

## **Comprehensive Plans**

### **School Plans/District Master Plan for School Improvement/Site Councils**

#### **School Site Councils**

When required for participation in any categorical program, each district school shall establish a school site council or advisory committee. (Education Code 41507, 41572, 52852, 64001)

The school site council shall be composed of the following (Education Code 42507, 42572, 52852)

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel chosen by the school's other personnel
4. Parent/guardians of students attending the school chosen by other such parents/guardians, or community members chosen by the parents/guardians as representatives
5. In secondary schools, students attending the school chosen by other such students

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be parents/guardians or parent/guardian representatives. For secondary school site councils, the remaining half shall be equal numbers of parents/guardians (or parent/guardian representatives) and students. (Education Code 41507, 41572, 52852)

A district employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

School site councils may function on behalf of other committees in accordance with law. (Education Code 52055.620, 52176, 52870, 54425; 5 CCR 3932)

(cf. 1220 – Citizen Advisory Committees)

#### **Single Plan for Student Achievement**

In order for a school to participate in any state or federal categorical program listed in Education Code 42506, 42571, or 64000, the school site council shall approve, annually review, and update a single plan for student achievement. If the school does not have a school site council, a schoolwide advisory group or school support group conforming to

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the composition requirements of the school site council listed above shall fulfill these responsibilities. (Education Code 41507, 41572, 64001)

(cf. 6190 – Evaluation of the Instructional Program)

The single plan for student achievement shall be aligned with school goals for improving student achievement and shall be based on an analysis of verifiable state data, including the Academic Performance Index (API) and the California English Language Development Test (CELDT), and any other data voluntarily developed by the district to measure student achievement. (Education Code 64001)

The plan shall, at a minimum: (Education Code 64001)

1. Address how funds provided to the school through categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by the API
2. Identify the school's means of evaluating progress toward accomplishing those goals
3. Identify how state and federal law governing these programs will be implemented

Plans developed for the state's Immediate Intervention/Underperforming Schools Program pursuant to Education Code 52054 or the federal Title I schoolwide programs pursuant to 20 USC 6314 shall satisfy the requirement for a single plan for student achievement. (Education Code 64001)

(cf. 6171 – Title I Programs)

### **School Plans for Categorical Block Grants**

Whenever a school participates in the state's categorical block grant programs for student retention and/or school and library improvement, that school's single plan for student achievement shall include, but need not be limited to: (Education Code 41507, 41572)

1. Curricula, instructional strategies and materials responsive to the individual educational needs and learning styles of each student that enables all students to do all of the following:

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- a. Make continuous progress and learn at a rate appropriate to their abilities
  - b. Master basic skills in language development and reading, writing and mathematics
  - c. Develop knowledge and skills in other aspects of the curricula, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education
  - d. Pursue educational interests and develop esteem for self and others; personal and social responsibility, critical thinking and independent judgment
2. Consideration of the use of community resources to achieve instructional improvement objectives
  3. Consideration of the use of education technology
  4. A staff development program for teachers, other school personnel, paraprofessionals and volunteers
  5. Provisions for utilization of the student success team process to identify and assess the needs of students who are dropouts or potential dropouts, and to develop programs to meet those needs
  6. Procedures for coordinating services from funding sources at the school level to help students participate successfully in the core academic curricula.
  7. Instructional and auxiliary services to meet the special needs of students who are limited-English speaking, including instruction in a language they understand; educationally disadvantaged students; gifted and talented students and students with disabilities
  8. Improvement of the classroom and school environments, including improvement of relationships between and among students, school personnel, parents/guardians and the community, and reduction of the incidence of violence and vandalism among students
  9. Improvement of student attendance, including parent/guardian awareness of the importance of regular school attendance

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10. The proposed expenditure of block grant funds and the degree to which expenditures meet the plan's criteria
11. Other activities and objectives established by the school site council
12. A process for ongoing evaluation and modification of the plan

The evaluation shall be based on the degree to which the school is meeting the plan's objectives, student achievement and improved school environment. An improved school environment shall be measured by indicators such as the incidence of absenteeism, suspension and expulsion, dropouts, school violence, vandalism and theft; student attitudes toward the school, self and others; absenteeism among staff, staff resignations and requests for transfers; and satisfaction of students, parents/guardians, teachers, administrators and staff.

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