows for modifications to the SPSA. Actions/expenditures may be amended, deleted, or added. *Budget transfers and requisitions up to $1500.00 will be processed after SSC approval of the SPSA Addendum. Budget transfers and requisitions exceeding $1500.00 require approval of the SFP Director.*

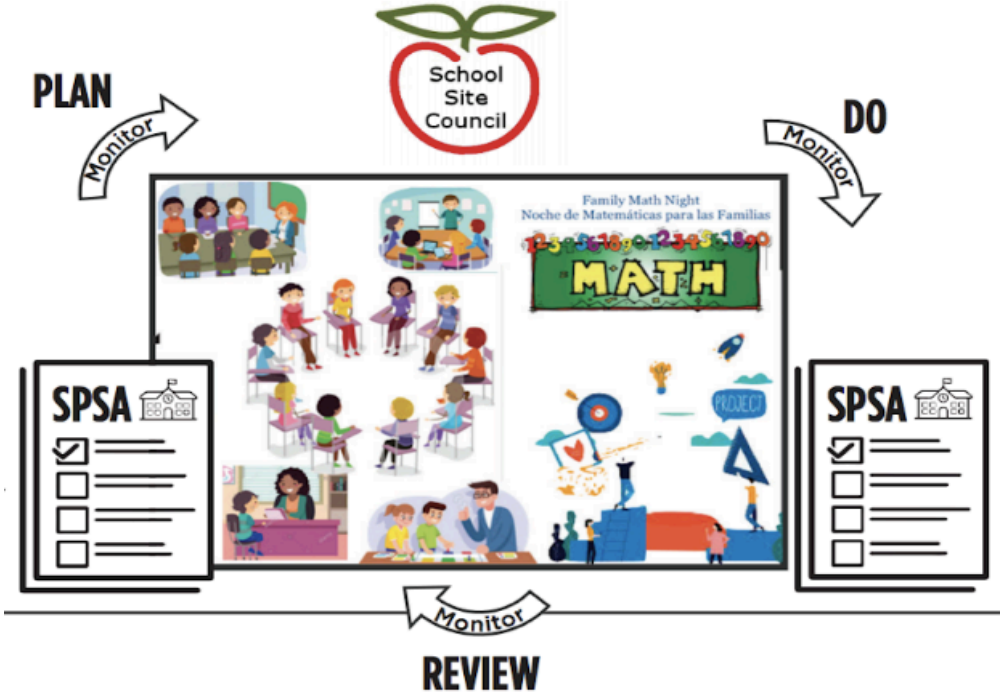
When amending budgets, sites will attach addenda doc to Document Tracking Template
SPSA Addendum Form

Pajaro Valley Unified School District **School Plan for Student Achievement (SPSA) Addendum** **2020-2021** **Steps to follow for approval to revise SPSA**			
School:	**Principal:**	**Signature:**	
Date:	**SSC President:**	**Signature:**	
The SSC discussed and approved new actions and/or expenditures. Date of SSC meeting:_____			
A. to process non-funded actions or those less than $1500: **• Maintain records in meeting minutes** **• Budget changes will go through district process** **• Submit this form to State and Federal Programs** **• Only SSC needs to approve changes up to $1500**			
B. To process actions involving transfer of funds in excess of $1500: **• Maintain records in meeting minutes** **• Budget changes will go through district process** **• Submit this form to State and Federal Programs** **• SFP Director approval required for changes in excess of $1500**			
New Actions:			
Goal:			
What data led to this goal and action? 1 or 2 revisions:			
Which student groups and grade levels will participate in this goal?			
What are the specific means of measuring and evaluating this goal?			
New actions to be taken to reach the goal	**Proposed expenditures and costs**	**Funding source and object code**	**Means of monitoring**
Goals:	**Person Responsible:**	**Timeline:**	
This revision was approved by:_____ on_____			

For more information and resources on SPSA Process see **SSC SPSA** folder in PVUSD Drive.

School Site Stakeholders Flow Chart for SPSA Evaluation and Development

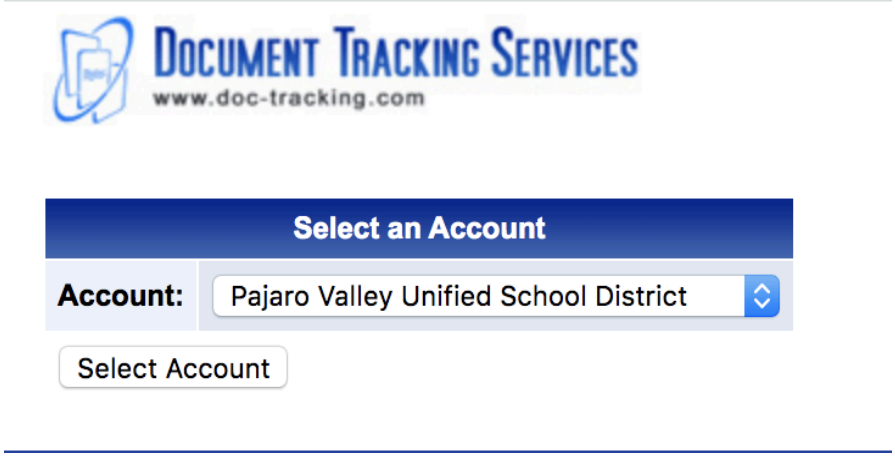




All school site stakeholders participate in the ongoing SPSA evaluation, development and program monitoring process. This continuous “plan, do, review” approach helps to ensure students receive a coordinated, in-time and responsive system of educational programs, supports and services. Site stakeholders include but are not limited to the site leadership team, parent advisory groups such as the English Learner Advisory Committee (ELAC), student council. District leaders and departments such as Educational Services or Language Assessment Resource Center (LARC), and Special Education Local Plan Area (SELPA) also contribute to the SPSA. For more information and resources on SPSA Process see **SSC SPSA** folder in PVUSD Drive.

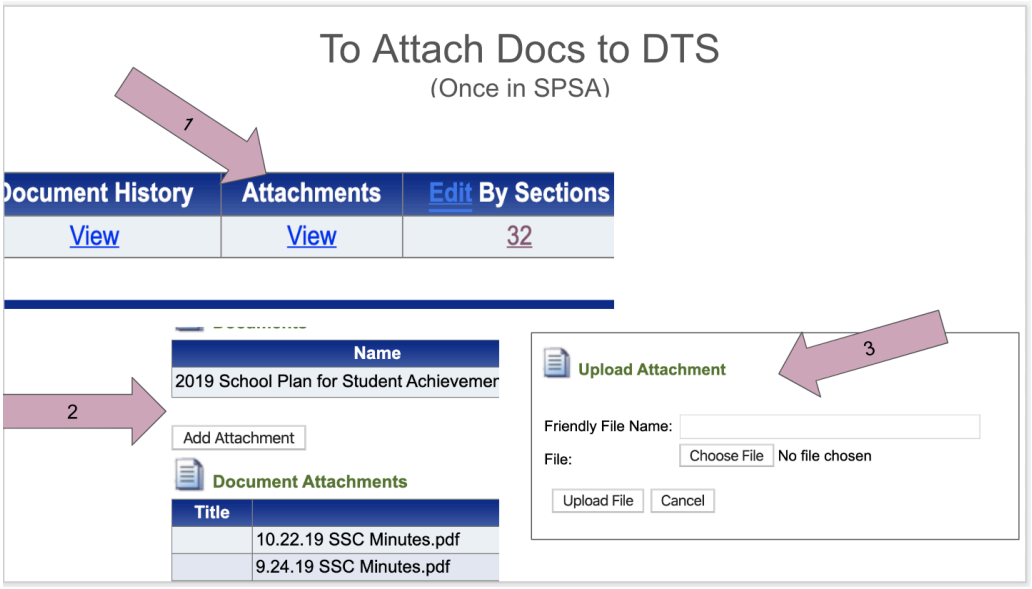
School Plan for Student Achievement
SPSA Template in Document Tracking Services (DTS)

How to Log-In to DTS
https://secure.doc-tracking.com/v2/ClientLogin.aspx



How to Attach SPSA Documents to DTS

Attach SPSA Addenda and supporting documentation to [Document Tracking Service (DTS)]



***Be sure to email a copy of all SPSA attachments to:**

Rosa Barajas
PVUSD State and Federal Programs
Administrative Secretary III
rosa_barajas@pvusd.net
Ext. (831) 786-2100 ext 2611

For more information and resources on SPSA Process see **SSC SPSA** folder in PVUSD Drive.

Document Tracking Services
https://www.doc-tracking.com/

SECTION IV

State and Federal Programs
SSC Support

Pajaro Valley Unified School District Office of Equity, State & Federal Programs, and Accountability

PVUSD Office of Equity, State & Federal Programs, and Accountability
The Pajaro Valley Unified School District Office of Equity, State & Federal Programs, and Accountability provides guidance to federally funded school sites and district programs on:

Every Student Succeeds Act (ESSA):
On Dec. 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), which reauthorized and updated the Elementary and Secondary Education Act (ESEA). The law provides states more authority on standards, assessments, accountability, supports, and interventions while preserving the general structure of the ESEA funding formula.

Federal Program Monitoring
Districts and charter schools that receive funding for certain programs may be chosen for a review by the state. Using an online monitoring tool and on-site or online reviews, California Department of Education reviewers ensure that educational entities are spending their funding as required by law. Following each monitoring review, reviewers provide feedback about any finding of noncompliance and how such findings can be corrected.

Title I
Title I, Part A is a federal categorical program whose purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Title I is a federal categorical program contained in the Consolidated Application that works to meet the educational needs of low-achieving students enrolled in high poverty schools.

Title II
Title II, Part A, Supporting Effective Instruction is a federal categorical program contained in the Consolidated Application. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts (1) improve teacher and principal quality through professional development and other activities and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III
Title III, LEP, funding is made available to eligible local educational agencies (LEAs) to provide supplementary programs and services to English learner students, known as English learners (ELs). The purpose of the program is to assist EL students to attain English proficiency and achieve grade-level and graduation standards. Title III, Immigrant, funding is made available to eligible local educational agencies (LEAs) to provide supplementary programs and services to eligible immigrant students and their families. The purpose of the sub grants is to assist immigrant students to acquire English and achieve grade-level and graduation standards.

Consolidated Application (ConApp)
The California Department of Education uses the Consolidated Application (ConApp) to distribute funds from federal and state programs to county offices, school districts, and direct-funded charter schools. Entities submit required documentation in May and January each year to apply for funding and ensure that fiscal and program requirements are being met. The Consolidated Application and Reporting System (CARS) is the on-line data collection system that districts use to enter the Consolidated Application data.

School Site Council (SSC)
The School Site Council is a group of parents, teachers, other school staff, and community members that works with the school principal to develop, review and evaluate school improvement plans, programs, and school budgets. The members of the School Site Council are generally elected by their peers. They meet regularly throughout the school year and make modifications to the SPSA, as needed.

District Advisory Committee (DAC)
The District Advisory Committee (DAC) is a districtwide parent advisory accountability committee who advise the Board of Education on matters related to educational programs, policies, procedures.The committee is made up of one parent representative from each school site that receives State Compensatory Education funds. DAC parent representatives establish and maintain intra-district communications, encourage the sharing of student needs and interests, and support the academic performance and school success of all students. The principal may appoint a parent if there is no existing school advisory committee. Representatives share DAC information with their School Site Council.

English Learner Advisory Committee (ELAC)
The English Learner Advisory Committee (ELAC) is a school committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services. ELAC advises the principal and staff in the development of a site plan for English learners and submits the plan to the School Site Council for inclusion in the SPSA. ELAC also assists in the development of the schoolwide needs assessment, encourages the importance of regular school attendance, and elects at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation. ELAC may vote to delegate its responsibilities to SSC or remain as a functioning ELAC **only** if SSC meets the parent composition requirement.

District English Learner Advisory Committee (DELAC)

The District English Learner Advisory Committee (DELAC) is a district committee composed of parents, staff, and community members designated to advise District officials on English learner programs and services. DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting of a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

School Plan for Student Achievement (SPSA)

The purpose of the SPSA is to coordinate all educational services at the school in order to support student achievement. The SPSA, at a minimum, addresses how funds provided to the school through any resources identified in Education Code 64000 (which lists the programs funded through the Consolidated Application), will be used to improve the academic performance of all students. School goals shall be integrated with district goals set forth in the Local Control Accountability Plan (LCAP). The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

PVUSD State & Federal Program Support for School Site Councils

The Office of Equity, State & Federal Programs and Accountability, provides information and guidance to School Site Councils in effectively carrying out their assigned responsibilities.

This support includes:

- Providing district wide training regarding SSC elections, Title I requirements, SSC responsibilities, and budget guidelines.
- Presentations to SSCs regarding their responsibilities and the role of SSC members.
- Attending SSC meetings upon request to answer questions or clarify issues
- Assisting SSCs with meeting procedures, bylaws, and team-building
- Providing training and guidance regarding the purpose, components, and legal requirements of the School Plan for Student Achievement (SPSA)
- Assisting with the development of the School Plan for Student Achievement (SPSA)
- Providing guidance with categorical funding and procedures
- Providing district wide training on the analysis of school performance data to drive student achievement and budget decision

For more information on PVUSD State and Federal Program support for School Site Councils, contact:

Christina Oakden
PVUSD State and Federal Programs
Administrative Secretary III
christina_oakden@pvusd.net
(831) 786-2100 ext 2611

PVUSD State & Federal Programs
Parent Engagement & Education



Family Engagement is the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring parents:

- play an integral role in assisting their child's learning
- are encouraged to be actively involved in their child's education
- are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Title I, Part A provides for substantive family engagement at every level of the program, including the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. The Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and districts to involve parents and family members in their children's education. Consistent with Section 1116 of ESSA, PVUSD State and Federal Programs Parent Engagement Team works with schools to ensure that the required school-level parent and family engagement plans meet state and federal program requirements.

PVUSD Parent Engagement Team (PET)

The PVUSD Parent Engagement Team (PET) provides educational programs and services to promote success in family, school and community life for all students in the Pajaro Valley Unified School District. PET collaborates with district and community service agencies to strengthen the partnerships that support the health, safety and well being of students and their families. School sites are responsible for providing their Parent Education Specialists with records for Title I, Part A parent involvement requirements including SSC and ELAC.

Parent Engagement Team Roles

The PVUSD Parent Education Trainer serves as the Parent Engagement Team lead. The Parent Education Trainer coordinates district level parent and family education and advocacy activities including advisory meetings, conferences, staff development, SSC and ELAC training.

All PVUSD elementary, middle and high schools have an assigned Parent Education Specialist to support sites with strategies to increase parent involvement, introduce families to school and district services, connect families to resources, recruit and provide technical assistance with parent advisory groups including School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Council (DAC), and LCAP Parent Advisory Committee (LCAP PAC).

For more information on parent engagement and education support contact:

Ruby Vasquez
PVUSD Parent Education Trainer
ruby_vasquez@pvusd.net
(831) 786-2100 ext 2614

Pajaro Valley Unified School District
Parent Engagement Team



PVUSD Parent Engagement Team

Ruby Vasquez
Parent Education Trainer, Curriculum Coach

Brenda Guzman
Parent Education Specialist

Elizabeth Garcia
Parent Education Specialist

Maria Aguilera
Parent Education Specialist

Pajaro Valley Unified School District
State & Federal Programs
Parent Engagement
(831)786-2365
294 Green Valley Rd.
Watsonville, CA 95076

Equipo de Participación de padres, de PVUSD

¡Mantengase informado! Conozca a sus representantes de SSC y descubra cómo apoyar su plan escolar para el logro estudiantil.

Keep informed! Meet your SSC representatives and find out how you can support your school plan for student achievement.

¡Séa un padre defensor! Dar voz a las necesidades e intereses de los estudiantes en su comunidad escolar.

Be a parent advocate! Give voice to the needs and interests of students in your school community.

¡Involucrese! Únase a SSC, ELAC, DELAC u otros grupos asesores de padres.

Get involved! Join SSC, ELAC, DELAC or other parent advisory organizations.

Juntos podemos hacer una diferencia
Together we can make a difference

Familia | Escuela | Comunidad
Family | School | Community



State and Federal Programs:
SSC and SPSA Contacts (831) 786-2100

Equity, State & Federal Programs and Accountability	Contact Information
Director of Equity, State and Federal Programs and English Learner Services	Michael Berman michael_berman@pvusd.net x 2612
Accounting Operations Manager	Jessica Costa jessica_costa@pvusd.net x2613
Administrative Secretary III	Christina Oakden christina_oakden@pvusd.net x2611
Data Entry Specialist	Vanessa Aromin vanessa_aromin@pvusd.net x2576
Data Entry Specialist	Erica Cobbs erica_cobbs@pvusd.net x2574
District Translator	Virginia Gonzales virginia_gonzales@pvusd.net x2962
Parent Education Trainer Teacher on Special Assignment (TOSA)	Ruby Vasquez ruby_vasquez@pvusd.net x2614
Parent Education Specialist: *Watsonville High, E.A. Hall, Pajaro Middle, Hall District, MacQuiddy, Ohlone, Ann Soldo, Mintie White*	Brenda Guzman brenda_guzman@pvusd.net x2581
Parent Education Specialist: *Aptos High, Aptos Jr. High, Rolling Hills Middle, Bradley, Mar Vista, Valencia, Calabasas, Freedom, Rio Del Mar*	TBD x2585
Parent Education Specialist: *Pajaro Valley High, Renaissance High, Cesar Chavez Middle, Lakeview Middle, Amesti, Hyde, Radclif, Starlight, Landmark*	Maria Aguilera maria_aguilera@pvusd.net x2598
Finance Department	(831) 786-2304

Section V

SSC Timelines and Monthly Agenda

School Site Council Agenda Timeline:
SSC Responsibilities / SPSA Alignment

Also see Quarterly Timeline Doc

August	**Prepare for 2020-21 SSC** • Form SSC-follow election procedure for new SSC members • If ELAC is delegated to SSC-Assure SSC requirement compliance of ELAC (i.e. members trained on role of ELAC) • Prepare for and announce first SSC meeting • Review meeting best practice
September	**SSC Meeting Prep** • Announce election results and document new members in first SSC minutes-link election documentation to SSC folder • Submit completed SSC Composition Form to SFP • Send site report presentation guidelines to teachers, staff, advisory groups **First SSC Meeting:** • Announce: district SSC New/Review Member trainings, Back to School Night, Annual Parent Notification packet reminder • Present New-Review Training SSC members on roles & responsibilities • Review site advisory groups for 2020-21 (eg.SSC, ELAC, etc) • Review, revise and adopt meeting calendar for the school year • Review composition form, election process and results • Elect SSC officers. DELAC, select DAC and other district advisory reps • Review ELAC responsibilities and delegation form (if delegated to SSC) • Vote on last SSC minutes from previous year-vote required • Review by laws (2/3 vote to amend) • Present Annual Title I Meeting: Review Title I Schoolwide Status • Review, approve and distribute Parent Compact, Family Engagement Policy **SPSA Development: Review Goals and Progress** • Review SPSA goals and progress including student data-SSC vote • If ELAC not delegated to SSC, document ELAC input in SSC minutes • Begin SPSA development for SSC vote (minutes- motion, second, vote)
October	**Update Site Policies** • Update Parent Engagement Policy or Parent Compact (1 per year) -each year update either the Family Engagement Policy **or** Parent Compact
November	**SPSA** • SPSA Monitoring #1-Update SPSA and Site Budget • Principal's Assurance I-SFP
December	

January	**School Safety Plan** • Begin School Safety Plan Update
February	**SPSA Development** • Begin Comprehensive Needs Assessment (CNA)-review available funding, student data, advisory group input and surveys to evaluate current SPSA and identify priorities for next school year • Review budget procedure/allocations-prepare January ConApp update **School Safety Plan Due: March 1, 2021** • Submit School Safety Plan review and approval process
March	**SPSA Development** • If necessary, update January ConApp • Finalize Comprehensive Needs Assessment • SPSA Monitoring #2 Due • Begin establishing 2021-22 goals • Review budget for changes-spending deadlines • ELAC input and SSC apprised of any budget/action step changes from ConApp (eg. approval of new budget allocations and new actions) • Attach SSC minutes and documents to SPSA in Doc Tracking • Send letters to Safety Plan Public Hearing 72 hours prior to SSC meeting
April	**SPSA Due:** • Next School Year Prep: budget, SPSA goals, strategies • 2020-2021 School Plan for Student Achievement* to SFP and DTS • 2020-2021 Budget due to Finance-Staff Accountant* *updated at the beginning of 21-22 school year **Preparation for Next School Year:** • conduct end of year survey • plan election of new SSC members
May	**SPSA** • SSC Approval-SPSA Final Vote • End of Year Reflection-Goals • Review Next Year SPSA • Prep Next Year SSC • Due May 22, 2021: Principal's Assurance II
June	**Archive Current SPSA and Submit Next Year SPSA for Board Approval:** • June 12, 2020: 2020-2021 SPSA submitted to Board for approval • June 15, 2020: 2019-2020 SPSA Archive

SSC Handbook

Appendix

Glossary

Accommodations
Accommodations are alterations to the classroom environment, curriculum format, or equipment that allows an individual with a disability or an identified instructional need to gain access to content, complete assigned tasks and pursue an approved course of study.

Accountability
Local educational agencies (also known as school districts) under ESSA must operate with fiscal and programmatic transparency. The California Department of Education (CDE) monitors the operation of categorical programs to ensure accountability for program and fiscal requirements.

Additional Targeted Support and Improvement (ATSI)
Schools with at least one very low-performing subgroup of students receive additional targeted support and improvement (ATSI).

Average Daily Attendance (ADA)
ADA is the total number of days of student attendance divided by the total number of days in the regular school year. Enrollment is the number of students enrolled in each school and district.

Benchmark
Benchmarks use student performance measures to monitor progress in meeting academic goals within and across grade levels. Benchmark data is often one measure used to inform the SPSA.

Bilingual Education
The purpose of Bilingual Education is linguistic fluency and academic proficiency in two languages. Students are provided English Language Development and native language subject area instruction.

California Assessment of Student Performance and Progress (CAASPP)
CAASPP is an online website used by districts to access test administration systems and training resources and materials.

California Basic Educational Data System (CBEDS)
CBEDS is an online database that provides statistics for districts, schools, teachers, and students. Data are collected in the Fall and are used in state and federal reports, district plans and SPSAs.

California Common Core State Standards (CCSS)
The CCSS are educational standards that describe what students should know and be able to do in core subject areas in kindergarten through 12th grade.

California Department of Education (CDE)
The California Department of Education administers categorical programs and maintains data received by districts and county offices. California's elected superintendent of public instruction oversees the CDE and the State Board of Education acts as its policymaking body.

California Education Code
All laws directly related to California K-12 public schools. Local school boards and county offices of education are required by law to uphold and maintain compliance with Ed Code.

California Longitudinal Pupil Achievement Data System (CALPADS)
A longitudinal data system used to maintain individual-level data including student demographics, course data, assessments, and other data for state and federal reporting.

California School Boards Association (CSBA)
CSBA is a nonprofit education organization providing policy resources and technical assistance to ensure district board policies and administrative regulations reflect current state and federal law.

California School Dashboard
The California School Dashboard is part of the CDE accountability system and uses indicators such as school climate, college and career readiness and state assessment data. Schools and districts use the Dashboard to develop state and federal reports and to inform the SPSA process.

Categorical Program
A Categorical Program is federal funding to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on state academic achievement standards.This federal aid is supplemental to general education funding.

Comprehensive Support and Improvement (CSI)
CSI is federal aid under ESSA directed at schools with low graduation rates and includes students in the lowest-performing five percent of Title I schools. Districts develop plans to improve student outcomes using state indicators such as student performance and resource inequities.

Comprehensive Needs Assessment (CNA)
A comprehensive needs assessment is a process used by schools and districts to identify educational needs, performance barriers, root causes, and set priorities. Schools and districts use the CNA process to inform improvement planning and budgeting.

Consolidated Application (ConApp)
The Consolidated Application (ConApp) is used by the CDE to distribute categorical funds from federal programs to county offices, school districts, and direct-funded charter schools.The Consolidated Application and Reporting System (CARS) is a data collection system used to apply for Categorical Program Funding and to report on the use of those funds.

County Office of Education (COE)
The county agency that provides educational programs for students, administrative, and curriculum services to school districts; and financial oversight of districts.

District Advisory Committee (DAC)
DAC is a districtwide parent advisory accountability committee that advises the Board of Education on educational programs, policies, and procedures. School sites receiving state Compensatory Education funds are required to elect or appoint a DAC parent representative. Representatives share DAC information with their School Site Council and constituents.

District English Learner Advisory Committee (DELAC)
The District English Learner Advisory Committee (DELAC) is composed of parents, staff, and community representatives who advise districtwide English Learner programs and services. Representatives share DELAC information with their School Site Council and constituents.

Document Tracking Services (DTS)
Document Tracking Services (DTS) is a web based management tool for reports and forms such as School Plans for Student Achievement (SPSA) and SPSA Addenda.

District Office (DO)
A district office also known as a local education agency provides administrative control of public elementary or secondary schools and works with county, regional, state and federal oversight.

English Learner (EL)
English learner students are students whose primary language is other than English on the Home Language Survey and require supplemental services to reach English proficiency.

English-Language Development (ELD)
English-Language development is a specialized program of English language instruction appropriate for an English Learner's (EL) identified level of language proficiency. ELD provides English language acquisition in both designated and integrated formats.

Every Student Succeeds Act (ESSA)
The Every Student Succeeds Act is a major law ensuring all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Expenditures Per Pupil
The amount of money spent on education by a school district or the state, divided by the number of students educated. The number of students is determined by average daily attendance (ADA).

Federal Program Monitoring (FPM)
CDE review process focused on determining whether a district's programs are in compliance with federal and state law and regulations.

Fluent English Proficient (FEP)
Students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent English(I-FEP) and Reclassified Fluent English Proficient (RFEP) students.

Free/Reduced Price Meals
A federal meal program determined by family income eligibility. Student participation in the free/reduced meal program is one factor used to develop Local Control Funding Formulas.

General Fund
The primary, legally-defined fund used by the state and school districts to differentiate general revenues and expenditures from those placed in other funds for specific uses.

Gifted and Talented Education Program (GATE)
A program that provides supplemental, differentiated, challenging curriculum and instruction to California public school students who are assessed to be intellectually gifted in qualifying areas.

Graduation Rate
The percentage of the students expected to graduate in four years who actually did graduate. Graduation rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class.

Home Language Survey
A questionnaire, required in California public schools, to be completed by parents at the time of registration. The HLS elicits information about the language background of the student in order to determine the student's primary language.

Individualized Education Program (IEP)
This plan specifies the goals, objectives, and programs for a special education student and identifies the learning disability and/or handicapping condition(s).

Individuals with Disabilities Education Act (IDEA)
IDEA guarantees children with exceptional needs a free and appropriate public education and requires that each child's education be determined on an individual basis and designed to meet his or her unique needs in the least restrictive environment.

Local Control and Accountability Plan (LCAP)
LCAP is a California accountability requirement of the state's Local Control Funding Formula (LCFF). The LCAP is a three-year plan, which every district must create and update annually with input from the community. The LCAP explains how the district will use state funds to improve educational outcomes for all students based on state priorities, with special attention to high-needs students for whom the district received additional funds.

Local Control Funding Formula (LCFF)
LCFF is California's unique school finance system, providing per-pupil base grant plus additional money for high-needs (low income, English learner, homeless and foster youth) students.

Local Education Agency (LEA)
Usually refers to a school district, but it may also refer to a County Office of Education or an independent charter school.

Migrant Education
Special federal funds designated to improve the educational outcomes of students who are children of migrant workers.

Multi-tiered system of support (MTSS)
MTSS is an academic and behavioral framework that provides tiered academic and behavioral support. Positive Behavioral Interventions and Supports (PBIS) supports MTSS and integrates school data, systems, and practices to improve behavioral outcomes for all students.

Notice of Non-Discrimination
The U.S. Department of Education's (USDE) Office for Civil Rights protects the rights of beneficiaries in programs or activities that receive financial assistance from the USDE. These laws prohibit discrimination on the basis of race, color, and national origin, disability and age.

Parent and Family Engagement Policy
Under Title I Part A, districts and schools must seek consultation with parents and develop a written parent and family engagement policy that engages parents in meaningful participation in their child's educational experience and the broader school community.

Professional Learning Community (PLC)
PLC is a type of professional development often used by grade levels, departments or school work teams to analyze student performance, instruction, state standards and school programs.

Reclassified Fluent English Proficient
A classification given to students who were once identified as English learners who have met all of the district criteria to be considered Fluent English Proficient

School Accountability Report Card (SARC)
An annual report on a school's operation, which is required as part of Proposition 98.

School Board
Locally elected representatives who set fiscal, personnel, instructional, and student-related policies as members of a public school district governing board. School boards provide direction for the district, approve budgets and contract with employee unions.

School Site Council (SSC)
Under Title I Part A, School Site Councils oversee the School Plan for Student Achievement (SPSA) and the budgets required and articulated within the plan with ELAC, Leadership and other site advisory groups.

School Plan for Student Achievement
Required under Title I Part A, the Single Plan for Student Achievement (SPSA) is a school level plan approved by the School Site Council, which outlines the goals, actions,timelines, and resources for continuous school improvement. The plan addresses state and federal funding and expenditures and must be approved by the local governing board.

Schoolwide Programs (SWP)
SWP is a Title I program supporting comprehensive school improvement efforts to help all students, particularly low-achieving and at-risk students, meet state standards at eligible schools. To qualify as a Title I SWP, at least 40% of a school's students must be low income. SWPs can provide Title I services and support to all of the children in the school, regardless of income level.

Scientifically Based Research
Research that involves the scientific application of rigorous, systemic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. Also known as evidence based research.

SMART Goal
Goals which are specific, measurable, attainable, realistic, and timely. Specific goals have a greater chance of being accomplished than a general goal.

Smarter Balanced Assessments
The state of California uses the Smarter Balanced Assessment System (SBAC) computer based tests and performance tasks for statewide student achievement testing. SBAC is based on the Common Core State Standards (CCSS). These tests are part of the California Assessment of Student Performance and Progress (CAASPP) System.

Special Education Local Plan Area (SELPA)
Federal law requires that all students with disabilities be provided a free and appropriate education according to an Individualized Education Program (IEP). SELPAs are responsible for identifying and serving the educational needs of students with emotional, learning, or physical disabilities under the Individuals with Disabilities Education Act (IDEA).

Targeted Assistance School (TAS)
TAS is a Title I Part A program providing services to improve student academic achievement of eligible students in Title I schools. The purpose of a TAS program is to assist schools and LEAs to meet their responsibility to ensure all students the opportunity to meet state academic standards.

Targeted Support and Improvement (TSI)
TSI is a Title I Part A program that provides services to schools with one or more student groups that, for two consecutive years, meet the same criteria for the lowest-performing 5 percent of Title I schools. Comprehensive Support and Improvement (CSI) schools are eligible for TSI.

Transitional Bilingual Education
A language program that uses the student's home language only to the extent necessary to help him or her learn English and subject matter. The goal of Transitional Bilingual Education programs is listening, speaking, reading and writing proficiency in English.

Uniform Complaint Procedure
The UCP addresses alleged violations by local educational agencies (LEAs) (school districts and county offices of education) and local public or private agencies which receive direct or indirect funding from the State to provide any school programs, activities, or related services.

Williams Act
The Williams Act requires a school district to use its uniform complaint process to help identify and resolve any deficiencies related to instructional materials, teacher vacancy or misassignment, and emergency or urgent facilities conditions that pose a threat to the health and safety of the pupils or staff.

Acknowledgements
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