

Philosophy, Goals, Objectives and Comprehensive Plans

SCHOOL PLANS/SITE COUNCILS

School Site Councils

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

The school site council shall be composed of the following: (Education Code 41507, 41572, 52852)

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

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

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

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

School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

(cf. 1220 - Citizen Advisory Committees)

Single Plan for Student Achievement

In order for a school to participate in any state or federal categorical program specified in Education Code 41506, 41571, 52055.700, or 64000, the school site council shall approve, annually review, and update a single plan for student achievement. If the school does not have a school site council, a schoolwide advisory

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group or school support group conforming to the composition requirements of the school site council listed above shall fulfill these responsibilities. (Education Code 41507, 41572, 52055.755, 64001)

- (cf. 0420.1 - School-Based Program Coordination)
- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 0520.4 - Quality Education Investment Schools)
- (cf. 3513.3 - Tobacco-Free Schools)
- (cf. 4131 - Staff Development)
- (cf. 4139 - Peer Assistance and Review)
- (cf. 5147 - Dropout Prevention)
- (cf. 5148.1 - Child Care Services for Parenting Students)
- (cf. 6142.91 - Reading/Language Arts Instruction)
- (cf. 6163.1 - Library Media Centers)
- (cf. 6164.2 - Counseling/Guidance Services)
- (cf. 6171 - Title I Programs)
- (cf. 6174 - Education for English Language Learners)

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

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

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

In addition to meeting the requirements common to all applicable school plans, the single plan shall address the content required by law for each individual categorical program in which the school participates.

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

(cf. 6171 - Title I Programs)

In developing or revising the single plan, the school site council shall:

1. Measure the effectiveness of current improvement strategies at the school.

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The school site council shall analyze student performance based on state and local data, identify significant low performance among all student groups, and analyze instructional programs to determine program areas that need to be addressed in order to raise performance of student groups not meeting academic standards.

(cf. 6011 - Academic Standards)

2. Seek input from other school advisory committees as appropriate.
3. Reaffirm or revise school goals to serve as a basis for school improvement activities and expenditures.
4. Revise improvement strategies and expenditures.

The school site council shall specify actions to be taken, dates by which actions are to be started and completed, expenditures needed to implement the action, the funding source, anticipated annual performance growth for each student group, and the means that will be used to evaluate progress toward each goal.

5. Approve and recommend the plan to the Governing Board.

The Superintendent or designee and the principal shall implement the strategies in the single plan and report to the school site council and the Board regarding progress toward school goals. The school site council shall monitor the implementation and effectiveness of the single plan and modify any activities that prove ineffective.

School Plans for Categorical Block Grants

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

1. Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each student that enables all students to do all of the following:
 - a. Make continuous progress and learn at a rate appropriate to their abilities.
 - b. Master basic skills in language development and reading, writing, and mathematics.
 - c. Develop knowledge and skills in other aspects of the curricula, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education.
 - d. Pursue educational interests and develop esteem for self and others; personal and social responsibility, critical thinking, and independent judgment.

(cf. 5148 - Child Care and Development)

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(cf. 6158 - Independent Study)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

2. Consideration of the use of community resources to achieve instructional improvement objectives.
3. Consideration of the use of education technology.

(cf. 0440 - District Technology Plan)

4. A staff development program for teachers, other school personnel, paraprofessionals, and volunteers.

(cf. 1240 - Volunteer Assistance)
(cf. 4131.1 - Beginning Teacher Support/Induction)
(cf. 4138 - Mentor Teachers)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)

5. Provisions for utilization of the student success team process to identify and assess the needs of students who are dropouts or potential dropouts, and to develop programs to meet those needs.

(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6164.5 - Student Success Teams)

6. Procedures for coordinating services from funding sources at the school level to help students participate successfully in the core academic curricula and specialized curricula related to jobs and career opportunities.

(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work Experience Education)

7. Instructional and auxiliary services to meet the special needs of students who are limited-English-speaking, including instruction in a language they understand; educationally disadvantaged students; gifted and talented students; and students with disabilities.

(cf. 6172 - Gifted and Talented Student Program)

8. Improvement of the classroom and school environments, including improvement of relationships between and among students, school personnel, parents/guardians, and the community, and reduction of the incidence of violence and vandalism among students.

(cf. 5137 - Positive School Environment)
(cf. 5138 - Conflict Resolution/Peer Mediation)

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9. Improvement of student attendance, including parent/guardian awareness of the importance of regular school attendance.

(cf. 5113 - Absence and Excuses)
(cf. 5113.1 - Truancy)

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

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

In addition, any school receiving state funding for school and library improvement shall incorporate plans pertaining to school libraries. (Education Code 41572)

The student retention and/or school and library improvement plans shall be incorporated into the school's single plan for student achievement as described in the above section. (Education Code 41507, 41572)

School Site Block Grants

The school site council may propose any one-time educational purpose for the use of funds allocated to school sites under school site block grants, including, but not limited to, the following purposes: (AB 1802, Sec. 43, Statutes of 2006)

1. Instructional materials.
2. Classroom and laboratory supplies and materials.
3. School and classroom library materials.
4. Educational technology.
5. Deferred maintenance.
6. Expenditures designed to close the achievement gap.

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7. Professional development.

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FRUITVALE SCHOOL DISTRICT, Bakersfield, CA