

SSC and ELAC Training Guide 2021-2022



OUR VISION

Clovis Unified School District strives to be America’s benchmark for excellence in education.

OUR MISSION

The mission of the Clovis Unified School District is to be a quality educational system providing the opportunity for all students to reach their potential in mind, body and spirit.

OUR AIMS

<u>AIM I:</u> Maximize Achievement for ALL Students	<u>AIM II:</u> Operate with Increasing Efficiency and Effectiveness	<u>AIM III:</u> Develop, Sustain, and Value a Quality Workforce
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OUR BELIEFS

- All children can learn, and we can teach all children.
- Everyone is a reader and a teacher of reading.
- Our values must be more than words.
- Hard work promotes achievement.
- It’s people, not programs.
- United as Americans, we value our diversity and our differences.
- We hold ourselves accountable to achieve high standards.
- Success is an individual journey of continuous achievement.
- Education is a partnership between the school, the family and the community.

OUR VALUES

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

OUR PRINCIPLES

- Visionary leadership
- Learning-centered education
- Organizational and personal learning
- Valuing faculty and staff as partners
- Agility
- Focus on the future
- Managing for innovation
- Management by fact
- Public responsibility and citizenship
- Focus on results and creating value
- Systems perspective
- Stakeholder involvement

CUSD CATEGORICAL FUNDING PROGRAM INFORMATION **FOR THE 2021-2022 SCHOOL YEAR**

On an annual basis Clovis Unified School District (CUSD) submits the Application for Funding Categorical Programs. Consolidated Application and Reporting System commonly called the CARS. The application is submitted in two (2) parts: Part I, which contains program and demographic information, is submitted by June 1 each year; and Part II, which contains the budget information and additional program data, is submitted by January 31 each year. The categorical programs included in the application are Title I, Part A – Improving Academic Achievement, Title I, Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals, and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Essentially, these funds are designed to assist students in mastering state standards.

Clovis Unified Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community. CUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child's education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Clovis Kids!

CUSD is proud and pleased to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the CUSD include:

School Site Council (SSC)

English Learner Advisory Committee (ELAC)

District Advisory Committee (DAC) and School Advisory Committee (SAC)

District Learner Advisory Committee (DELAC)

District Indian Education Parent Advisory Committee (IPAC)

School and District level School Assessment Review Team (SART)

Intercultural and Diversity Advisory Council (IDAC)

We encourage all parents and guardians to become involved with their child's education, at the classroom level, the school-wide level as well as the district level. Each school's Single Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level parent committees provide input into each site's SPSA and to the District's Local Control Accountability Plan (LCAP). If you would like additional information on any of the District Parent

Council or Committee, please call your child's school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you or go to <http://www.cusd.com/supplementalservices>. These two school committees meet on a quarterly basis. The committees are comprised of administration, staff and parents. Students are also involved at the intermediate and secondary level.

Listed below are several parent committees that assist with categorical programs and funding. For more information, please call your school or go to: <http://www.cusd.com/supplementalservices>.

School Site Council (SSC): All schools receiving categorical funds are required to form a SSC. The SSC is composed of parents, students at the secondary level and school personnel and is responsible for developing, implementing and evaluating the Single Plan for Student Achievement programs. Members serve for two years and are elected by their peers.

District Advisory Committee (DAC) & School Advisory Committee (SAC): The entirety of the SSC acts as the SAC. The SAC serves as an advisory committee for the purpose of advising schools regarding supplemental education programs and acting as a liaison for their school community. They serve to share information and comments both at the district and site level. These education programs are supplemental education opportunities provide to students who are disadvantage, English Learners, Foster Youth and/or at-risk. The SSC has approved to designate our SSC pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee.

English Learner Advisory Committee (ELAC): All schools enrolling 21 or more English Learners are required to form an ELAC. The ELAC is composed of parents and school personnel. The ELAC provides input and makes recommendations to the principal, staff and SSC regarding services for English Learners as well as conducts an annual survey. Members serve for two years.

District English Learner Advisory Committee (DELAC): Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently the DELAC bylaws require each DELAC representative to be 1) a parent/guardian of an EL or former EL (i.e., a reclassified fluent English proficient student) currently enrolled at the site he/she represents, and 2) elected to serve as the DELAC representative by the site ELAC.

The following is an overview of the categorical funding and programs in CUSD. These funds are further discussed and outlined in each school's SPSA and at the committee meetings.

Rationale

General District funds provide support for the District's base/core curriculum program. Some children have special characteristics, not reflective of the general school population, that affect their success in the base/core programs. Some

come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs.

Philosophy

All CUSD schools offer students with special needs the same kinds of high quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential.

Categorical Program Descriptions

1. **After School Safety and Education Funds (ASES)** - This state funded and administered program provides three year grant funding to establish or expand after school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.
2. **Title I, Part A (Improving the Academic Achievement)** - A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
3. **Title I, Part A, Title X, Part C, Education for Homeless Children and Youths:** Title I, Part A funds to provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. This reservation requirement is not formula driven.
4. **Title I, Part D: Local Delinquent Programs:**
A funded program that serve students who are neglected, delinquent, or at-risk, including programs involving collaboration with locally operated correctional facilities.
5. **Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals)** - A federal-funded program focused on teacher and principal training and recruitment programs.
6. **Title III (Language Instruction for English learners(ELs) and Immigrants)** - A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and Immigrants and helping these students meet the same challenging State standards required of all other students.
7. **Title VI (Indian Education Formula Grant)** - A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging State standards required of all other students.

The goal of the CUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns, or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. During the fall each school will send additional Information about these activities. At the district level, we encourage you to become involved with our DELAC. We encourage and look forward to your involvement in the programs we offer our learning community.

If you have any questions, please call your child's school or the CUSD Department of Supplemental Services @ 327.0661, additional information may be found @ <http://www.cusd.com/supplementalservices>.

Purpose and Use of Federal Funds

The purpose of these federal title funds is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by:

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.
- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.
- (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education.

SPSAs are developed, written, reviewed and approved annually by the school's SSC. The plan is designed to improve the effectiveness of the school program and increase student learning for all learners and address the four above stated criterion. Each plan is/was based on an assessment and analysis of the school's capability to meet the educational needs of each pupil and indicated specific objectives and steps necessary to achieve such objectives, including intended outcomes. SPSAs for student achievement, funding and professional development are critiqued for alignment to student and staff needs, correctness and compliance by the Department of Supplemental Services, Area Superintendents, and then submitted to the Board for approval on an annual basis. The District's Board Policy and Administrative Regulation #6190 define the policy and procedures for monitoring and evaluating categorical aid programs.

During the 2020-2021 school year; thirty-two elementary schools, five intermediate schools, five high schools, and the alternative education schools participated in consolidated categorical aid funded programs in CUSD. For the 2021-2022 school year; CUSD will serve fifth-teen elementary Title I Schools. In addition, CUSD serves six (6) private schools that reside within the CUSD and neighboring boundaries. They receive equitable services and ongoing professional development. The various sources of funding for evaluation and monitoring purposes were as follows:

- **Title I – Improving the Academic Achievement of the Disadvantage**
- **Title III – Language Instruction for LEP Students and Immigrant Students**
- **Title VI Indian Education**
- **After School Safety and Education Program (ASES)**

Categorical School Funding

Not all schools receive the same categorical funding sources. Funding is based upon student enrollment and program needs and participation requirements. SSC continue to be informed and trained as to the new funding streams, issues of compliance and areas of focus relative to student and school needs.

Each of the seventeen (17) schools receiving Title I, Part A funds complete an Annual Evaluation of their Title I Program for the 2020-21 school year. This is in addition to the annual Title I Parent Survey. This evaluation affords the site to evaluate, review and reflect on their program from an internal point of view collaborating with all stakeholders both classified, certificated, parents and district departments. Whereas the Parent Survey provides valuable information from the parents' perspective on many critical issues concerning the Title I Program. The annual evaluation addresses ten (10) quality indicators of an effective Title I Program. These include but are not limited to; participation rate, expenditures, staff development opportunities, parent participation and education, student achievement and recommendations for continued improvement. Based upon a comprehensive analysis of data and information, schools are asked to articulate what appeared to work and list any program modifications and changes that may be projected. Schools are committed to promoting excellence and high expectations for all students and work to ensure meaningful involvement in decision-making by students, teachers, parents, and community members. The evaluations are shared with staff, community members, district department and all Area Superintendent as well as the district Superintendent and presented and reviewed with staff members and at the Annual Title I Parent Meeting as well as the school site council.

SECTION I
SCHOOL
SITE
COUNCIL
(SSC)
INFORMATION



SCHOOL SITE COUNCIL (SSC) INFORMATION

OVERVIEW

One of the principal tenets of these programs was that those individuals closest to the students should be more involved in making significant decisions affecting the instructional program of the school. The SSC was selected to be the vehicle by which the school community would come together to hart the school's path to improvement.

The SSC is uniquely suited to carry out this function since it is representative of all segments of the school community. Being composed of the principal, teachers, other school personnel, parents, and the secondary level students; it provides a forum for all the major players in the school to come together to identify common goals and establish a plan to achieve these goals. The SSC's success depends upon both the ability and willingness of all those involved in the process to work together in a cooperative manner to develop an effective curricular and instructional program in which all students may attain higher levels of academic competence.

The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access and success in that program. This core program should embody the district's curriculum, which itself should reflect the state frameworks and curriculum standards. As the SSC goes about allocating the available supplemental resources, it should strive to keep its focus on establishing and maintaining a comprehensive and ongoing strategy to improve curriculum and instruction. The SSC should not limit its vision to using the supplemental resources to meet the demand of the moment or to purchase a single fixed solution to be used in perpetuity. Instead, it should establish and maintain a vision of the skills and knowledge students will need to be successful at each stage of their school career and determine what supports can be provided to enable such success to occur. Additionally, the SSC should maintain flexibility in its allocation of resources in order to enable the school to continually address the changing needs of the school.

The SSC is charged with the task of developing and approaching a school plan for using the supplemental resources to increase the student's understanding of and success in learning the core curriculum. The school's improvement effort should also be coordinated with the district's effort to upgrade its curriculum offerings and quality of instruction in order that both the school, though the SSC, and the local governing board, through the district office, become part of a single improvement effort. The unified effort requires that the staff of the district office and the SSC establish and maintain formal lines of communication to ensure that they engage in efforts that support and reinforce a common goal.

“School Site Councils: Their Composition, Role, and Responsibilities”

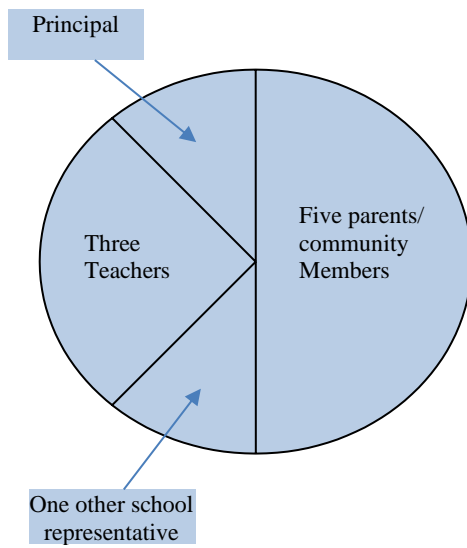
Authorization for School Site Councils (SSC)

- Clovis Unified School District Policy, Administrative Regulation, And Exhibit #0420
- School Site Council Bylaws

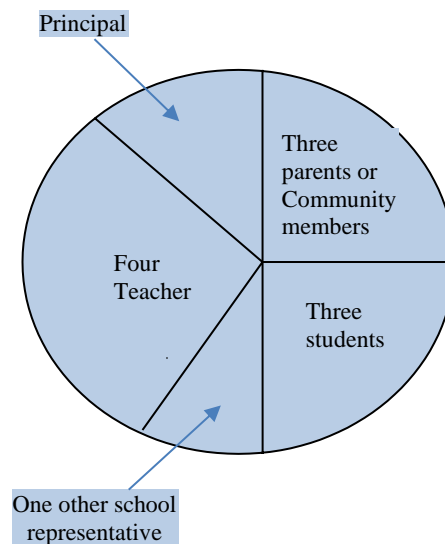
Specific California Education Code Requirements for School Site Councils

52852. School Site Council: Composition. A SSC shall be established at each school which participates in school-based program coordination. The council shall be composed of the principal and representative of: teachers at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

Elementary School



Secondary School



At the elementary level council shall be constituted to ensure parity (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom, teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils. At both the elementary and secondary levels, classroom teachers shall compromise the majority of persons represented under category (a).

Existing school wide advisory groups or school support groups may be utilized as the SSC if those groups conform of this selection.

An 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 or guardian’s employment, is not disqualified by virtue of this employment from serving as a parent representative on the School Site Council established for the school that his or her child ward attends.

52852.5 Duties of the Governing Board. The governing board of each school district shall:

- a) Ensure that the principal of every school receives information covering the provisions of this article, and provides such information to teachers, other school personnel, parents, and, in secondary schools, pupils.
- b) Adopt policies to ensure that, prior to a school beginning to develop a plan pursuant to Selection 52853, a School Site Council as described in Section 52852 is established at the school site. The board shall ensure that all interested persons, including, but not limited to, the principal, teachers, other school personnel, parents, and in secondary schools, pupils have an opportunity to meet in public to establish the council.
- c) Ensure that funds coordinated pursuant to this article are used to supplement, not supplant, existing state and local fiscal efforts and that schools which receive the funds shall have base expenditures comparable to non-participating schools.

52853. Development and Content of School Plan.

- a) The School Site Council shall develop a school plan School Plan for Student Achievement (SPSA) which shall include all of the following:
 - 1) Curricula, instructions strategies, and materials responsive to the individual needs and learning styles of each pupil.
 - 2) Instructional and auxiliary services to meet the special needs of non- English-speaking or limited- English-speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.
 - 3) A staff developed program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
 - 4) Ongoing evaluation of the educational program of the school.
 - 5) Other activities and objectives as established by the council.
 - 6) The proposed expenditures of funds available to the school through the programs described in Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school through the programs described in Section 52851 shall include, but not limited to, salaries and staff benefits for persons providing services for those programs.
 - 7) The proposed expenditures of funds available to the school through the federal improving America’s School Act of 1994 (IASA) (20 United States Code 6301 et sec.), and its amendments. If the school operates a state- approved school wide program pursuant to 6314 of Title 20 of the USC in a manner consistent with the expenditures of funds available to the school pursuant to 52851, employees of the school wide program may be deemed funded by a single cost objective.
- b) The School Site Council shall annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.

52855. Plan Approval. The school district governing board shall review and approve or disapprove school plans. A school plan shall not be approved unless it was developed and recommended by the School Site Council. If a plan is not approved by the governing board, specific reasons for that action shall be communicated to the council. Modifications to any school plan shall be developed, recommended, and approved or disapproved in the same manner.

Responsibilities of the School Site Council

Legislative Requirements

1. Develop and approve the school plan (a comprehensive program plan designed to improve the effectiveness of the school program). (Education Code 52034, 52855, 54722)

CCR Title 5, 3930... Each school receiving consolidated application funds as defined in 3900 (b), (c), (d), (h), and (i) shall develop a comprehensive program plan for students who will receive additional services from these funds. Each plan shall be based on assessment of school capability to meet the educational needs of each pupil, specify objectives, and indicate steps necessary to achieve such objectives, including intended outcomes. This comprehensive plan shall account for **all program services** for participating students, including at least those provided by district and by consolidated application program funds.

2. Annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities. (Education Code 52021, 52853, 54726)
3. Recommended the approval of the school plan as revised to the District Governing Board. If the school plan is not approved by the Board, specific reasons for that action shall be developed, recommended, and approved or disapproved in the same manner. (Education Code 52034, 52855, 54722)

Other Responsibilities

1. Meet on regular basis to become informed, share information, discuss needs and successes, and plan program improvements.
2. Participate in the monitoring and evaluation of the school plan programs. Participate as necessary in Federal Program Monitoring (FPM)
3. Develop a system for ongoing communication with parents, community members, the school staff, and the District.
4. Plan and approve one-time site expenditures allocated in the annual state budget.

Laws, Regulations, and Policies that Apply to All Schools and Committees

- The **State Legislature and Governor** establishes laws that govern the operations of all school districts in California. These laws are contained in the Education Code.
- The **State Board of Education** set s forth the policies and procedures for all school districts in California. These appear in Title 5 of the California Code of Regulations.
- The **School Board** sets the policies of the district.
- The **district and school administration** make the decisions which are consistent with Board policies regarding the operation of the schools and the implementation of the educational programs.
- All **contractual agreements** with employee groups must be followed.
- Each SSC should have a set of **bylaws** that guide SSC operations.

Characteristics of Effective School Site Councils

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

The Purpose of School Site Council Meetings

- To carry out the legislative requirements of an SSC.
- To discuss issues and programs and make decisions.
- To improve communication.
- To develop leadership.
- To develop the School Site Plan and set goals.
- To share information and educate the group.
- To improve overall organizational productivity and effectiveness.
- To become more informed about categorical programs.

Operating the School Site Council (Bylaws)

Each SSC should define for itself in writing the way it will be organized and the rules under which it will conduct business. The most common method of doing this is by drawing up a set of **bylaws**. These rules relating to the way in which the members will act will vary depending upon local circumstances, but it is likely that when an SSC is formed the members will need to make decisions regarding each of the main areas outlined below.

- Name of Council
- Role of Council
- Membership of the SSC
- Officers of the SSC
- Committees of the SSC
- Meetings of the SSC

These decisions would be developed into a written set of bylaws by which the SSC would operate. The original bylaws should be approved by the majority of the SSC providing there is a quorum present. For on-going SSC's, the bylaws should be periodically reviewed in order to ensure that all sections remain applicable. Revisions to the bylaws may be made when the need arises. All revisions should be approved by the majority of the SSC providing there is a quorum present. A copy of the SSC's bylaws should be included in the school Site Plan and be on file at the school for public review.

SSC Failure To Obtain A Quorum At Your Meeting

Follow all procedures for informing your community of upcoming SSC/ELAC Meeting

- Open meeting and establish a quorum, reflect in minutes
- If quorum is establish, continue the meeting
- If no quorum, state “no quorum” and reflect in the minutes
- With no quorum, you may continue the meeting for “information” only. No agenda items may be approved (budget, purchases, expenditures, SPSA, etc.)
- Open discussion on an additional meeting date, time and place and reflect in minutes
- Discuss way to increase attendance and reflect in the minutes
- Follow all procedures for informing your community of upcoming SSC/ELAC 2nd/Make-up Meeting
- Open meeting establish a quorum
- If quorum is establish, continue the meeting
- If no quorum, state “no quorum” for 2nd meeting and reflect in minutes
- You may make personal phone contacts or meet with members at another time
- Obtain signatures on sign in sheets and provide all meeting documents
- State in minutes, agenda items will be discussed at the next quarter's meeting

Decision Making Guidelines

1. Decisions must be legal.
2. Decisions must be compliant with the laws and regulations for each categorical program.
3. Decisions must follow District Board Policy.
4. Decisions must be within the budget.
5. Decisions must be ethical.

Sample Agendas

To assist the SSC in meeting all legislative requirements, the Department of Supplemental Services has developed sample SSC meeting agendas to be used for the orientation meeting and one for each of the quarter meetings. These are in the *Categorical Handbook for School Site Council and English Learner Advisory Committee Procedure* and emailed to the site on an annual basis. *These agendas have also been translated into Spanish and Hmong to better serve our community.* Items may be added to these agendas to personalize them to the school site. It is recommended that items not be deleted from these agendas.

The Role of the School Site Council Chairperson

1. Is elected by a majority (more than half of the members) to serve as the leader of the group.
2. Presides over all SSC meetings.
3. Assures the agenda is prepared. Assists in preparing the agenda.
4. Leads orderly discussions that offer each member a chance to speak for or against a motion.
5. Encourages members to participate in meetings and activities of the SSC.
6. Makes sure a set of bylaws exist and are being used.
7. Signs the SPSA assuring that the SSC have been involved in planning.
8. May make suggest motions.
9. Enters into discussions to help clarify or summarize.
10. Delegates tasks to other SSC members.
11. Have readily available key documents of the SPSA.
12. Begins and ends meetings on time.
13. Schedules additional meetings, if necessary.
14. Sets the climate of the meetings as accepting, non-judgmental.

The Role of the Principal with the School Site Council

1. Works closely with the SSC chairperson to plan SSC meetings and activities.
2. Serves as a primary resource to the SSC.
3. Interprets state, district, and school policies/ regulations.
4. Informs the SSC about all school programs and parent groups and encourages parent participation.
5. Is a voting and participating member of the SSC.
6. Provides leadership for the SPSA revisions and budget development.
7. Provides leadership for the implementation of the SPSA programs.
8. Assists the SSC in establishing an environment that encourages participation
9. Provides training for the SSC to work effectively.
10. Arranges for a meeting room and other logistical needs.
11. Maintains a responsibility for instructional leadership and operation of the school.

A School Site Council (SSC) is Not:

- A school management committee
- A political organization
- A grievance committee
- A personnel committee
- A fund raising organization
- An extension of the SART Committee or Parent Club
- A social group

Special Skills and Information Needed for SSC Members

- Knowing your local school: SSC members should review a profile of the school population, applicable board policies and procedures, the school's curriculum and instructional programs, specially-funded school programs, and the school's communication network.
- Understanding terms used in school programs. Section IV *Glossary of Terms* and Section V *Glossary of Acronyms* in this training guide should be helpful.
- Understanding objectives and how and why they are written.
- Understanding how and why the SPSA is developed, organized, and implemented.
- Understanding how the budget plan is developed.
- Understanding how to conduct a needs assessment. Understanding the various kinds of assessment data and the various student achievement tests used in the various categorical programs.
- Understanding the school structure and how the school is organized. Understanding the communication system at the school.

Funding Sources and Types of Programs Included in the Consolidated Application for Reporting System (CARS)

State Funds

1. The 2014–15 California Department of Education (CDE) budget package replaces the previous K–12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs. For county offices of education (COEs), the LCFF creates separate funding streams for oversight activities and instructional programs.

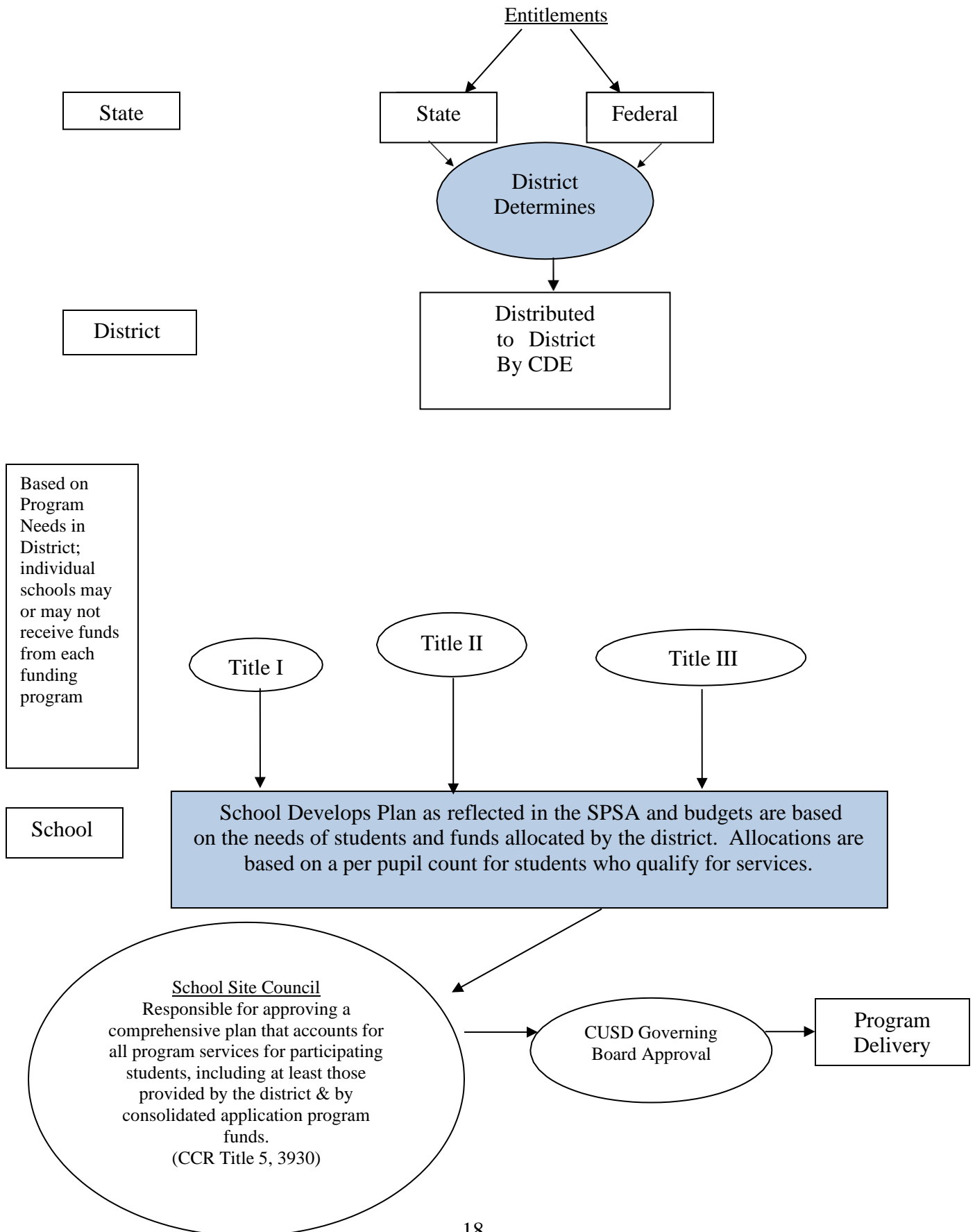
The goal of the LCFF is to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. The LCFF creates funding targets based on these student characteristics.

As part of the LCFF, school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) using a template adopted by the California State Board of Education (SBE). In addition, the SBE is required to adopt evaluation rubrics to assist LEAs and oversight entities in evaluating strengths, weaknesses, areas that require improvement, technical assistance needs, and where interventions are warranted.

Federal Funds

1. **Title I, Part A (Improving the Academic Achievement of the Disadvantaged)**
A federal-funded program whose purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach proficiency on the state content standards and assessments. The intent of the funding is to meet the educational needs of the low-achieving students enrolled in the highest poverty schools. Non-Public nonprofit schools may receive their equitable share of Title I funds.
2. **Title II, Part A (Improving Teacher Quality)**
A federal-funded program to provide funds to districts to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in schools. It holds districts and schools accountable for improvement in student academic achievement. All CUSD schools benefit from these funds. Non-Public nonprofit schools may receive their equitable share of Title II funds.
3. **Title III (Immigrant Education)**
A federal-funded program to be used specifically for eligible students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students. Non-Public nonprofit schools may receive their equitable share of Title III funds.
4. **Title III (Limited English Proficiency Student Program)**
A federal-funded program to be used to ensure that all limited English proficient (LEP) students, referred to as English Learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Non-Public nonprofit schools may receive their equitable share of Title III funds.

CATEGORICAL FUNDING AND BUDGET PROCESS



EXAMPLES OF ALLOWABLE/QUESTIONABLE EXPENSES

Categorical funds (Title 1, Title III, etc. are tied to improved student achievement in state standards (e. g., English-language arts, mathematics). State and federal categorical funds are designed to supplement the core instructional program and may be used for all curricular areas. These funds are intended to be used to assist in closing the achievement gap for our children.

Examples of allowable and questionable expenses can be found below:

ALLOWABLE	QUESTIONABLE (VARIES BY PROGRAM)
Teacher To reduce class size	Teacher for classroom, replacing district effort
Resource Teachers – extra	Substitute for classroom illness
Coaches – professional development	Stickers, gifts, rewards, incentives
Release time for planning or professional development or conferences	School supplies (toilet paper, cleaners, custodial)
Extra hours for planning/professional development	Textbooks (unless additional)
Food for parent and teacher meetings (reasonable)	Conferences not tied to improvement of academics
Cost of surveys, Mailings, postage	Playground equipment
Computers and media equipment	Furniture (e.g., staff lounge)
Field trips	Issues related to school safety (district responsibility)
Supplemental supplies	
Parent education and training	
Parent liaison	

Expenditures Must:

1. Be reflected in the SPSA and address the intent of the SPSA to reach all SPSA Goals;
2. Be used to improve the instructional program.
3. Address needs of specified students or program goals;
4. Supplement, NOT supplant or take the place of the district’s effort;
5. Be reasonable and appropriate;
6. Be competitive or cost effective in terms of price;
7. Be developed/approved by the council and approved by the school board;
8. Not be used as a “gift” to employees, parents, or students, and
9. Use at least 85% of the funds for direct services to students.

Listed on the next page you will find a funding chart presenting each site’s categorical funding they receive.



2021-2022 CATEGORICAL FUNDED PROGRAMS

SCHOOL	TITLE I Part A	TITLE III – EL	TITLE III – Immigrant
Bud Rank Elementary		X	X
Cedarwood Elementary		X	X
Century Elementary		X	X
Clovis Elementary	X	X	X
Cole Elementary	X	X	X
Community Day School Elementary & Secondary	X	X	X
Copper Hills Elementary		X	X
Cox Elementary	X	X	X
Dry Creek Elementary		X	X
Fancher Creek Elementary	X	X	X
Ft Washington Elementary		X	X
Freedom Elementary		X	X
Fugman Elementary		X	X
Garfield Elementary		X	X
Gettysburg Elementary		X	X
Jefferson Elementary	X	X	X
Liberty Elementary		X	X
Lincoln Elementary	X	X	X
Maple Creek Elementary		X	X
Miramonte Elementary	X	X	X
Mt View Elementary	X	X	X
Nelson Elementary	X	X	X
Oraze Elementary		X	X
Pinedale Elementary	X	X	X
Reagan Elementary		X	X
Riverview Elementary		X	X
Red Bank Elementary		X	X
Sierra Vista Elementary	X	X	X
Tarpey Elementary	X	X	X
Temp Kutner Elementary	X	X	X
Valley Oak Elementary		X	X
Weldon Elementary	X	X	X
Woods Elementary		X	X
Young Elementary		X	X
Alta Sierra Intermediate		X	X
Clark Intermediate		X	X
Granite Ridge Intermediate		X	X
Kastner Intermediate		X	X
Reyburn Intermediate		X	X
Buchanan High School		X	X
Clovis East High School		X	X
Clovis High School		X	X
Clovis North High School		X	X
Clovis West High School		X	X
Gateway High School	X	X	X

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

Requirements for Establishing the SPSA

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

- The Consolidated Application
- Other school programs the council chooses to include [EC sections 41507, 41572, 64001(a), (d), (f)].
- A school that included the provisions of any state and federal categorical programs in a single, comprehensive plan shall be deemed to have compiled with the planning requirements of these programs (CCR Title 5 3930).

Program Requirements for the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. For example:

- Schools operating school-wide or targeted assistance programs under ESSA, Title I shall use strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice.

Role of the SSC in the SPSA

Each site must create a School Site Council (SSC). An election must take place each year in the fall. This requires that an **elected** SSC develop the school plan and recommend it to the local governing board for approval (EC 52853). The SSC must consult school advisory committees, such as the English Learner Advisory Committee; and obtain appropriate input of the school community. The SSC may appoint planning committees, and may accept plan and expenditure proposals from all sources. The local governing board may not approve a school plan unless it is recommended by the SSC (EC 52855).

The School plan is also the contract that exists between the school and the governing board and controls how the supplemental funds provided by the special programs will be expended. This contract can only be modified with the agreement of both the SSC and the governing board. Accordingly, it is important that the school plan be clear and precise in order that everyone knows not only what is to be done but why it is to be done as well.

If the SSC cannot agree on a school plan that can be recommended to the local governing board or if the governing board will not approve the plan in which it is sent to it by the SSC, there is no approved plan to guide the expenditure of the appropriate funds or the implementation of planned activities. Therefore, no expenditure of the funds can be made. The cited Education Code sections make it clear that the SSC and local governing board each have distinct and defined tasks in the process of improving the quality of the school. Until each has completed its assigned tasks, the school cannot begin to improvement process. It is also clear from the above language that there needs to be a continual dialogue between the SSC and the governing board to ensure that both are engaged in a common effort that is supportive of a common goal. In most cases, district office personnel will serve as the intermediary between the governing board and the SSC.

SPSA Purpose

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in Section 64000 will be used to improve the academic performance of all pupils as established by the state academic dashboard. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

To set school goals, the SSC needs to carefully review district priorities as stated in the LCAP, assess both state and local quantitative and qualitative student achievement data to evaluate instructional program effectiveness, and come to consensus about solutions.

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school.

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

Per *EC* Section 64001.4, district and school leaders shall use these data analyses to create specific, measurable, achievable, relevant, and time-bound goals that can be easily measured to evaluate student progress toward closing the achievement gap. Such analyses should be conducted in a timely manner and include all major stakeholders.

Legal Requirements for the SPSA

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's CARS process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures. SPSA requirements are also included in the Categorical Program Monitoring process.

EC Section 64001 establishes the following requirements for school plans:

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the CARS process and any other school program they choose to include.
2. Any plans required by programs funded through the CARS and Elementary and Secondary Education Act (ESEA) program improvement (PI) must be consolidated into a single plan. Schools may add other funding sources.
3. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the CARS, by the SSC."
4. School goals must be based upon "an analysis of verifiable state data, including the API and the California English Language Development Test" and may include any data voluntarily developed by districts to measure student achievement. In addition, schools should include an analysis of school progress on the AYP and other measures of student achievement.
5. The content of the plan must be aligned with school goals for improving student achievement

6. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
7. The SPSA must address how CARS funds will be used to improve the academic performance of all students to the level of the performance goals, as established state dashboard.
8. The SPSA must align with the LCAP and be submitted for approval to the LEA governing board, which may return it to the SSC for revisions as deemed necessary.
9. The SPSA must be reviewed and approved by the governing board of the LEA "whenever there are 'material' changes that affect the academic programs for students covered by programs" funded through the CARS.

Implementing and Monitoring The SPSA

Once the plan is approved and implemented, the SSC is responsible for monitoring the effectiveness of planned activities and modifying those that prove ineffective. At least annually, the SSC must evaluate the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data for the following year's plan.

Schools continue to monitor their SPSA throughout the year with their School Site Councils (SSC). In addition to the site's Annual School SPSA Evaluation and Monitoring Report, schools complete a comprehensive Mid-Year Monitoring Report to evaluate the progress of the SPSA relative to Goals and Objectives, Personnel, Materials and Supplies, Budgets and Expenditures as well as reviewing student progress and achievement using formative assessments administered throughout the school year.

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

- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- Review of the calendar for initial and ongoing assessments to measure student performance against benchmarks indicated in the plan
- Verification of evidence of progress made toward SPSA goals

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

Mid-year Changes to the SPSA

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

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

The SSC may amend the plan at any time. Any revisions that would substantively change the academic programs funded through the CARS must be reviewed and approved by the local governing board.

Both Annual and Mid-year School Evaluation and Monitoring Reports are completed by the school, presented and reviewed by the SSC and ELAC.

The SPSA serves as the organizer for an individual school's improvement process. The plan should be developed with a deeper understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient at state standards. It is critical that each school's SPSA:

- Builds on a premise that students are capable of learning with effective instruction
- Includes school goals aligned with activities and goals included in the LCAP to maximize school reform efforts
- Is based on verifiable data analysis
- Focuses on student achievement and academic interventions
- Implements high leverage school improvement actions
- Directs resources where they will most directly improve student academic achievement
- Ensures that all resources are aligned to serve identified students' needs
- Uses research based strategies
- Implements strategic coordination of resources

To set school goals, the SSC needs to carefully review district priorities as stated in the LCAP, assess both state and local quantitative and qualitative student achievement data to evaluate instructional program effectiveness, and come to consensus about solutions.

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

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

Single Plan for Student Achievement Format

The precise format and content of each school's Single Plan for Student Achievement will differ. The plan is the description of the decisions made by the SSC, with the goal being a high-quality instructional program. Each plan shall be based on assessment of school's capability to meet the educational needs of each pupil, specify objectives, and indicate steps necessary to achieve such objectives, including intended outcomes. The requirements for Site Plan contents are stated in Educational Code 52853 for 1115 for Title I, in PL 103-382 2208 for Title II, and in Educational Code 44670.1-44671.5 for Staff Development (SB 1882). In Clovis Unified School District, the designed Site Plan templates incorporated all program requirements into one comprehensive plan.

- **Common Pages:** These pages/forms are the same in every plan.
 - School Information
 - School Allocations for State and Federal Categorical Programs
 - School Data
 - Categorical Committees (SSC and ELAC)
 - Assurances and Signatures
 - Categorical Budgets
 - Contracts and Capital Outlay Information
 - Description of Centralized Services
 - Federal and State Categorical Programs at site

- **Plan Contents: Development of the Single School Plan**
 - Process for development of school plan
 - Description of school and mission
 - Base district instructional program/how it supports underachieving students attain state standards
 - Analysis of current educational practices
 - Alignment of curriculum, instruction, materials to content and performance standards
 - Availability of standards-based instructional materials to all student groups
 - Professional development Information/alignment to standards, assessed student performance and professional needs
 - Hiring practices to insure instruction by highly qualified staff
 - Use of state and local assessments to modify instruction/improve student achievement
 - Special needs group information
 - Parent involvement/description of how/depth of involvement
 - Roles of SSC/ELAC
 - Title I information (Title I Schools)
 - Student performance data summary
 - Comprehensive student needs analysis and academic improvement goals
 - Plan for attaining student academic improvement goal(s)(includes process and method of evaluation
 - Supplemental Funding/ Programs Information/how funds are spent

- **Appendix**

- Additional data examples from Illuminate (student data system) and other sources
- School Parent Involvement Policy
- Student Accountability Report Card (SARC)
- School Site Council Bylaws
- Consolidated Application program goals
- Criteria and Procedures for Approving School Plans
- Procedures for Evaluating Consolidated Programs
- Application for School wide participation (Title I schools)

As a whole, the plan will represent a logical, sequential, and systematic approach to strengthening school programs and instruction. The School Site Plan is a working document and should be in the hands of teachers, parents, and other adults in the school. Each element of the school plan should be directly connected to specific elements of the plan. For example, the SSC should only allocate some portion of the school's funds for staff development to increase the variety of strategies that teachers can effectively use to assist students to improve their problem solving ability in mathematics, if the program analysis has shown that teachers need to expand their instructional strategies. Thus, the school plan is not only the document in which **justifies** the various improvement strategies and the expenditure of the schools' fiscal resources.

Annually, schools will complete, update and revise their SPSA and the program contents as necessary to meet the changing needs of the students and to insure continual school improvement. A new budget must be developed and approved annually. Education Code 52021, 52853, and 54726 states that the SSC shall annually review the SPSA, establish a new budget, and, if necessary, make modifications in the plan to reflect changing needs and priorities. All plans are approved by the SSC in the fall and approved by the Governing Board on an annual basis in the 2nd Quarter of the school year.

SCHOOL SITE COUNCIL MEETING QUESTIONNAIRE
RATING SHEET

Pre _____ Intern _____ Post _____
Date Date Date

Please assign the number that is most often identified with your SSC meetings.

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

1. Members of the council know what items are to be discussed prior to the meeting.
2. Members arrive on time for the meeting.
3. An equitable procedure for getting items on the agenda is being implemented.
4. Members carry out their commitments.
5. Members are truly free to say how they feel about an issue.
6. Members keep confidentiality when necessary.
7. An item is thoroughly understood before a vote is taken.
8. Members ask clarifying questions when in doubt.
9. The issues which are currently important to the members are discussed.
10. Members assist each other in staying on the topic, controlling excessive talkers, interruptions, etc.
11. Members have a chance to vote on more than one solution to an issue or situation.
12. Decisions made at the meetings are clearly understood.
13. It is clear who is to carry out what decisions and when they are to be completed.
14. Members care about the children in the school for which they are advising and work on their behalf.
15. As a member of the SSC, I am an important participant in the meetings.



School Site Council (SSC) Fact Sheet

What Is the School Site Council (SSC)?

- Community group that participates in school-based program coordination
- Members represent parents, community members, teachers, other school staff and students (in grades 7-12)

Why Is the School Site Council Important?

- Legally required group by California law
- Provides school staff members, parents, community members, and students a voice in improving achievement

What Does the School Site Council Do?

- Recommends the Single Plan for Student Achievement (SPSA)
- Reviews student academic data
- Consults with other parent groups about the SPSA
- Recommends school safety plan

How Do I Become a Member?

- Attend SSC meetings regularly, as a member of the public, to decide if you would like to become involved
- Talk with the Principal about your interest in serving on the SSC
- Participate in the annual elections; members are elected by the group they represent
- No experience is needed; the District provides training to new members annually to learn about your new role

At-a-Glance:

School Site Council

- Represents students, parents, community and school staff

Why is the SSC important?

- Legally Required
- Voice for parents, community members, school staff and students (grades 7-12)

What does SSC do?

- Recommends and provides input into Single Plan for Student Achievement
- Reviews student achievement data
- Consults with parent groups
- Recommends school safety plan

How do I become a member?

- Attend meetings
- Talk to Principal
- Participate in elections
- No experience needed, trainings required

FOR MORE INFORMATION:

Clovis Unified School District
Department of Supplemental Services
362 N Clovis Ave, Suite 101
Clovis, CA 93612
(559) 327.0661
www.cusd.com or your child's school

SECTION II

***DISTRICT
ADVISORY
COMMITTEE
(DAC)
INFORMATION***



Clovis Unified School District **School Advisory Council (SAC) and District Advisory Council (DAC)**

Overview

Clovis Unified School District (CUSD) has designated our School Site Council (SSC) established pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee (SAC). One member of the SAC designates one member from the school SSC to serve as a voting member on the District Advisory Committee (DAC). SAC serves an advisory committee for the purpose of advising schools regarding their specific categorical programs and the role of developing the LCAP in the creation of a plan that will make a meaningful difference in the lives of our students. The District Advisory Committee (DAC) will engage in meaningful consultation, under the guidelines provided by Administrative Procedure 9062, on any program changes that have not originated from the DAC.

The DAC is to be elected by parents of pupils in the district who are participating in the Compensatory Education program. Parents are to constitute the majority of the membership on the committee. Additionally, Title I law requires that parents be involved in the development of the LCAP and the process of school review and improvement. Parents should also be a part of the annual review of the LCAP as well as review of the district parent involvement policy. CUSD combines these two tasks into the responsibilities of the DAC. A school district may designate a School Site Council (SSC) established pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee (SAC).

Membership

Each school designates one member from the school SSC to serve as a voting member on the DAC. DAC representatives are advocates for their school who are committed to attend DAC meetings regularly, provide informed input to discussions and decisions, and share information regularly with their SSCs. DAC representatives serve as the liaison between the DAC and the SSC, ensuring two-way communication and information.

Responsibilities

The DAC consults with the district and facilitates coordination and cooperation of parents, staff, and community on matters related to EIA-SCE and Title I programs. The DAC provides a forum for communication, information, and training for the district's SSCs through the DAC representative. Activities include reviewing the Consolidated Application, providing input on and reviewing the district's LCAP, and reviewing and revising as needed the district Title I Parent Involvement Policy. You may contact your child's school for additional information or below for any district information.

We invite you attend our District Advisory Committee (DAC) Meetings. Meetings are held at the Professional Learning Center located at 361 N. Clovis Ave. Suite 101. Clovis, Ca. 93612

Contact Information

Clovis Unified School District,
Department of Supplemental Services
361 N. Clovis Ave. Suite 101
Clovis, CA 93612
Phone: 559.327.0661

CUSD SCHOOL REPRESENTATIVE TO DISTRICT ADVISORY COUNCIL (DAC)

Clovis Unified School District (CUSD) has designated our School Site Council (SSC) established pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee (SAC). One member of the SAC designates one member from the school SSC to serve as a voting member on the District Advisory Committee (DAC). SAC serves an advisory committee for the purpose of advising schools regarding their specific categorical programs and the role of developing the LCAP in the creation of a plan that will make a meaningful difference in the lives of our students. The District Advisory Committee (DAC) will engage in meaningful consultation, under the guidelines provided by Administrative Procedure 9062, on any program changes that have not originated from the DAC.

School: _____

School Year: _____

Person Completing This Form: _____

Please submit the name of the parent representative to serve on the District Advisory Council (DAC) **immediately** after the school's first quarter SSC Meeting.

Name of DAC Representative: _____
(Must be a parent)

Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone Number: _____

Work Phone Number: _____

Email Address: _____

Name(s) and Grade(s) of Children: _____

**Submit to the Department of Supplemental Services
Immediately following the first quarter SSC meeting.**



CUSD District Advisory Committee (DAC)

Fact sheet

Purpose

- The DAC provides a forum for communication, information, and training for the district's SSCs through the DAC representative.
- The DAC provides a forum for communication, information, and training for the district's SSCs through the DAC representative.
- DAC serves an advisory committee for the purpose of advising schools regarding their specific categorical programs and the role of developing the LCAP in the creation of a plan that will make a meaningful difference in the lives of our students.
- DAC Parents are to be involved in the development of the LCAP and the process of school review and improvement.

Membership

- The DAC is made up of one selected School Site Council (SSC) member from each school in the district
- Each representative is selected by the SSC
- The DAC includes a broad representation of the parent population served

Meetings

- DAC meetings are open to the public
- The district will convene the DAC when the Spring and Winter releases of the Consolidated Application are being developed
- Other meetings will be convened as necessary

Roles and Responsibilities

- The District Advisory Committee (DAC) will engage in meaningful consultation, under the guidelines provided by Administrative Procedure 9062, on any program changes that have not originated from the DAC.
- Advise on the district's Consolidated Application for Reporting System (CARS)

At-a-Glance

Purpose

- DAC advises regarding district Categorical Programs

Membership

- Selected by each SSC
- Broadly reflects parent population

Meetings

- Meet three times a year
- Other meetings as needed

Roles and Responsibilities

- Engage in meaningful consultation, under the guidelines provided by Administrative Procedure 9062, on any program changes that have not originated from the DAC.
- Advise on the Consolidated Application

FOR MORE INFORMATION:

Clovis Unified School District
Department of Supplemental Services
362 N. Clovis Ave, Suite 101
(559) 327.0661
www.cusd.com or your child's school

SECTION III

**ENGLISH
LEARNER
ADVISORY
COMMITTEE
(ELAC)
INFORMATION**

ENGLISH LEARNER AND ADVISORY COMMITTEE (ELAC) INFORMATION

OVERVIEW

In addition to the School Site Council (SSC), other school or district councils or committees are required under certain circumstances. A major difference between the SSC and advisory committees is that the District Governing Board is the final decision-making body regarding programs with advisory committees. The advisory committee has no program or budget authority, but makes recommendations to the school and Board for consideration. The SSC should be aware of the other advisory committees and should develop a means for good communication, since the decisions of the SSC will affect the students throughout the school. Such advisory committees in the Clovis Unified School District Learner Advisory Committee, the District Migrant Education Parent Advisory Council, the School and District level SART, and the District Indian Education Parent Advisory Committee.

English Learner Advisory Committee (ELAC)

Whenever there are 21 or more EL students at a school site, there shall be a functioning English Learner Advisory Committee (ELAC) that has met **all** of the following:

1. Has been elected by the parents or guardians of the English learners at the school site. The first step is to determine the number of parents/guardians of English learners that need to be on the committee. Other parents/guardians of students at the school may serve on this committee as long as they were elected by the parent/guardians of English learners. The number of ELAC parent/guardian members must equal or more than the number of school staff members. There is no requirement, but it is recommended that the majority of the ELAC members must be parents/guardians of English learners. ***The requirement is that the percentage of parents/guardians of English learners in the school serving on the ELAC must be the same as the percentage of English learners in the school.*** (example below)

# of ELs Enrolled in School	Total School Enrollment	% of ELAC Enrollment
125	700	18%

2. Has advised the principal and staff on:
 - a. The development of a detailed plan for English learners submitted to the governing board.
 - b. The development of the schools needs and annual needs assessment.
 - c. Administration of the schools language census (RL 30-LC form).
 - d. Efforts to make parents aware of the importance of regular school attendance.
3. Has had an election of members in which all parents of English learners have had an opportunity to vote and in which the parents or guardians of English Learners elect the parent members of the committee.
4. Has had the opportunity to elect at least one member of the district's EL advisory committee [District English Learner Advisory Committee (DELAC)] or participated in a proportionate regional representation scheme when 31 or more parent advisory committee [ELACs] in the district.
5. Has received training materials and training appropriate to assist parent members in carrying out their legal responsibilities.

(EC 62002.5, former EC 52176; 5 CCR 4312)

Purposes of the English Language Advisory Committee (ELAC)

To provide parents of English learners the opportunity to:

1. Participate in the school's needs assessments of students, parents and teachers.
2. Advise the principal and school staff on the school's program for English Learners.
3. Provide input on the most effective ways to ensure regular school attendance.
4. Advise the school on the annual language census.
5. Advise the School Site Council on the development of the School Improvement Plan.

ELAC Composition

English Learner Parent Members:

1. The percentage of parents of English Learners in the ELAC must be at least equal to the percentage of English Learners in the school.
2. Other Committee Members:
 - A. Principal or Designee
 - B. Teachers of English learners
 - C. Resource Teachers
 - D. Instructional Aides
 - E. Other parents

ELAC Members' Duties

1. Follow your school's ELAC bylaws when conducting meetings and carrying out other responsibilities. (School sites are responsible for creating their ELAC bylaws.)
2. Advise the principal and school staff of the needs of English learners, including programs, instruction and support needs.
3. Advise the School Site Council on the development of the School Improvement Plan and the English learner budget.
4. Review the R-30 Language Census each spring.
5. Receive information and recommend actions to support regular school attendance.
6. Assist with the development of the school needs assessments.
7. Elect a representative to the District English Learner Advisory committee (DELAC).
8. Send and receive information to/from DELAC.
9. Send and receive information to/from the School Site Council.
10. Participate in training provided by the school and the district

School Responsibilities to the ELAC

1. Hold elections for ELAC parent members.
2. Hold elections for ELAC officers.
3. Provide sufficient ongoing training for elected ELAC officers.
4. Facilitate regular ELAC meeting.
5. Ensure that all legally required functions of the ELAC are completed each school year.
6. Facilitate correspondence between ELAC and DELAC.
7. Facilitate communication between the ELAC and other leadership groups, such as the School Site Council (SSC) and the Parent Teacher Association (PTA).
8. Maintain minutes of all ELAC meetings and a record of attendance.
9. Support ELAC meetings by:
 - a. Establishing convenient meeting times.
 - b. Providing translation of all notices.
 - c. Providing translation during meetings and childcare, if needed.

Roles of ELAC Officers

Chairperson:

- Develops agendas with help from the principal.
- Conducts the ELAC meetings.
- Follows the duties that are determined in the local ELAC bylaws.

Vice Chairperson:

- Assists the chairperson in conducting the ELAC meetings.
- Conducts ELAC meetings in the absence of the chairperson.
- Follows the duties that are determined by the local ELAC bylaws.

DELAC Representative:

- Attends DELAC meetings.
- Serves as liaison between ELAC & DELAC.

ELAC Meeting Procedures

Two –Year Committees

In Clovis Unified School District, both the school and the district level English Learner Advisory Committees are elected for two years. This facilitated better communication and collaboration regarding the needs of EL students at school sites.

Sample Agendas

To assist the ELAC in meeting all legislative requirements, the Department of Supplemental Services has developed sample ELAC meeting agendas to be used for each of the quarterly meetings. These agendas are in the *Categorical Handbook for School Site Council and English Learner Advisory Committee Procedures*. Items may be added to these agendas to personalize them to the school site. It is recommended that items not be deleted from agendas.

CUSD English Learner (EL) Master Plan

The CUSD EL *Master Plan – A guide to Services for English Learners* describes the services for EL students. The plan contains information about student identification, program placement, instructional services, staffing, professional development, supplemental resources, parent notification, advisory committees, and program evaluation. The EL Master Plan should be used as a guide when discussing and/or planning a program for EL students. The EL Master Plan is reviewed and revised on a regular basis

District English Learner Advisory Committee (DELAC)

Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC) or subcommittee of an existing district committee that has met **all** of the following:

1. Has had the opportunity to advise the governing board on at least the following tasks:
 - a. A timetable for and development of a master plan of education programs and services for English Learners, taking into consideration the school site plan for English Learners.
 - b. Conducting a district-wide needs assessment on a school –by-school basis.
 - c. Establishment of a district program, goals, and objectives for programs and services for English Learners
 - d. Development of a plan to ensure compliance with applicable teacher or aide requirements.
 - e. Administration of the language census.
 - f. Review of and comment on the written notification of initial enrollment as per CCR Title 5 11303 (a)
 - g. Review of and comment on any related waiver request.
 - h. Review of and comment on the district reclassification procedures.
2. Has received training materials and training, developed in full consultation with the committee, appropriate to assist parent members in carrying out their responsibilities.

[EC 62002.5, EC 33051 (a), former EC 52176; 5 CCR 4312, 5, CCR 11303 (a)]

English Learner Advisory Committee A Checklist for Parent Involvement

Have you been informed and advised of your child's status?

- _____ Home language and initial testing procedures?
- _____ Pupil placement in EL services?
- _____ Remedial or other integration programs?
- _____ Right of parents to have access to student records.
- _____ School policies and requirements
- _____ Core curriculum for graduation?

Parent involvement in the English Learner Advisory Committee (ELAC) at the School Site. Have you been informed or trained on legal requirements?

- _____ How the committee is formed?
- _____ Number of EL students in the school? In the district?
- _____ Percentage of minority membership in the ELAC? In the school staff?
- _____ Procedures for selecting ELAC members? ELAC officers?
- _____ Are parents of EL students on the ELAC?
- _____ The bylaws for the ELAC? Do you have a copy?
- _____ Preliminary procedures?
- _____ State and federal funding sources and amounts?
- _____ Development of budget for EL student services?
- _____ Students' needs assessment?
- _____ Parents' needs assessment?
- _____ Budget for training, conferences, workshop speakers, meeting expenses, etc.?
- _____ Officers' responsibilities?
- _____ School Site Council and ELAC relationship?

Parent Involvement in the District English Learners Advisory Council. Have you ever been informed or trained on legal requirements?

- _____ Formation of the DELAC, percentage of membership, parents in official Capabilities?
- _____ Development of bylaws?
- _____ Development and implementation of the Master Plan for English Learners?
- _____ State and federal laws and guidelines?
- _____ Budget development for English Learners?
- _____ Language identification, assessment, and establishment of program goals and Objectives?
- _____ Program evaluation and program reviews, the State's monitoring program?
- _____ Pertinent documents in establishment of the English Learners program of EL Services?
- _____ Parents' rights and appeal procedures, how complaints are handle?



CUSD English Learner Advisory Committee Fact Sheet

What Is the English Learner Advisory Committee (ELAC)?

- Community group that participates in reviewing the school's English Learner program
- Members represent parents of English Learners, teachers, other school staff

Why Is the ELAC Important?

- Legally required group by California law
- Provides school staff members, parents, community members a voice in reviewing the English Learner Program

What Does the ELAC Do?

- Develop school's needs assessment
Assists with the administration of the annual language census
- Consults with SSC about the SPSA
- Provides input into the English Language Program

How Do I Become a Member?

- Attend ELAC meetings regularly, as a member of the public, to decide if you would like to become involved
- Talk with the Principal about your interest in serving on the ELAC
- Participate in the annual elections; members are elected by the group they represent
- No experience is needed; the District provides training to new members annually to learn about your new role

At-a-Glance

ELAC

- Any site with 21 or more English Learners must develop an ELAC, Districts then have a DELAC

Why is the ELAC important?

- Legally Required
- Voice for parents, community members, school staff and students in reviewing the English Learner Program

What does ELAC do?

- Recommends and provides input into Single Plan for Student Achievement in conjunction with the SSC
- Reviews English Learner Program and student progress
- Conduct annual needs assessment and language census
- Develop school plan for English Learners

How do I become a member?

- Attend meetings, review materials sent home
- Talk to Principal
- Participate in elections
- No experience needed, trainings required

SECTION IV

***PUBLIC
MEETING
LAWS***

PUBLIC MEETING LAWS

Historical Background

1. Pre-Brown Act Amendments of 1993

“Legislative body” meant:

“Any advisory commission, advisory committee or advisory body of a local agency, created by charter, ordinance, resolution, or by any similar formal action of legislative body of a local agency.”

School Site Councils are created by law rather than action of the local governing Board and are empowered decision-making bodies rather than advisory bodies of the local governing board, thus were not subject to the definition and not subject to the Brown Act.

2. Brown Act Amendments, Statutes of 1993 were amended by”

Chapter 1136 [AB 1426 (Burton)]

Chapter 1137 [SB 36 (Kopp)]

Chapter 1138 [SB 1140 (Calderon)]

New definition of “legislative body” includes”

“the governing board of a local agency or other local body created by state or federal law.”

School Site Councils and other required committees **were now** subject to all of the Brown Act requirements and limitations as to what could be discussed during meetings if not on the agenda. Requirements included very formal, technical rules regarding content of agendas and what could and could not be discussed, as well as criminal penalties for violation of its provisions.

3. Statutes of 1994, Chapter 239 [SB 355 (Greene)]

Amendments to the Education Code that exempt School Site Councils, as well as various other committees established by law, from the Brown Act, **created new requirements for the conduct of meetings for these councils and committees.**

Meeting and Agenda Requirements for School Site Councils and Other Advisory Committees

1. *What did SB 355 do?*

It added 35147 to the California Education Code, relating to meetings of various statutory created councils and advisory committees.

2. *What does 35147 do?*

It exempts various listed councils and committees from the Educational Code sections regarding governing board meetings, the Ralph M. Brown Act Open Meeting Law, and the Bagley- Keene Open Meeting Act, and **creates new meeting and agenda requirements.**

3. ***Which councils and advisory committees are required to follow the new requirements of SB 355 and 35147?***
 - a. 52012- School Site Councils responsible for developing school improvement plans (SIP)
 - b. 52065- American Indian Advisory Committees
 - c. 52176- English Learner Advisory Committees (ELAC)
 - d. 54425 (b)- Compensatory education district wide advisory committees
 - e. 5444.2- Migrant Education Parent Advisory Councils
 - f. 25 USC 11503, 2604- Parent involvement programs for Title I

What Are the New Requirements?

1. Meetings
 - a. Must be open to the public.
 - b. 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.
(Allow for public input at the meeting.)

2. Notice/ Agenda
 - a. A notice/agenda of the meeting must be posted at the school site or other appropriate place accessible to the public.
 - b. The notice/agenda must be posted at least 72 hours before the meeting.
 - c. The notice/agenda must include the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
(Post the flyer/notice and agenda at least 72 hours before the meeting at the school site or other appropriate place accessible to the public.)

3. Conduct of the meeting
 - a. Councils or committees may not take any action on any items of business unless that item was on the proposed agenda, unless the members, by unanimous vote of those present, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.
(Avoid taking action on items not on the agenda, except under certain necessary circumstances.)

 - b. Questions or brief statements made at a meeting by members of the council, committee, 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.

 - c. Any materials provided to a School Site Council or advisory committee shall be made available to any member of the public who requests the materials under the Public Records Act.

(Provide public access to all materials discussed and/or distributed at the meeting.)

- d. If the council or committee violates any of the procedural requirements, then upon the demand of any person, the council or committee shall reconsider the item at its next meeting, after allowing for public input on the item.

(Provide reconsideration at the next meeting on any item that was acted upon in violation of the law.)

How to Conduct a Meeting and Go Home Feeling Good About It

- Begin and end on time.
- Always use written agendas with time schedules.
- Follow Robert's Rule of Order.
- Involve **all** members of the council/ committee.
- Use meetings for making decisions.
- Use motions to focus the group's attention on important issues.
- Prioritize business items and limit discussions to important ones.
- Restate outcome of each agenda item for clarity of action and responsibility for follow-up
- Collect statements from participants about effectiveness of the meeting. Use the input to improve the next meeting.

SECTION V

**GLOSSARY
OF
TERMS**

GLOSSARY OF TERMS

Average Daily Attendance (ADA)

The total number of days of student attendance divided by the total number of days in the regular school year. A student attending every school day would equal one ADA.

Generally, ADA is lower than enrollment due to such factors as transience, dropouts, and illness. A school district's revenue limit is based on its ADA.

Additional and Appropriate Services

Additional and Appropriate services is an instructional program designed for EL students who have attained reasonable fluency in English. Reasonable fluency means that EL is at the intermediate or native fluency levels of English language development. Program services include English language development, additional reading and writing, SDAIE, special materials, and primary language support, if needed.

Advanced Stage

The fifth and last language acquisition stage for EL students. Students are able to think critically and analytically in English at or near native English speakers' level. However, some areas in English competency still need refinement in order to participate effectively in programs designed for their native English-speaking peers. They are able to recognize language subtleties in a variety of settings; produce, initiate and sustain extensive interactions tailored to specific purposes and audiences; read grade-level written material with limited comprehension difficulties; write to meet most academic tasks; and participate fully in all content areas at grade level and in non-academic settings. Students at this stage are almost ready to be reclassified as fluent-English proficient and their English language development instructional needs should be determined on an individual basis.

Additional Factor

The No Child Left Behind Act (NCLB) requires that each state adopt an additional indicator for Adequate Yearly Progress (AYP). An additional indicator is another measure of student progress in addition to Annual Measurable Objectives (AMOs). California has chosen to use the Academic Performance Index (API) as the additional indicator for all schools and districts. Schools must show at least one point of growth or be above a minimum level of the API each year to meet AYP.

Advisory Council/ Committee

An advisory group of parents, community people, and/or school employees and at secondary level, students. Each funding source has specific guidelines regarding the makeup, role, and responsibility for the advisory council/ committee. Advisory groups must be involved on the planning, implementation, and evaluation of programs (i.e., School Site Council, District English Learners Advisory Committee).

After School Education and Safety (ASES) Program

The ASES Program is intended to provide literacy, academic enrichment, and safe constructive alternatives for students.

Aid Families with Dependent Children (AFDC)

A program jointly financed by federal, state, and in California, local governments to provide cash assistance to needy families with dependent children. Under the 1997 federal welfare reform law AFDC was replaced with Temporary Assistance for Needy Families (TANF).

Allocated Personnel Unit (APU)

A number based on enrollment to justify staffing. School-level personnel receive an APU total from which they plan the staffing for their school.

Allocation

The yearly funding made available to a district by the state or federal government to carry out the responsibility of a categorical program.

Americans with Disability Act (ADA)

A Federal law requiring accessibility and equal services for persons with physical disabilities.

Assembly Bill (AB)

A bill that is presented to California State Legislature originating in the Assembly.

Assurance

A guarantee made to the state that the district has taken specific actions to meet the requirements of a categorical program.

At-Risk Student

A student who is “at-risk” of dropping out of school or who is not progressing physically, mentally, and/or socially at a level expected for his/her age group. Some “at-risk” factors are low self-esteem, poor emotional health, no self-discipline, drug or alcohol abuse, poor nutrition, deficiency in English language, and/or below grade level achievement.

Attendance Area

The geographical area in which the children live who are normally served by a particular school.

Audit

An investigation or examination of procedures by accountants to determine that adequate accounts and records are maintained and that funds are properly utilized in compliance with state and federal regulations.

Authorization

The promise of funds for categorical programs. Funds are usually authorized by Congress and funding for the basic educational program in the school district.

Baseline Data

Information that is gathered from assessments or surveys at the beginning or during a school year project which can be used as the basis for establishing the rate of change and direction of change resulting from the implementation of a program. This is the beginning of the evaluation process.

Basic/Core Program

The curriculum and services provided by the district for all students in all schools.

Basic Skills

The knowledge or abilities determined to be necessary for a person to function independently and successfully.

BCLAD

Bilingual Cross-cultural Language and Academic Development Certificate. A teaching credential which indicates that the teacher has completed a course of study which includes the methodology for primary language instruction and emphasizes the language and culture in which a BCLAD credential is being undertaken, as well as embracing all the components of the CLAD certificate. A BCLAD certificate in the language of emphasis is required in order to provide instruction in that language.

Beginning Stage

The first language acquisition stage for EL students. Students new to acquiring English are at the Beginning stage. During this phase, beginners have minimal comprehension of English, but are developing their receptive language. Gradually, they are able to produce one-to-two word responses in contextualized settings. They are able to comprehend high-frequency words and basic phrases on immediate physical surroundings; interact with frequently used English print in a limited way, demonstrating initial English print awareness; write and demonstrate understanding of familiar words and phrases drawn from content areas; and respond to questions with key words and gestures. The initial learning, which lasts varying lengths of time, has been referred to as stage of language pre-production, the silent period, and early production,.

Bilingual

Makes use of two languages.

Bylaws

A set of rules/procedures by which a group or committee operates.

California Assessment of Student Performance and Progress (CAASPP)

The CAASPP system replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CAASPP system is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

Capital Outlay

A category of cost in a budget which relates to equipment and facilities having a life span of more than one year, are repaired rather than replaced, and usually costs more than \$500.00.

Carryover Funds

Funds not used during the funding year in which they have been appropriated. Most categorical programs allow the funds to be retained and expended during the following funding year if approved in the application.

Categorical Programs

Federal or state authorized programs in which funds must be used for specific purposes and/or for a specific student population as established by legislation. Such funds must be used in a supplemental manner.

CBEDS

California Basis Education Data System. An annual survey on attendance and instructors submitted to the CDE each October. It is the basis for some categorical funding allocations from the state and within districts.

CDS Code

County District School Code. A fourteen digit number assigned by the state to each school. For example: County (Fresno) 10, District (Clovis) 62117, School (Cole) 6005847. All schools in the state are identified in this manner. Cole Elementary School's number is 10-62117-6005847.

Census

A population and housing survey conducted by the federal government once every ten years. Census data is used to allocate certain federal categorical funds.

Centralized Services

Centralized Services are district-level costs that are directly related to the planning, implementing, evaluating, and documenting of categorically funded activities/programs.

Certificate of Eligibility

A form that is completed to determine if a student is eligible for Migrant Services.

Certificated Employee

An employee whose position requires a teaching, administrative, or other educational credential.

Choice

Public School Choice permits students of Program Improvement (PI) schools to transfer to another public school in the district that is not identified as PI.

CLAD Cross-culture Language and Academic Development certificate. A teaching credential which indicates that the teacher has completed a course of study which includes the following knowledge and skills: language structure, first and second language development; methodology of bilingual, English language development, and content instruction; culture; and cultural diversity. A CLAD certificate is required to provide shelter instruction and English language development to EL students.

Classified Employee

A school employee who is not certificated, such as a budget director program technician, secretary, clerical aide, custodian, instructional aide, bus driver, etc.

Clovis Assessment System Of Sustained Improvement (CLASSI)

The accountability system used in CUSD for assessing and reporting individual, classroom, school unit (area), and district progress toward achievement of performance standards, the components are (1) student/school achievement; (2) school management, community involvement, and co-curricular program ratings; and (3) district site review. CLASSI is intended to serve both evaluation and diagnostic functions.

Comparability

A principle that each pupil in a school in a school district receives essentially the same amount of financial support from state and local efforts before any categorical aid moneys are applied to any school in the district.

Compliance

Compliance means having followed all the rules of the categorical funding source(s). The term is used to indicate whether a district's use of categorical aid moneys is aligned with the state and federal laws and regulations.

Component

A part of the total academic program, such as language arts or math; or a part of the program that supports the academic programs, such as staff development or parent involvement.

Comprehensive Support and Improvement (CSI)

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes.

Consolidated Application for Reporting System, Part I and II (CARS)

Provides a means for a school district to consolidate (group together) most categorical state and federal education funds. This application includes the following funds: SIP, EIA/LEP, Tenth Grade Counseling, Title I, Title II, Title III, Title IV, and Title V.

Contract

A negotiated agreement generally between two parties in which a certain task or tasks are agreed to be completed the contract is usually finalized in a written agreement.

Cost of Living Adjustment (COLA)

Federal or state increases based on various indices of inflation.

Criterion Referenced Test (CRT)

A test that measures the student's mastery of a particular skill or skills.

California Student Information Services (CSIS)

A developing statewide student data collection project.

Costs, Direct

Expenses that can be separately identified and charged as part of the cost of a product, services, or department.

Curriculum

Courses of study offered by a school or district.

District Advisory Committee (DAC)

DAC serves an advisory committee for the purpose of advising schools regarding their specific categorical programs and the role of developing the LCAP in the creation of a plan that will make a meaningful difference in the lives of our students.

Demographic Sheet

Ongoing demographic documentation of EL and FEP students submitted monthly for all new EL and FEP students.

District English Learner Advisory Committee (DELAC)

Whenever there are 51 or more EL students in a school district, a DELAC is formed consisting of at least one parent member from each ELAC. Other school and district level staff may be on the DELAC as long as the parents are in the majority. Formerly the District Bilingual Advisory Committee (DBAC).

Early-Advanced Stage

The fourth language acquisition stage for EL students, Language learners are beyond the intermediate stages but still make grammatical and syntactic errors both in oral and written English. The students are able to function academically in English in many settings, but need additional English language development instruction and practice to enhance linguistic skills, They are able to comprehend detailed information with fewer contextual clues on unfamiliar topics; produce, initiate and sustain spontaneous communicative interactions; interact with print relying on context and prior knowledge to obtain meaning; write to satisfy academic tasks through the recombination of learned vocabulary and structures; and participate actively in all content areas and in non-academic settings. Students may plateau at this stage if not provided with ongoing English language development instruction to promote their cognitive academic language proficiency.

Early –Intermediate Stage

The second language acquisition stage for EL students. Language learners demonstrate increased English comprehension, especially in highly contextualized settings, at this Early-Intermediate Stage students produce short phrases and simple sentences in English. This phase is sometimes called the speech emergence or simple sentence stage as students respond to more varied communication tasks with learned materials and increasing ease. They are able to comprehend information on familiar topics as presented through stories and conversations; produce basic statements and ask questions on familiar subjects; interact with a variety of familiar print, recognize words and phrases from previously learned materials; write short responses within structured contexts; and participate in simple conversations with peers and others.

Education Code

The state laws pertaining to the California Educational System.

Educationally Disadvantaged Youth (EDY)

All children who are at risk of failing to meet state and/or district standards in reading, language arts, and/or math.

English Language Proficiency Assessment for California (ELPAC)

Specialized instruction designed for students whose primary language is other than English. ELD is a specific curriculum that addresses the teaching of the English language according to the level of language proficiency of the EL. The stages/levels of the ELD are Beginning Stage, Early-Intermediate Stage, Intermediate Stage, Early-Advanced Stage.

English Language Development (ELD)

Specialized instruction designed for students whose primary language is other than English. ELD is a specific curriculum that addresses the teaching of the English language according to the level of language proficiency of the EL. The stages/levels of the ELD are Beginning Stage, Early-Intermediate Stage, Intermediate Stage, Early-Advanced Stage.

English Learners (EL)

A term used to describe students who speak a first language other than English have been designated Limited English Proficient (LEP).

English Learner Advisory Committee (ELAC)

When there are 21 or more EL students at a school and English Learner Advisory Committee (ELAC) is established. This committee serves in an advisory capacity relative to services for English Language Learners. Formerly the Bilingual Advisory Committee (BAC).

Entitlement

The amount of money a school district receives to operate a categorical program for one fiscal year.

Evaluation

A measurement of the results of a program or the success of a project. The process of obtaining and using reliable information about the effectiveness of a program so that the judgments can be made about the program.

Federal Program Monitoring (FPM)

In addition to stating precisely what this process is designed to do – monitor categorical programs – the new title replaces the word “Categorical” with “Federal.” Replaces what was previously known as CPM or Categorical Monitoring. The term review had come to signify an “event” that occurred only once every four years. Monitoring, on the other hand, implies a process – one in which the local educational agency (LEA) is an active participant on an ongoing basis. Under FPM, the process centers on both the statutory monitoring requirements for LEAs and the California Department of Education (CDE). The CPM monitoring instruments have tighter adherence and alignment with state and federal law. The instruments are used by CDE monitoring teams to test for compliance.

Fiscal Year

For the state, the fiscal year begins June 1 and ends June 30 of any particular year. The federal fiscal year begins October 1 and ends September 30.

Fluent English Proficient (FEP)

Students who have satisfactorily learned or know English. A language designated for students who have been initially classified as fluent in English on an initial assessment or who have been formally reclassified from EL to FEP.

Full-Time Equivalent

The ratio of time expended in a part time position to that of a full-time position.

Funding Source

District, state, federal, or private appropriations or grants which provide money for educational programs.

Gifted and Talented Education (GATE)

A program that provides funds and services for students identified as exceptionally able or talented.

Grade Level

When a child is on grade level, he/she has learned how to use the skills children are expected to know at a certain grade.

Graduation Rate

No Child Left Behind (NCLB) requires that a graduation rate be used for AYP as an indicator for all high schools and for all districts that enroll high school students. Since California does not have a universal student information system, a four-year completion rate will be used, as required by NCLB. This rate includes information on high school completers (i.e., high school graduates) and high school dropouts aggregated over a four-year period. Progress on the graduation rate measure for AYP will be defined by increasing the rate by one tenth for one percent per year. Every school must reach 100% by 2014.

Highly Qualified Teachers (HQT)

Under NCLB, teachers must meet new requirements to teach in a public school after 2005-06. If they do, they are considered highly qualified and NCLB compliant. Districts must have plans to ensure that all teachers are “highly qualified.”

Highly Qualified Paraprofessionals

In CUSD, all newly hired paraprofessionals must have completed two years of college, obtained an associate’s degree, or hold a high school diploma and demonstrate on a formal assessment (CODESP) their knowledge and ability to assist in instruction in reading, writing, and math. Existing paraprofessionals had to have met the requirements by June 30, 2006. Those whose primary job is translation or those who engage only in parent involvement activities are exempt.

Home Language Survey (HLS)

School districts are required by law to determine whether a language other than English is spoken at home. The Home Language Survey is the approved instrument for doing this.

Individuals with Disabilities Education Act (IDEA)

Law passed to “assure that all children with disabilities have available to them...a free appropriate public education which emphasizes special education and related services designed to meet their individual needs.” The act ensures that the rights of children and youth with disabilities and their families are protected. This is the federal legislative special education equivalent to NCLB.

Indirect Costs

Indirect costs are those costs that are not readily identifiable with the activities funded by the categorical program but are nevertheless incurred for the joint benefit of those activities. Accounting, auditing, payroll, personnel, budgeting, and purchasing services are examples of services that typically benefit several programs and for which appropriate costs may be attributed by means of indirect cost rate.

Individual Education Plan (IEP)

A written educational plan tailored to the needs of a student with disabilities. An IEP,

agreed to by a parent or guardian, is required for each Special Education students.

In-service Training

Processes or programs which help adults develop skills and increase their effectiveness. In-service training activities may include parents, teachers, aides, administrators, and may be conducted by members of any of these groups as well as by consultants. Title I regulations require that parents be provided training opportunities in the following areas: Assisting their child academically at home, effective parent involvement techniques, parent literary skills, etc.

Instructional Assistants Bilingual (IAB)

Adults who speak a language other than English who provide instructional support to EL students under the supervision of a certified person.

Intermediate Stage

The third language acquisition stage for EL students. At this stage, student’s speech patterns become more complex although errors are still common. Students increased comprehension enables them to function in contextualized settings in this phase, also known as Intermediate fluency; students begin to refashion learned materials to meet their immediate communication and learning needs. They are able to produce sustained conversation on an expanding variety of simplified print; write basic information and expanded responses in contextualized settings; comprehend main ideas and basic concepts in content areas; and respond to questions using short sentences.

Job Description

A board approved statement of the duties and responsibilities of the person assigned to a position.

Language Development

Acquisition of the listening, speaking, and writing skills needed to communicate ideas.

Limited English Proficient (LEP)

Students who speak a language other than English, have been given a language assessment, and are not proficient in English are classified as LEP. The new term for these students is English Learners. (EL).

Local Control Accountability Plan (LCAP)

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

Local Educational Agency (LEA)

A board of education or some legal authority having administrative control over public education in a county or district.

Mainstreaming

Placing Special Education students in a regular classroom for a part of the day to participate in a regular education program.

Mastery

A student has achieved mastery of a single subject when he/she has learned the major skills and facts, and knows how to use them.

Multicultural Education

A curriculum area in which deals with the development of an appreciation of the contribution of all ethnic groups to man's accumulated knowledge, ideas, skills, attitudes, arts, science, and philosophy.

Needs Assessment

The use of test data, surveys, questionnaires, other processes to determine the educational needs of students and staff prior to planning and writing a program designed to meet those needs.

No Child Left Behind Act (NCLB)

No Child Left Behind is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA).

Norm-Referenced Test (NRT)

Tests which measure the academic achievement of students and rank the student's performance with other students nation-wide.

Numerically Significant Subgroups

A subgroup is numerically significant if it has at least 100 students or 50 students who represent at least 15 percent of the students to be tested at the school or district.

Parent Education/ Parent Involvement

Activities based on the expressed needs and interests of parents designed to enable parents to become involved in the education of their children through understanding and support of the instructional program; and to increase their effectiveness as parents.

Parent Participation

The participation of parents in planning, implementing, and evaluating the school program. This includes ways in which parents help with the education of their children both at home and at school.

Peer Assistance and Review Program (PAR)

A peer evaluation process for permanent teachers enacted by legislation in May 1999 that replaces the Mentor Teacher Program as of July 1, 2001. The PAR funds may also be spent for the Beginning Teacher Support and Assessment Program (BTSA), the California Pre-Internship Teaching Program, district intern programs, the activities of the previous Mentor Teacher Program, or other teach training support. Districts are required to develop a plan for PAR and have PAR fully implemented by the 2001-02 school year.

Performance Objective

A statement that specifies the expected or desirable learned outcome as a result of specific instructional program or treatment.

Prescription

The Activities or task the child is assigned to learn a skill or concept.

Primary Language

The dominant language spoken by a student upon entering school.

Priority

An item (goal, objective, program, activity) which is considered to be of more importance, urgency, or need that decision makers will rank it higher and allocate to it extra resources and preference over other items.

Proficient

Every state must set a standard for the reading and math performance of its students. Students who meet or exceed that standard are considered proficient, which helps the school meet AYP.

Public School Accountability Act (PSAA)

A state accountability program enacted by legislation in May 1999. The act includes the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program, and the Governors High Achieving/Improving Schools Program. The purpose of the act is to hold schools accountable for improving student's academic performance.

Reclassification/Redesignation

A process in which a student's English language proficiency classification is reconsidered. The formal process by which a student is reclassified from EL to FEP and no longer needs to receive English Learner services.

Regulation

Rules that usually explain or expand some part of the law. Regulations are published in the Federal Register and/or in the California Code of Regulations, Title 5.

Reliability

The extent to which a person would obtain the same relative score on a test was it to be re-administered; that is, the extent to which the test is consistent in measuring.

Revision

Refers to revising or changing an application or school plan in light of new evaluation data, needs, or changes in funding that require the change.

Quorum

The minimum number of committee/council members required to be present at a meeting before it can be valid to proceed to transact business. In most cases, the presence of 51 percent of the total membership is required to constitute a quorum necessary for the transaction of the business of the committee/council.

School Site Council (SSC)

A council composed of the principal, teachers, and other staff, parents, and the secondary level, students, The SSC has the on-going responsibility of developing, approving, and monitoring the implementation of a comprehensive program plan (school Site Plan) designated to improve the effectiveness of the school program. The plan should account for all program services for participating students, including at least those provided by district and by consolidated application program funds.

SDAIE

Specially Designated Academic Instruction in English. A method of instruction used to provide access to the core curriculum for EL students. An instructional process that simplifies the use of English to meet the academic needs to the EL students.

Skill

The power to do something as a result of training, practice, knowledge, or experience.

Special Education Local Planning Area (SELPA)

The administration of Special Education services, ranging from a single school district to regional or county-wide group.

Smarter Balanced Assessment Consortium (SBAC)

Assessments in English Language Arts (ELA) and Mathematics replacing STAR and are aligned with Common Core academic content standards of ELA and Mathematics

Staff Development

A program of learning experiences designed to foster the professional growth of a school staff and aimed at making the school staff more knowledgeable about curriculum and instructional strategies and better able to meet the overall needs of the children served by the school.

Standard

Something established for use as a rule or basis of comparison in measuring of judging capacity, quantity, content, extent, value, quality, etc.

Structured English Immersion or Sheltered English Immersion Process

Structured English Immersion or Sheltered English Immersion is an English language acquisition process/instructional program in which nearly all classroom instruction is in English but with the curriculum and presentation designed for those learning the language. The program is designed to help students acquire English through various instructional models that use communicative and content based approaches.

Supplant

To replace or to be used instead of Categorical funds may not be used to supplant state or local funds for education.

Supplemental Funds

Supplemental funds are those funds which are granted to districts and schools for specific program purposes and which are over and above the general revenue funds the districts and schools receive to support the base program. Supplemental funds must be used to support and enhance the districts and schools regular program. Supplemental funds may not be used to replace or supplant the funds and program district provides the school.

Supplementary

Additional, over and above what is already required.

Temporally Assistance for Needy Families (TANF)

TANF was created in 1997 welfare reform law reform law to replace AFDC (Aid to Families with Dependent Children.), EA (Emergency Assistance) and GAIN (Greater Avenues of Independence). TANF provides a block grant to states to assist needy families and created a new work responsibilities and time limits.

Title I, Part A- Improving the Academic Achievement of the Disadvantaged

A federal- funded program to provide high-quality opportunities for students in high poverty schools meet district and state content and performance standards, these funds are intended to provide services for students who are at risk of failing to meet state and district standards in reading, language arts, and mathematics.

Title I, Part C- Migrant Education

A federal funded program to provide high-quality and comprehensive educational services for migratory children to help reduce the educational disruptions and other problems that result from repeated moves, the program provides appropriate educational services that address the migrant students' special needs and are designed to help migratory children overcome educational disruption, cultural and language barriers. Social isolation, various health-related problems, or other factors that inhibit the ability of these children to do well in school.

Title II, Part A

A federally funded program that provides grants to Local Educational Agencies (LEAs) to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in the schools. It holds LEAs and schools accountable for improvement in student academic achievement.

Title III: Immigrant Education

Immigrant Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students.

Title III: Limited English Proficiency (LEP)

The purpose of Title III (LEP) is to ensure that all limited English proficient students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

Title VII- Indian Education

A federal-funded program to provide services to Native Americans to assist them in meeting state and district student performance and content standards.

Validity

The extent to which a test or other measuring instrument measures what it was intended to measure.

Waiver

A formal request from a local district board to the State Board of education is **not** empowered to waive any requirements of federally funded programs.

WASC (High Schools)

An in-depth accreditation review of the schools programs and services. The School conducts a self-review and a visiting team then conducts an on-site review to validate the self-review. Commendations and recommendations are issued for implementation.

SECTION VI

**GLOSSARY
OF
ACRONYMS**

GLOSSARY OF ACRONYMS

AB	Assembly Bill
ACE	Assessment in Career Education
ACT	American College Testing
ADA	Average Daily Attendance <u>or</u> Americans with Disability Act
AFDC	Aid to Families with Dependent Children
AMAOs	Annual Measurable Achievement Objective
AP	Advanced Placement
API	Academic Performance Index
AR	Administration Regulation
ASES	After School Education and Safety Program
AVID	Advanced Via Individual Determination
AYP	Adequate Yearly Progress
BCC	Bilingual Cross-cultural Certificate of Competence
BCLAD	Bilingual Cross-cultural Language and Academic Development
BIA	Bureau of Indian Affairs
BP	Board Policy
BTSA	Beginning Teacher Support and Assessment Program
BTTP	Bilingual Teacher Training Program
CAASPP	California Assessment of Student Performance and Progress Program
CABE	California Association of Bilingual Educators
CAC	California Administrative Code <u>or</u> Comprehensive Assistance Center
CAPA	California Alternate Performance Assessment
CARS	Consolidated Application for Reporting System

CBEDS	California Basic Educational Data System
CBEST	California Basic Education Skills Test
CD	County District
CDE	California Department of Education
CDS	County District School Code/Number
C & I	Curriculum and Instruction
CLAD	Cross-cultural Language and Academic Development Certificate
CLASSI	Clovis Assessment System for Sustained Improvement
CLASSI III	IDAC Self Review and Site Visits
COE	Certificate of Eligibility (Migrant Services) <u>or</u> County Office of Education
COLA	Cost-of- Living Adjustment
CPA	Certificated Public Accountant
CRT	Criterion Referenced Test
CSIN	California Science Implementation Network
CSI	Comprehensive Support and Improvement
CSIS	California Student Information System
CSR	Class Size Reduction
CSU	California State University System
CTC	Commission on Teacher Credentialing
CUSD	Clovis Unified School District
DAC	District Advisory Committee
DELAC	District English Learner Advisory Committee
DP	Data Processing
DRA	Developmental Reading Assessment

DRP	Degrees of Reading Power
EC	Education Code
EDY	Educationally Disadvantaged Youth
EL	English Learner
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELI	Early Literacy Instruction
ELM	English Language Mainstream
ELPAC	English Language Proficiency Assessment for California
EO	English Only
EOA	Equal Opportunity Act
ERIC	Educational Resources Information Center
ESEA	Elementary and Secondary Education Act and Amendments
ESL	English-as-a-Second Language
FCOE	Fresno County Office of Education
FEP	Fluent English Proficient
FPM	Federal Program Monitoring
FTE	Full-Time Equivalent
FY	Fiscal Year
GAO	General Accounting Office
GATE	Gifted and Talented Education
GPA	Grade Point Average
GSE	Golden State Exams
HA/ISP	High Achieving/Improving Schools Programs

HLS	Home Language Survey
HP2	High-Performing, High-Poverty Schools
HPS	High Performing School
HR	Human Resources
HSL	Home School Liaison
IA	Instructional Assistant
IAB	Instructional Assistant Bilingual
IDAC	Intercultural Diversity Advisory Council
IASA	Improving America's Schools Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan (for Special Education Students)
IQ	Intelligence Quotient
JOM	Johnson O'Malley Indian Education (California)
JPA	Joint Powers Agreement
LCAP	Local Control Accountability Plan
LD	Learning Director
LDS	Language Development Specialist
LEP	Limited English Proficient
LIP	Local Improvement Plan
LOA	Leave of Absence
LSS	Language Speech Specialist
ME	Migrant Education
MOU	Memorandum of Understanding
NC	Noncompliant

NPS	Nonpublic School
NCE	Normal Curve Equivalent
NPR	National Percentile Rankings
NRT	Norm Referenced Test
OCR	Office of Civil Rights (USDE)
OMB	Office of Management and Budget
PAR	Peer Assistance and Review Program
PERS	Public Employees Retirement System
PFA	Physical Fitness Assessment
P1	Title I, Program Improvement
PLC	Professional Learning Community
PO	Purchase Order
PSAA	Public Schools Accountability
PSAT	Preliminary Scholastic Assessment Test
PTR	Plan to Remedy the Shortage of Qualified Teachers for EL Students
ROC/ROP	Regional Occupational Centers/Regional Occupational Programs
RSP	Resource Specialist Program
SAC	School Advisory Council/Committee
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SART	School Assessment Review Team
SAT	Scholastic Aptitude Test <u>or</u> School Assessment Team <u>or</u> Stanford Achievement
SB	Senate Bill
SBAC	Smarter Balanced Assessment Consortium

SBE	State Board of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SDFSC	Safe and Drug Free Schools and Communities
SEA	State Education Agency
SELPA	Special Education Local Planning Area
SEI	Structured English Immersion
SLC	Small Learning Community
SPI	Superintendent of Public Instruction
SPSA	Single Plan for Student Achievement
SSC	School Site Council
SST	Student Study Team
STRS	State Teachers Retirement System
SWP	School wide Project <u>or</u> School wide Program
TANF	Temporary Assistance for Needy Families
TITLE I	Improving the Academic Achievement of Disadvantaged Funding
TITLE II	Improving Teacher Quality Funding
TITLE III	Language Instruction for LEP and Immigrant Funding
TITLE V	California Code of Regulations, Title 5
TITLE VII	Indian Education Funding
TGLE	Teacher's Grade Level Estimate
UC	University of California System
UCP	Uniform Complaint Procedures
USD	Unified School District

SECTION VII

ROBERT'S

RULE OF

ORDER

HOW TO CONDUCT A MEETING **(Parliamentary Procedure)**

Parliamentary law is a system of rules designed to help you conduct a meeting in an orderly and democratic manner. The next few pages will discuss some of the most used rules of parliamentary law so that you may increase your effectiveness as a council or committee member.

Basic Principles of Parliamentary Law

- **Equality**- every member has an equal right to participate, speak, debate, and introduce business
- **Free and full debate**- unlimited debate is a right that is restricted only if it is judged to be off the subject or the group democratically votes to do so.
- **Rules by the majority without tyranny to the minority**- when a discussion is reached the majority wins but minority enjoys all the rights and benefits.
- **One question or proposal at a time**- one person speaks at a time and on one subject at a time.

Basic Duties for the Chairperson

- Be a leader.
- Begin and end at the meetings on time.
- Keep the meetings moving in proper order.
- Follow the agenda.
- Allow everyone an equal opportunity to speak.
- Keep order.
- Be impartial and fair.
- Get the floor before speaking.
- Do not interrupt another speaker.
- Do not get personal.

Motions

A motion is a proposal that something be done. After motion is requested by the chairperson, it should be clearly stated by a member of the council/committee and seconded by another member. It then becomes the “question before the house” and now belongs to all the members.

Steps in a Motion

1) Make a motion

- a. Member addresses the chairperson.
“Mr. Madam Chairperson”
- b. Chairperson recognizes member.
“Mrs. Smith”
- c. Member states the motion.
“I move that---”

2) Second

A motion is secondary because it is assumed that at least two (2) people or a “second” person should support an idea before time is spent discussing it. If a motion does not receive a second, it “dies” and there is no further action.

3) Discussion

This is the free and full debate of the proposal/motion. The chairperson should recognize the original maker of the proposal to lead off the discussion. The chairperson should attempt to keep the discussion balanced between those for, and those against, as much as possible.

4.) Close Discussion

To close discussion requires the consent of the members, In fact, 2/3 of the members must vote yes in order to close off the discussion- if the motion to close debate comes from the floor. However, there are other ways:

- a. The discussion has stopped and no one seems to want to gain the floor. In this case the chairperson should ask “is there any more discussion?” If not-the chairperson can close the debate.
- b. The discussion has been in progress for several minutes and the discussion is not progressing. The chairperson may ask “are you ready to vote?” If the chairperson receives a “yes” answer, then the discussion may be closed.

Voting

Voting may be conducted in several ways. Here are some suggestions:

- 1) **Voice vote-** If the proposal is not controversial or is routine, the chairperson may ask for a voice vote.
- 2) **Show of hands-** If the proposals are important or controversial, the chairperson should ask for a rising of the hands and **count each hand.**
- 3) **Paper ballot-** normally used in electing officers.

Announce and Record

Immediately after the vote, the chairperson should announce the results and the secretary should record those results.

Subsidiary Motions

These are motions that are used in the course of discussing main motions in order to affect the main motion being discussed. These motions follow the same steps as a main motion. These are the main subsidiary motions most often used:

1. **Amend-** This is used to change some part of the main motion. An amendment that changes the basic purpose of the proposal is **out of order.**
2. **Table-** Postpones or puts aside temporarily the discussion of a proposal.
3. **Refer to a committee-** Give the proposal to a committee (any number of members) to find out more information, further study, re-wording, etc.

Limit or Extended Debate

There may be a time when it will be necessary to either limit the discussion time or to extend the time. This requires a motion from the membership. Because it affects the principle of free and open debate it requires a 2/3 vote in order to pass.

Privileged Motions

These motions are called privileged motions because they have priority over all other motions. A member, when introducing a privileged motion may, for example, interrupt another speaker. The chairperson must immediately put the motion before the meeting. These are three most commonly used privileged motions:

1. **Personal Privilege-** This has to do with the rights, well-being, or comfort of one member (the maker of the motion).

Examples are: “Mr. / Madam Chairperson, I can’t hear the opinion,” or “Mr. /Madam Chairperson- the speaker is getting personal, “or an emergency matter.

2. **Recess-** Means exactly what it says; i.e., take a break in the proceedings. When the recess is over the meeting continues from where it left off.
3. **Adjourn-** That motion concludes all business, when the group meets again, it will start with a new agenda.

Note: The motion to adjourn can come at any time during a meeting and must be considered.

These are the main aspects of parliamentary law and the basis principals and techniques of conducting a meeting. As you gain in experience, you will gain in confidence in this true exercise of democracy

Robert's Rules of Order

Guidelines and Rules

Guidelines

- Obtain the floor (the right to speak) by being the first to stand when the person speaking has finished; state Mr. /Madam Chairman. Raising your hand means nothing, and standing while another has the floor is out of order! Must be recognized by the Chair before speaking!
- Debate cannot begin until the Chair has stated the motion or resolution and asked "are you ready for the question?" If no one rises, the chair calls for the vote!
- Before the motion is stated by the Chair (the question) members may suggest modification of the motion; the mover can modify as he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the seconder can withdraw the second.
- The "immediately pending question" is the last question stated by the Chair!
Motion/Resolution - Amendment - Motion to Postpone
- The member moving the "immediately pending question" is entitled to preference to the floor!
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once!
- All remarks must be directed to the Chair. Remarks must be courteous in language and deportment - avoid all personalities, never allude to others by name or to motives!
- The agenda and all committee reports are merely recommendations! When presented to the assembly and the question is stated, debate begins and changes occur!

The Rules

- **Point of Privilege:** Pertains to noise, personal comfort, etc. - may interrupt only if necessary!
- **Parliamentary Inquiry:** Inquire as to the correct motion - to accomplish a desired result, or raise a point of order
- **Point of Information:** Generally applies to information desired from the speaker: "I should like to ask the (speaker) a question."
- **Orders of the Day (Agenda):** A call to adhere to the agenda (a deviation from the agenda requires Suspending the Rules)
- **Point of Order:** Infraction of the rules, or improper decorum in speaking. Must be raised immediately after the error is made
- **Main Motion:** Brings new business (the next item on the agenda) before the assembly
- **Divide the Question:** Divides a motion into two or more separate motions (must be able to stand on their own)
- **Consider by Paragraph:** Adoption of paper is held until all paragraphs are debated and amended and entire paper is satisfactory; after all paragraphs are considered, the entire paper is then open to amendment, and paragraphs may be further amended. Any Preamble cannot be considered until debate on the body of the paper has ceased.
- **Amend:** Inserting or striking out words or paragraphs, or substituting whole paragraphs or resolutions
- **Withdraw/Modify Motion:** Applies only after question is stated; mover can accept an amendment without obtaining the floor

- **Commit /Refer/Recommit to Committee:** State the committee to receive the question or resolution; if no committee exists, include size of committee desired and method of selecting the members (election or appointment).
- **Extend Debate:** Applies only to the immediately pending question; extends until a certain time or for a certain period of time
- **Limit Debate:** Closing debate at a certain time, or limiting to a certain period of time
- **Postpone to a Certain Time:** State the time the motion or agenda item will be resumed
- **Object to Consideration:** Objection must be stated before discussion or another motion is stated
- **Lay on the Table:** Temporarily suspends further consideration/action on pending question; may be made after motion to close debate has carried or is pending
- **Take from the Table:** Resumes consideration of item previously "laid on the table" - state the motion to take from the table
- **Reconsider:** Can be made only by one on the prevailing side who has changed position or view
- **Postpone Indefinitely:** Kills the question/resolution for this session - exception: the motion to reconsider can be made this session
- **Previous Question:** Closes debate if successful - may be moved to "**Close Debate**" if preferred
- **Informal Consideration:** Move that the assembly go into "**Committee of the Whole**" - informal debate as if in committee; this committee may limit number or length of speeches or close debate by other means by a 2/3 vote. All votes, however, are formal.
- **Appeal Decision of the Chair:** Appeal for the assembly to decide - must be made before other business is resumed; NOT debatable if relates to decorum, violation of rules or order of business
- **Suspend the Rules:** Allows a violation of the assembly's own rules (except Constitution); the object of the suspension must be specified

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TABLE OF MOST USED MOTIONS

District
Determines

MOTIONS	NEEDS SECOND	DEBATABLE	AMENDABLE	VOTE
<u>MAIN</u>				
General Main Motions	YES	YES	YES	Majority
<u>SUBSIDIARY MOTIONS</u>				
Amend	YES	YES	YES (ONCE)	Majority
Table	YES	NO	NO	Majority
Refer to Committee	YES	YES	YES	Majority
Limit or Extend Debate	YES	NO	YES (TIME)	2/3
Vote Immediately	YES	NO	NO	2/3
<u>PRIVILEGED</u>				
Personal Privileged	NO	NO	NO	Chair
Recess	YES	NO	YES (TIME)	Majority
Adjourn	YES	NO	NO	Majority

SECTION VIII

CUSD Categorical Program

Vision and Mission

for all Learners

CLOVIS UNIFIED SCHOOL DISTRICT

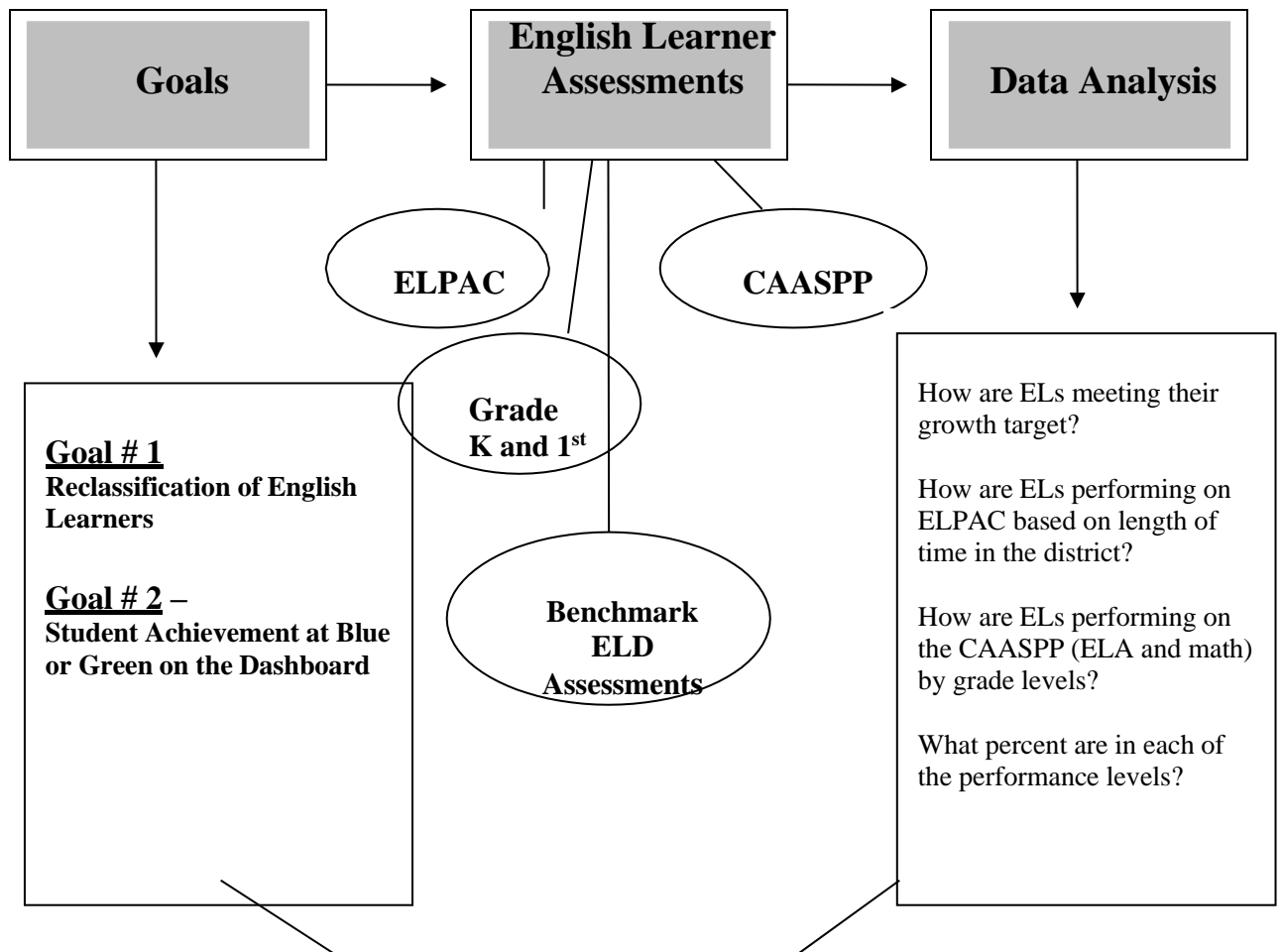
English Learner Program

Vision

All English Learners will become fluent in English language proficiency and attain high levels of academic achievement.

Mission

To provide high quality programs and services to assist English Learners in meeting the challenging state academic content standards.



Program Development

- Full implementation of a district wide ELD curriculum
- Data analysis of English learners in meeting annual targets (by district, site, and student)
- Analysis of strengths and weaknesses of English Learner subgroup
- Appropriate placement and grouping of English learners to target specific needs by proficiency level
- Accountability for student mastery and ongoing monitoring of the ELD standards through unit progress tests and monitoring using Illuminate in conjunction with the CUSD EL Progress Profiles by each grade span.
- Training for classified employees, certificated teachers and administrators on ELD curricula, materials and delivery of instruction.
- All certificated teachers will hold the appropriate EL Authorization as required by the State of California.

SECTION IX

***What Research Says about Parent
Involvement in Your Child's Education***

WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION

In Relation to Academic Achievement

Where Children Spend Their Time

School age children spend 70% of their waking hours (including weekends and holidays) outside of school.

When Parents Should Get Involved?

The earlier in a child's educational process parent involvement begins, the more powerful the effects. The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home and support learning at school.

The Impact

86% of the general public believes that support from parents is the most important way to improve our schools and increase student learning.

Lack of parental involvement is one of the biggest problems facing public schools. Decades of research show that when parents are involved students have:

- ❖ Higher grades, tests scores, and graduation rates
- ❖ Better school attendance
- ❖ Increased motivation, better self-esteem
- ❖ Lower rates of suspension
- ❖ Decreased use of drugs and alcohol
- ❖ Fewer instances of violent behavior

Family participation in education was twice as predictive of students' academic success as family socioeconomic status. Some of the more intensive programs has effects that were 10 times greater than other factors. The more intensely parents are involved, the more beneficial the achievement effects. The more parents participate in schooling, in a sustained way, at every level of advocacy, decision making and oversight roles, as fundraisers and boosters, as volunteers and paraprofessionals and as home teachers the better for student achievement.

Parent Expectations and Student Achievement

The most consistent predictors of children's academic achievement and social adjustment are parent expectations of the child's academic attainment and satisfaction with their child's education at school.

Parents of high achieving students set higher standards for their children's educational activities than parents of low achieving students.

Major Factors of Parent Involvement

Three major factors of parental involvement in the education of their children:

- Parent's beliefs about what is important, necessary and permissible for them to do with and on behalf of children.
- The extent to which parents believe that they can have a positive influence on their children's education.
- Parents perception that their children and school want them to be involved.

Types of Parent Involvement

Although most parents do not know how to help their children with their education, with guidance and support, they may become increasingly involved in home learning activities and find themselves with opportunities to teach, to be models for and to guide their children.

When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school.

Parents who read to their children, have books available, take trips, guide TV watching, and provide stimulating experiences contribute to student achievement.

School and District Leadership

The strongest and most consistent predictors of parent involvement at school and at home are the specific school programs and teachers practices that encourage parent involvement at school and guide parents in how to help their children at home. School initiated activities to help parents change the home environment can have a strong influence on children's school performance.

Obstacles That May Occur

School activities to develop and maintain partnerships with families decline with each grade level and drop dramatically at the transition to middle grades.

Student Interest

Most students at all levels – elementary, middle, and high school – want their families to be more knowledgeable partners about schooling and are willing to take active roles in assisting communications between home and school. When parents come to school regularly, it reinforces the view in the child's mind that school and home are connected, and that school is an integral part of the whole family's life.

Types of Parent Involvement

Families whose children are doing well in school exhibit the following characteristics:

- 1. Establish a daily family routine.** Examples: Providing time and quiet place to study, assigning responsibility for household chores, being firm about bedtime and having dinner together. School attendance is important, being at school and on time for school.
- 2. Monitor out-of-school activities.** Examples: Setting limits on TV watching, video games, checking up on children when parents are not home, arranging for after-school activities and supervised care.
- 3. Model the value of learning, self-discipline, and hard work.** Examples: Communicating through questioning and conversation, demonstrating that achievement comes from working hard.
- 4. Express high but realistic expectations for achievement.** Examples: Setting goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about success.
- 5. Encourage children's development/progress in school.** Example: Maintain a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff.
- 6. Encouraging reading, writing, and discussions among family members.** Examples: Reading, listening to children read and talking about what is being read.

SECTION X

PARENT INVOLVEMENT