California
Institute for
School
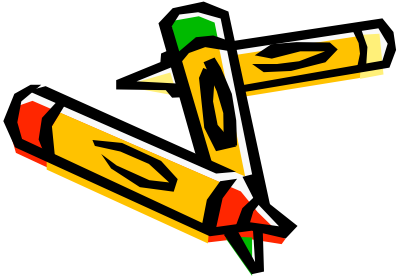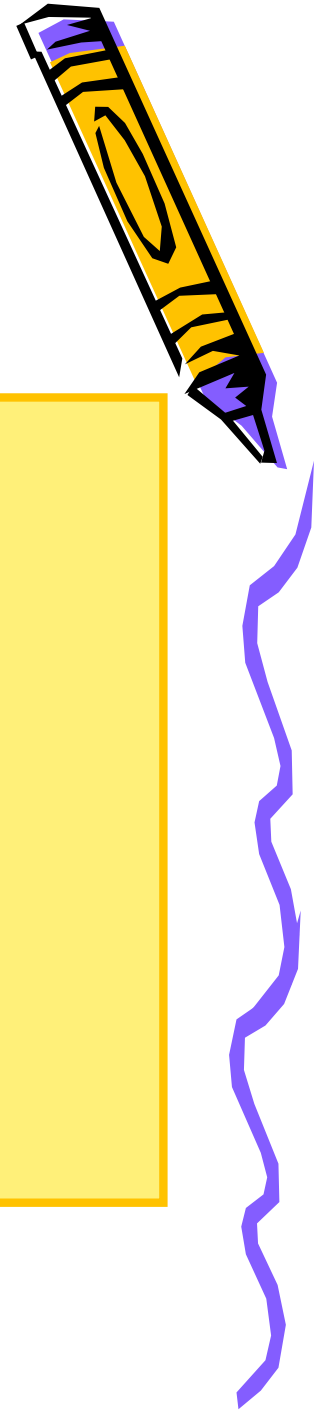**I**mprovement

Presentation: SCHOOLSITE COUNCILS

The Facts About Schoolsite Councils

The Roles and Responsibilities

of a Schoolsite Council

This Workshop Will Address:

- Purpose of the Council

- History of Some of the SSC Legislation

- Composition of the Council

- Selection/Election of Members

- Bylaws

- Meeting Agendas

- Working Together

- Roles/Responsibilities

Basic Principle for Legislating Schoolsite Councils

The California Legislature believes that the individuals who are most affected by the operation of the school should have a major role in the decisions regarding how a school functions.
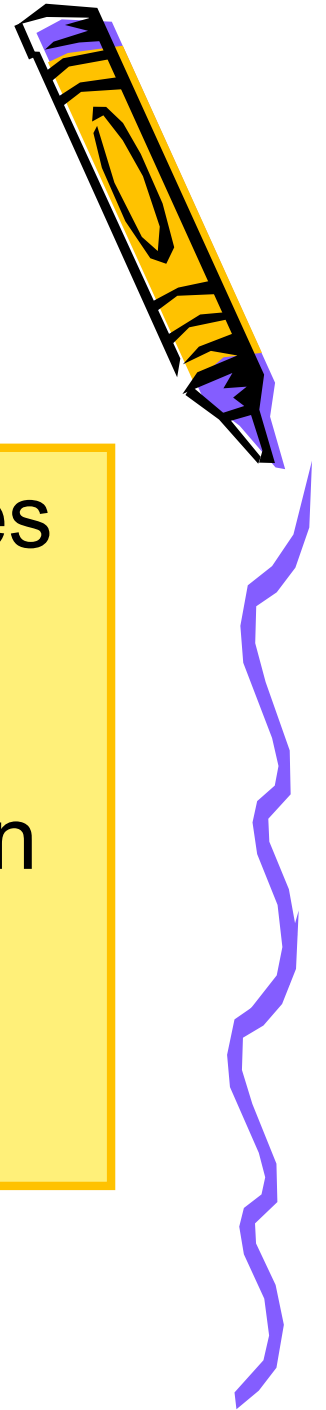
Legislative Intent

Education should be a joint effort of parents, teachers, administrators, and other school staff - those whose common goal is the success of all students, as well as having the most direct and on-going contact with those students.
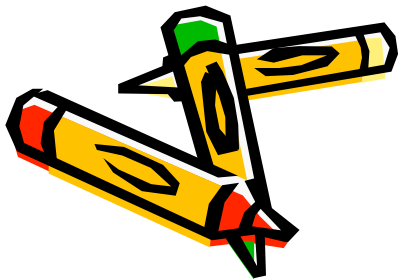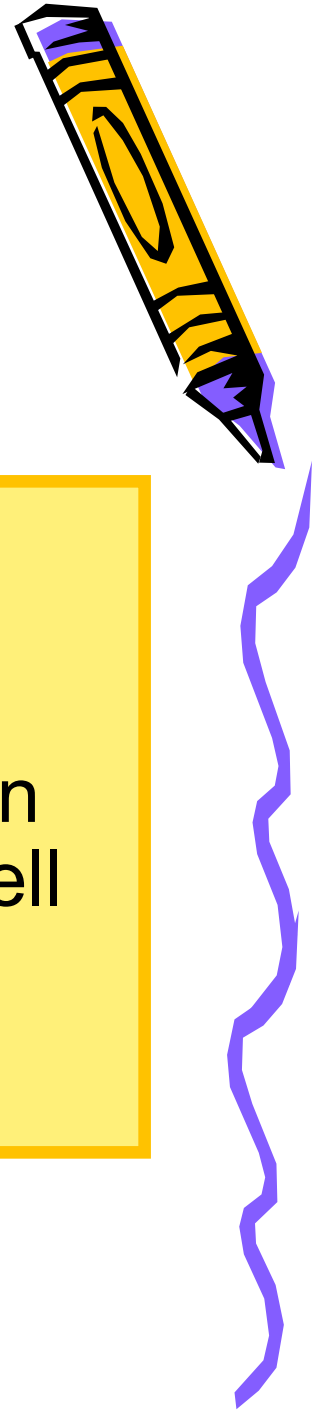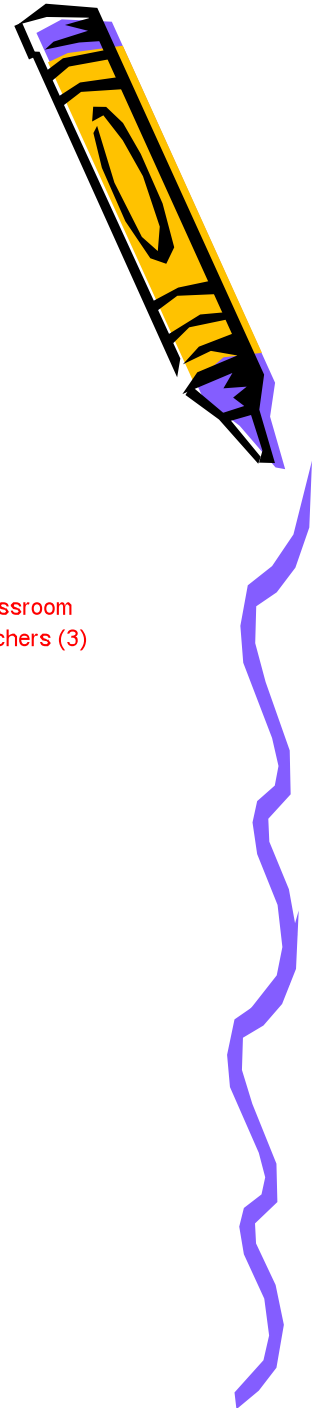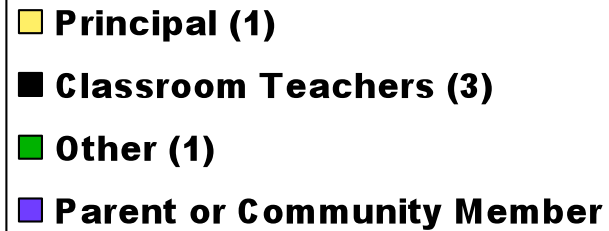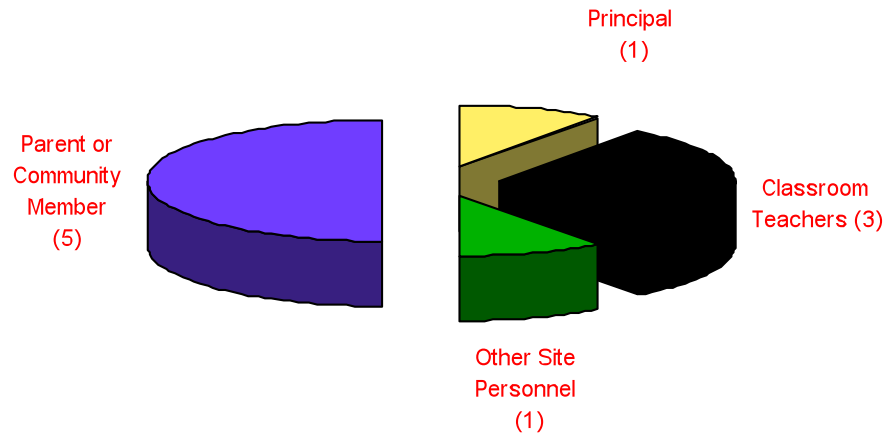
Composition of the Schoolsite Council

Elementary Composition

- Parent or community membership is equal to school staff membership.

- Classroom teachers must be in the majority of the staff side.

- "Other School Personnel" includes: other administrative positions, other non-classroom teacher positions, and all site classified personnel.

- Smallest council is composed of 10 members.

Elementary SSC

Principal (1)

Parent or Community Member (5)

Classroom Teachers (3)

Other Site Personnel (1)

- ☐ **Principal (1)**
- ■ **Classroom Teachers (3)**
- ■ **Other (1)**
- ■ **Parent or Community Member**

Other Elementary Council Sizes
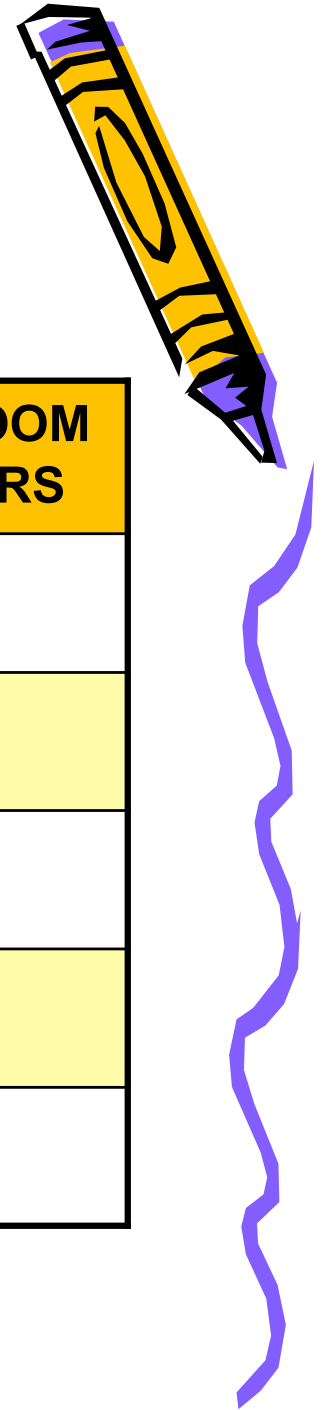
COUNCIL SIZE	PARENTS	PRINCIPAL	OTHER STAFF	CLASSROOM TEACHERS
12	6	1	1	4
14	7	1	1	5
14	7	1	2	4
16	8	1	2	5
16	8	1	1	6

Secondary Composition

- Parents or community members and students equally share ½ of the council.

- Classroom teachers must be in the majority of the staff side.

- "Other School Personnel" includes: other administrative positions, other non-classroom teacher positions, and all site classified personnel.

- Smallest council is composed of 12 members.

Secondary SSC

Principal (1)

Students (3)

Parent or Community Member (3)

Other Site Personnel (1)

Classroom Teachers (4)

- Principal (1)
- Classroom Teachers (4)
- Other (1)
- Parent or Community Member (3)
- Students (3)
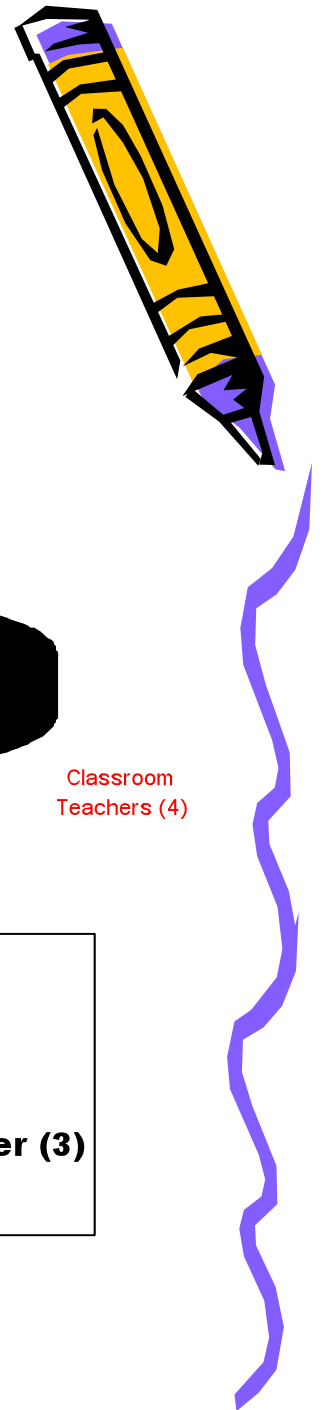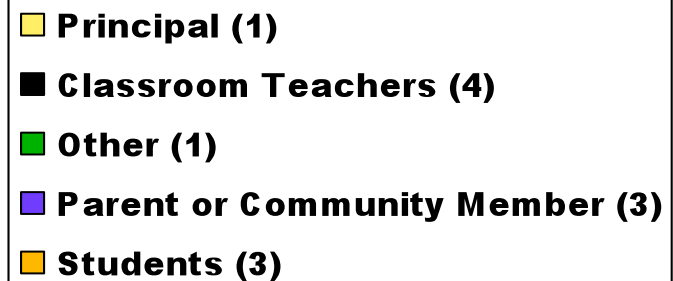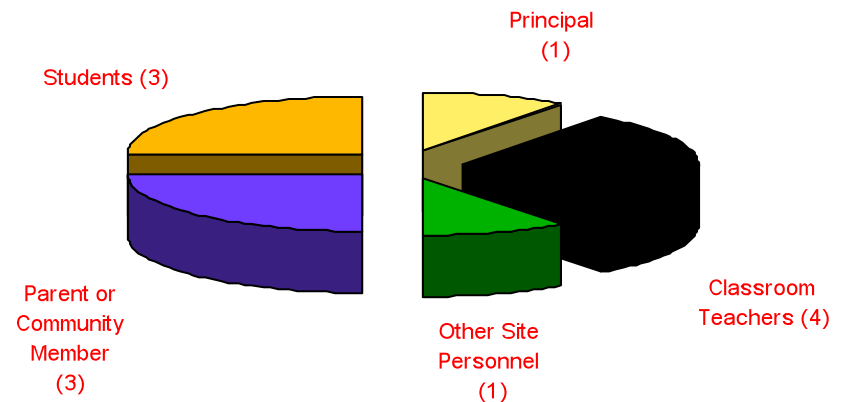
Other Secondary Council Sizes
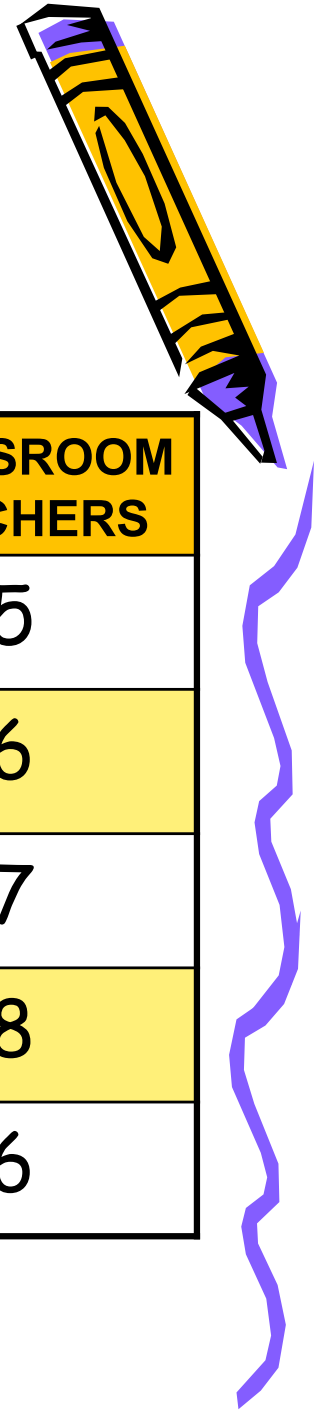
COUNCIL SIZE	PARENTS	STUDENTS	PRINCIPAL	OTHER STAFF	CLASSROOM TEACHERS
16	4	4	1	2	5
16	4	4	1	1	6
20	5	5	1	2	7
20	5	5	1	1	8
20	5	5	1	3	6
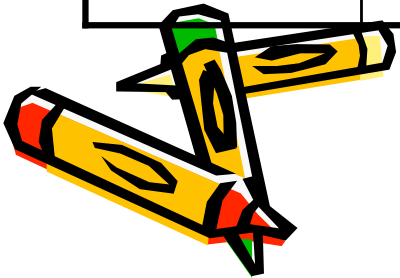
Other Composition Issues

- "A schoolsite council at the middle school level may, but is not required to, include pupil representation." Ed. Code 33133(c)

- This permits local boards of education to choose whether a middle school follows the elementary or secondary composition requirements.
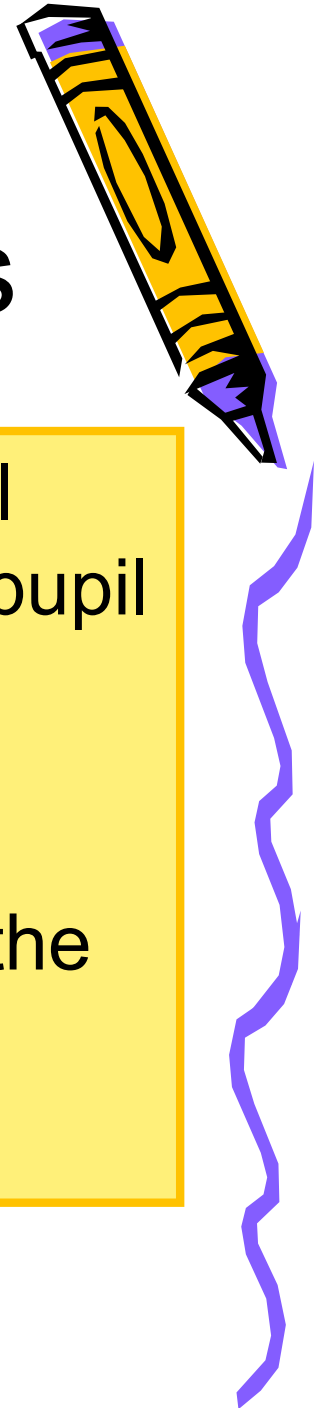
Selection/Election
of SSC Members

Definitions

- "The council shall be composed of the principal and representatives of:
  - teachers **selected** by teachers at the school;
  - other school personnel **selected** by other school personnel at the school;
  - parents of pupils attending the school **selected** by such parents; and
  - in secondary schools, pupils **selected** by pupils attending the school."

- Community members may serve on the SSC if they are selected by parents.
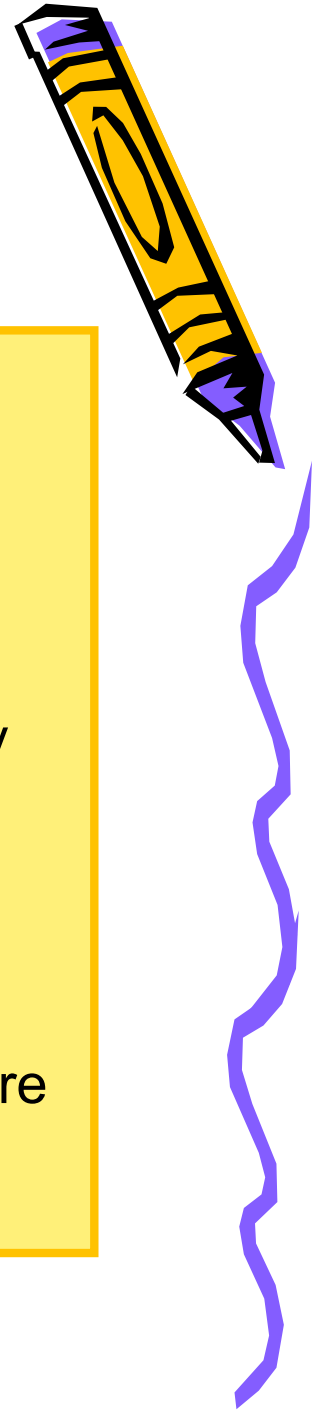
Check Bylaws First

Schools are encouraged to have procedures for the selection/election of members written into the SSC's bylaws.
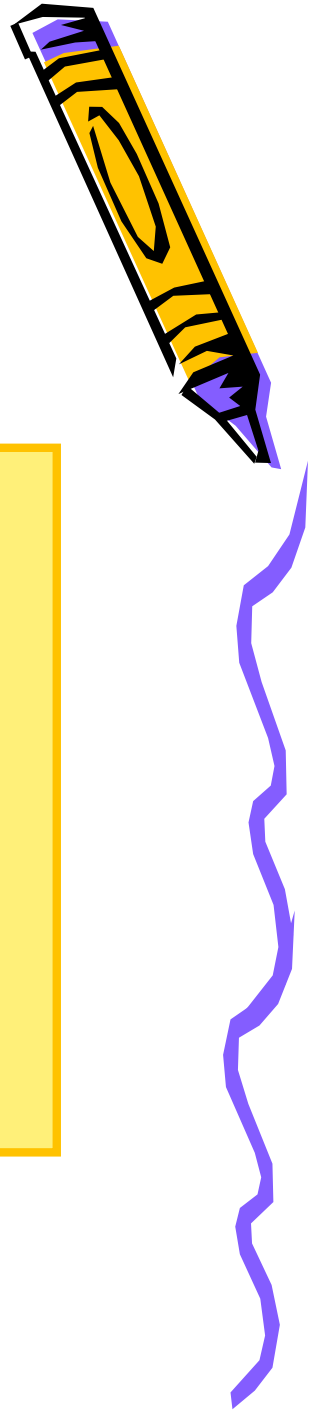
The Principal

- The law is very clear that the **principal is an active member** of the schoolsite council. He/she has no administrative authority over the council.

- SSC attendance and responsibilities **CANNOT** be assigned to a vice principal or other designee.

- In addition, the principal may not veto a decision of the council or make plan or budget changes without SSC approval.
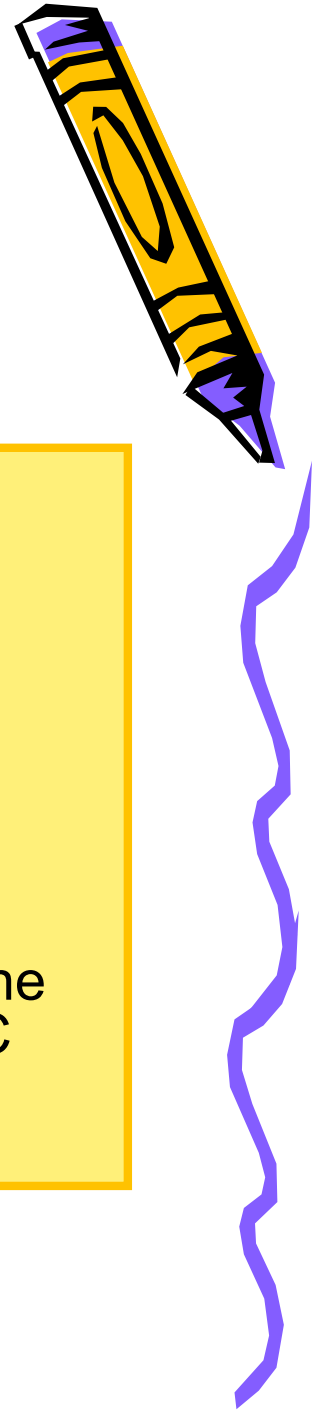
Selection/Election of Teachers
Teacher Means Classroom Teacher!

- **Option 1:   BEST BET – A Ballot**
  - Notify teachers of the nomination process.
  - Allow teachers to nominate self/other teachers.
  - Place name(s) on a ballot.
  - Provide an opportunity for a "write-in" candidate.
  - Establish a process to assure that all teachers receive a ballot.
  - Utilize teachers or an election committee to count ballots.
  - Maintain ballots for 3 years.

Selection/Election of Teachers

- **Option 2: Selection at a Staff Meeting**
  - Include selection of SSC representatives on the staff meeting agenda.
  - Maintain minutes of the staff meeting.
  - Provide a sign-in sheet for classroom teachers.
  - Take nominations from the floor.
  - Conduct a voice/hand vote.

- Enter into the SSC minutes:
  - the staff agenda, minutes of staff meeting, sign-in sheets, and the results of the vote.
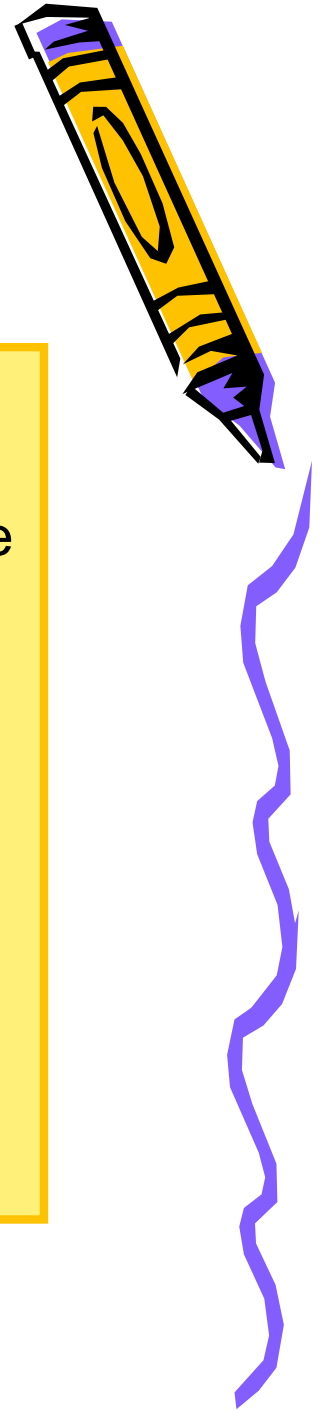
Definition of "Other School Personnel"

- **INCLUDES:**

  - Classified personnel (e.g., clerical, instructional, custodial and food services staff).

  - Administrative personnel (e.g., vice principals, certificated administrative assistants).

  - Certificated support staff-not assigned as a classroom teacher of record (e.g., counselors, resource teachers).

- **Be sure to include itinerant staff (e.g., translators, nurse, psychologist).**

Selection/Election of "Other School Personnel"

- Tends to be one of the major non-compliant findings because not all members of this group are provided an opportunity to nominate and vote!

- BEST BET: BALLOT!
  - Establish a list of all eligible "others."
  - Send notification to all "others" of the nomination process. Take nominations.
  - Develop a ballot.
  - Allow for a "write-in" candidate.
  - Verify that all "others" received a ballot.
  - Have "others" or an election committee count the ballots.
  - Maintain ballots for 3 years.
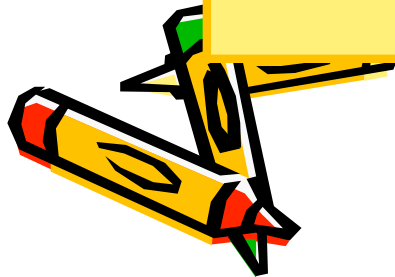
Selection/Election of Parents

- The term "parent" includes a guardian.

- A "parent" CAN be an employee in the district, but CANNOT be employed at the school in any capacity (e.g., noon-duty, recreational assistant, substitute).

- A community member may serve in the "parent" position as long as the person has been selected by parents of children in the school.

- Goal: It is the hope of the legislature that the schoolsite council reflect the school community, including all socioeconomic, ethnic and program groups.
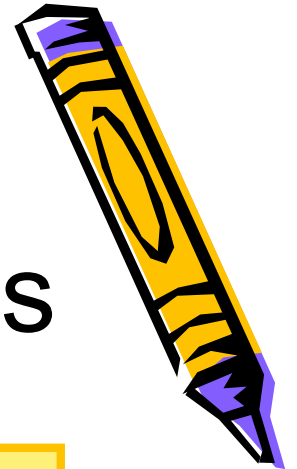
Selecting/Electing Parents (cont'd)

- Notify parents of the nomination process (e.g., bulletin, handbook, PTA bulletin). Translate if necessary.

- Take nominations. Allow for self-nomination or the nomination of a peer.

- BEST BET: Establish a ballot. Have each nominee write a brief position paper about their school involvement or other related experience.

- Include a space for a "write-in" candidate.

- Send ballot home. Can be included in newsletters, bulletins, or sent home with children. Reminder: Be sure every parent has an opportunity to vote. Best to provide a return envelope.

- Have parent volunteers or an election committee (i.e., PTA or remaining SSC members) count the ballots.
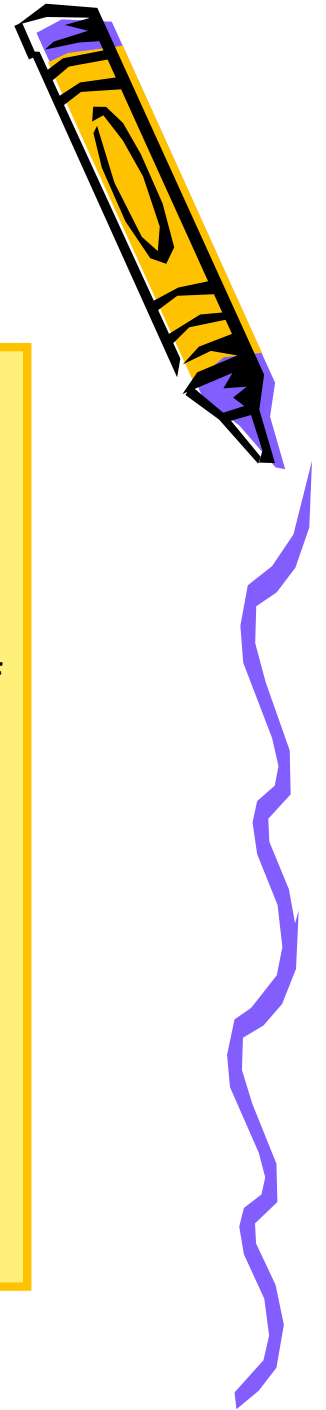
Selecting/Electing Students

- Two ways to select/elect students:

  - **Option 1** - **BEST PRACTICE:** Students can "run" for the office of "SSC member" using the same process any other elected student body office (e.g., student body president, secretary).

  - **Option 2:** The school's student body bylaws can be modified to change the current job responsibilities of elected student body officers to include SSC responsibilities.
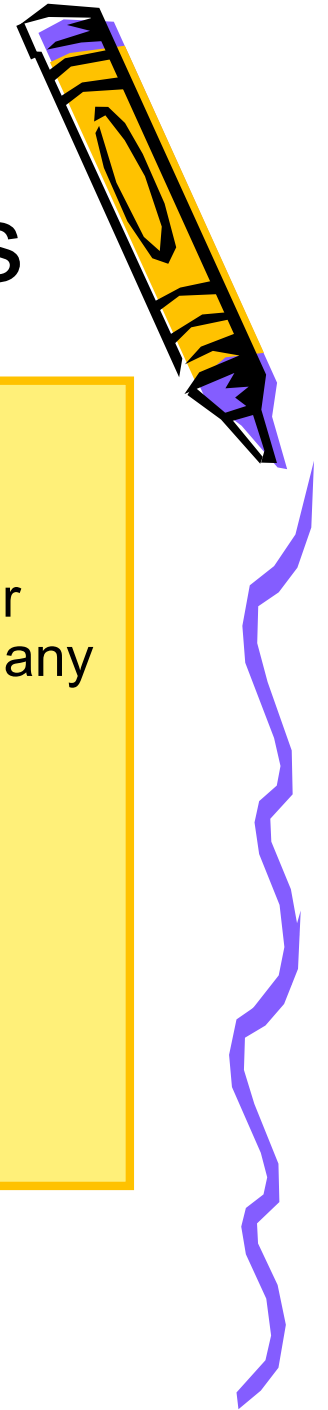
Filling SSC Vacancies

Vacancies in SSC Positions

- Vacancies can be filled by:

  - An election by the appropriate representative group;

  - An appointment by the remaining members of the peer group (only peer group members appoint); or

  - The seating of a previously elected alternate to fill the remainder of the term.
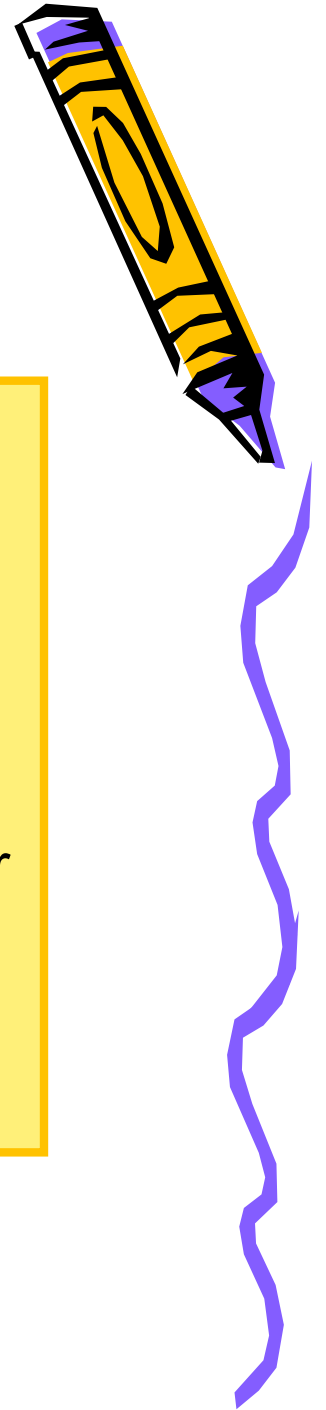
Establishing Bylaws

Bylaws

- Are not required by law.

- Can serve as a guide for the council's actions.

- Best Bet: Establish a Bylaws Committee to annually review and bring recommendations for changes to the council.
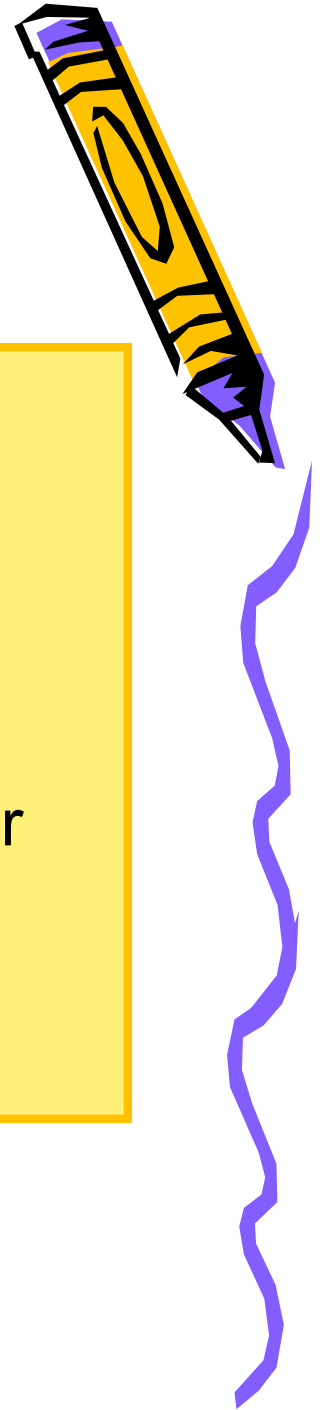
Agenda
Requirements

Agenda Requirements

- Must be posted in a public place 72 hours prior to the meeting.

- Includes the date, time, location, and each item of business.

- Provides time on the agenda for public comment.
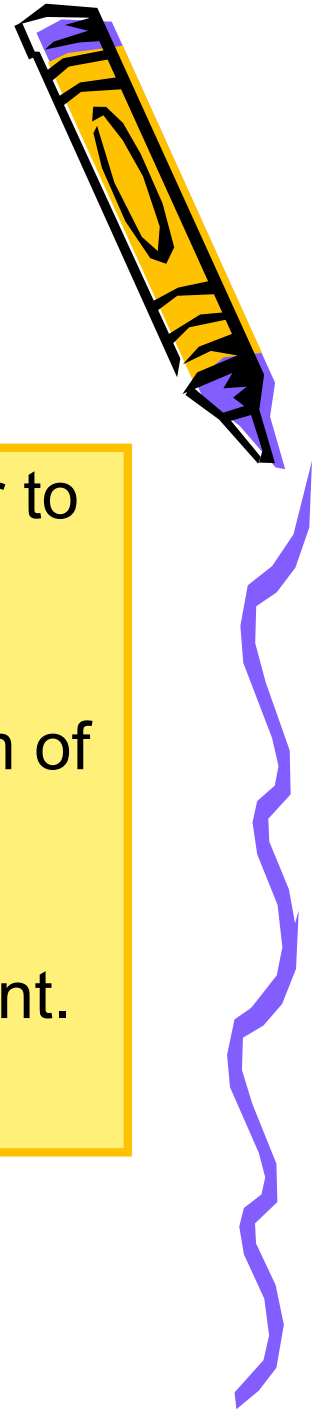
Conducting the SSC Meeting

Conducting the Meeting

- Provide a sign-in sheet for attendees.

- Provide copies of the agenda and all materials to SSC members and the public.

- Notify alternates for members that they may not vote and do not count toward a quorum.

- Follow the contents of the posted agenda.
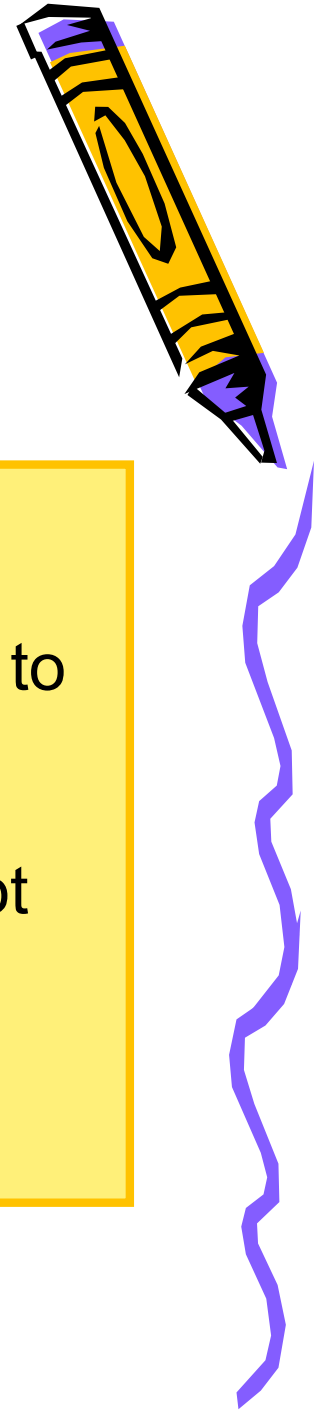
Conducting the Meeting

- Use an agreed upon procedure (e.g., *Roberts' Rules of Order- 10th Edition*) for conducting business.

- Provide opportunities for all members to discuss items on the agenda.

- Maintain minutes of the meeting.

- Maintain minutes of the meeting for 3 years.

Conducting the Meeting (Greene Act)

- The council cannot act on any item that was not included on the posted agenda.

- Exception: if an action is needed and was not known at the time the agenda was posted, the SSC may, by unanimous vote, add the item on the agenda for action.

- Questions and brief statements for clarification may be made as long as there is no impact on students or staff.

- If these procedures are violated, upon demand of any person, the council must reconsider the item at its next meeting, after allowing for public comment on the item.
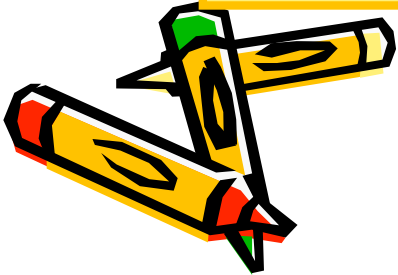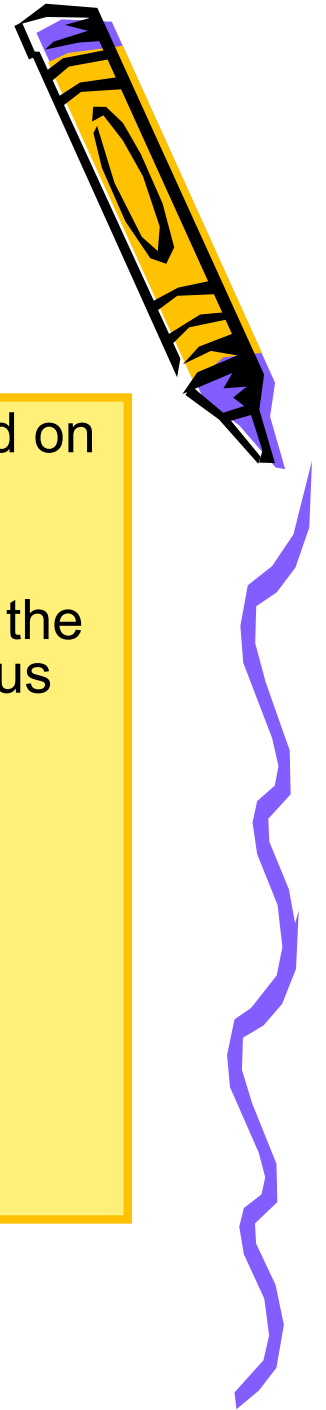
Roles and Responsibilities

Overall Responsibility of the SSC

Serves as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources.
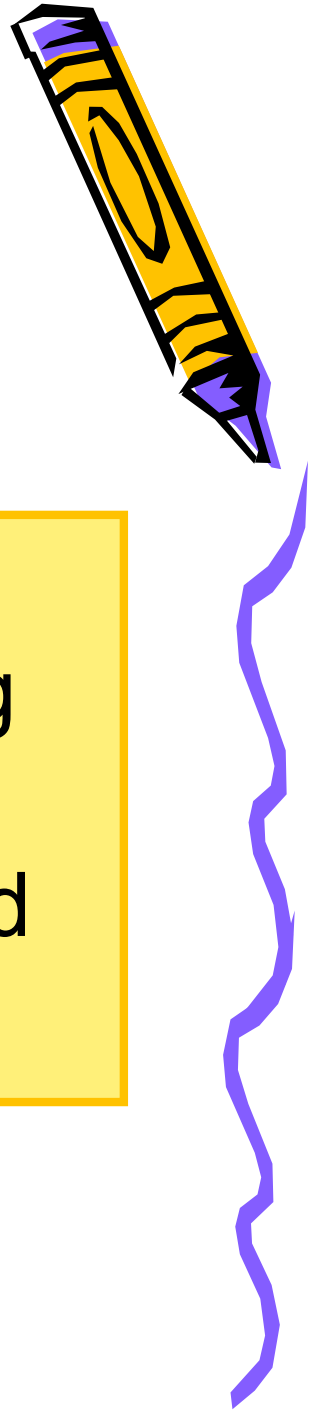
SSC Responsibilities

- Analyzing and evaluating the academic achievement of all students in the school;

- Obtaining recommendations from schoolsite advisory, standing, and special committees regarding the focus of the school's *Single Plan for Student Achievement;*

- Developing and approving the school plan and all proposed expenditures in accordance with all state and federal laws and regulations;

- Recommending the school plan including related budget expenditures to the local governing board;
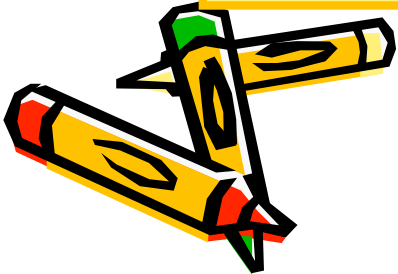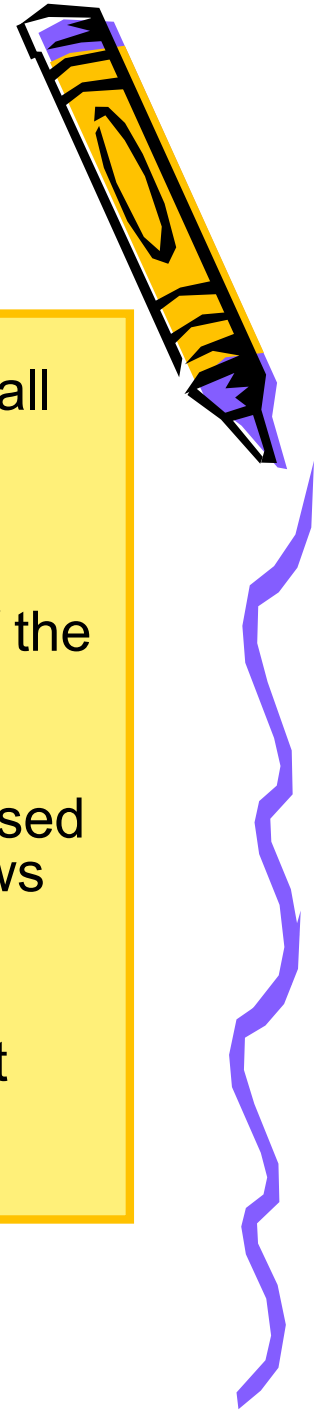
SSC Responsibilities

- Providing ongoing monitoring of the implementation of the plan and budgets/expenditures;

- Revising the school plan, including expenditures, timelines, and evaluation criteria, as needed;

- Participating in all local, state, and federal reviews of the school's program for compliance and quality;
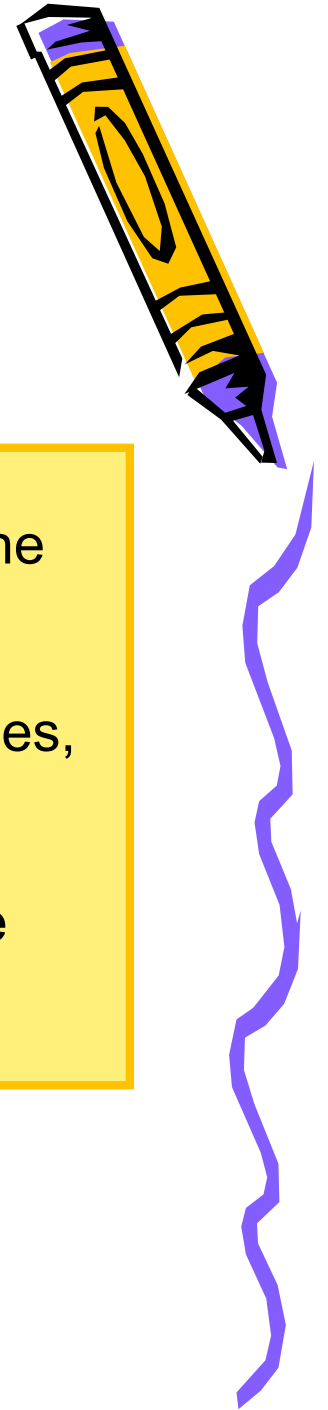
SSC Responsibilities

- Conducting an annual evaluation of the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students;

- Encouraging broad representation of parents, community members, teachers and students, if appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the schoolsite council; and

- Carrying out all other duties assigned to the council by the district governing board and by state or federal law.
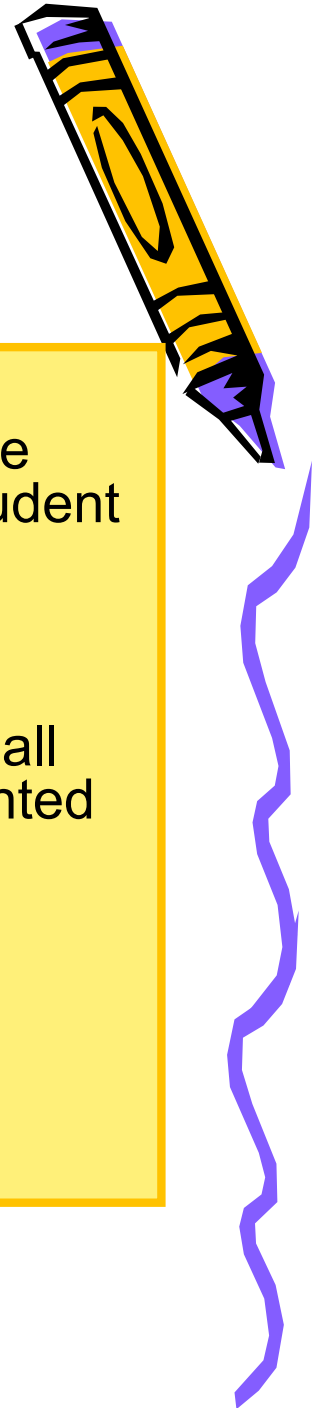
Effective Schoolsite Councils...

- Focus on improving student achievement for all students;

- Maintain a high degree of collaboration;

- Provide opportunities for shared leadership;

- Demonstrate good problem solving skills;

- Allow for all members and the public to freely express their opinions and points of view;

- Recognize and respect the individuality and creativity each member brings to the team;
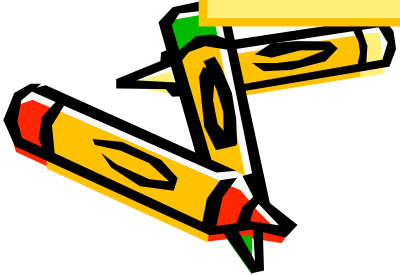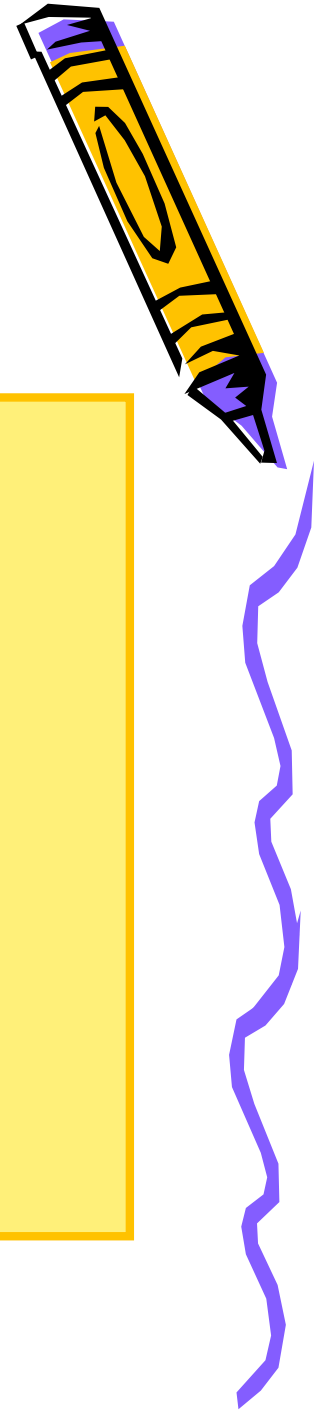
Effective Schoolsite Councils...

- Come prepared with their materials and good ideas;

- Communicate with the larger school community about their progress;

- Encourage the use of good listening skills;

- Seek out information from broader school community; and

- Utilize a procedural guide (e.g., *Roberts' Rules of Order*) to assure that meetings are properly managed.
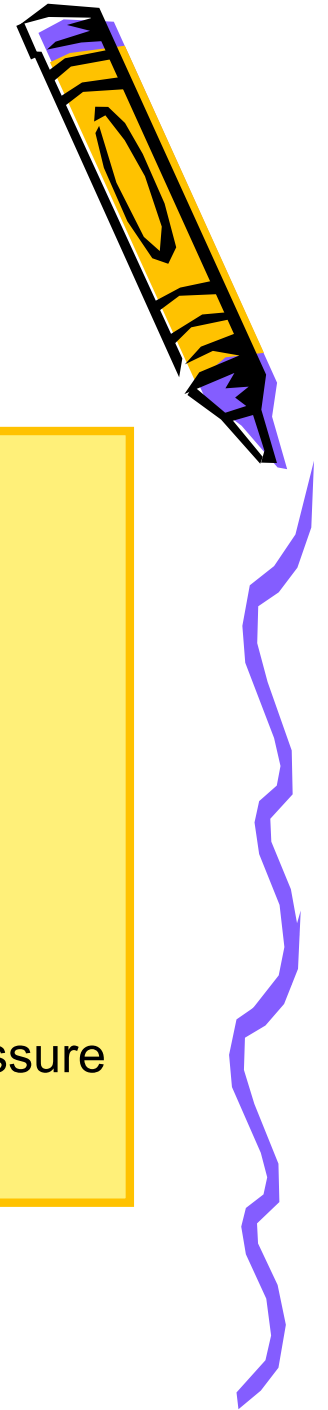
Resolving Disagreements

- Try to resolve a disagreement at the site level.

- The SSC or any member may request clarification on a policy/procedure from district office staff.

- The council or any member may request (in writing) assistance from the local board of education.

- Any individual who believes that the program is not meeting the intent of the law may file a formal complaint form using the district's Uniform Complaint Procedure.
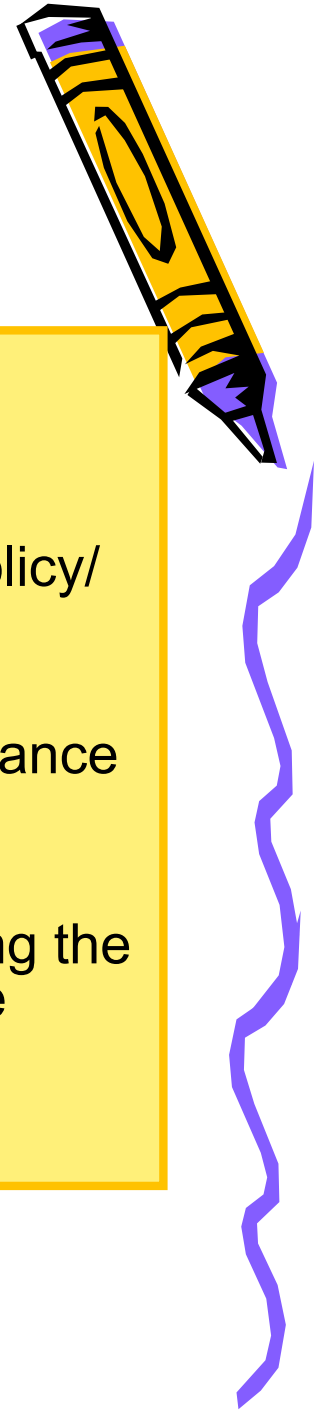
Role of the Principal

The Principal's Responsibilities
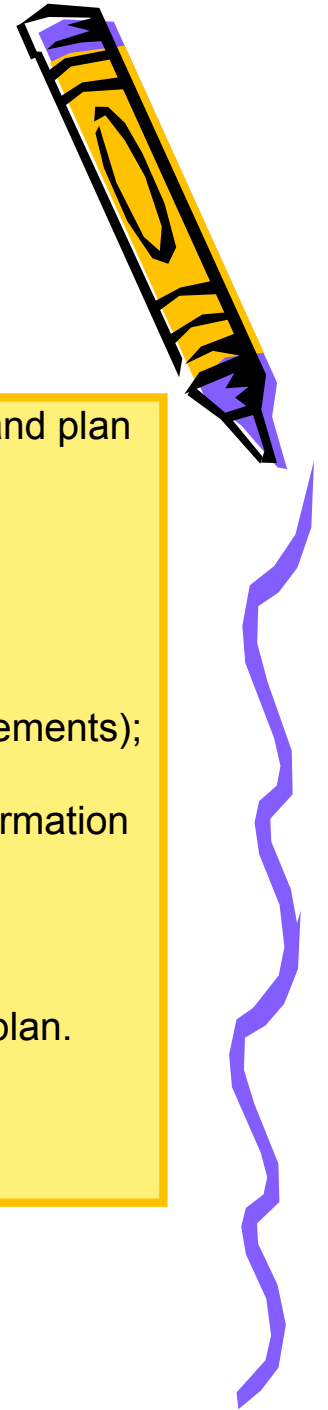
- Is a voting member of the council;

- May not veto a council decision;

- May not change the approved plan;

- Provides training to SSC members on their roles and responsibilities;

- Provides leadership to the council on federal and state regulations;

- Assists the chairperson in establishing agendas for the meetings;

- Provides or coordinates budget and plan updates to the council;

- Provides student achievement information to the council;

- Provides council with planning information (e.g., program requirements);

- Provides council with budget information (e.g., personnel costs, allowable expenditures); and

- Assumes responsibility for the implementation of the approved plan.
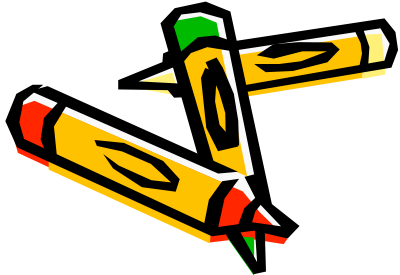
In Closing….

- "Alone we can do so little; together we can do so much." Helen Keller

- "Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results." Andrew Carnegie
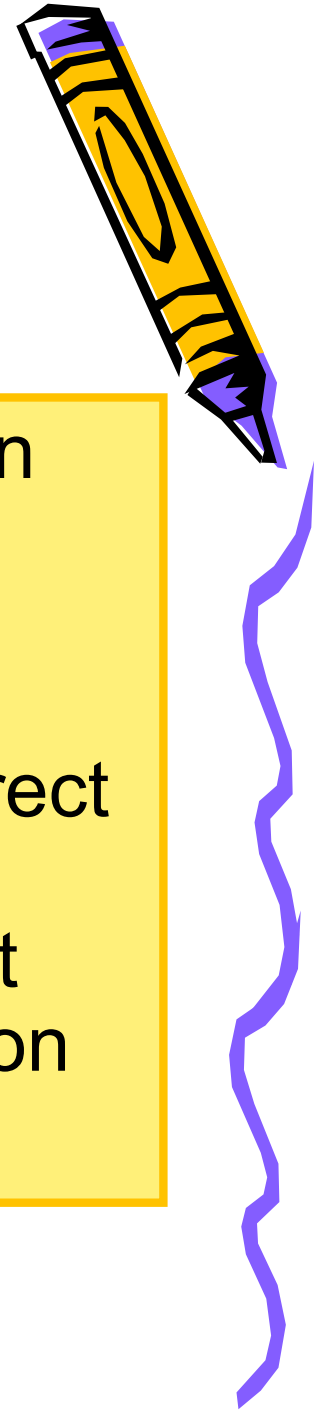
Single Plan for Student Achievement

2010-2011

Cover Page

The Single Plan for Student Achievement

_____ SCHOOL

_ _ _ _ _ _ _ _ _ _ _ _ _
CDB Code

Date of this revision: _____

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

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

Contact Person:

Position:

Telephone Number:

Address:

E-mail Address:

_____School District

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

- Insert School Name
- Insert CDS Code
- Date of Revision
- Contact Person (Site Council President)
- Position
- Telephone
- Address
- Email
- District

School's Mission and Vision

School Profile

- Location
- Population
- Demographics
- Opening Date
- Under Construction or Renovated ??
- Interesting or Unique Facts

Performance Data: Provided by the Assessment Office

Step 1: Measure the Effectiveness of Current Program

- **Analyze data**: API, AYP CELDT, CAHSEE, AMAO's, Fall/Spring writes, etc.

- **Analyze Instructional Program using:**
  - Healthy Kids Survey, District Library Plan, District Technology Plan, SARC, Staff surveys, WASC, etc.

Step 2: Seek Input from Advisory Committees

- ELAC
- GATE Advisory Committee
- Library Planning Committee
- Special Education Advisory Committee
- Other

Step 3: Reaffirm or Revise School Goals

- **Derived** from group performance data
- **Attainable** in the period specified in the plan
- **Specific** to the student participants
- **Measurable**

Consider "Guiding Questions"

- **Core Themes and Standards**
  - 20% lowest performing students
  - Status of Reading/Writing Project
  - Status of Envision Math (K-5)
  - Identify students who can move from Proficient to Advanced

Cont'd

- Increase % of 8th graders who successfully complete algebra (Middle School)
- Increase % of students who successfully complete algebra II
- Increase % of students who complete A-G
- Strengthen students global awareness and financial, health and environmental literacy

Character Development

- Adoption of a district approved character development program

- Incorporation of core themes into instructional program

- Identification of students representing highest 20% of discipline referrals

21st Century Learning Skills

- Promotion, Practice and Modeling of 5-C's
  - Critical Thinking, Communication, Creativity, Curiosity and Collaboration
- Increase student engagement through infusion of digital technology
- Status of school's movement from substitution to transformation

Step 4: Revise Improvement Strategies and Expenditures

Form A: Planned Improvements in Student Performance

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

SCHOOL GOAL # __ (Based on conclusions from Analysis of Program Components and Student Data pages)				
Student groups and grade levels to participate in this goal:		Anticipated annual performance growth for each group:		
Means of evaluating progress toward this goal:		Group data to be collected to measure academic gains:		
Actions to be Taken to Reach This Goal[35] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date[36] Completion Date	Proposed Expenditures[37]	Estimated Cost	Funding Source

[35] See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
[36] List the date an action will be taken or will begin, and the date it will be completed.
[37] If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form A: Each goal goes on separate page

- Goal
- Student groups that will participate in goal
- Anticipated annual performance growth
- Means of evaluating progress
- Data used to evaluate progress
- Actions taken to reach the goal
- Start and completion dates of actions
- Proposed expenditures and estimated costs
- Funding source for each action

SAMPLE

- Goal #1: 80% of Second Graders will be Proficient or Advanced in ELA by 2011.

- Student Groups: All subgroups in Second grade

- Annual performance growth: 10%

- Means of evaluation: Common Assessments, Formative Assessment, Summative Assessments

- Group data to be collected to measure academic gains: STAR, CAHSEE, CELDT, Gates-MacGinitie, District Writes
- Actions to be Taken to Reach this Goal: (Staff Development, Hire Reading Specialist, Hire Instructional Assistants, etc.)
- Start Date/Completion Date: ?????
- Proposed Expenditures: Teacher Substitutes, Hourly Classified, Hourly Teacher
- Estimated Cost: Subs: $5,000, Hourly Classified : $20,000, Hourly Teacher: $20,000
- Funding Source: SIP

Secondary Sample

- Goal: Increase percentage of students who successfully complete Algebra II by 2012

- Student Groups: All Students

- Annual Growth: 10%

- Means of Evaluation: Transcripts, Report Cards, STAR

- Data: STAR, Grades, Enrollment by Course, etc.

Cont'd

- Actions: Professional Development, Support Classes

- Start/Completion Date: ??

- Proposed Expenditures: Substitutes for Release Time, Staff Development, Before/After School Support

- Estimated Cost: ??

- Funding Source: SIP, Title I, Title II

Form B: Centralized Services

- **PROVIDED BY THE DISTRICT**

- Title III (LEP)
- Title III (Immigrant Education)

Form C

Form C: Programs Included in this Plan

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

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

State Programs

- EIA
- PAR (Centralized)
- Pupil Retention
- School and Library Improvement
- School Safety and Violence Prevention (Centralized)
- TUPE (Centralized)
- GATE

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

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

Federal Programs

- Title I: Some schools

- Title II: Centralized

- Title III: Centralized

- Title IV: Centralized

- Title V: Eliminated

- Title VI: N/A

- Other: N/A

FORM D: MEMBERS

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
	X				
Numbers of members of each category	1				

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

FORM E: ASSURANCES

Form E: Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:

    ___ School Advisory Committee for State Compensatory Education Programs

    ___ English Learner Advisory Committee

    ___ Community Advisory Committee for Special Education Programs

    ___ Gifted and Talented Education Program Advisory Committee

    ___ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: _____

Attested:

_____   _____   _____
Typed name of school principal   Signature of school principal   Date

_____   _____   _____
Typed name of SSC chairperson   Signature of SSC chairperson   Date