SCHOOL SITE COUNCIL, SPSA, AND TITLE I HANDBOOK

2020-21

VOLUME 12

SDUSD

Financial Planning, Monitoring and Accountability

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CHAPTER I: INTRODUCTION

SCOPE AND PURPOSE OF THE SCHOOL SITE COUNCIL HANDBOOK

The School Site Council Handbook provides School Site Councils (SSCs) with the tools for finding the resources they need to become effective leaders thus improving student achievement. It is intended as a guide for principals, staff, students, parents, and community members so that they may work more effectively together in overseeing the School Plan for Student Achievement (SPSA).

It is also intended to provide School Site Councils the background knowledge helpful to understanding the importance of the School Plan for Student Achievement as it relates to San Diego Unified School District's overarching goals and multiple funding accountability systems as well as the role of Federal Program Monitoring oversight and compliance.

Federal and State funding requires school districts, also known as Local Education Agency's to apply for funding. Simply put, the process involves submitting a plan that describes student need, identifies goals for student success, and describes the plan for meeting these goals. LEAs are responsible for providing this information and reporting on the implementation of programs supported by these funds.

Until 2019, the plan required by the Federal Government was called the Local Educational Agency Plan (LEAP). In an effort to streamline the LCAP and LEAP the LCAP Federal Addendum was developed. The funds distributed by the Federal Government are Title funds. The plan required by the State Government is called the Local Control Accountability Plan (LCAP) and the funds are referred to as the Local Control Funding Formula (LCFF) funds.

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

SDUSD's mission and vision for students reflects the goals articulated in both the LEAP and the LCAP. As you read Chapter 1 you will see these goals throughout the District, Federal and State program descriptions.

Just as the LEA is responsible for providing a plan for the implementation of Federal and State funds, each school within the District must develop a plan specific to its school site that articulates student need, goals for student success, and a plan outlining the process for meeting these goals. SDUSD utilizes School Site Councils to fulfill the responsibility of developing this plan, also known as the School Plan for Student Achievement (SPSA).

SCHOOL SITE COUNCILS

The California Department of Education and SDUSD have established laws, procedures and policies that require and guide School Site Councils (SSCs). Under California Education Code Sections 52852 and 64001, School Site Councils are required for California schools that participate in specified categorical programs. SDUSD requires all district schools to establish and maintain a School Site Council.

School Site Councils oversee the School Plan for Student Achievement (SPSA) and the budgets required and articulated within the plan. The SPSA is a plan that establishes the goals for a school's student achievement, describes the programs, and identifies the categorical funds used by the school to achieve these goals. School Site Council's support increases student achievement by focusing their work on the development, monitoring, and evaluation of the SPSA and corresponding budgets.

California Ed Code 11500-11506 charges schools receiving Title I funds to design parent involvement programs that meet the intent of Title I programs and also provide local flexibility to best meet the needs of the local community. In doing so, SDUSD charges each School Site Council with the responsibility of developing, reviewing and revising the Parent and Family Engagement Policy and School Parent Compact. The Parent and Family Engagement Policy articulates the districts responsibility and efforts to build parent/district partnerships. The School Parent Compact articulates families' educational responsibilities.

The California Department of Education (CDE) monitors SSC business including elections and record keeping on a regular basis through the Federal Program Monitoring (FPM) process.

Success for All

SDUSD Mission Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

Quality Schools in Every Neighborhood

To prepare our students for the competitive global economy they will face in the years ahead the San Diego Unified Board of Education has developed a focused, long term plan for student achievement. It culminates with the graduation of the Class of 2020. Vision 2020 is a community-based school reform plan that engages all parents, staff, students and community members. It will result in a high level of confidence in our public schools. Between now and 2020 we intend to develop a world-class school system for all of our students.

The Board of Education will hold itself responsible for maintaining the focus of the staff and the community on Vision 2020. The Board will review Vision 2020 at the end of each school year to assess progress towards the goals of the vision. The Board designates to the Superintendent the development of the strategic process for the implementation of the goals of Vision 2020.

Vision 2020 will create a school district that:

- Creates improved and broader measures of student achievement.
- Develops schools as neighborhood learning centers.
- Ensures effective teaching in the classroom.
- Engages parents and community volunteers in the educational process.
- Facilitates communication and support.

Vision 2020 Quality Indicators

1. Access to a broad and challenging curriculum
2. Quality teaching
3. Quality leadership
4. Professional learning for all staff
5. Closing the achievement gap with high expectations for all
6. Parent/community engagement around student achievement
7. Quality support staff integrated and focused on student achievement
8. Supportive environment that values diversity in the service of students
9. High enrollment of neighborhood students
10. Digital literacy
11. Neighborhood center with services depending on neighborhood needs
12. Safe and well-maintained facilities

THE DISTRICT - LOCAL EDUCATIONAL AGENCY

As each school has a School Site Council that is responsible for overseeing the goals and budgets associated with categorical funds, the district, also known as the Local Educational Agency (LEA), is responsible for developing and overseeing a district wide plan for the goals and funds associated with plan implementation. Both the State and Federal government's accountability structures require that the goals and funding of each system complement one another while fulfilling the intent of the respective accountability systems.

The Federal Government requires a Local Educational Agency Plan (LEAP). The State Government requires the Local Control Accountability Plan (LCAP). Both funding systems' fiscal years begin July 1st. Both accountability systems are structured so that LEAs report spending progress throughout the year. Both accountability systems require consultation with the district community. In order to meet legislative requirements for specific state and federal programs and funding, California employs a multiple step process which includes the Local Control Accountability Program (LCAP), the LCAP Federal Addendum, the school-level plan called the School Plan for Student Achievement (SPSA), and Federal Program Monitoring (FPM).

At the district level this consultation is achieved via community forums, Board of Education meetings, and the District Advisory Council. The role of the community for the district differs from the role of the community at a school site in that at the district level the community provides advice to the Board of Education. Final approval of the goals and spending articulated in the LCAP and the LCAP Federal Addendum is made by the Board of Education. These plans are then filtered to the State and Federal government for approval and program monitoring.

At the school site, the SSC makes decisions regarding the academic goals and spending related to the school's categorical budget as documented in the SPSA. The SSC reviews, updates and recommends the SPSA for approval by the Board of Education.

The SPSA is structured so that the academic goals and the associated categorical (Title I and LCFF funds) support district goals as they are identified in the LCAP and the Federal Addendum.

The overarching intent for both State (LCFF) and Federal (Title) funds is to provide equity and excellence for all students, specifically, closing achievement gaps for historically underserved populations. Both the State and Federal systems require specific areas of focus for the goals embedded into their respective plans.

SDUSD's Mission and Vision 2020 simultaneously address the needs of our students while articulating goals in a manner that supports the intent of both the State LCAP and the Federal Addendum requirements. The Vision 2020 Quality Indicators serve also as the goals of both plans. Further, the goals of the plans address the State priorities.

Thus, SDUSD has addressed three sets of overarching goals into its **2020 Vision for Educational Excellence.** The complete description of these goals is included at the end of Chapter 1.

- Local Control Accountability Plan Goals (State of California) is currently on hold and replaced by the Learning Continuity Plan
- Local Control Accountability Plan Federal Addendum Goals (Federal Government) aka Local Priorities/Vision 2020 Quality Indicators
- (California) State Priorities

STATE LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)*

The LCAP is an essential element of the State of California's Local Control Funding Formula (LCFF). It provides a broad plan of how districts will provide actions, services, and supports to meet the goals established for their students, how progress toward the goals will be measured, and how related expenditures will be funded. Each year of the 3-year LCAP 2017-20 Plan is a key component of the LCAP. The full LCAP 3-year Plan is found in at SDUSD's website, https://www.sandiegounified.org/what-lcap. This year SDUSD begins the planning for the next LCAP cycle and Vision 2025.

Six goals comprise the 2017-20 Plan, which are grounded in our District Vision 2020 for Quality Schools in Every Neighborhood. The Vision 2020 Quality Indicators are also our LCAP Local Priorities. These Local Priorities and the eight State Priorities are addressed in the LCAP. These goals will remain in effect until the 2019-20 LCAP and Vision 2025 is complete.

Under the Local Control Funding Formula, funding is appropriated for education in four ways.

1. Base Grant – Per Pupil: Base grant funds are allocated based on student grade levels, with an add-on at K-3 for class sizes 24:1 or less, and an add-on in grades 9-12 to accommodate career technical education expenses.
2. High-Needs Pupil Supplemental Grants (for English-learner, low-income and foster students): Per each unduplicated count of English-learner, low income or student in foster care.
3. Concentration Grants for Districts with High-Needs Pupils being 55 Percent or More of Enrollment: Per each unduplicated count of these student groups above 55%.
4. Other funds outside of LCFF, such as special education.

The LCAP has been suspended for the 2020-21 school year. In its place the CDE has developed the Learning Continuity Attendance Plan, also known as LCP. The LCP is focused on distance learning and addressing the impact of COVID19.

LCAP FEDERAL ADDENDUM

The Federal Government requires the Local Educational Agency (LEA) to develop and oversee a districtwide plan for the goals and federal funds associated with plan implementation. The goals for academic progress are outlined in the Elementary and

Secondary Education Act (ESEA) of 1965 and the Every Student Succeeds Act (ESSA) of 2015.

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal."

ESEA offered new grants to districts serving low-income students, federal grants for text and library books. It created special education centers and created scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education.

ESSA (Federal Education Law, S.1177) was approved December 2015. The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

ESSA applies the spirit of the No Child Left Behind NCLB) Act while providing States with more flexibility and varies from NCLB in the measures of academic achievement. Here is a snapshot of Challenging State Academic Standards as identified in ESSA and can be found in Section 6, Title I Part A-F, sections 1001-1605.

- (A) Challenging State Academic Standards that shall include not less than 3 levels of achievement.
- (C) The State shall have such academic standards for mathematics, reading or language arts, science and may have standards for any other subject determined by the State. Further, the State shall implement a set of high quality student academic assessments in these subject areas.
- (D)Each State shall demonstrate that the challenging State academic standards are aligned with the entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.
- (F) Each State shall demonstrate that the State has adopted English language proficiency standards that are derived from the domains and address proficiency levels and aligned with challenging State academic standards.

California has implemented the California Assessment of Student Performance and Progress (CAASPP) to measure and communicate student achievement. CAASPP identifies student achievement levels in relation to standards and communicates them as Standard Exceeded-Standard Met-Standard Nearly Met-Standard Not Met.

Additionally, California has developed the California School Dashboard. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools serving high-risk students), and student groups are performing across state and local measures. For state measures, performance is based on two factors; current year results and whether results improved from the prior year.

State measures include chronic absenteeism, graduation rate, suspension rate, and academic (which includes performance in English language arts/literacy and mathematics). Future state measures will include performance on the California Science Test.
Local measures are reported by school districts, county offices of education, and charter schools based on data available only at the local level. These measures include clean and safe buildings, school climate, parent engagement, and access to a broad course of study. This information is not available for individual schools or student groups.

Based on performance on state and local measures, schools and districts may be identified for support to improve student outcomes. The accountability program is explained in further depth later in this chapter.

FEDERAL TITLE I PROGRAM

Title I Funds are provided by the Federal Government to school districts (LEAs) to help meet the educational needs of low-achieving students in California's highest-poverty schools. Funds are used to support effective, evidence -based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards. Title I schools in SDUSD have voted to implement a schoolwide Title I program. SDUSD distributes Title I funds to all schools with 40% or more of students receiving free and reduced lunch.

TITLE I SCHOOLWIDE PROGRAM

Title I status is determined within the first full year a school has been in existence. Schools begin the School Wide Program process upon identification as a Title I school with at least 40% of students identified as receiving free and reduced lunch. The School Wide Program (SWP) is similar if not identical to the process a school follows when developing, reviewing and revising the School Plan for Student Achievement. Therefore, SDUSD embeds the SWP work into the SPSA.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, meet or exceed achievement expectations on State academic achievement standards*. This schoolwide reform strategy requires that a school--

- Conduct a comprehensive needs assessment (located in the appendix);
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.

A growing body of evidence shows that it is possible to create schools where all students achieve to high standards, even when most students in the school are poor or disadvantaged. These schools share common characteristics, including:

- A clear focus;
- High expectations for students and staff;
- An environment focused on learning;
- Strong instructional leadership;
- Curriculum, instruction, and assessments aligned with standards;
- High-quality professional development;
- A collaborative spirit and collaborative structures;
- Meaningful parental involvement; and
- A commitment to continuous review and improvement.

These characteristics are most likely to produce effective schools when they are integrated together into a schoolwide framework. The Title I schoolwide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. Developing and implementing a high-quality schoolwide program is a systemic, effective strategy for increasing the academic achievement of all students.

The schoolwide programs, also reflects the following fundamental principles of Title I and are essential components of the continuous cycle of improvement inherent in the SPSA planning process:

- Accountability for results
- Research-based practices
- School and community engagement

* ESSA delegates academic measures of success to states. California has adopted the California Assessment of Academic Performance and Progress (CAASPP). Achievement is measured as "Standard Not Met, Standard Nearly Met, Standard Met and Standard Exceeded." Additionally, the California School Dashboard is the state's accountability system.

CORE ELEMENTS OF SCHOOLWIDE PROGRAMS

ESSA established high standards of accountability for State and local educational agencies (SEAs and LEAs), by requiring them to raise the achievement of all students, including students in the nation's poorest schools. States must describe how schools will close the achievement gaps between major subgroups of students and ensure that all students, including those who are educationally disadvantaged, meet the State's academic achievement standards.

The schoolwide approach to achieving these ambitious goals is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in

raising academic achievement for the lowest achieving students in a school. A well-designed and implemented schoolwide program touches all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving.

There are three core elements of a schoolwide program.

1. A school operating a schoolwide program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement.

2. The school must develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment. (Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs).

3. The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

FEDERAL PROGRAM MONITORING SYSTEM

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level School Plan for Student Achievement, and Federal Program Monitoring. Below is a brief description of California's implementation of these various processes.

THE CONSOLIDATED APPLICATION (CONAPP)

The Consolidated Application is the fiscal mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

THE LCAP FEDERAL ADDENDUM

The approval of the LCAP Federal Addendum by its school board, the County Board of Education and State Board of Education is a requirement for receiving federal funding sub-grants for ESSA programs.

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements the LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a School Plan for Student Achievement (Education Code Section 64001), developed by school site councils with the advice of any applicable school advisory committees.

The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the standard met level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

In an effort to reduce redundancies at the local level, the templates for the Local Control and Accountability Plan (LCAP) and the School Plan for Student Achievement (School Plan) have been designed to work together. The LCAP is a local educational agency (LEA) level planning document with a three-year timeline, while the School Plan is specific to a school site with a one-year term. Despite these differences, the nature of each plan is similar by design. As a result, an LEA and its schools can benefit from the use of a shared vocabulary and planning process that is embedded in a context of continuous improvement.

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process. The School Plan is used to meet planning requirements for Title I Schoolwide Programs (SWP), Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). This accountability program is explained in further depth later in this chapter.

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

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

ACCOUNTABILITY PROGRAM EXPLAINED

California has developed the California School Dashboard. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools serving high-risk students), and student groups are performing across state and local measures. For state measures, performance is based on two factors; current year results and whether results improved from the prior year. The overarching goal of California's system of support is to help local educational agencies (LEAs) and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes.

State measures include chronic absenteeism, graduation rate, suspension rate, and academic (which includes performance in English language arts/literacy and mathematics). Future state measures will include performance on the California Science Test.
Local measures are reported by school districts, county offices of education, and charter schools based on data available only at the local level. These measures include clean and

safe buildings, school climate, parent engagement, and access to a broad course of study. This information is not available for individual schools or student groups.

Based on performance on state and local measures, schools and districts may be identified for support to improve student outcomes. There are three main categories of assistance – Comprehensive Support and Improvement Grad (CSI Grad), Comprehensive Support and Assistance Low Performing(CSI Low Perform), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

School eligibility is based on the following two categories of schools:

1 High schools with a graduation rate less than 67 percent averaged over two years
All high schools, including Title I, non-Title I, traditional, and Dashboard Alternative School Status are eligible.

2 Not less than the lowest-performing five percent of Title I schools

- Not less than the lowest-performing five percent of Title I schools
  Schools with all red indicators
- Schools with all red but one indicator of another color
- Schools with five or more indicators where the majority are red
- Schools with all red and orange indicators

Federal requirements include the SPSA must:

- Be informed by all State indicators, including student performance against State-determined long-term goals
- Be based on a school-level needs assessment
- Include evidence-based interventions
- Identify resource inequities, which may include a review of LEA- and school-level budgets, and address those inequities through implementation of the plan.

TARGETED SUPPORT AND IMPROVEMENT (TSI)

Schools with one or more student groups that, for two consecutive years, meet the same criteria for the lowest-performing 5 percent of Title I schools for Comprehensive Support and Improvement (CSI) are eligible for TSI. Schools are eligible for TSI for the first time in 2020-21 and the identification process will occur annually.

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)

Schools are eligible for ATSI if they are among schools eligible for TSI and if any student group at the school, on its own, meets the criteria for the lowest-performing 5 percent of Title I schools for CSI.
Schools are eligible for ATSI once every three years. California will determine ATSI eligibility for the first time in 2018–19.

FEDERAL PROGRAM MONITORING (FPM)

State and federal law require the CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of federally funded (title funds) programs implemented by local schools and districts. Federal Program Monitoring is conducted for each district regularly by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify compliance with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

During FPM compliance reviews, multiple school sites are reviewed. The School Plan for Student Achievement and School Site Council meeting records such as election results and votes addressing SSC legal responsibilities are the first points of reference used when this team reviews a school. In addition to SSC related responsibilities, programs including but not limited to English Learners, Physical Education, Early Childhood Education and Compensatory Education are reviewed.

DISTRICT SUPPORT FOR SCHOOL SITE COUNCILS

The Financial Planning, Monitoring and Accountability department oversees federal and state categorical programs, provides guidance and assistance to School Site Councils in effectively carrying out their assigned responsibilities. This support includes:

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

2019-20 FINANCE CONTACT INFORMATION

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FPMA Website

Additional resources and information can be found at the
Financial Planning, Monitoring and Accountability Department website

http://www.sandi.net/Page/37313

2020 VISION FOR EDUCATIONAL EXCELLENCE
SDUSD EDUCATIONAL PLANS

Goals	Action Areas	Local Priorities *Vision 2020 – Quality Indicators*	State Priorities
1. **Closing the Achievement Gap with High Expectations for All** All levels of the organization work to improve achievement for all students and close the achievement gap for all underperforming student groups	1. Multiple Measures and Data 2. Support for Early Learning Programs 3. Support for Secondary-level Student Access to High-level Coursework Leading to Graduation 4. Supplemental School Allocations for Multiple Levels of Support 5. Additional Intervention and Student Support 6. Cultural Proficiency 7. Additional Support for Students with Disabilities 8. Additional Support for English Learners 9. Additional Support for Foster Youth 10. Additional Support for African, African American, and Latino Students	1. Closing the Achievement Gap with High Expectations for All	4. Pupil achievement 8. Other pupil outcomes
2. **Access to a Broad and Challenging Curriculum** Students have equitable access to rigorous, well-rounded, standards-aligned curricula and access to and skill in applying technologies to leverage learning, assuring readiness for a full range of post-graduation options.	1. Pathways to College and Career Readiness 2. Enriched and Enhanced Learning Opportunities 3. Aligned District Course of Study and Curriculum 4. Instructional Resources and Materials 5. Additional Support for English Learners 6. Instructional Programs and Services for Students with Disabilities	2. Access to a broad and challenging curriculum. 10. Digital Literacy	1. Basic Services 2. Implementation of State Standards 5. Pupil Engagement 7. Course Access
3. **Quality Leadership, Teaching, and Learning** Effective leadership and teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.	1. Acquire, Develop, and Retain: Classroom Teachers, Certificated Support Personnel, and Site Administrators 2. Develop Capacity of Beginning Teachers and Teachers in Need of Support 3. District Systems to Develop Instructional Capacity 4. Develop Leadership Capacity 5. Professional Development – Standards, Instruction, and Support	3. Quality teaching 4. Quality leadership 5. Professional learning for all	1. Basic Services 2. Implementation of State Standards 4. Pupil Achievement 6. School Climate
4 **Positive School Environment, Climate, and Culture – with Equity at the Core and Support for the Whole Child.** Schools provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.	1. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support 2. Provide for Student Health and Wellness 3. Additional Support for Youth in Transition 4. Cultural Proficiency 5. School Support Staff and Resources 6. Healthy and Nutritious Meals 7. Attractive, Clean, and Well-Maintained Schools 8. Safe Schools	8. Supportive environment that values diversity in the service of students 12. Safe and well maintained facilities	1. Basic Services 5. Pupil Engagement 6. School Climate
5 **Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities.** Parents and community members are engaged and work within and across schools to support student learning. Neighborhood schools are highly regarded for their quality as well as their service as centers for extended learning and enrichment opportunities, and academic and social services.	1. Meaningful Engagement and Participation 2. Parent and Community Assistance and Support 3. Translation and Interpretation Service 4. Enrollment Options and Opportunities 5. Customized Cluster Strategies 6. Community Relations and Partnerships	6. Parent and community engagement around student achievement 9. High enrollment of neighborhood students 11 Neighborhood center with services depending on neighborhood needs	1. Basic Services 5. Pupil Engagement 6. School Climate
6. **Well-orchestrated District-wide Support Services and Communications** All parts of the organization – personnel and infrastructure – work together to support student success through quality schools in every neighborhood.	1. Basic Services and Infrastructure 2. Communications	7. Quality support staff integrated and focused on student achievement	1. Basic Services

CALIFORNIA STATE PRIORITIES

1. The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9 and fully credentialed in the subject areas. For the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119. School facilities are maintained in good repair as specified in subdivision (d) of Section 17002.
2. Implementation of the academic content and performance standards adopted by the State Board, including how the programs and services will enable English learners to access the Common Core academic content standards adopted pursuant to Section 60605.8, and the English-language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English-language proficiency.
3. Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

4. Pupil achievement, as measured by all of the following, as applicable:

    a. Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the State Board.
    b. The Academic Performance Index, as described in Section 52052.
    c. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or clusters of courses that satisfy the requirements of subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692, and align with State Board-approved career technical education standards and frameworks.
    d. The percentage of English-learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the State Board.
    e. The English-learner reclassification rate.
    f. The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher.
    g. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

5. Pupil engagement, as measured by all of the following, as applicable:
    a. School attendance rates.
    b. Chronic absenteeism rates.
    c. Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.
    d. High school dropout rates.
    e. High school graduation rates.

6. School climate, as measured by all of the following, as applicable:
    a. Pupil suspension rates.
    b. Pupil expulsion rates.
    c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

7. The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.

8. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

LOCAL CONTROL ACCOUNTABILITY PLAN GOALS

1. Closing the Achievement Gap with High Expectations for All: All levels of the organization work to improve achievement for all students and close the achievement gap for all underperforming student groups.
2. Access to a Broad and Challenging Curriculum: Students have equitable access to rigorous, well-rounded, standards-aligned curricula and access to and skill in applying technologies to leverage learning, assuring readiness for a full range of post-graduation options.
3. Quality Leadership, Teaching, and Learning: Effective leadership and teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.
4. Positive School Environment, Climate, and Culture – with Equity at the Core and Support for the Whole Child: Schools provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.
5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities: Parents and community members are engaged and work within and across schools to support student learning. Neighborhood schools are highly regarded for their quality as well as their service as centers for extended learning and enrichment opportunities, and academic and social services.
6. Well-orchestrated District-wide Support Services and Communications: All parts of the organization – personnel and infrastructure – work together to support student success through quality school sin every neighborhood.

CHAPTER 2: DEVELOPING A SCHOOL SITE COUNCIL

SCHOOL SITE COUNCILS: STRATEGIES FOR SUCCESS

School Site Councils are a major part of the overall decision-making structure at every school. This group of people is elected by peers to represent the stakeholders of a school community. Their primary role is to oversee the academic planning process to ensure that the needs of all students are specifically addressed in the School Plan for Student Achievement (SPSA). The SPSA is living document that highlights academic programs, goals and rationales.

School Site Councils are forums for shared decision-making, demonstrating that SSCs are an integral factor in school success. The California Department of Education and the San Diego Unified School District have developed laws, procedures and policies that require and support the functioning of the School Site Councils.

The Federal government, the State of California, and San Diego Unified School District and Board of Education have supported these research findings. These agencies have developed laws and policies to require and support School Site Councils (and special advisory committees like the English Language Advisory Council), based on three common-sense principles:

- Individuals closest to the students should be more involved in making significant decisions affecting the instructional program of the school.
- A plan to improve education at a school receives more support when people understand and/or help create that plan.
- When families participate in a variety of ways in their children's education, including decision-making, their children and the school are more successful.

This handbook is one step in putting these lessons into practice. It provides School Site Councils with a toolbox for assessing their skills and finding the resources they need to become effective leaders in improving their schools.

SSC LEGAL RESPONSIBILITIES

What Guides School Site Councils?
The California Department of Education and the San Diego Unified School District have established codes and policies that guide School Site Councils. Under California Education Code Section 52852, School Site Councils are required for any California school that participates in specified categorical programs, including Title I.

Additionally, the San Diego Unified School District **requires** all district schools to establish and maintain a School Site Council (SSC, Board Report April 8, 2003). The local governing board may develop policies to regulate or inform School Site Councils and staff in the performance of their duties.

Why is the SSC necessary?
School Site Councils oversee the School Plan for Student Achievement (SPSA) and the categorical budgets associated with the plan. The SPSA is a plan that establishes the goals for a school's student achievement and the programs and funds that the school is using to achieve these goals. School Site Councils support increased student achievement by focusing their work on the development, monitoring, and evaluation of the SPSA and corresponding categorical budgets to supplement the district's core academic supports. Additional responsibilities include reviewing and/or revising the school's Title 1 Parent and Family Engagement Policy and the School Parent Compact.

Categorical Programs under the SSC Purview include the following:
The SSC is responsible for overseeing the development of the SPSA in relation to the supplemental categorical programs and associated funding to support the educational program as well as providing instructional rationales. These funds are used to supplement the core programs already provided by the district in order to close the achievement gap for underperforming student groups as outlined by the guidelines of the categorical programs.

Basic Program - Title I/Part A (Resource Code 30100): Part of the Elementary and Secondary Education Act, provides federal money to support economically, disadvantaged students.

Title I Parent Involvement (Resource Code 30103): Used to encourage partnerships with parents to improve student achievement and increase parent involvement.

Title I Supplemental Funds (Resource Code 30106): Part of the Elementary and Secondary Education Act, provides federal money to support economically, disadvantaged students (administrative/indirect costs).

Title 1 Comprehensive School Improvement Funds (Resource Code 31820): Part of the Elementary and Secondary Education Act. Provides resources and assistance to LEAs to improve student achievement and outcomes in schools that meet the criteria for CSI.

WHAT IS TITLE I?

Title I is a federal fund authorized by the Elementary and Secondary Education Act (ESEA), which has been the largest federal aid program for our nation's schools since 1965. Title I directs funds to high poverty schools and requires formal parental involvement in school and district planning about the use of these funds. It is used to help students reach proficiency (meet standards) on challenging state academic achievement standards.

Title I funds **never** replace the state or local funding that schools receive. Such replacement is supplanting, a practice not permitted under federal law. Title I funds are supplemental to the regular program. Some key practices and principles are:

- Provide additional student support using evidencebased methodologies
- Parent involvement makes the difference in student success
- Parents are full partners in the education of their children

TITLE I SCHOOLWIDE PROGRAMS

All San Diego Unified School District schools receiving Title I funds have voted to operate a Title I Schoolwide program. The premise of schoolwide programs is that a rising tide raises all ships. SDUSD uses free and reduced lunch counts to determine the amount of Title I funds allocated to a school. The ability to use Title I funds to support all struggling students rather than only those identified via free and reduced lunch status allows the school to support all students in need.

An Overview of Schoolwide Programs

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, meet and exceed State academic achievement standards. *CAASPP = standard met, standard exceeded.

Core Elements

The schoolwide approach is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented schoolwide program touches all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving. The three main core elements of a schoolwide program are (34 CFR 200.26):

1. A school operating a schoolwide program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement [Section 1114(b)(1)(A) of Title I of ESEA].

2. The school must develop a comprehensive schoolwide plan that describes how it will achieve the goals it has identified as a result of its needs assessment [Section 1114(b)(1)(B-J) and (34 CFR 200.27) of Title I of ESEA]. This task is described further in the SPSA section of the SSC Handbook.

3. The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written (34 CFR 200.26)

The Title I Schoolwide Program is embedded into every school's School Plan for Student Achievement.

KEY RESPONSIBILITIES OF THE SSC

Although there are numerous regulations that govern councils at school sites, the following is a short list of some of the key activities a school must carefully implement to stay in compliance with federal, state and district policies and guidelines. SSCs shall:

- Follow district approved election guidelines for SSCs
- Submit a copy of bylaws, Site Parent & Family Engagement Policy, and School Parent Compact to the Financial Planning, Monitoring and Accountability Department and keep one on site.
- Submit original SSC Rosters to the Financial Planning, Monitoring and Accountability Department and keep a copy at the school site.
- Review, revise, and approve SSC bylaws after annual SSC elections.
- Post agendas **72 hours** in advance of each SSC meeting as required by the Greene Act in a place accessible to the public(Education Code Section 35147c).
- Maintain SSC binder that contains the following: a copy of bylaws, meeting agendas, minutes, sign in sheets, election results, SPSA, and budget justifications as well as needs and self-assessment results.
- Allow school and community members to review each year's SSC handbook.
- Keep each year's SSC binder on file for five (5) years.
- Represent school and participate in District Advisory Council (DAC)
- Consult with advisory committees
- Conduct Annual Needs Assessment and Self-Assessment

TITLE I PARENT MEETING

The Title I Parent Meeting, held in the fall, is an annual meeting held to share with parents information about the Title I program and its requirements. This meeting can be incorporated in to the Back to School Night meeting. Topics covered during this meeting should include:

- Improving communication between the school and home.
- Discussing current student assessment data and student progress.
- Providing information about school and district resources for student academic improvement.
- Evaluating the effectiveness of the school's Parent & Family Engagement Policy to increase parent participation in Title I activities.

PARENT & FAMILY ENGAGEMENT POLICY AND SCHOOL PARENT COMPACT

The Title I Parent & Family Engagement Policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities as well as measures taken at the school site to increase parent participation, including regularly scheduled meetings, newsletters, parent training opportunities, as well as classroom involvement opportunities.

Each school must have a written site parent & family engagement policy and school parent compact. School staff and parents must jointly develop and agree on the policy and compact. The policy and compact must be reviewed on an annual basis.

The Parent and Family Engagement Policy requirements below are taken from the 2018-19 Federal Program Monitoring Compensatory Instrument.

1.0 With approval from the local governing board, each Title I school shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and updated periodically to meet the changing needs of parents and the school. (20 U.S.C. § 6318[b][1])

1.1 The school-level policy shall describe the means for how each school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

(a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I. Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

(b) Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

(c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

(d) The school provides parents of participating children with the following:

i. (Timely information about the Title I program.
(20 U.S.C. § 6318[c][4][A])

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

(e) If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. (20 U.S.C. § 6318[c][5])

1.2 To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

(a) The school shall provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children.
(20 U.S.C. § 6318[e][1])

(b) The school shall provide materials and training to help parents to work with their children to improve their children's achievement.
(20 U.S.C. § 6318[e][2])

(c) The school shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
(20 U.S.C. § 6318[e][3])

(d) The school shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

(e) The school shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
(20 U.S.C. § 6318[e][5])

(f) The school shall provide such other reasonable support for parental involvement activities under this section as parents may request.
(20 U.S.C. § 6318[e][14])

1.3 In carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed

participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under 20 U.S.C. § 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

1.4 As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

(a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

(b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:
(20 U.S.C. § 6318[d][2])

i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (20 U.S.C. § 6318[d][2][A])

ii. Frequent reports to parents on their children's progress
(20 U.S.C. § 6318[d][2][B])

iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
(20 U.S.C. § 6318[d][2][C])

iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

1.5 Each LEA or school receiving funds under Part E of Title IV shall inform parents and organizations of the existence of Title IV. (20 U.S.C. § 6318[g])

A sample Site Parent Involvement Policy and sample School Parent Compact can be found in the appendix section of this handbook.

ROLE OF THE DAC

The District Advisory Council for Compensatory Education (DAC) is a district-level committee made up of parents, community leaders and staff who consult with the Board of Education and district staff. Parents are to constitute the majority of the membership on the committee. Additionally, Title I law requires that parents are involved in the development of the LCAP Federal Addendum/Learning Continuity Plan (LCP) and the process of school review and improvement. Parents should also be a part of the annual review of the District Parent Involvement Policy and Guidelines for Implementation. SDUSD utilizes the DAC for these two responsibilities.

The DAC consults with the district on matters related to Title I programs. The DAC provides a forum for communication, information sharing, and training for the district's SSCs. It is the school DAC representative's responsibility to share all information disseminated at the DAC with the SSC. Activities include reviewing the District's LEA Plan, and reviewing and revising the District Title I Parent Involvement Policy and Guidelines for Implementation as needed. The DAC is also a venue for parents and community to review and provide input on the LCAP/LCP.

Each member representing a school with a valid roster is entitled to one vote on matters relating to districtwide issues. All parents and student members of the SSC are automatically alternate DAC voting members.

ADVISORY COMMITTEES

School Site Council members represent the groups who elect them and it is the member's responsibility to solicit feedback from others. The school site constituency **may** be comprised of these groups:

*GATE	*Special Education	*PTA
*Governance	*Instructional Leadership Team	*ELAC

ENGLISH LANGUAGE ADVISORY COUNCIL (ELAC)

If a school has 21 or more English Learner (EL) students, then the parents of EL students at the school must elect an English Language Advisory Council (ELAC). The ELAC must include a percentage of parents of EL students equal to or greater than the percentage of EL students of the school population. Others on the ELAC may include teacher's aides, other persons, and or community representatives elected by the parents of EL students.
ELAC is responsible for advising the principal and staff on how to address EL issues in the SPSA. The Office of Language Acquisition (OLA) supports the ELAC.

Can an ELAC Combine with the SSC?

Yes - An ELAC can delegate its authority to an SSC

The English Learner Advisory Council has specific concerns regarding targeted students. Once established, this council must conduct at least three meetings to understand and consider its responsibilities before making a formal decision to transfer powers to the SSC.

Both councils need to be fully informed regarding program responsibilities before the ELAC turns over its responsibilities to the SSC.

If the English Learner Advisory Committee (ELAC) has voted to have the SSC act as the body responsible for its duties, the SSC must comply with all tasks and legal responsibilities of the ELAC. The SSC must be provided training outlining the additional legal responsibilities, including advising the principal and staff about issues relating to programs and services for English Learners (ELs), conducting an EL school needs assessment, reviewing and discussing the school's annual language census, and establishing and following through on plans to make parents aware of the importance of regular school attendance.

The ELAC or the SSC (if it has ELAC authority) also elects or assigns a representative to attend District English Learner Advisory Committee (DELAC) meetings. Training for ELAC members is provided by the English Learner Support teacher at the site or with support from the Office of Language Acquisition (OLA).

ELAC LEGAL TASKS

Advises the school principal and staff on:
Program for English Learners

- Efforts to make parents aware of the importance of regular school attendance

Advises the SSC on:

- Development of the School Plan for Student Achievement

Reviews:

- Annual language census (R-30 LC Report)

Conducts:

- Site English Learner Needs Assessment

Further support for ELAC is provided by the Office of Language Acquisition

ESTABLISHING AND MAINTAINING AN SSC

WHAT IS THE COMPOSITION OF A SCHOOL SITE COUNCIL?

The Board of Education requires that every district school establish and maintain an appropriately configured School Site Council (SSC). In addition, each site should select a representative to serve on the District Advisory Council (DAC).

There are two SSC membership models in effect (Education Code Section 52852), the elementary school model and the secondary school model. Middle schools may choose to implement either model (Education Code Section 33133c).

The information below illustrates the required composition of an elementary SSC. In an elementary school, half of the members must be staff, and half must be parents and/or community members. For elementary schools, the minimum number of members is ten.

	50% School Personnel	50% Parents/ Community Members
Elementary Model	Principal (automatic member) Minimum of three (3) **Classroom Teachers***) Minimum of one (1) Other School Personnel Representative** **Classroom teachers must be in the majority.**	Parents must have a child currently enrolled in the school. Parent/community members may not be employed at the school site.
	Minimum of five (5)	Minimum of five (5)

** Classroom teachers are teachers that have rosters and assign grades.*

***Other School Personnel Representative is defined as follows - At least one staff member who is not a classroom teacher must be included on the SSC. Example: In-School Resource Teacher, office staff, resource teachers, building supervisor.*

In a secondary school, half of the members must be staff and half must be a combination of parents/community members and students. For secondary schools, the minimum number of members is twelve (12).

SECONDARY MODEL

Parents/Community/Student Members 50%	***Other School Staff 50%***
• Parents must have a child currently enrolled in the school. • Parents/community members not employed **at the school site.** • Students must be currently enrolled in the school and shall be elected by the entire student body. • Nomination forms will be made available to students. All students nominated by their peers MUST accept the nomination prior to their name being placed on the official ballot. • Once the official ballot has been created, the currently enrolled students will vote for student members.	• Principal (automatic member) • Minimum of four (4) **Classroom Teachers** • Minimum of one (1) *Other School Personnel ** **Classroom teachers must be in the majority**.
Minimum of five (5)	**Minimum of five (5)**

In both the elementary and secondary models, the minimum number must be met, and the proportional representation of different groups must be maintained.

Middle schools may choose to implement either model (Education Code Section 33133c).

** Classroom teachers are teachers that have rosters and assign grades.*

***Other School Representative is defined as follows - At least one (1) staff member who is not a classroom teacher must be included on the SSC. Example: In-school Resource Teacher, office staff, resource teachers, or custodian.*

SCHOOL STAFF MEMBERS

Principal

The principal is an ex officio voting member of the SSC. The principal is accountable for developing the site plan with the SSC and implementing it in partnership with the school staff.

Classroom Teachers
Among staff members on the SSC, a majority must be **classroom** teachers. Teachers bring practical knowledge about curriculum and instructional strategies, as well as knowledge about the school's history and culture.

Other School Personnel
At least one staff member who is not a classroom teacher (i.e. In-School Resource Teacher, office staff member, custodian) **must** be included on the SSC. The SSC shall design and conduct elections for these staff members to elect their representatives. Other school representatives bring a different perspective to SSC.

PARENTS AND/OR COMMUNITY MEMBERS, STUDENTS

Parents and/or Community Members
Parents and/or community members offer a more global view to an SSC. There is no requirement for inclusion of community members. They are permitted but not mandated. Community members must live in the school attendance boundaries.

Students (Secondary Model)
In secondary schools, students must be SSC members as well. AB7156 removed the requirement that students represent 25% of the SSC. However, students must still be a members of the SSC. Students bring a different kind of practical experience to the SSC. They are recipients of school services and they offer a range of opinions often distinct from adult perspectives. The school principal is responsible for developing a process where students are able to elect students to the SSC.

ELECTIONS: ESTABLISHING YOUR SSC

There are no statutory requirements that specify the process that a school must utilize to select or replace members on the SSC beyond the requirement that each category of council members must select its own members. However, an established procedure ensures smooth transitions. One year of membership term begins when the roster is due to the district office.

Schools must not require that any seat be filled by a specific representative. The representatives elected represent their entire constituency.

Parents cannot be elected based on other subcategories (my child is an EL, receives Special Ed or GATE instruction, etc.) or positions held such as PTO, PTA, Foundation, ELAC, GATE, Booster Clubs, etc. and cannot be automatic members of the SSC due to these positions.

Classroom Teachers cannot be elected to represent specific grade levels, departments, or positions such as SDEA or SGT and cannot be automatic members of the SSC due to these positions.

SDUSD requires that each site outline election procedures in its SSC bylaws. For auditing purposes, the results of the elections must be documented and kept in the SSC binder. Understanding there are no statutory requirements, the following represents an example of how elections can be conducted at your site:

All elections for the 2020-21 school year will be conducted electronically. We recommend using Google Forms or Survey Monkey if your site has an individual license. Sample ballots for each constituency group have been developed and are shared on FPMA's webpage and also distributed at the annual Election Training.

Call to nominations is the mandatory first step in the election process. A call to nomination may be conducted via email. Note, the process for each constituency must be separate from the other groups.

Upon return to onsite instruction the election process may be conducted as in the past. Please see the samples below.

Sample Election Process: Classroom Teachers and Other Staff
The principal can schedule a meeting for selection of representatives for classroom teachers and "other" staff members. Nominations can be entertained from the floor and/or a nominations committee can be appointed to come up with a slate of willing candidates, with the principal serving in an advisory capacity to the nominating committee. All nominees must be informed of the duties, responsibilities, and term of office prior to the elections. Classroom teachers must only vote for classroom teachers and other school personnel must only vote for other school personnel members.

Sample Election Process: Parents and Community Members
Parents and community members are selected through a nomination process to serve as parent or community member representatives on the SSC. Section 52852 of the California Ed Code states the council must include parents of pupils attending the school. There is no requirement for inclusion of community members. They are permitted but not mandated. Community members must live in the school attendance boundaries.

The principal notifies the parents and community members of a general meeting to nominate parent/community members for the SSC by a posted written notice in an area accessible to the public, typically in the form of an agenda, at least 72 hours in advance. Notice may also include the school site marquee. Voting is done with paper ballots.

Sample Election Process: Students
All students are eligible to serve on the SSC. The student member positions shall be elected by the entire student body. During the month of September, nomination forms will be made available to students. All students nominated by their peers MUST accept the nomination prior to their name being placed on the official ballot.

Once the official ballot has been created, the currently enrolled students will vote for student members. The students who receive the most votes will be the student members; the student receiving the next highest number of votes will be the student alternate.

THE OVERARCHING PRINCIPLE AND POLICY FOR SSC ELECTIONS IS THAT PEERS ELECT PEERS.

EFFECTIVE MEETING MANAGEMENT

Why Do Schools Need SSC Bylaws?

Each School Site Council is required to file a set of rules (commonly known as "bylaws") under which it will conduct business. The bylaws must reflect federal, state and district policy that govern School Site Councils (SSCs). To ensure a fair and orderly meeting, it is important to establish and abide by certain procedures which are a set of rules to govern the council's actions.

The California Department of Education (CDE) has developed a set of sample bylaws that schools can customize to use with their SSCs and then file with Financial Planning, Monitoring and Accountability.

Financial Planning, Monitoring and Accountability reviews each school's bylaws for compliance. School Site Council meetings should be:

1. Carefully planned
2. Constructive
3. Run in a fair and orderly manner

Sample bylaws can be found in the appendix section of this handbook.

AGENDA

An agenda is a list of items up for committee discussion or review. It lists items that will be considered during the course of the meeting.

The chairman can use the agenda as a guide for timing the action of the meeting. The chairman may read the entire agenda quickly so everyone in the room will have a "map" of the meeting. Then, the chairman calls for one item at a time for discussion and/or act upon that item. By following an agenda, the chairman will help the members organize their thoughts and plan the actions accordingly.

The agenda should be prepared well before the meeting and sent to the entire membership so that each member can be prepared to discuss the items on the agenda. Additionally, the agenda must be placed in a common area that the community has access to at least 72 hours in advance of the meeting in order to meet the Greene Act (Ed Code 35147c).
A sample agenda can be found in the appendix section of this handbook.

MEETING MINUTES

The meeting minutes serve as "group memory." They may be requested by any member of the public and should be kept in the official SSC notebook at each school site. When recording the minutes, the committee secretary can and should ask for clarification when necessary and include that information in the minutes. Minutes are always on the agenda for approval and should be signed by the principal and SSC chairman once they are approved. In addition, the use of the template provided in the appendix is strongly recommended.

Minutes are considered legal documents

Sample minutes can be found in the appendix section of this handbook.

GREENE ACT REQUIREMENTS (ED CODE§ 35147(C) (D))

The Greene Act embodies the philosophy that public agencies exist for the purpose of conducting public business, and the public has the right to know how its "collaborative decisions" are being made. Any meeting held by a council:

- Shall include notice of the meeting, at the school site or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
- Shall be open to the public and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
- Shall not permit action on any item of business unless that item appeared on the posted agenda or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.
- Shall provide for public comment relevant to a voting item prior to the vote **at the beginning of the meeting.**
- May include questions or brief statements 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.
- Shall, upon demand of any person, reconsider at its next meeting any item acted upon in violation of procedural meeting requirements. Such reconsideration shall first allow public input on the item.
- Any materials provided to a School Site Council shall be made available to any member of the public who requests the materials.
- Shall provide materials to any member of the public who requests materials that are provided to a SSC member.

In the online learning environment, the Green Act is satisfied by sharing the agenda with the entire school community. You will need to share the agenda via email or SchoolMessenger. Record keeping includes the email list and the received report.

ROBERT'S RULES OF ORDER

Henry Martyn Robert, the author of Robert's Rules of Order was an engineering officer in the regular Army. Without warning he was asked to preside over a church meeting and realized that he did not know how. He tried anyway and his embarrassment was supreme. This event, which may seem familiar to many readers, left him determined never to attend another meeting until he knew something of parliamentary law. The first edition of Robert's Rules of Order was published in 1876.

The purpose of Robert's Rules is to:

- Achieve goals of school groups as stated in law and the bylaws
- Limit discussion to the agenda
- Let opposing views be aired
- Balance individual rights with the rule of the majority
- Create structure and safety for all
- The SSC may wish to adopt and follow Robert's Rules of Order as its parliamentary guidelines. These rules should be used to assist in the conduct of the committee's work and not be allowed to become an obstacle. Too many rules may create an unnecessarily formal atmosphere. SSCs should adopt only those rules necessary to keep a meeting moving or settle a disagreement.

Parliamentary Procedures
Parliamentary law is a system of maintaining order in organizations. It provides a uniform method of conducting meetings in a fair, orderly and expeditious manner.

Respect for law is a basic characteristic of democratic government. This respect is shown by:

- Following the will of the majority
- Protecting the rights of the minority
- Protecting the interests of those absent

Every member of an organization should be familiar with the following simple rules and customs:

- Rules must be administered impartially.
- All members have equal rights, privileges, and obligations.
- Full and free discussion of all motions, reports, and other items of business is a right of all members.
- In doing business the simplest and most direct procedure should be used.
- Only one motion can be considered at a time.
- Customarily, all remarks are addressed to the presiding officer.
- Members must not attack or question the motives of other members.
- In voting, members have the right to know at all times what motion is before the committee and what yes and no votes mean.

Tips on Parliamentary Procedures

- The secretary is responsible for keeping accurate records of all business transacted
- A motion can be postponed until the next regular meeting, but no further
- All persons present at a meeting have an obligation to obey the legitimate orders of the chairman

Quorum

A quorum is 50% of your voting members **plus one**. If a quorum is not met at the beginning of the meeting, it must be rescheduled. Voting cannot take place without quorum.

Motions

There are three basic rules to handling motions while conducting business:

- Chairman must recognize that a person has the floor
- One motion is considered at a time
- Motions need a second in order to be debated and/or discussed

Steps for Handling a Motion:

1. A member addresses the chairman
2. The chairman recognizes the member
3. The member states the motion
4. Another member seconds the motion
5. The chairman restates the motion, placing it before the SSC for consideration
6. The SSC discusses/debates the motion
7. The chairman takes the vote of present voting members
8. The chairman announces the result and the results are reflected in the minutes (Financial Planning, Monitoring and Accountability requires votes to be specifically documented for all action items).

Consensus

Consensus is useful to determine whether a decision has agreement among the council. Consensus means that members are sufficiently in favor of a decision that no one will become an obstacle to carrying it out. Support and ownership of ideas from team members is needed in order for them to be implemented. Consensus is a process in which members in the group create this support and ownership.

Operational Definition of Consensus

- All participants contribute resources, encourage the use of one another's resources and opinions, and view differences as helpful rather than as a hindrance.
- Everyone understands the issue and is able to paraphrase it.
- Consensus does not mean that the decision gives everyone his or her choice; rather, consensus means that members are sufficiently in favor of the decision that no one will become an obstacle to carrying it out.
- All share in the final decision

Determining Consensus
To determine if all group members have reached the mutual acceptance of a decision, the leader or facilitator (or any team member) should ask:

- Is there any opposition to this decision?
- If no one speaks, the answer may be that everyone agrees with the decision; the questioner should also be alert for non-verbal signs which could indicate opposition.
- Can anyone not live with the decision?
- If no one speaks, one can conclude that people can support the decision.

The challenge of consensus is leading the discussion so that each group member can make the following statements:

- I've heard your position.
- I believe you've heard my position.
- I've asked for help or accommodation.
- I can support the proposed decision.

DUTIES OF OFFICERS AND MEMBERS

Chairman:

- Is neutral
- Is the gatekeeper of meeting order
- Typically does not make motions but asks for motions
- Focuses business on agenda items
- Allows for one issue at a time
- Allows one person to speak at a time

Vice/Co Chairman:

- Performs the duties of the Chairman in his/her absence
- May be responsible for heading a special sub-committee

Secretary:

- Keeps the minutes of the meeting
- Tracks attendance
- Maintains an accurate list of members
- Maintains SSC notebook (containing minutes, meeting handouts, etc.)
- Ensures that necessary communications go out to officers and members concerning business of interest to either group

DAC and ELAC Representative:

- Train and provide information to SSC members on content and procedure addressed at the monthly DAC/DELAC meetings

All Members:

- Participate fully in council activities
- Present any motion that has bearing on matters concerning the council and expect the right to explain or discuss the motion
- Remain for the entire meeting
- Reflect upon SSC team operations and plan for future
- Participate in any school-wide parent needs assessment

All members are equal voting members.

SUGGESTED DISCUSSION TOPICS

Key Findings - questions to consider when discussing a key finding:

- Is it accurate?
- Is it derived from the data?
- Does it reflect a priority for improving student achievement?

Strategies/Activities - questions to consider when discussing a strategy or activity:

- Is it appropriate?
- Is it based upon data?
- Is it a priority for improving student achievement?

Proposed Expenditures - questions to consider when discussing a proposed expenditure:

- Is it a responsible use of our limited resources?
- Have we funded that item or position before; if so, what evidence is there to prove it was effective?
- Is it necessary to implement the identified strategy?

Means of Evaluating Progress - questions to consider when discussing progress evaluation:

- Is it an efficient means of evaluating progress?
- Will it authentically measure progress in the identified area?
- Is it a reliable means of evaluating progress?

Monitoring - questions to consider when discussing monitoring:

- Is the monitoring activity something that could be efficiently reported to the SSC at regular intervals?
- Are all strategies being monitored?
- What information is being monitored?

SELF-ASSESSMENT AND SUCCESS

School Site Councils in San Diego Unified School District are responsible for approving and monitoring the School Plan for Student Achievement. The SSC must work for census with the best interest of student achievement for all always being paramount. Members need to set their bias aside and focus on student achievement for all at the site. The SSC is a challenging type of team to form and operate effectively. Membership changes every year and team members come to the table with different perspectives, experience, and expertise. For an SSC to become an effective team, members must invest the time to clarify the goals and build the process and relationships that will help people work together.

The SSC Team Assessment tool sets a clear and consistent standard for the core elements of effective School Site Councils. The purpose of the Effective SSC Team Assessment is to provide SSC members with a model of good practices, a way to honestly judge the strengths and weaknesses of the current SSC, and to identify actions, steps, and resources for improvement.

The SSC Self-Assessment can be found the appendix section of this handbook.

SSC RESPONSIBILITIES IN SUMMARY

The School Site Council is a decision-making group that provides governance and oversight of the academic planning and budgeting process associated with the School Plan for Student Achievement (SPSA).

YOU CAN

- Develop the site plan or delegate site plan writing to a site leadership team
- Develop categorical budgets that support the site plan
- Review and analyze student achievement to determine activities for the site plan
- Consult with the ELAC, Title I parents, and other appropriate advisory groups
- Recommend an updated site plan to the Board of Education
- Approve amendments to the budget within the scope of the approved site plan
- Recommend changes in positions in categorical budgets based on student needs
- Members vote on items to represent the groups who elected them

YOU CAN NOT

- Decide on non-categorical budgets
- Develop Title I budgets without consulting advisory groups
- Develop site plan activities based on personal bias or preferences
- Meet behind closed doors or in secret
- Authorize any categorical expenditures without a Board approved site plan
- Approve school budget or categorical expenses that are not legal
- Hire, fire, or change personnel or positions
- Vote without consulting the appropriate advisory committees such as ELAC

SSC TIMELINES

August/September

- Call for nominations
- SSC Elections
- Prepare for SSC review:
- Review bylaws and revise as needed
- Title I Parent & Family Engagement Policy
- School Parent Compact
- Review student data
- SSC Training: Elections and Fall Responsibilities
- SSC Training: Training for Administrators

October

- Submit SPSA
- Review SSC responsibilities
- Conduct annual mandatory Title I Parent Meeting
- Distribute District Parent Involvement Policy, School Parent & Family Engagement Policy and School Parent Compact
- SSC Rosters due to Financial Planning, Monitoring and Accountability
- SSC Bylaws due to Financial Planning, Monitoring and Accountability
- Title I Parent Meeting Verification due to Financial Planning, Monitoring and Accountability
- SSC Training: Legal Responsibilities and Best Practices for SSC Teams

November

- SSC Training: Legal Responsibilities and Best Practices for SSC Teams

December

- Monitor SPSA implementation
- Check status of salary transfers and make budget adjustments if necessary.

J**anuary**

- Conduct Needs Assessment in preparation for SPSA review and revision
- Conduct Resource Inequity study
- Evaluate the current year's SPSA using the Assessment and Evaluation Survey
- Discuss and prioritize changes for next year
- Review tentative budget allocations for next year
- Seek other school advisory committees' input
- Review assessment data
- Community meeting to get input for upcoming school year SPSA

February/March

- Analyze student achievement data
- Set goals based on student data
- Seek other school advisory committees' input
- Allocate categorical funds for next fiscal year
- SSC develops and approves Title I budget and SPSA

- SSC approves Title I Parent & Family Engagement Policy for next year
- SSC approves School Parent Compact
- Spending Deadlines Begin
- Review and begin end-of-year categorical budget balancing

April

- Continue end-of-year categorical budget balancing
- Spending Deadlines Continue

May

- Continue end-of-year categorical budget balancing
- Spending Deadlines Continue

June/July

- Spending Deadlines: Transfer Justification paperwork and SSC minutes due for all expense transfers and budget balancing

CHAPTER 3: MAINTAINING THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT AS A FRAMEWORK

School Site Councils are required at every school as a condition for participation in certain state and federally funded programs. The role of the SSC includes oversight of the SPSA and corresponding categorical (compensatory) budgets and must allow for all stakeholders (students, parents, community members, teachers, other staff and principals) to contribute to the success of the CA Ed Code, 52050-52050.5, 52052.6, 52062(a)(4), 52068(a)(4), 64001 (a)(d)(f)(g)(h).

School principals are the critical leaders at school sites. They are responsible for establishing a vision for improving achievement for all students. Principals are ultimately accountable for ensuring the school goals and budget are focused on meeting the identified instructional needs of all students.

If principals or any other members of the School Site Council are not confident that a SPSA, as drafted, is adequately focused on the needs of all students, they have recourse with the district to ensure that their concerns are heard and can redirect the plan through the SSC process.

The plan should be a "living document" that guides decision-making and the work of the school throughout the year. Needs and Self-Assessment are an integral component of developing and implementing a responsive plan.

SPSA as a Framework

The School Plan for Student Achievement (SPSA) is a school's framework for continued improvement and the basis for holding schools accountable for improving student achievement. It is the single document that outlines a school's programs and strategies for improving student achievement, as well the responsibilities for everyone involved in that process. The SPSA is useful for the following purposes:

- To specifically define a school's target for meeting the District's primary goals of improving student achievement and closing the achievement gap as defined in the LCAP and LCAP Federal Addendum.
- To identify and communicate the school's Title I Schoolwide Program Plan by embedding it into the SPSA framework.
- To identify and align strategies, programs, services and resources that a school will use to meet its student achievement goals.
- To identify and communicate to the whole school community (all site stakeholders) the roles and responsibilities for implementing the components of the plan.

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a School Plan for Student Achievement (Education Code Section 64001), developed by school site councils with the advice of any applicable school advisory committees.

The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the standard met level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

In an effort to reduce redundancies at the local level, the templates for the Local Control and Accountability Plan (LCAP) and the School Plan for Student Achievement (School Plan) have been designed to work together. The LCAP is a local educational agency (LEA) level planning document with a three-year timeline, while the School Plan is specific to a school site with a one-year term. Despite these differences, the nature of each plan is similar by design. As a result, an LEA and its schools can benefit from the use of a shared vocabulary and planning process that is embedded in a context of continuous improvement.

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process. The School Plan is used to meet planning requirements for Title I Schoolwide Programs (SWP), Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). This accountability program is explained in further depth later in this chapter.

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

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

KEY COMPONENTS OF THE SPSA

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Resource Inequities
Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment, which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable. While not explicitly required in an LCAP, LEA or school-level resource inequities may be addressed in the LCAP. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the Annual Update of the LCAP and provide a basis for the establishment of goals and/or expected outcomes for specific student groups.

Goals, Strategies, Expenditures & Annual Review
In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities

Goals
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference. When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.

Identified Need
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference. Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable. This plan shall include evidence-based interventions and align to the goals, actions, and services in the LCAP and LCAP Federal Addendum.

Students to be Served by this Strategy/Activity
Identifies which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity
The funding source for each strategy/activity identified, the funding source(s) for the proposed expenditures for the school year to implement these strategies/activities must be identified. LCFF and Title I funds must be identified in the plan.

Annual Review
Identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis
Outcome data, including state indicator data from the Dashboard, should be used to analyze whether the planned strategies/activities were effective in achieving the goal. It is important to include the following information:

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Funding:
Identification of the source(s) of funding to support specific strategic activities should also include the rationale of each strategy that is listed in the site plan.

DISTRICT STRATEGIES - SYSTEMS OF INTERVENTION

San Diego Unified School District has identified the key elements – "Response to Instruction and Intervention" that should be included in every school's site plan. A brief description of these elements is listed below.

Tier 1 - Universal Access (for all students):
All students have access to a common, strong core instructional program (curriculum, instruction, and assessment) that is engaging, rigorous, culturally relevant and standards-based. This core program is flexible and includes strategies for differentiation and English language development. *Should meet the needs of about 70-80% of students.*

At the secondary level, this might include literacy strategies across the content areas.

Tier 2 - Strategic Support (for some students):
Tier 2 provides additional layered support in the form of targeted, explicit instructions provided in small groups. These strategies may include additional time for practice.
At the secondary level, targeted instruction may also be delivered in a supplemental support class in literacy or mathematics that is aligned with Tier 1 instruction. *Should address the needs of about 15-20% of all students*

Tier 3 - Intensive Support (for select students):
Tier 3 provides intensive support (push in/out, small group) that is more explicit and specifically designed for individual targeted students.
At the secondary level, students may be placed in an intensive intervention class. *Need for about 5-10% of all students.*

RESEARCH BASED INTERVENTIONS TO SUPPLEMENT DISTRICT SERVICES

The Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research. Under No Child Left Behind (NCLB), districts and schools were called to use "scientifically-based research" as the foundation for education programs and interventions. This has been replaced by "evidence-based interventions" under the Every Student Succeeds Act (ESSA). This shift was designed to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. Many ESSA programs encourage state educational agencies (SEAs), local educational agencies (LEAs), and schools to prioritize and include evidence-based interventions, strategies, or approaches. Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Interventions applied under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1–3) to support them. All other programs under Titles I–IV can rely on Tiers 1–4.

TITLE I SCHOOLWIDE PROGRAM

Title I status of schools is determined within the first full year a school has been in existence. Schools begin the School Wide Program process upon identification as a Title I school. The School Wide Program (SWP) is similar if not identical to the process a school follows when developing, reviewing and revising the School Plan for Student Achievement. Therefore, SDUSD embeds the SWP work into the SPSA.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, meet or exceed achievement expectations on State academic achievement standards. This schoolwide reform strategy requires that a school -

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I regardless of a student's background.

A growing body of evidence shows that it is possible to create schools where all students achieve to high standards, even when most students in the school are economically disadvantaged. These schools share common characteristics, including:

- A clear focus;
- High expectations for all students and staff;
- An environment focused on learning;
- Strong instructional leadership;
- Curriculum, instruction, and assessments aligned with standards;
- High-quality professional development;
- A collaborative spirit and collaborative structures;
- Meaningful parental involvement; and
- A commitment to continuous review and improvement.

These characteristics are most likely to produce effective schools when they are integrated together into a schoolwide framework. The Title I schoolwide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. Developing and implementing a high-quality schoolwide program is a systemic, effective strategy for increasing the academic achievement of all students.

The schoolwide programs also reflects the following fundamental principles of Title I, as amended by NCLB, furthered by ESSA and are essential components of the continuous cycle of improvement inherent in the SPSA planning process:

- Accountability for results
- Evidence-based practices
- School and community engagement

CONDUCTING THE NEEDS ASSESSMENT

All San Diego Unified School District schools receiving Title I funds have elected to operate a Title I Schoolwide Program (SWP). The Title I SWP Plan is embedded within the School Plan for Student Achievement.

The SSC helps to direct the Title I Schoolwide Program that requires all schools to annually evaluate academic outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written (34 CFR 200.26).

The first cycle of continuous improvement is completed when the school uses the results of the review to more effectively implement its schoolwide program and to improve student achievement. Once the findings have been widely disseminated and input has been received, the schoolwide team identifies which recommendations will be incorporated into the existing school plan. Some suggested process steps:

- Review the strategies and action steps originally proposed in the schoolwide plan.
- Use the findings and recommendations to identify the parts of the schoolwide plan that have been implemented ineffectively or not at all.
- The SSC can assist to solicit the input of all stakeholders in identifying more effective strategies to achieve identified goals.
- Identify any additional training that is needed to improve implementation.
- Determine if additional resources are needed to implement the revised improvement plan and, if so, how they will be obtained.
- Re-establish responsibilities and timelines for implementing the revised plan.
- Communicate to all stakeholders what has been incorporated into the revised plan.
- Review the implementation design that was used and revise as appropriate to reflect plan modifications in preparation for the following year's evaluation.

The purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. Results of the annual review should not be perceived as a sign that the school should start over again with a new plan. Instead, the school should revise its existing plan to incorporate the revisions and reflect a revitalization of the school's commitment to implementing a schoolwide program that helps all students achieve at high levels.

A sample Needs Assessment can be found in the appendix section of this handbook. The actual Needs Assessment may be distributed to schools by January as part of the SPSA development process for the upcoming year.

DATA DRIVEN DECISION MAKING

There are basic processes all teams need to follow in order to be successful. School Site Councils in particular need to develop specific content knowledge about how to make sound educational decisions for all the students in the school.

The primary objective of the School Plan for Student Achievement (SPSA) process is to support data-driven decision-making to improve teaching and learning. Underlying this objective is a belief that schools cannot rely on hunches or personal preferences as a basis for developing effective programs. Data and research should be used to help School Site Councils:

- ***Assess current performance and conditions*** - The district and the state provide data about the achievement levels of students, groups, and schools.
- ***Select strategies/actions and programs to meet student needs*** - The district provides guidance on research-based strategies and approaches for improving student achievement.
- ***Monitor the effectiveness of implemented programs*** - In addition to annual district and state assessments, schools can develop their own tools for tracking progress in the classroom. Monitoring should be done on a monthly basis.
- ***Develop goals for academic achievement, academic equity, and parent and community involvement.*** Reviewed and approved by the site's SSC.

Goals should be developed to significantly increase academic achievement and learning for all students, including closing the achievement gap. Focus must be on reading and mathematics as measured by the State achievement tests and other assessments as appropriate.

Other types of goal examples based on:
Academic Equity: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts and mathematics as well as English Language Development).

Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, Compliance, whole school reform models, school-wide programs, school-based curricular instructional, or programmatic improvements.

School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at school.

AGGREGATED VS. DISAGGREGATED DATA

Student achievement data is reported for whole populations, or as aggregate data. When data is disaggregated, patterns, trends, and other important information is uncovered. Disaggregated data can tell you if professional development for teachers or parental involvement is affecting student performance. You can look at the data by demographics or by schools within a district for example.

Several different ways to disaggregate data include:

- Gender
- Ethnicity
- Special Education
- Socio-Economic Status
- Course Enrollment
- Course Completion
- English Learners

Below are sample questions that can be used when analyzing disaggregated data:

- Is there an achievement gap in reading (or any other subject) among different groups of students? Is the gap growing larger, smaller or staying the same?
- Are male students performing better or worse than female students in math? How will we increase the performance of the lower-performing group of students?
- Are socio-economically disadvantaged or other subgroups disproportionately enrolled in special education classes compared to advanced placement classes? What are the reasons behind the difference and what will we do about it?

Once data has been studied and strengths and challenges identified, the school will need to identify the most urgent and compelling needs. Some schools may find they have instructional challenges in many areas, whereas other schools may be moving student achievement toward the advanced level.

Though a strong instructional program will address all of the appropriate content standards, a solid school improvement plan will focus a school-wide effort on one or two priority instructional needs.

Assessment is the key to interventions and to effective instruction in general, but even the most reliable and valid assessment system is meaningless until data are correctly interpreted and used appropriately. Assessments must provide information that teachers can use in assist individual students in their classes.

SUPPLEMENTING VS. SUPPLANTING RESOURCES

How do State/Federal Funds Supplement the Base Programs in the District?
Perhaps the most important guiding principle in the proper use of resources provided under Compensatory Education is the concept of "supplementing" and not "supplanting" District effort. Funds provided under the Consolidated Application such as Title, are intended to provide programs to supplement the District effort in order to ensure that every student has equal access to the core curriculum (that is, the basic overall program of instruction required for all students). To assist in providing such access, supplementary resources may be provided to enhance the efforts of the District.

The key to this concept lies in the "efforts of the District." The District must provide what is called a "base program" of instruction available to every student. This base includes such things as the provision of a teacher, a regular classroom furnished for learning, textbooks, related materials and equipment to provide basic instruction for all students on a daily basis.

Additional state and federal funds may then be used to provide supplementary materials to enhance this base program so that students who may need it can be provided extra help to achieve what is expected in the core curriculum. Such supplementary support may include additional instructional materials to enhance the basic textbooks and additional personnel, such as an additional teacher or paraprofessional to work with small groups of students requiring greater attention to master given concepts.

However, if items are purchased with funds that replace what should properly be a District effort, such expenditures are considered "supplanting District effort" and are not permissible.

The fundamental concept is that supplementary state and federal funds must supplement the base program offered by the District. If there is difficulty identifying the base program, then the use of supplemental funds may well be supplanting because there is no base program to supplement, and therefore, the supplemental funds replace District effort.

Supplanting is a serious violation of Federal and State program requirements. The District may be required to return all funds found to be used for supplanting.

Supplementing	**Supplanting**
A workbook that provides simplified approaches to word problems as presented in the base textbook	A simpler textbook that replaces the District text in math. (The regular text is seldom if ever used.)
An additional teacher or paraprofessional who works with the regular teacher to provide small group instruction for particular skills areas.	A nurse is provided at a school site by the district, whereas a similar school must use Title I funds to fund the same FTE nurse.

BUDGETING STRATEGIES

What Guidelines Does the SSC Use to Allocate the Budget?
After reviewing the data with the SSC/staff and determining strategies to meet school goals, budget decisions are the next important decisions for a School Site Council to make. It is crucial to maintain a strong and clear link between the budget and academic goals and objectives in the SPSA. These decisions can be difficult because funding is almost always constrained and some strategies cost more than others.

One major challenge SSCs face in building budgets is determining how to distribute limited funds, most of which come with spending restrictions, in ways that effectively support all elements of the SPSA that require financial resources. Funds must be used to support all struggling students at the site based on the needs assessment.

Steps in budgeting that many SSCs find useful are:

- Identify and prioritize strategies.
- Determine how much each strategy costs.
- Decide which funding source should support each strategy (try starting with the most restrictive funds first).
- Check whether the resulting budget supports a strong site plan.
- Revise the budget and/or SPSA until both are sound and connected to each other.

SPSA TIMELINE

January/February

- Review assessment data
- Evaluate the School Plan for Student Achievement using the SPSA Assessment and Evaluation Survey provided by Financial Planning, Monitoring and Accountability
- Discuss and prioritize changes for next year
- Seek other school advisory committees' input
- Community meeting to get input for upcoming school year SPSA
- Review tentative budget allocations for next year with Budget Analyst
- Propose expenditures for the upcoming year's site based budget to improve academic performance.
- SSC Training: SBB for Administrators

March

- Monitor student progress and prepare SPSA and budget adjustments for current year
- Review and begin end-of year budget balancing
- Spending Deadlines Begin

April

- Monitor student progress and prepare SPSA and budget adjustments for current year
- Continue end-of-year budget balancing
- Spending Deadlines Continue

May

- Review and finalize end-of-year budget balancing
- Spending Deadlines Continue

June / July

- Spending Deadlines: Transfer Justification paperwork and SSC minutes due for all expense transfers and budget balancing (Financial Year ends June 30th)

August/September

- Review assessment data
- Review SPSA Assessment and Evaluation Survey completed in Spring 2019 during budget development
- Analyze new data and information related to student performance, staffing, teacher needs, school needs.
- Conduct Resource Inequities study
- Review and revise School Parent & Family Engagement Policy and School Parent Compact if necessary prior to distributing
- Discuss and prioritize changes for next year
- Seek other school advisory committees' input
- Community meeting to get input for upcoming school year SPSA
- SSC Training: SBB for Administrators

October

- Submit Recommendations and Assurances documents
- SPSA is due to FPMA for review and recommendation to the SDUSD Board of Education

CHAPTER 4: RESOURCES

RECOMMENDED WEBSITES

Contacts:

San Diego Unified School District
District Directory Assistance
(619) 725-8000
https://www.sandiegounified.org/

Financial Planning, Monitoring and Accountability
Financial Planning, Monitoring and Accountability provides support and training to schools implementing programs and activities funded through Title I.
Phone (619) 725-5605 Fax (619) 725-7055
https://www.sandi.net/staff/financial-planning-monitoring-and-accountability/financial-planning-monitoring-and-accountability

Office of Language Acquisition
The Office of Language Acquisition supports effective instructional programs for English Learners (ELs). The department also coordinates and provides assistance to parent committees, including school site-based English Learner Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC).
Phone (619) 725-7264 Fax (619) 686-6772
https://www.sandiegounified.org/office-language-acquisition-ola

Links to evidence based interventions and research:

Evidence-Based Interventions Under ESSA
https://www.cde.ca.gov/re/es/evidence.asp

IES>WWC What Works Clearing House
https://ies.ed.gov/ncee/wwc/

FREQUENTLY ASKED QUESTIONS

School Site Council - Myth or Fact

Myth	Fact
The SSC and the Site Governance Team may be combined.	These are two entities with different functions and membership requirements. Although members may serve on both, the SSC and SGT must be individual committees, with separate agendas, meeting times, and minutes.
The principal is a non-voting member of the SSC.	The principal has one vote.
The principal has veto power over SSC decisions.	The principal is responsible for implementing the SPSA as approved by the SSC, and he/she may not veto SSC decisions. Like other members the principal just has one vote.
Operational issues and student discipline come under the SSC's purview.	The SSC oversees the SPSA and categorical budgets associated with the plan. Unrelated issues must be resolved in another forum.
The "other school personnel" position is filled by a classified employee, and only classified employees vote for the "other school personnel" staff member.	The "other school personnel" is any school employee that is not a classroom teacher. This includes certificated as well as classified persons. "Other school personnel" staff members must vote for "other school personnel" candidates.
SSC meetings are for SSC members only; guests must be invited.	The SSC is a public entity, and meetings must be open to the public.
SSC records are for school use only.	SSC records should be maintained in the SSC Binder and the binder should be made available for public review upon request. The public may also ask for copies of documents.

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SPSA Evaluation 135

Major Categorical Funds Guidelines 138

EDUCATION ACRONYMS

AB	Assembly Bill
A-G	Required high school courses to be eligible to enter UC or CSU
AP	Advanced Placement (Courses)
APR	Academic Progress Report
ARI	Analytical Reading Inventory (grades 4-8)
ASB	Associated Student Body
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination
BOE	Board of Education
CAASPP	California Assessment of Student Performance and Progress
CAC	Citizens Advisory Committee; also Community Advisory Committee;
	Contract Administration Committee; California Administrative Code
CACE	California Association for Compensatory Education
CAC SE	Citizens Advisory Committee for Special Education
CalWORKs	California Work Opportunity and Responsibility to Kids
CAPA	California Alternate Performance Assessment
CCACC	Community/Citizens Advisory Committee/Council
COLA	Cost-of-Living Adjustment
ConAPP	Consolidated Application
CPU	Certificated Personnel Unit (e.g., teacher)
CSI	Comprehensive Support and Improvement
CSR	Class Size Reduction (Teacher)
CSTP	California Standards for the Teaching Profession
CSU	California State University System
CTA	California Teachers Association
DAC	District Advisory Council (for Compensatory Education)
DELAC	District English Learner Advisory Committee
DOE	Department of Education
DRA	Developmental Reading Assessment (grades K-3, 4-English Learners)
EAP	Early Assessment Program
ECE	Early Childhood Education
EDL	Spanish version of DRA
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELIRT	English Language Instructional Resource Teacher
ELPAC	English Language Proficiency Assessments for California
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESSA	Every Student Succeeds Act
F/RPM	Free/Reduced-Price Meals
GPA	Grade Point Average

HSDP	High School Diploma Program
ICOC	Independent Citizens' Oversight Committee
IDEA	Individuals with Disabilities Education Act
IRI	Informal Reading Inventory
IT	Information Technology
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency (the school district)
NEA	National Education Association
NEP	Non-English Proficient
NSLP	National School Lunch Program
OLA	Office of Language Acquisition
PAC	Parent Advisory Council/Committee; also Principal's Advisory Council
RFEP	Redesignated Fluent English Proficient
SARB	School Attendance Review Board
SB	Senate Bill
SBB	Site Based Budget Tool
SBAC	Smarter Balanced Assessment Consortium
SBE	California State Board of Education
SDCOE	San Diego County Office of Education
SDEA	San Diego Education Association
SDPU	San Diego Parent University
SERP	Supplemental Early Retirement Plan
SGT	Site Governance Team
SIS	Student Information Services/System
SLO	Schoolwide Learning Objectives
SPED	Special Education
SPSA	Single Plan for Student Achievement
SSC	School Site Council
TAP	Targeted Assistance Program; also Teaching as a Priority
TSI	Targeted Support and Improvement
USDE	United States Department of Education
VEEP	Voluntary Ethnic Enrollment of Education
YRS	Year-Round School/Schedule

SPECIALIZED TERMS AND WEBSITES

Acronym	Stands For	Web Address
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	https://www.ada.gov/
	Teacher Induction	https://www.ctc.ca.gov/educator-prep/ca-teacher-induction
CAASPP	California Assessment of Student Performance and Progress	http://www.caaspp.org
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/dc/cb/
CBEST	California Basic Educational Skills Test	http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CA_CBEST_TestPage.html
CDE	California Department of Education	https://www.cde.ca.gov/
CSAM	California School Accounting Manual	https://www.cde.ca.gov/fg/ac/sa/
CSIS	California School Information Services	https://www.cde.ca.gov/ds/dc/cs/
CTC	Commission on Teacher Credentialing	https://www.ctc.ca.gov/
EC	Education Code	https://www.cde.ca.gov/re/lr/cl/
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learners	https://www.cde.ca.gov/sp/el/
ELPAC	English Language Proficiency Assessments for California	https://www.cde.ca.gov/ta/tg/ep/
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html
FPM	Federal Program Monitoring	http://www.cde.ca.gov/ta/cr/
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/gt/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
LCAP	Local Control and Accountability Plan	https://www.sandiegounified.org/what-lcap

Acronym	Stands For	Web Address
LCFF	Local Control Funding Formula	http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp
LEA	Local Educational Agency	https://www.sandiegounified.org/
NAEP	National Assessment of Educational Progress	https://nces.ed.gov/nationsreportcard/about/
OLA	Office of Language Acquisition	https://www.sandiegounified.org/office-language-acquisition-ola
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/ta/ac/
PTA	Parent Teacher Association	http://www.pta.org
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa https://www.sandiegounified.org/my-school
SBAC	Smarter Balanced Assessment Consortium	http://www.smarterbalanced.org/
SDCOE	San Diego County Office of Education	https://www.sdcoe.net/Pages/Home.aspx
SEA	State Education Agency	https://www.cde.ca.gov/
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.acswasc.org/

School Site Councils & Site Governance Teams

District Advisory Committee (DAC)

Labor Relations Division
November 16, 2016

Purpose

SSC

- Every district school is required to establish and maintain an appropriately configured School Site Council.
- Complies with California Education Code Section 52852 and SDUSD Administrative Procedure 9060
- SSCs must be established at schools participating in education programs supported by categorical funds.

SGT

- The Parties agree that quality decision making happens closest to the site and includes all stakeholders. SGTs are responsible for building a collaborative instructional vision and are accountable for the results.
- Collective Negotiations Contract, Article 24, "The scope of authority of a governance team shall include improvement of the instructional program as its main focus."

Duties

SSC

- Review school and student performance data
- Establish/Review school goals
- Monitor implementation of the SPSA
- Develop/Oversee Title I Parent Involvement Policy and Home School Compact
- Collaborate and seek input from other school committees
- Complete English Learner Advisory Committee (ELAC) tasks (if SSC has ELAC authority)
- Annually approve and recommend the SPSA to the SDUSD Board of Education for approval (categorical budget and school goals)

SGT

- Ensure shared decision making occurs on instructional programs including:
  - Change in the school's subject emphasis
  - School-wide student discipline plan
  - Start times that don't result in additional District expense
  - Develop and implement site security plan

Composition

SSC

- Groups must democratically elect their representatives
- Elementary Model: a minimum of 10 members. (1 Principal, 3 Classroom Teachers, 1 Other Staff, and 5 Parents/Community Members
- Secondary Model: a minimum of 10 members. (1 Principal, 3 Classroom Teachers, 1 Other Staff, 3 Students, and 3 Parents/Community Members

SGT

- Groups must democratically elect their representatives
- 50% SDEA members (including the site representative)
- 35% Parents/community members
- 15% Other (including CSEA representative and one student at the secondary level)
- Principal (does not count as part of the ratio but is a full voting member)

By-laws

SSC

- By-laws are required to address:
  - Duties of the SSC
  - Membership
  - Elections of Council Members
  - Offices
  - Committees
  - Meetings of the Council
  - Amendments
- Must be reviewed annually

SGT

- By-laws are required to outline:
  - Scope of authority
  - Participants
  - Decision-making process to be used
  - Procedure for resolution of disputes regarding interpretation of the governance documents
- Must be reviewed every 2 to 4 years

Questions?

- Please contact:

  Labor Relations Division
  (619) 725-8060

San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability

2020-21 School Site Council/District Advisory Council Timeline Guide

August/September	October	November	December	January
DAC Meeting: 9/16/2020 **Executive Meeting: 9/2/2020** • District Initiative Updates • 2020-21 DAC Election Committee • UCP Presentation • Learning Continuity Plan Presentation • Title I Budget and Title I Decrement **Administrative Circulars:** SSC Training/Rosters Categorical Expenditures Site Title I Requirements SPSA Modifications **Training:** SSC/DAC Timeline	**DAC Meeting: 10/21/2020** **Executive Meeting: 10/7/2020** • 2020-21 DAC Executive Board Nominations • DAC Bylaws • Title I Programs/Consultation • 2019-20 Title I Site Budget Balance Report • Learning Continuity Plan Update • Greene Act Presentation • Budget 101 Presentation • Summer School 2019-20 Data **Training:** How to Navigate Sandi.net (ongoing)	**DAC Meeting: 11/18/2020** **Executive Meeting: 11/4/2020** • 2020-21 DAC Executive Board Elections • Title I Budget Balances from preceding Fiscal Year • Consultation of Title I Programs and Ranking • Learning Continuity Plan Update • Parent Survey Update **Training:** The SPSA and the Learning Continuity Plan	**DAC Meeting: 12/16/2020** **Executive Meeting: 12/2/2020** • Consultation of Title I Programs and Ranking Continues • District Projects Updates • Learning Continuity Plan Update • Accountability Progress Report/California Dashboard • DAC Report to Board of Education **Training:** SPSA Goals	**DAC Meeting: 1/20/2021** **Executive Meeting: 1/6/2021** • Consultation of Title I Ranking/Budget Continues • State of the Budget • Learning Continuity Plan Update • DAC Report to Board of Education • Board Approval of Title I Ranking **Administrative Circulars:** SPSA Modifications **Training:** Preparing for the 2021-22 SPSA

SSC
 	
• Call for nominations/SSC Elections
• Conduct SSC Elections
• Conduct Annual Title I Parent Meeting
 	
Monitor SPSA implementation
• Review Assessment Data
• Prepare for SSC review/approval:
  • 2020-21 SPSA
  • Bylaws
  • Parent and Family Engagement Policy
  • School Parent Compact
 	
Training: SSC Elections
	SSC
	
	• Site Safety Plans
	
	Monitor SPSA implementation
	• Review Assessment Data
	• Prepare for SSC review/approval:
	  • 2020-21 SPSA
	  • Bylaws
	  • Parent and Family Engagement Policy
	  • School Parent Compact
	
	Training: SSC Roles and Responsibilities
	
	SSC Roster Due 10/5/2020: 2020-21 SPSA **Due 10/30/2020:**
	• SSC Agenda/Minutes (New member documentation)
	• SSC Bylaws and TI Parent Meeting Verification Form
		SSC
		
		Monitor SPSA implementation
		• Modify or eliminate ineffective activities
		• Identify obstacles
		• Examining categorical budget expenditures
		• Review Assessment Data
		• Review and revise SPSA as necessary
			SSC
			
			Monitor SPSA implementation
			• Modify or eliminate ineffective activities
			• Identify obstacles
			• Examining categorical budget expenditures
			• Review Assessment Data
			• Review and revise SPSA as necessary
				SSC
				
				• Conduct SPSA Assessment and Evaluation
				• Check status of salary transfers and make budget adjustments, if necessary
				
				Next FY SPSA Development
				• Identify priorities, meet with stakeholder groups
				• Discuss and prioritize changes for next year
				• Review tentative budget allocations for next year
				• Conduct SPSA Assessment and Evaluation
				
				Training: SBB (for Principals)

San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability

2019-20 School Site Council/District Advisory Council Timeline Guide

February	March	April	May	June/July
DAC Meeting: 2/17/2021 **Executive Meeting: 2/3/2021** • Board Approval of Title I Ranking • Title I Programs • Learning Continuity Plan Update • Consultation for Title I Programs • Annual District Family Engagement Policy Review Begins **Training:** What SSCs Need to Review	**DAC Meeting: 3/17/2021** **Executive Meeting: 3/3/2021** • DAC Budget Update • District Projects Update • Annual District Family Engagement Policy Review • Learning Continuity Plan Update **Training:** Preparing for Year End Spending Deadlines	**DAC Meeting: 4/21/2021** **Executive Meeting: 4/7/2021** • Learning Continuity Plan Update • Categorical/Spending Deadlines • Annual District Family Engagement Policy Review **Training:** Year End Spending Preparation	**DAC Meeting: 5/19/2021** **Executive Meeting: 5/5/21** • Learning Continuity Plan Update • Annual District Family Engagement Policy Review **Training**: Staying On Track for Next Year	**DAC Meeting: 6/9/2021** **Executive Meeting: 5/2/2021** • Learning Continuity Plan Update • District Projects Update • End of Year Awards: School Achievement and Attendance **Training**: Staying On Track for Next Year
SSC **Monitor SPSA implementation** • Modify or eliminate ineffective activities • Identify obstacles • Examining categorical budget expenditures • Review Assessment Data • Review and revise SPSA as necessary • **Next FY SPSA Development** • Identify priorities, meet with community groups • Discuss and prioritize changes for next year • Review tentative budget allocations for next year • Set goals based on student data • Complete Categorical Budgets and SPSA • Review/approve 2021-22 Family Engagement Policy AND the School Parent Compact	**SSC** • Review 2020-21 categorical balances and expenditures in preparation for year- end deadlines • Review/approve 2021-22 Family Engagement Policy AND the School Parent Compact **Monitor SPSA implementation** • Modify or eliminate ineffective activities • Identify obstacles • Examining categorical budget expenditures • Review Assessment Data • Review and revise SPSA as necessary	**SSC** • Review 2020-21 categorical balances and expenditures in preparation for year- end deadlines **Monitor SPSA implementation** • Modify or eliminate ineffective activities • Identify obstacles • Examining categorical budget expenditures • Review Assessment Data • Review and revise SPSA as necessary	**SSC** • Review 2020-21 categorical balances and expenditures in preparation for year- end deadlines • Optional - Preliminary call for nominations for next year's SSC elections **Monitor SPSA implementation** • Modify or eliminate ineffective activities • Identify obstacles • Examining categorical budget expenditures • Review Assessment Data • Review and revise SPSA as necessary	**SSC** • Review 2020-21 categorical balances and expenditures in preparation for year- end deadlines • Optional - Preliminary call for nominations for next year's SSC elections **Monitor SPSA implementation** • Modify or eliminate ineffective activities • Identify obstacles • Examining categorical budget expenditures • Review Assessment Data • Review and revise SPSA as necessary

SCHOOL SITE COUNCIL PARENT NOMINATIONS

Would you be interested in serving on the ABC Elementary School Site Council next year as a parent representative? To nominate yourself or a fellow parent, you may submit your/his/her name in writing to the school office by **Friday, September 5, 20__.**

School Site Council is composed of equal numbers of staff and parent representatives who serve a two-year term. They meet a minimum of eight times a year to oversee the implementation of various programs in the school, including state and federally-funded programs. The School Site Council is a governing body that is responsible for deciding how to spend approximately $35,000 of categorical funds to improve the instructional program here at ABC Elementary. Each school in the district receives a budget based upon enrollment. The School Site Council members work together, to set goals, for improving student achievement at the school and allocating the funds to accomplish those goals.

For the coming school year, we have two parent openings. Please contact one of our current members if you have questions. Parents are Rich Xxx, Jim Xxx, and Sharon Xxx.

Our first meeting for newly elected members will be Thursday, October 4, from 3:15-4:15 pm in the school library. The council will determine future meeting times and dates at our first meeting. This is a two-year position. The membership term is October 20__ through September 20__.

Agendas for meetings are posted in our office window at least 72 hours prior to the meeting and we post the minutes on our website. All parents and members of the public are welcome to attend.

Working together we make a difference for our students!

ELEMENTARY SCHOOL SITE COUNCIL NOMINATION

Nominee: _____

Phone Number: _____

(Optional) Brief Personal Statement to be written on ballot

_____

_____

_____

Received on: _____

SAMPLE

San Diego Unified School District
Financial Planning & Development
Financial Planning, Monitoring and Accountability

PARENT /COMMUNITY MEMBER BALLOT

Please vote for 2 candidates by marking the corresponding box with an "X" and return to _____ Elementary by _____.

☐ **John Doe**

John Doe is the father of 3 children attending _____ Elementary School. He served on the _____ SSC four years ago as the Chair. Professionally, Mr. Doe is President and CEO of The Mailbox Store. John also coaches his children's sports teams in his spare time.

☐ **Peggy Martin**

Peggy Martin is the mother of 2 children attending _____ Elementary School. She volunteers daily in her children's classrooms and is a member of the PTA. During her free time she runs an animal rescue mission from her home.

☐ **Tanya Spendell**

Tanya has 2 children, one entering kindergarten and one graduating to middle school at the end of this school year. The difference in ages between her children allow for a broad and current perspective of children's interests and needs. Additionally, Tanya has served on various school committees over the years. Tanya is professor at UCSD.

☐ **Write In Candidate: _____**

San Diego Unified School District

Financial Planning & Development
Financial Planning, Monitoring and Accountability

Student Member Ballot

Student elections for School Site Council will be held during period ___.
Please vote for 2 candidates by marking the corresponding box with an "**X**".

☐ **Joseph Vans**
Joseph is a tenth grader who is an avid skateboarder. He is currently participating in the National Skateboard Championships. He has taken an active part with the Special Olympics student committee over the last year.

☐ **Peggy Hawk**
Peggy has attended _____ high school since ninth grade. She is the current chess club champion. She is a member of the Culinary School for Exemplary Cooks. On weekends she volunteers with the Humane Society rescuing unwanted pets.

☐ **Tanya Aero**
Tanya is a junior who has actively participated in the _____high school drill team. She has played the lead in the Shakespeare's "Midsummer Night's Dream" for the past three years. On the weekends, she teaches drama at the Junior Theater Company.

☐ **Write In Candidate: _____**

*The following outline is provided as a **"SAMPLE"** to assist the School Site Council (SSC) in developing its own bylaws.*

No claim of completeness is made.
Please create Bylaws specific to your school site.

SCHOOL SITE COUNCIL BYLAWS
(insert year)

ARTICLE I
Duties of the School Site Council

The School Site Council of _____ School, hereinafter referred to as the council, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed School Plan for Student Achievement (SPSA) from all school advisory committees.
- Develop and approve the SPSA and related categorical expenditures in accordance with all state and federal law and district regulations.
- Recommend the SPSA and categorical expenditures to the SDUSD Board of Education for approval.
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.
- Make modifications to the SPSA whenever the need arises.
- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities or related categorical expenditures.
- Regularly evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the SDUSD Board of Education and by state law.

ARTICLE II
Members

Section A: Composition* (EC 52012 and 52852)
The council shall be composed of the following members, the principal, [classroom] teachers elected by other [classroom] teachers, other school personnel elected by other school personnel, parents elected by other parents, in secondary schools students elected by the entire student body, and community members elected by such parents. Classroom teachers are the majority on the school staff side. **Each member has equal voting rights.**

ELEMENTARY MODEL

Parents/Community Members 50%	**School Staff 50%**
• Parents must have a child currently enrolled in the school. • Parents/community members may not be employed at the school site.	• Principal (automatic member) • Minimum of three (3) **Classroom Teachers** • Minimum of one (1) *Other School Personnel** **Classroom teachers must be in the majority**
Minimum of five (5)	**Minimum of five (5)**

SECONDARY MODEL

Parents/Community/Student Members 50%	***Other School Staff 50%***
• Parents must have a child currently enrolled in the school. • Parents/community members may not be employed at the school site. • Students must be currently enrolled in the school and shall be elected by the entire student body. • Nomination forms will be made available to students. All students nominated by their peers MUST accept the nomination prior to their name being placed on the official ballot. • Once the official ballot has been created, the currently enrolled students will vote for student members.	• Principal (automatic member) • Minimum of three (3) **Classroom Teachers** • Minimum of one (1) *Other School Personnel* * **Classroom teachers must be in the majority**.
Minimum of five (5)	**Minimum of five (5)**

The principal is responsible for the elections of staff members.

At the elementary level, the council shall be constituted to ensure parity. Half of the membership shall be (a) principal, classroom teachers and other school personnel; and half shall be (b) parents, or other community members elected by the parents. The council will be made up of no fewer than 10 members*****.

At the secondary level, the council shall be constituted to ensure parity. Half of the membership shall be a combination of (a) principal, classroom teachers and other school personnel (staff side); and half shall be (b) parents, or community members elected by the parents and students elected by the entire student body (parent/student side). All students are eligible to run for SSC student office. The council will be made up of no fewer than 10 members*****. **Middle schools and alternative schools may select either the elementary or secondary model (EC 33133-c).**

Parent Members
A parent is a person who is a mother, father or legal guardian of a student attending a particular school, but who is not employed at the school attended by such student. Council members chosen to represent parents may be employees of the school district so long as they are not employed at the school site (EC 52852).

Classroom Teacher Members
A classroom teacher is defined as an employee of the school whose duties require him/her to provide direct instruction to pupils for the full time for which he/she is employed and has a student roster.

Other School Personnel - Other school personnel are defined as a person who does not provide direct instruction to pupils for the full time for which he/she is employed. This category may include classified staff, non-classroom teachers, and administrative staff other than the principal.

Student Representatives *(Secondary Model)*
Any student enrolled at the school with which the council is affiliated is eligible to be elected as a student representative.

Community Members *(Examples to choose from can include)*
A community member is defined as an adult who resides or spends the major portion of each work day within the attendance area of the school; who is neither a student at the school, nor a parent, a member of the staff, administration or classified staff of the school with which the council is affiliated or a community member within the district boundaries.

The council shall be composed of 10 members (elementary model) or 12 members (secondary model) members, selected by their peers, as follows:

- ✓ Classroom teachers *(must be the majority of staff composition)*
- ✓ Other school personnel
- ✓ Principal (ex officio member)
- ✓ Parents or community members
- ✓ Students (secondary)

*******No subcategory representation is allowed. (EL, GATE, PTA, PTO, SDEA, SGT, K-1, 2-3, etc.)*

The school principal shall be an ex officio member of the council. The principal or his/her designee shall attend all SSC meetings; however, *only the principal may vote* on actions. Council members chosen to represent parents may be employees of the school district as long as they are not employed at the school site.

Section B: Term of Office
Council members shall be elected for two-year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights
Each member of the council is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. **Absentee (proxy) and any electronic votes shall not be permitted**.

Section D: Termination of Membership
The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member for the following reasons,

- The member can no longer uphold the duties for which they were elected.
- The (community) member no longer resides in the schools attendance boundaries.
- The (parent) member no longer has a student enrolled at the school.
- Automatic termination for unexcused absences from (3) consecutive meetings (written warning to be given after the (2nd) missed meeting ***(optional)***.

Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

Section E: Transfer of Membership
Membership on the council may not be assigned or transferred.

Section F: Vacancy (*The following are examples, select one)*
Any vacancy on the council occurring during the term of a duly elected member shall be filled by:

a. SSC appointment of the candidate from the original election who obtained the next highest number of votes.

b. Appointment by two-thirds of the council for the period of time until the next regular election

c. The seating of a previously elected alternate member to fill the remainder of the term of the vacant seat.

d. Other – please describe in detail.

ARTICLE III
Elections of Council Members

- The school principal is a standing member of the council.

- Classroom teacher elections will be held in September:
  - The classroom teacher membership will be elected into rotational positions of two years.
  - Nominations and elections are conducted by classroom teachers.

- "Other" school personnel elections will be held in September.
  - The "other" staff membership will be elected into rotational positions of two years.
  - Nominations and elections are conducted by "other" school personnel.

- Parent/Community Member representative elections will be conducted in September.
  - Nominations and elections will be conducted by the school office staff.
  - Announcement of the nominations will be included in the May, June, and September issues of the school newsletter, website. The announcement will also be posted on the School Marquee.
  - Nominations will be accepted in September.

- Student representative elections will be conducted in September.
  - All students are eligible for student member positions. The entire student body will have the opportunity to participate in student elections.
  - During the month of September, nomination forms will be made available to students.
  - All students nominated by their peers MUST accept the nomination prior to their name being placed on the official ballot.
  - Once the official ballot has been created, the currently enrolled students will vote for student members.
  - The students who receive the most votes will be the student members; the student receiving the next highest number of votes will be the student alternate.

All election ballots and result records will be maintained at the school site for **five (5) years**.

ARTICLE IV
Officers

Section A: Officers
The officers of the council shall be a chairman, vice/co-chairman, secretary, and other officers the council may deem desirable.

The chairman shall:
- Collaborate with the principal in developing agendas and reviewing minutes prior to posting.
- Preside at all meetings of the council.
- Sign all letters, reports, and other communications of the council.
- Perform all duties incident to the office of the chairman.
- Have other such duties as are prescribed by the council.

The vice/co-chairman shall:
- Represent the chairman in assigned duties.
- Substitute for the chairman in his/her absence.

The secretary shall:
- Keep minutes of all regular and special meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Provide all notices in accordance with these bylaws.
- Keep a register of the names, addresses, and telephone numbers of each member of the council, the chairmen of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons.
- Perform other such duties as assigned by the chairman or the council.

Section B: Election and Terms of Office
The officers shall be elected annually, at the first meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers
Any officer may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy
A vacancy in any office shall be filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.

ARTICLE V
Committees

Section A: Sub-committees
The council may establish and abolish sub-committees of their own membership to perform duties as shall be prescribed by the council. At least one member representing teachers and one member representing parents shall make up the sub-committee. No sub-committee may exercise the authority of the council.

Section B: Terms of Office
The council shall determine the terms of office for members of a committee.

Section C: Rules
Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

ARTICLE VI
Meetings of the Council

Section A: Meetings
The council shall meet regularly on the _____ school day of each month. Special meetings of the council may be called by the chairman or by a majority vote of the council.

Section B: Place of Meetings
The council shall hold its regular meetings at a facility provided by the school, unless such facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairman or by majority vote of the council.

Section C: Notice of Meetings
1. Written public notice of all meetings shall be given at least 72 hours in advance of the meeting.

2. Changes in the established date, time, or location shall be given special notice.
3. All meetings shall be noticed in a location accessible by the public at the school site. Additionally, publicize the agenda on website, pubic display in the office, and on public display outside of the school office.
4. All required notices shall be delivered to council and committee members no less than 72 hours, and no more than _____ days in advance of the meeting, personally, or by mail or via e-mail.

Section D: Quorum
The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (50% plus one) shall constitute a quorum.

No actions may be taken unless a quorum has been established.

Section E: Conduct of Meetings
Meetings of the council shall be conducted in accordance with the rules of order established by California Education Code Section 35147 (c). The District recommends the use of *Robert's Rules of Order* or an adaptation thereof approved by the council.

Section F: Meetings Open to the Public
All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article. Public input may occur on any item on the current agenda, with prior notification to the chair, not to exceed three (3) minutes per speaker. Per the Greene Act, open public comment must occur before agenda items have been discussed, and can also ***(optional)*** take place before the meeting is adjourned.

ARTICLE VII

Amendments

An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.

San Diego Unified School District
Financial Planning & Development
Financial Planning, Monitoring and Accountability Department

Sample School Site Council
Agenda Item Request

The School Site Council (SSC) is a decision-making body made up of parents, school staff, and students (secondary). The responsibilities of the SSC include the development and oversight of the Single Plan for Student Achievement (SPSA) and the categorical budgets associated with that plan. The SSC meets the first Thursday of each school month at 4 p.m. in the school library. If you would like to have an item placed on the agenda, please complete this form and someone will be contacting you within five (5) working days.

Date submitted: _____ Submitted by: _____

Phone: _____ E-mail: _____

Agenda Item Topic: _____

_____

_____

_____

For Office use

Received by: _____ Date Received: _____

___ Accepted, will be on the SSC Agenda for _____

___ Denied because _____

_____

_____

SAN DIEGO UNIFIED SCHOOL DISTRICT

Future Middle School
SSC Meeting
Date: September 6, 2020

AGENDA

Legal Requirements (Check topics to be covered at this meeting):			
SSC Business -		**SPSA**	
	Title I Parent and Family Engagement Policy, School Parent Compact		SPSA Goal Review
	SSC Bylaws		SPSA Target Progress
	DAC, ELAC Merger		Modifications for SPSA Goals, Strategies, Funding
	Uniform Complaint Procedures		Assessment and Evaluation Survey for SPSA
	Attendance	**Budget -**	
	Parent Education Opportunities		Funding Updates (District Information)
			Modifications to Categorical Funding based on Target Updates
Data Review -			
	Site Developed Data	**DAC & ELAC -**	
	District Data		EL Program
	Quarterly Target Data Review		Reports
			Training

Item	Description/Actions	Action Requested of SSC Members
1. Call to Order	Sally Chen: SSC Chairperson	Informational
2. Public Comment	Open	Informational
3. SSC Business		
a. Election Results and Introduction of New Members	Informational: Jane Doe, Principal	Voting
b. Distribute and review the Uniform Compliance Procedures	Informational: Jane Doe, Principal	Informational
c. Review and make changes (as needed) to SSC bylaws	Action Item: Jane Doe, Principal	Informational
d. Establish SSC chair, secretary, and DAC representatives.	Action Item: Jane Doe, Principal	Volunteer and Vote to Approve
e. Approval of Minutes	Action Item: Approval of minutes for May 12, 2020; Sally Chen, SSC Chairperson	Vote to Approve
f. Parent and Family Engagement Policy and School Parent Compact	Action Item: Jane Doe, Principal	Vote to revise/approve

SAMPLE

Item	Description/Actions	Action Requested of SSC Members
4. SPSA a. Data Review i. Review SPSA Assessment Data from Spring 2019 ii. Review and complete resources Inequity b. Review 2019-20 SPSA Goals c. Co-create SPSA Smart Goals	 Informational: John Alford, Teacher member Informational: John Alford, Teacher member Informational: John Alford, Teacher member Action Item: Jane Doe, Principal	 Informational Informational Informational Vote to Approve
5. Budget a. Monitoring the SPSA Original Budget i. Review and align Budget to SPSA	Informational: John Alford, Teacher member Action Item: Jane Doe, Principal	Informational Vote to transfer budget.
6. DAC and ELAC a. DAC Report b. ELAC Report	Informational: Sally Chen, DAC Representative Informational: Melina Escalante, ELAC Representative	Informational Informational

Next Scheduled _____ SSC Meeting: _____ (Date)

4-5 p.m., Room _____

*Date Posted:*_____

(must be 72 hours before meeting)

SAMPLE

SAMPLE Meeting Minutes
San Diego Unified School District

Future Middle School
SSC Meeting
September 6, 2020

MEMBERS PRESENT:

☒ Quorum was met

☒ Jane Doe	Principal (ex officio)	☒ Sally Chen	Parent/DAC Rep (2019-21)
☒ John Alford	Classroom Teacher (2020-22)	☒ Sally Dearest	Parent (2019-21)
☒ John Deer	Classroom Teacher (2020-22)	☒ Patricia District	Parent (2019-21)
☒ Harriet Nguyen	Classroom Teacher (2019-21)	☐ Cynthia Smith	Parent (2019-2021)
☒ Sam Potter	Other – school personnel (2020-22)	☒ John Ortega	Community Member (2020-21)

Guest Name: Richard Stone**,** Leticia Williams, Melinda Deer, Jane Dawes, and Scooby Doo

Item	Description/Actions	Meeting Summary
1. Call to Order	Sally Chen: SSC Chair*	Meeting was called to order at 3:35
2. Public Comment	Open	There was no public comment
3. SSC Business		
a. Election Results and Introduction of New SSC members	Informational: Jane Doe, Principal	SSC elections were held in September. The one classroom teacher opening was held at the first staff meeting by the teachers. John Deer was elected unanimously by his peers to fulfill a second-year vacancy. Welcome John. At the same staff meeting non classroom staff also voted for the "other" position. Sam Potter was elected unanimously by his peers. Welcome Sam. The nominations for parents were held the first two weeks in September with the ballots distributed and collected by September 4 for the three SSC parent openings. 323 ballots were returned to elect our newest parent members. Welcome Sally Dearest, Patricia District and Cynthia Smith to our committee.
b. Distribute and review the Uniform Complaint Procedures	Informational: Jane Doe, Principal	Principal shared the Uniform Complaint Procedures handout and distributed copies for all SSC member
c. Review and make changes (as needed) to SSC bylaws	Informational/Action: Jane Doe, Principal	Principal and SSC reviewed the SSC bylaws. The reasons for termination were reviewed and the SSC agreed to added a bullet point;

SAMPLE

Item	Description/Actions	Meeting Summary
		• The (community) member no longer resides in the schools attendance boundaries. There were no other changes proposed. SSC bylaws with the change were called for a vote by Sam Potter and seconded by John Deer. The SSC voted unanimously to pass the new SSC bylaws for the 2019-2020 school year.
d. Establish SSC chair, secretary, and DAC representatives.	Action: Jane Doe, Principal	Principal asked for volunteers to hold the office of SSC chair, secretary, and DAC representatives. Sally Chen volunteered for the position of chair, Sam Potter volunteered for the role of secretary. The SSC unanimously voted to approve the chair and secretary positions. Patricia District (DAC Rep), Cynthia Smith (DAC Alt), and John Ortega (DAC Alt) volunteers to attend DAC meetings.
e. Approval of Minutes	Action Item: Approval of minutes for May 12, 2020; Sally Chen, SSC Chairperson.	Minutes from May 12, 2020 were reviewed. Approval of the minutes moved by Dearest, seconded by Deer. Motion passed.
f. Parent &Family Engagement Policy and School Parent Compact	Action: Jane Doe, Principal	The Parent & Family Engagement Policy and School Parent Compact were reviewed. Motion to approve by Nguyen, seconded by Chen. Motion passed.
4. SPSA a. Data Review	Informational: John Deer, Harriet Nguyen, Classroom Teacher members	School data reports were distributed to all. Members analyzed results from multiple perspectives. Additionally, a report was produced analyzing student progress longitudinally over the past 2 years. This will allow us to document progress while we work through the changing curriculum (CCSS). Harriet Nguyen provided all members with an SPSA monitoring form/table. The table links progress with expenditures and feedback from the ILT (Instructional Leadership Team). The SSC will continue to develop the form over the year to streamline progress monitoring and hopefully support next year's SPSA revisions.
i. Review SPSA Assessment Data from Spring 2020	Informational: John Alford, Teacher member	SPSA Survey data and the California Dashboard data was distributed and reviewed. The SSC identified an area of need in absenteeism. This

SAMPLE

Item	Description/Actions	Meeting Summary
		data was also identified through the California Dashboard data from 2019 as the school ranked in the orange. Principal added the ILT (instructional leadership team) reviewed the same data and found math was also identified as an area for improvement. This conclusion was also evident on the California Dashboard, as the school fell in the Orange as well as from PLC (Professional Learning Communities) notes.
ii. Review and discuss resources Inequity	Informational: John Alford, Teacher member	The resource inequity work was assembled and presented by Jane Doe. The data illustrated where we have spent our supplemental funds in relationship to our student achievement. We were able to see that the majority of our budget is spent on tutoring, but we haven't seen a measurable increase in achievement associated with the students receiving that intervention.
b. Review 2018-19 Goals	Action Item: Jane Doe, Principal	After reviewing student data, the SSC discussed increasing the Math SMART goal by 5 percentage points since we have already met targets. Sam Potter moved to approve the new SPSA goals for 2019-20. Moved by Dearest. Motion seconded by Patricia District. Motion passed 9-0. Additionally the SSC introduced a SMART goal on absenteeism (Future MS will increase their attendance rate to 70%). Sam Potter moved to approve the new SPSA goal for 2019-20 absenteeism. Moved by Dearest. Seconded by John Alford. Motion passed 8-1.
c. Co-create SPSA SMART Goals	Action Item: Jane Doe, Principal	Principal shared a SMART goal handout created with the ILT. The SSC discussed the longitudinal data and reviewed it against the proposed goals. The SSC voted in favor of the proposed goals.
5. Budget a. Monitoring the SPSA Original Budget	Informational: Jane Doe, Principal	Jane Doe distributed to the committee a copy of the Budget Overview for the site that was run this afternoon prior to the meeting. She confirmed with her budget analyst that all salary transfers will be completed by the end of January. Any extra salary for the push in teacher purchased with resource 30100 will be watched if we are able to use these funds if they become available.

SAMPLE

Item	Description/Actions	Meeting Summary
i. Review and align budget to SPSA	Action/Informational: Jane Doe, Principal	The SSC will wait until next month after salary transfers have been completed to determine how to spend any surplus funds or to adjust spending accordingly.
6. DAC and ELAC		
a. DAC Report	Informational: Sally Chen, DAC Representative	DAC: No September meeting report. The DAC meeting is scheduled for the third Wednesday in September.
b. ELAC Report	Informational: Melinda Deer, ELAC Chairperson	DELAC: Melinda Deer shared information from the September 2018 meeting.

Meeting Adjourned at 4:35 p.m.
Minutes recorded by Jane Dawes, Clerical staff member

SAMPLE

SSC Self-Assessment

DIRECTIONS **Please complete this assessment with part or all of your current School Site Council. The assessment can be instructional when done as a team activity as it facilitates conversation between team members about both the scope of the SSC and the different perceptions about how an SSC is currently functioning.**	**It helps to follow these steps:** 1. Review the practices in each category. Take the time at an SSC meeting to allow people to ask questions and to create a shared understanding of each practice. 2. Have all the team members read through the practices. For each practice, each member should circle the numeric rating that they think represents how the SSC operates. 3. Take a few minutes for each team member to share how he or she rated the items in each category. 4. Take the time to discuss items where team members have significantly different ratings. 5. Build a general agreement among the team about what overall score best reflects the current practice of the SSC for each item and/or category.

Use the following scale, indicate how typical each statement is of your School Site Council.

NS = Not sure
1 = Never occurs on the SSC
2 = Seldom occurs
3 = Sometimes occurs
4 = Normally occurs
5 = Always (or almost always) occurs on the SSC

1. Recruit and elect the SSC	**1 = Never**				**5 = Always**
a. The members of our school community are aware of the role of the School Site Council.	NS	1	2	3	4	5
b. At our school everyone is encouraged to consider running for a position on the School Site Council.	NS	1	2	3	4	5
c. The Principal at our school ensures that the elections for parent representatives for SSC are conducted in accordance with district guidelines and democratic principles.	NS	1	2	3	4	5
For secondary schools: d. The Principal at our school makes sure that there is a clear and fair process for electing students to the School Site Council	NS	1	2	3	4	5

2. Establish roles and procedures		**1 = Never**				**5 = Always**
a. When new members are elected to the SSC they participate in an orientation session that includes: a review of our SSC bylaws, site plan & budget, and school-wide student performance data.	NS	1	2	3	4	5
b. Our SSC works hard to arrange our meetings at a time that allows for maximum participation by all members.	NS	1	2	3	4	5
c. We have a current set of bylaws that have been customized and approved by our School Site Council.	NS	1	2	3	4	5
d. The SSC officers help our SSC follow the guidelines and policies outlined in our bylaws.	NS	1	2	3	4	5
e. Roles and responsibilities for operating our School Site Council are clearly understood and supported by all members.	NS	1	2	3	4	5
3. Develop team norms		**1 = Never**				**5 = Always**
a. Our Council has a set of guidelines or "norms" that clarify how we will work together.	NS	1	2	3	4	5
b. Our guidelines reflect an awareness of, and respect for, the cultural and linguistic diversity of all members.	NS	1	2	3	4	5
c. We encourage and support full participation of all members during our School Site Council meetings.	NS	1	2	3	4	5
d. We are able to raise and discuss the difficult issues that affect or ability to achieve the results for students outlined in the Single Plan for Student Achievement (SPSA).	NS	1	2	3	4	5
e. We spend some time at the end of our meetings sharing our perceptions of how well we worked together to accomplish our goals and we identify a few things we can improve at our next meeting.	NS	1	2	3	4	5

4. Establish decision guidelines		**1 = Never**				**5 = Always**
a.	We understand how the School Site Council is connected to the overall decision-making process at school.	NS	1	2	3	4	5
b.	Our SSC bylaws clearly state how we will use consensus or voting as our primary decision-making option.	NS	1	2	3	4	5
c.	We use student performance data and educational research to inform our decisions.	NS	1	2	3	4	5
d.	We do a good job of making sure that a variety of ideas and issues are considered and addressed before we reach major decisions.	NS	1	2	3	4	5
e.	We leave each meeting with a clear understanding of, and commitment to, our key decisions and next steps.	NS	1	2	3	4	5

5. Promote community involvement		**1 = Never**				**5 = Always**
a.	SSC Agendas are developed and posted on a school bulletin board at least 72 hours in advance of each SSC meeting.	NS	1	2	3	4	5
b.	Meeting minutes are recorded and distributed to all SSC members and publicly posted at our school.	NS	1	2	3	4	5
c.	SSC members actively gather feedback from the groups they represent to ensure that the SSC fairly represents the broader school community views about how to address student needs in the SPSA.	NS	1	2	3	4	5
d.	The SSC Chair and principal ensure that feedback and ideas from the ELAC and/or school advisory committees are included in the development of our SPSA.	NS	1	2	3	4	5
e.	Our SSC conducts at least two school community meetings each year to share information and gather feedback about the SPSA.	NS	1	2	3	4	5

6. Develop SPSA and budget		**1 = Never**				**5 = Always**
a. We understand the District priorities and are clear about how these guide the SPSA.	NS	1	2	3	4	5
b. We take the time at our SSC meetings to make sure everyone understands the language and terms used in the SPSA.	NS	1	2	3	4	5
c. We know how to interpret student and school performance data to identify the needs of our students as the basis for planning.	NS	1	2	3	4	5
d. We have thoughtful discussions about whether or not different educational programs or strategies will meet the needs of our students.	NS	1	2	3	4	5
e. Most of our SSC members have a basic understanding of how to distribute budget resources to the activities and programs agreed to in the SPSA.	NS	1	2	3	4	5

7. Monitor implementation		**1 = Never**				**5 = Always**
a. Our SSC agrees on how we will monitor the implementation of the SPSA throughout the year.	NS	1	2	3	4	5
b. Our SSC agrees on how we will review multiple forms of student performance data to determine the effectiveness of our school site plan.	NS	1	2	3	4	5
c. All SSC members are willing to raise constructive questions or concerns about the activities or programs that are not being implemented, or that are not showing signs of progress toward student goals.	NS	1	2	3	4	5
d. Our SSC looks for ways to support school leaders and staff when site plan objectives and activities are not being met.	NS	1	2	3	4	5
e. The Principal reviews any proposed changes or adjustments to the school site plan and budget throughout the year with our SSC so that questions and concerns can be addressed before members are required to sign final signature pages.	NS	1	2	3	4	5

SSC Self-Assessment Summary

Once you have finished the self-assessment please complete the following worksheet to help determine next steps in building the effectiveness of your School Site Council.

Category	Score and Comments	Possible Next Steps
Site Planning	Our overall score for this category was 2.3. It seems like we need to create a better understanding with all our SSC of how to build a budget that matches the SPSA.	Request assistance from the Financial Planning, Monitoring and Accountability department to address SPSAs.

Category	Score and Comments	Possible Next Steps

[Name of your School]

TITLE I PARENT & FAMILY ENGAGEMENT POLICY (INSERT YEAR)

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

[School Name] has developed a written Title I parent & family engagement policy with input from Title I parents. ***[Describe how the school developed the policy with parent input.]***

It has distributed the policy to parents of Title I students.
[Describe how the school distributes the policy.]

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Type examples or add bullets here.

To involve parents in the Title I, Part A programs, the following practices have been established:

Type examples or add bullets here.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

Type examples or add bullets here.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

Type examples or add bullets here.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Type examples or add bullets here.

TEMPLATE

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]). How does the school provide the information?

Type examples or add bullets here.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

Type examples or add bullets here.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Type examples or add bullets here.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Type examples or add bullets here.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Type examples or add bullets here.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Type examples or add bullets here.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Type examples or add bullets here.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Type examples or add bullets here.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

TEMPLATE

Type examples or add bullets here.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Type examples or add bullets here.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Type examples or add bullets here.

This policy was adopted by (type name of the school) on (insert date) and will be in effect for the period of (enter time period the policy is in effect here).

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: (add date here).

Typed name of authorized official here.

Signature of authorized official here

Enter date approved.

TEMPLATE

THIS TEMPLATE IS NOT AN OFFICIAL DOCUMENT
IT IS PROVIDED ONLY AS A TEMPLATE BY THE CALIFORNIA DEPARTMENT OF EDUCATION JULY 2018

[NAME OF SCHOOL]

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year _____.

[Name of school] distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

Type examples or add bullets here.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership

TEMPLATE

among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

Type examples or add bullets here.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

Type examples or add bullets here.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

Type examples or add bullets here.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

Type examples or add bullets here.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

Type examples or add bullets here.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

Type examples or add bullets here.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

TEMPLATE

Type examples or add bullets here.

This Compact was adopted by the (type name of the school) on (insert date), and will be in effect for the period of (enter time period the Compact is in effect here).

The school will distribute the Compact to all parents and family members of students participating on, or before: (add date here).

Typed name of authorized official here

Signature of authorized Official here

Enter date approved.

TEMPLATE

Instruction

TITLE I LEA-LEVEL PARENT AND FAMILY ENGAGEMENT POLICY

A local school district governing board is required to adopt and implement a policy on parent and family engagement under California Education Code (EC) sections 11500-11504 and 51101(b) and 20 United States Code (USC) § 6318(a)(2). This document sets forth the San Diego Unified School District's (SDUSD) parent and family engagement policy.

The San Diego Unified School District (SDUSD) has developed this written Title I parent and family engagement policy jointly with parents and family members of participating children through its District Advisory Council (DAC). The DAC is composed of School Site Council Members from each school in the district. All members are invited to meet as a committee with district staff members to conduct the work needed to develop the SDUSD's Parent and Family Engagement Policy. The work the committee does is then presented to the DAC general body to obtain input and develop a recommendation to be presented to the Board of Education (BOE) for approval. This policy is distributed to individual families electronically or on paper at the beginning of each school year and is posted on the district's website.

To involve parents and family members in the Title I program, the following practices have been established and shall be followed:

1. The parent and family engagement policy is incorporated into the district's plan. (20 USC § 6318[a][2])

    a. Parent and Family engagement is one of the Local Control and Accountability (LCAP) goals, including associated actions, services, expenditures, and annual measurable outcomes.

2. The LEA involves parents and family members in the joint development of the local educational agency planning efforts and in the process of school review and improvement. (20 USC § 6318[a][2][A])

    a. Including parents and families in the ongoing review, evaluation, and implementation of the School Plan for Student Achievement at the schools through the School Site Council.

    b. Providing meaningful input on the development of the site level Parent and Family Engagement Policy.

    c. Requiring schools to annually review and update the school level Parent and Family Engagement Policy.

3. The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and

implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 USC § 6318[a][2][B])

a. Designating staff at the district office to provide technical assistance to the school sites with planning and implementing effective parent and family engagement activities.

b. Providing training for site leaders, school community advisors, and other site staff regarding effective parent and family engagement activities, Title I program requirements, and communicating with families.

c. Collaborating with local community organizations to connect families to outside resources.

d. Providing information to parents and families on the academic standards, assessments, Title I program requirements, how to assist students at home, and how to work with educators to improve student achievement.

e. Offering workshops in High Impact Home Strategies (HIHS) for parents and families to build a home school partnership and assist parents in supporting the academic success of their children, including literacy, mathematics, and technology assistance.

4. The LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. (20 USC § 6318[a][2][C])

a. Designating family engagement as one of the district's Local Control and Accountability Plan (LCAP) goals, including associated actions, services, expenditures, and annual measurable outcomes.

b. Coordinating parent and family engagement activities and strategies with other programs including Special Education, English Learner, programs to support families with participating in the education programs for their students.

5. The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])

a. The District Advisory Council (DAC) develops, reviews and recommends the District Level Parent Involvement Policy to SDUSD's Board of Education for approval. The DAC is composed of School Site Council Members from each school in the district. All members are invited to meet as a committee with district

staff members to conduct the work related to the District level Parent and Family Engagement Policy. The work the committee does is then presented to the DAC general body for input and recommendation to be presented to the BOE for approval.

b. Conducting an annual review of the district's Parent and Family Engagement Policy at District Advisory Council meetings; as well as District English Language Advisory Committee (DELAC), Gifted and Talented Education District Advisory Committee (GATE DAC), and Committee Advisory Council for Special Education (CAC).

c. Providing opportunities to provide meaningful input and feedback on the policy at informal site parent and family meetings.

d. Engaging in the annual Local Control and Accountability Plan (LCAP) stakeholder consultation process through participation in meetings and/or completing the LCAP survey.

The LEA identifies the following:

1. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 USC § 6318[a][2][D][i])

   a. Ensuring the district's Parent and Family Engagement Policy is provided in English, Spanish, Somali, Tagalog and Vietnamese.

   b. Reviewing the policy with parents and families at site and district meetings.

   c. Ensuring that all information provided to families regarding school and parent programs, meetings, and other activities are provided in English and other languages such as Spanish, Somali, Tagalog, Vietnamese and adaptive support as needed.

   d. Establishing district guidelines for communicating with families to ensure information is provided in a language and format families can understand.

   e. Conduct learning conversations with parents and families to encourage them to identify barriers, examine possible causes and collaborate to find solutions.

TITLE I LEA-LEVEL PARENT AND FAMILY ENGAGEMENT POLICY

2. The needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers. (20 USC § 6318[a][2][D][ii])

    a. Offering site and district workshops for parents and families to support them with working with their children, including in the areas of literacy, math, and college/career readiness; including HIHS.

    b. Provide materials and resources to assist families with working with and supporting their children, including websites, parent handbooks, and schools/classroom newsletters.

    c. Consider the needs of working families when scheduling events and meetings, such as meetings in the morning or evening.

    d. Provide child care and interpretation at family meetings.

    e. Offer transportation and/or home visits, if necessary.

    f. Conduct listening sessions and engage in listening protocol processes to gather diverse perspectives and experiences in order to customize supports to sites.

3. Strategies to support successful school and family interactions. (20 USC § 6318[a][2][D][iii])

    a. Providing professional learning to teachers, staff, and principals, designed with the assistance of parents and families, on strategies to engage families in meaningful ways and best practices for communicating with families.

    b. Assisting sites with developing and implementing effective parent and family programs.

    c. Creating and developing home supports for parents and families to use as teaching resources for early learners (i.e. podcasts, counting ideas, and early literacy supports).

    d. Offering academic support programs to parents and families, such as Raising a Reader.

    e. Offering Project Ujima to increase parent engagement by partnering with all families and providing culturally focused learning opportunities to promote positive social behavior and academic achievement for all students

f. Incorporating research based protocols to engage families in dialogue promoting student achievement for example volunteering at your school.

4. The LEA uses the findings of such evaluation in subparagraph (e) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 USC § 6318[a][2][E])

   a. Curating feedback and input from parents and families on High Impact Home Strategies (HIHS) using surveys.

   b. Designating Family Engagement Resource Teachers and Community Assistants to provide parents and families with professional learning and capacity building opportunities and collect feedback using meeting notes, records, and or surveys.

   c. Using Neighborhood Centers and or Cluster meetings as safe gathering spaces for parents, families, and community partners monitoring attendance records.

   d. Utilizing CAL School Survey (California Healthy Kids Survey) to gather data and review it with parents and families.

5. The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 USC § 6318[a][2][F])

   a. Including parents and families in the ongoing review, evaluation, and implementation of the School Plan for Student Achievement at the schools through the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Cluster Meetings.

The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the goals and purposes listed below. (EC §§ 11502, 11504, 11506)

1. Engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society. (EC § 11502[a])

   a. Providing information to parents and families on the academic standards, assessments, Title I program requirements, how to assist students at home, and how to work with educator to improve student achievement.

   b. Capacity building, such as parent trainings on topics such as Social Emotional Learning and Growth Mindset and offering a variety of Parent University classes

at schools and clusters to help schools increase family involvement, engage parents in their children's education, and to develop partnerships with families to support student achievement.

c. Offering workshops for parents and families to support them with working with their children, including literacy and mathematics (HIHSs)

2. Inform parents and family members that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. (EC § 11502[b])

a. Providing information to parents and families on the academic standards, assessments, Title I program requirements, how to assist students at home, and how to work with educators to improve student achievement through parent workshops, informational meetings, parent-teacher conferences, and newsletters and other communications.

(1) Supporting schools with site volunteerism.

(2) Providing parents with information and educational resources online or within the community that can assist with academic supports.

b. Developing school-parent compacts to address ways in which families can support their child's learning, such as monitoring attendance and homework, volunteering in classrooms, and participating in decisions related to their child's education.

c. Sharing the importance of attending parent-teacher conferences, reviewing progress reports, and engaging in ongoing communication with their child's teachers and/or counselors for example accessing Parent Portal.

3. Build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities. (EC § 11502[c])

a. Offering site and district workshops for parents and families to support them with working with their children, including in the areas of literacy, mathematics, college and career readiness, and technology assistance.

b. Provide materials and resources to assist families with working with and supporting their children, including websites, parent handbooks, and schools/classroom newsletters.

c. Encouraging families to volunteer and/or visit their children' classrooms and to participate in school, district advisory committees/parent organization meetings, and activities.

4. Train teachers and administrators to communicate effectively with parents. (EC § 11502[d])

a. Assisting sites with developing and implementing effective parent and family programs.

(1) Collaborate with sites to create a welcome environment.

(2) Identify best communication method for parents and families.

(3) Identify key information parents and families need regarding topics.

(4) Clarify specific input or feedback we are soliciting from them.

5. Integrate parent involvement programs into the school's master plan for academic accountability. (*EC* § 11502[e])

a. Designating family engagement as one of the district's Local Control and Accountability Plan (LCAP) goals, including associated actions, services, expenditures, and annual measurable outcomes.

(1) LCAP Goal 5

b. Providing interpretation as needed in order for all families to access the activities and participate fully in the education of their children.

6. The LEA receiving more than $500,000 in Title I, Part A funds reserves at least one percent of its allocation to carry out parent and family engagement activities. (20 USC § 6318[a][3][A])

a. Reserving 1 percent of the Title I, Part A funds for parent and family engagement activities.

b. Designating additional Title I funds to provide district-wide supports to sites with developing and implementing family engagement activities.

7. Parents and family members of children receiving Title I, Part A services are involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 USC § 6318[a][3][B])

a. Including parents and families in the ongoing review, evaluation, nad implementation of the School Plan for Student Achievement at the schools through the School Site Council.

b. Providing meaningful input on the development of the site level Parent and Family Engagement Policy and School Parent Compact.

c. Requiring schools to annually review and update the school level Parent and Family Engagement Policy and School Home Compact.

8. Not less than 90 percent of the funds reserved are distributed to schools served with priority given to high-need schools. (20 USC § 6318[a][3][C])

a. The LEA will calculate the amount based on the annual Title I award. The reserved amount for each site is calculated based on the percentage of meal eligible students. This amount is reflected in the reported school allocations on the Consolidated Application (ConApp) and is documented in the School Plan for Student Achievement (SPSA) for each Title I school.

Funds reserved by an LEA are used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (20 USC § 6318[a][3][D])

1. Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 USC § 6318[a][3][D][i])

a. Supporting schools and community partners (including non-profit groups) in trainings school staff regarding parent and family engagement strategies; such as HIHS, academic content and Social Emotional Learning (SEL) as it relates to student academic success.

2. Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])

a. Early Educational Podcasts, HIHS, site trainings

3. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])

a. Soliciting and disseminating information on best practices for increasing engagement of all families (Conducting feedback protocols and co-creating actions that may increase multi-tiered levels of parent and family engagement).

4. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])

5. Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

Exhibit Version: January 28, 2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

San Diego, CA

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

THE ANNUAL TITLE I PARENT MEETING PLANNING AGENDA

WHEN

- Held early in the school year.

WHERE

- Held at a time and place convenient to parents.

WHY

- **To inform** parents of the purpose of Title I.
- **To share** the Title I program at the school.
- **To review** the school's achievement data to determine if Title I services are effective in meeting goals for student proficiency in state standards.
- **To inform** parents of their rights under Title I.
- **To give** Title I parents an opportunity to:
  - Share their student needs from their perspective.
  - Ask for their own meetings and trainings.
  - Review the results of an annual parent involvement effectiveness survey.
  - Review the parent involvement plan in the Single Plan for Student Achievement (SPSA).
  - Review/modify the site Title I Parent & Family Engagement Policy and Home/School Compact.

HOW

- Parents are notified in a timely way.
- Parents are notified in a language and format they understand.
- Title I parents are provided with child care and refreshments as necessary and allowable under law.
- The meeting is open to the public. Post agenda 72 hours in advance of the meeting.
- The meeting can be held on Back-to-School Night, Open House, or at PTA meetings.
- The meeting can be held on the same dates as GATE, ELAC, or SSC informational meetings, just not at the same time.

WHO

- All parents are invited.
- The principal is responsible for arranging the meeting.
- Title I parents assist in developing the agenda.

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

[ENTER SCHOOL NAME]

ANNUAL TITLE I PARENT MEETING
SAMPLE AGENDA

Sample Agenda

I. **The Title I Program:**

Title I is a K-12 program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children. The program is intended to help ensure that all students meet challenging state academic standards. The goal of Title I is to provide direct instructional support to students and professional development for teachers, in addition to promoting parent education and involvement.

II. **Parent Rights under Title I law, parents have the right to:**

- ✓ Ask for their own meetings and trainings
- ✓ Review the results of an annual parent involvement effectiveness survey
- ✓ Review the school's achievement data to determine if Title I services are effective in meeting the goals for student proficiency in state standards
- ✓ Review the parent involvement plan in the Single Plan for Student Achievement (SPSA)
- ✓ Review and modify the site Title I Parent & Family Engagement Policy and School Parent Compact

III. **Parent Involvement at Our School:**

The School Site Council (SSC) provides parents with the opportunity to be involved in the academic program of the school. The SSC develops, monitors, and evaluates the Single Plan for Student Achievement (SPSA); implement programs and services that support students.

(Describe other opportunities for parent involvement at your site, such as PTA/PTO, a school foundation, parent meetings and trainings, a Parent Center on your campus, etc.)

IV. **School Achievement Data:**

Schools analyze and review schoolwide performance data, as well as the English Language Assessments for California (ELPAC) and graduation rates for high schools. They use the data to align the curriculum to state and district academic standards and adjust their instructional practices based on the findings of the assessment data.

(Provide parents with the most current data, and explain how the data were used to develop the goals and strategies in the Single Plan for Student Achievement.)

V. **Single Plan for Student Achievement:**
Parents should receive information about the school's curriculum, specifically the English/ Language Arts and Math programs, and the assessments used to measure student progress in those programs.
(Discuss the goals and planned strategies of the school site plan.)

VI. **Title I Expenditures:**
Schools are allocated Title I funds based upon the percentage of students receiving free or reduced-price lunch. Schools in the San Diego Unified School District receive Title I funds if 40 percent (40%) or more of the student population is eligible for the free or reduced-price lunch program. Schools in the San Diego Unified School District are ranked according to this percentage and receive a certain amount of Title I money per student. Title I funds must supplement, not supplant, district funding.
(Describe the Title I budget, the expenditures that have been allocated for the 2020-2021 school year, and how the Title I funds support increased student achievement.)

VII. **Site Title I Parent and Family Engagement Policy and School Parent Compact:**
The site Title I Parent & Family Engagement Policy communicates how the school will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the Title I program at the school. The School Parent Compact describes the responsibilities of the school, the parent, and the student for improved student achievement.
(Review your current Title I Parent & Family Engagement Policy and School Parent Compact, how it was developed, and how it is reviewed and revised as needed on an annual basis.)

Sample Agenda

Annual Title 1 Parent Meeting
2020-21
San Diego Unified School District

Agenda
What is Title 1?
Goals of Title 1
School Achievement Data
Parent Involvement
School Plan for Student Achievement
Title I Parent & Family Engagement Policy and School Parent Compact
Title I Funds
Why is this important?

What is Title I?

Title I is a K-12 program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children

The program is intended to help ensure that all students are achieving at the highest levels possible.

Goals of Title I

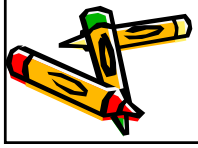
- Increase academic achievement
- Provide direct instructional support to students.
- Provide professional development for teachers.
- Promote parent education and involvement.

Parent Rights

- Ask for meetings and trainings.
- Review the results of annual parent involvement effectiveness survey.
- Review the school's achievement data.
- Review the parent involvement plan in the School Plan for Student Achievement (SPSA).
- Review and modify the site Title I Parent & Family Engagement Policy and School Parent Compact.

Parent Involvement

The School Site Council (SSC) provides parents with an opportunity to be involved in the academic program of the school. The SSC develops, monitors, and evaluates the School Plan for Student Achievement (SPSA) to implement programs and services that support students.



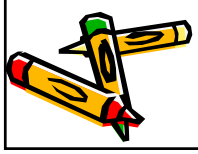
Parent Involvement at Our School

- *School Site Council*
- *School Governance Team*
- *PTO*
- *Classroom Volunteers*

Describe parent involvement activities at your school.

School Achievement Data

- Schools use data to align curriculum to state and district academic standards.
- Schools adjust instructional practices based on the findings of the assessment data.

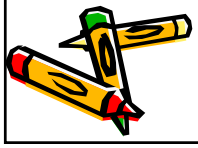


Our School Performance Data

Provide parents with the most current data and explain how the data were used to develop the goals and strategies in the School Plan for Student Achievement (SPSA).

School Plan for Student Achievement or SPSA

- School's plan developed by staff with input from the SSC to ensure all students can learn to the best of their ability.
- Plan is used to address students needs in learning and how to best use Title 1 funding to support all students.



School Plan for Student Achievement

Discuss the goals and planned strategies of the school site plan

The Site Title I Parent & Family Engagement Policy and School Parent Compact

Every Title I school, in collaboration with parents, **MUST** prepare and distribute a site level Title I Parent & Family Engagement Policy and School Parent Compact by October 5, 2020.

Our Title I Parent & Family Engagement Policy and School Parent Compact

The site Title I Parent & Family Engagement Policy describes HOW the school will involve the parents in an organized, ongoing, and timely way as well as the planning, review, and improvement of the Title I program at their school.

The School Parent Compact component describes the responsibilities of the school, the parent, and the student for improved student achievement.

Provide copies of the school's Title I Parent & Family Engagement Policy and School Parent Compact. Invite input from parents.

Describe how the Policy is distributed to parents each year.

Title I Funds

[Federal Funds]

- Allocated on basis of number of students eligible for free/reduced lunch. Schools receive Title I funds if 40% or more of students are eligible for free/reduced lunch.

115

Title I Funds
continued
[Federal Funds]

- Schools in SDUSD are ranked according to this percentage, and schools receive a certain amount of money per student.

Title I Funds-Parent Involvement
continued
[Federal Funds]

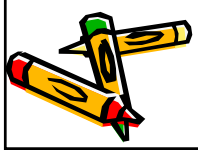
- Approximately one percent of a school's total Title I budget is for parent involvement activities.
- Funds must supplement, not supplant, district funds.

Why Is This Important?

- More Title 1 funding allows school to pursue a greater number of options for the benefit of the students: nursing, counseling, guidance assistant, software programs, etc.
- Apply online at https://www.sandiegounified.org/meal-application-and-payment-options
- Paper applications are available in the office

Why Should You Care?

- Parents can potentially increase the Title 1 funding a school receives by filling out a Free & Reduced Lunch application
- Title 1 $$$ benefit all students
- No downside to applying, even if you are denied.



Thank You!!
Any questions?

Data Collection Guide[1]

☑ ***Use for the needs assessment and also the evaluation***

The following chart is designed to help the school planning team collect and manage information collected for the comprehensive needs assessment. Fill in specific sources of information you have from current sources, then list any additional information you need to collect. Make sure that you have sufficient data to make judgments about the status of each focus area.

Methods of Data Collection	**Student Achievement**	**Curriculum and Instruction**	**High-quality Professional Development**	**Family and Community Involvement**	**School Context and Organization**
Self Assessment					
Observations					
Interviews and/or Surveys					
School Records					
Group Discussions					
Evaluation/Data Reports					
Student Work					
Other Information					

[1] This tool was adapted from a chart originally published in *Implementing Schoolwide Programs: An Idea Book on Planning, Volume 1,* U.S. Department of Education, Washington, D.C., 1998, with permission from WestEd.

Indicators for the School Profile[1]

☑ ***Use for the needs assessment***

This table contains possible indicators that can be used to complete the school profile that is part of the needs assessment process, and also can be used to develop the schoolwide plan.

Student Demographics	Possible Indicators
❑ Enrollment	The number of students in the school; students in special programs (Title I, special education, gifted and talented), by ethnicity or other meaningful categories.
❑ Daily Attendance	Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.
❑ Mobility/Stability	The mobility rate is the percentage of children who move in and out of a school during a year. The stability rate refers to the percent of students who remain in the same building for the entire year.
❑ Socioeconomic Status	Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.
❑ Student Behavior	The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang-related, substance abuse or other at-risk behavior.
❑ Limited English Proficiency	The percentage of students with limited English proficiency. The percentage of families who speak English as a second language.
Student Achievement	**Possible Indicators**
❑ Academic Performance	State and local tests; levels of proficiency attained; progress on desired outcomes: results of performance assessments or student portfolios, examples of student work, classroom assessments and grades.
❑ Other Performance-based Data	Information from portfolios, exhibits, performance assessments that describe student standards-based achievement.

[1] Adapted from *Creating a School Profile,* RMC Research Corporation, Denver, Colorado ,1998.

❑ Multi-year Trends	Academic achievement data from several years
❑ Completion Rates	Promotion/graduation rate, retention rates
❑ Comparative Data	Performance of disadvantaged students against all other meaningful categories of students in the school or in the district; comparison of performances of students in various ethnic or programmatic subgroups (i.e., students with learning disabilities, limited English speakers, migrant students, etc.).
❑ Post Secondary	Number or percent of students attending and/or completing post-secondary schools; number or percent of students accepted in the armed forces.
Curriculum and Instruction	**Possible Indicators**
❑ Learning Expectations	Expectations that are communicated to the community, teachers, parents and students about what students can and should learn, including written standards, goals or benchmarks that reflect classroom and school practice and are based on State standards.
❑ Instructional Program	Instructional activities, programs or strategies used to teach the State content and achievement standards.
❑ Instructional Materials	The amount and quality of instructional materials, including textbooks, supplementary resources, publication dates of the grade level-adopted texts; the extent to which available materials are consistent with State standards.
❑ Instructional Technology	The extent to which teachers use technology as a means to increase student achievement; type of computer system(s) available to students, faculty and administration for instructional purposes; availability of modern equipment, software and printers, especially appropriate adaptive devices and software tools to serve the needs of students with disabilities.
❑ Support Personnel	Supplementary use of paraprofessionals and other staff; available professional and paraprofessional staff to assist students, particularly the lowest achieving, to include students with disabilities, and those with limited English proficiency.
High-quality Professional Staff	**Possible Indicators**
❑ Staff Preparation	Number of teachers, administrators, years of teaching or administrative experience; types of certificates held, other special skills or knowledge.

❑ Staff Specialists, and other Support Staff	Number of content or program specialists such as reading teachers, mathematics or science specialists, counselors or psychologists, social workers, health staff, etc.
❑ Professional Development	The existence of district and school-level professional opportunities available to teachers; the number of professional days or district resources dedicated to professional development; evaluations of professional development sessions and the amount of teacher-generated professional development.
❑ Staff Demographics	Ethnicity, gender breakdowns of staff and administration, retirement projections, and an analysis of whether the ethnicity of the school staff reflects the same ethnic groups as students.
❑ School Administrators	Number of administrators and roles; years of experience, specialized training and advanced degrees.
Family and Community Involvement	**Possible Indicators**
❑ Parental Involvement	Evidence of a parental involvement plan for volunteering, home learning activities, program review and development.
❑ Communication with Parents	Amount and frequency of information disseminated to parents, and the quality of information disseminated; use of multiple languages.
❑ Parent Community Roles	Amount and frequency of opportunities for involvement in decision-making.
❑ Parent Training	The type of training opportunities offered to parents; parent workshop evaluations; evidence of teachers trained in parental involvement.
❑ Support for Families	Availability of information, training and services to adequately address the educational needs of students with learning disabilities or special educational needs as a result of poverty, limited English proficiency, or migratory life style.
❑ Health Services	Availability of school-linked health and social services for students and families, including counselors, psychologists, medical professionals, and nurse practitioners.
School Context and Organization	**Possible Indicators**
❑ School Mission/Vision	Statement of the underlying philosophy of the school.

❑ Average Class Size	Staff/child ratio, average class size, computed by grade or grade spans.
❑ School Climate	The quality of student-teacher interactions, student attitudes toward school, teacher job satisfaction, teacher expectations and beliefs about what students can accomplish.
❑ Coordination Plan	A description of the activities conducted to ensure that students' instructional day or program is coordinated so that student learning is not fragmented.
❑ Management and Governance	The presence of engaged principals, teacher input into decision-making, the organization of teachers by teams.
❑ Student Discipline Policy	Clearly defined and articulated student management and discipline policy, including policies that pertain to students with disabilities**.**

Needs Assessment of School Progress Toward Schoolwide Improvement[1]

☑ **Use *for Needs Assessment and Evaluation***

You might consider using a scale such as this to assess your school's progress in implementing schoolwide improvement: Sustaining Ongoing Improvement-5; Continuing Progress-4; Evolving First Steps 3; Thinking About Change-2; Maintaining the Status Quo-1. You may use these data prior to implementing the schoolwide planning process, during implementation, and at the end of the year as part of the evaluation of program success.

Individual Rating___ Consensus Rating ___

	Baseline Date	Benchmark Date	Benchmark Date
Standards-Based Curriculum (The school's curriculum is aligned with State standards and is articulated across grades and subjects.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Standards-Based Instruction (Teachers use content and achievement standards and assessment information to identify curricular priorities and instructional materials and to design relevant and challenging learning experiences for all students, including those of diverse cultural backgrounds, and academic experiences.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Standards-Based Assessment (The school uses multiple classroom and district assessments, in addition to the State's assessment, to monitor the achievement of individual students (including English language learners, and students with special needs). Achievement data are disaggregated and reported by all major subgroups.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation

[1] Adapted from the *"Assessment Continuum of Schoolwide Improvement Outcomes – Implementing the Components of Systemic Schoolwide Improvement*, New England Comprehensive Assistance Center, Newton, Massachusetts, 2002.

	Baseline Date	Benchmark Date	Benchmark Date
Data-Based Accountability and Evaluation (The school has a fully implemented accountability system that includes a school improvement plan based on disaggregated achievement and other data.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Structural Reform Strategies (The school structures its schedule, organization, support mechanisms, and resources to provide all students equal access to resources and the support to achieve to high standards.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Leadership and Governance (The school improvement team, or other governance structure includes teachers, other non-instructional staff, parents, community members and students in a shared leadership structure to support and improve school programs.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Professional Development (The school has a structure and process for developing and implementing a professional development plan that is aligned with the schoolwide program goals; the plan is research-based, and helps staff to better meet the needs of students.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Culture and Climate (The school's philosophy, norms, values, beliefs and shared vision reflect expectations for high achievement for all students, collaboration and collegiality among all staff, and mutual respect and trust among all individuals; the school is safe and orderly and is welcoming to students and their families.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation

	Baseline Date	Benchmark Date	Benchmark Date
External Support and Resources (The school accesses external support and resources from a variety of sources to implement, supplement and/or extend goals. Use of external resources is based on thorough research of their effectiveness and alignment with the schoolwide program plan.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Parent and Community Involvement (The school has active partnerships with parents and linkages to community organizations and institutions; the community is actively engaged and supports the activities of the school.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation
Extended Learning Activities (The school provides informal learning experiences and extracurricular activities, such as sports, music, art and clubs that appeal to diverse populations; these offerings are provided directly or through community partnerships.)	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation	❑ 5 ❑ 4 ❑ 3 ❑ 2 ❑ 1 Supporting Documentation

Sample Evaluation Template for Title I (ALL Site) Funded Programs

Sample guiding questions to evaluate the effectiveness of programs funded with Title I funds:

- The district or a school allocates Title I/site funds to support the computer technician. Is this position based on the comprehensive needs assessment (or subsequent annual evaluations)? Does this position provide direct services to students? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

- The district or a school allocates Title I/site funds for books and materials. Are they based on the comprehensive needs assessments (or subsequent annual evaluations)? Are these materials relevant, evidence-based intervention? How do they impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

<u>Sample guiding questions to determine the use of Title /site I funds to address the academic needs of Title I/all students, particularly those at risk of not meeting state academic content standards:</u>

1. Will this be a program based upon a thorough and comprehensive assessment of student needs?
2. Will this program provide **direct services** to students?
3. Is it reasonable and necessary to use Title I/site (funds to address this issue (is it something that cannot be provided through unrestricted funds)?
4. Is this the best use of a limited categorical resource?
5. Is this an evidence-based intervention designed to improve academic achievement for at-risk students? How do you know? Please see links at the end of this document.
6. How and to what extent does this directly impact student learning, increase academic achievement, and close the achievement gap?
7. How will the use of funds be monitored and evaluated for effectiveness?
8. Is it approved by SSC and described in the SPSA for site funds and approved by the district for district funds?
9. For personnel, are Time Accounting Records kept to document the hours worked showing **direct services** to students?

School Name: Evaluation of Title I Funded of Actions/Activities School Year:				
Goals	Actions/Activities (Strategies) List all activities/actions funded by Title I. **Must be evidence-based intervention** designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
Area Goal 1:				
Area Goal 2:				
Area Goal 3:				
Area Goal 4:				
Area Goal 5:				

Conclusion: A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of Title I/all students.

Note: *Please do not include non-Title I funded activities in the evaluation*. *Please evaluate non-Title I funded activities separately.*

Links to evidence based interventions and research.

https://www.cde.ca.gov/re/es/evidence.asp
https://ies.ed.gov/ncee/wwc/

School Name: Evaluation of LCFF Funded Actions/Activities School Year:				
Goals	Actions/Activities (Strategies) List all activities/actions funded by LCFF. **Must be evidence-based intervention** designed to improve academic achievement.	What is working (effective) and why?	What is not working (ineffective) and why?	Modification based on evaluation results.
Area Goal 1:				
Area Goal 2:				
Area Goal 3:				
Area Goal 4:				
Area Goal 5:				

Conclusion: A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of Title I/all students.

Note: *Please do not include non-LCFF funded activities in the evaluation*. *Please evaluate non-LCFF funded activities separately.*

Links to evidence based interventions and research.

https://www.cde.ca.gov/re/es/evidence.asp
https://ies.ed.gov/ncee/wwc/

MAJOR CATEGORICAL (TITLE I)

EXPENDITURE GUIDELINES 2020-21

A. FUNDS INCLUDED:

Resource Code 30100	Title I Base Funds	Part of the Elementary and Secondary Education Act, which provides federal money to support economically disadvantaged students and close academic achievement gaps
Resource Code 30103	Title I Parent Involvement	Used to encourage parent involvement in order to improve student achievement.
Resource Code 30106	Title I Supplemental Funds	Supplemental Title I funds to support sites' SPSA. (See Supplemental Guidelines).
Resource Code 31820	Comprehensive Support and Improvement	Funding is provided with the goal to improve student achievement from low or declining to maintaining and improving as measured on the California School Dashboard

B. PURPOSE:

1. Focus on improving instruction and extending learning time. These programs enable schools to provide **supplemental** opportunities for students to achieve proficiency in the state content standards. **Emphasis is on direct instructional support to students in core subjects.**
2. Professional development is a priority and is available to anyone in a school wide program, including teachers, classroom aides and, where appropriate, other staff and parents. Activities must be based on student needs at the school site.
3. **Supplement,** not supplant the district's general program. Use of Title I funds must not replace district funds. Title I funds must add to or enhance district program.
4. **Evidence Based** interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research.
5. Spending must be linked to needs assessment/SPSA evaluation findings.
6. Foster new types of parent partnerships that focus on improving student achievement.

C. PROCESS:

School Plan for Student Achievement (SPSA)

The Annual Needs Assessment/SPSA Evaluation identifies student learning needs at the school site based on an analysis of current student performance data in relation to state standards. The focus is on the academic needs of the children. The students' educational needs drive the planning cycle. The SPSA describes strategies that will coordinate use of federal, state, and local resources to improve instruction and student achievement. The School Site Council (SSC) oversees and approves the plan and use of the associated Title I budget allocations.

Title I School wide Program (SWP)

A federal program that puts emphasis on high achievement for all students while serving the most disadvantaged youth and providing flexibility in spending Title I funds. The annual needs assessment is a required component of the SWP and the SPSA serves as the Title I School wide Plan.

D. BUDGET:

1. Each site develops a budget to implement all strategies for each available funding source. It includes but is not limited to staffing, materials, supplies, contracted services, and equipment that will directly enhance student learning at the school site. The SPSA and the embedded Title I budget is approved by the Board of Education.
2. The SSC must approve transfers of allocations within any of the categorical programs.

E. SPENDING:

Expenditures from the Title I and Comprehensive Support and Improvement (CSI) resources are routed through the Financial Planning, Monitoring and Accountability Department for approval. Approval of all expenditures, including PARs, must be obtained prior to the purchase, event, or start date.

Spending Instructions for Title I Budgets:

SSC approval is required for revisions to Title I expenditures originally allocated in the SPSA. Complete the Major Categorical Funds Justification of Expenditure for Budget/Expense Transfer in order to make revisions to Title I and CSI spending. Send the Title I Justification of Expenditure with original principal and SSC chairperson signatures along with SSC meeting minutes verifying SSC approval:

Send to:

Financial Planning, Monitoring and Accountability Department
Eugene Brucker Education Center, Room 3126

Or email all documents to your Area Resource Teacher

The Financial Planning, Monitoring and Accountability (FPMA) resource teacher notifies the principal via email upon approval of the expense/budget transfers.

TITLE I FUND REQUIREMENTS AND RESTRICTIONS EXPLAINED:

All categorical budgets **MUST** be for direct services that impact student achievement. **Students must be considered first**. You must be able to answer the following questions:

- Are these expenditures centered on our student needs?
- Do these expenditures provide supplementary services that would not be provided absent categorical funding?
- Do position allocations for categorical funds match the proportion of each position actually performing direct, supplementary services to students?
- Do these expenditures directly affect each student in progressing to proficiency on the Common Core State Standards?
- Does this categorical funding allocation help us reach our area goals?

SPECIFIC SPENDING PROCESSES AND REQUIREMENTS:

1. **Equipment**
   a. General type of equipment and intended use/benefit must be identified in the site plan.
   b. If not **clearly instructional**, seek guidance in advance from your assigned Financial Planning, Monitoring and Accountability Department resource teacher.
   c. No procurement cards.
   d. No confirming orders (i.e., purchase order created after item is purchased and delivered).

2. **Instructional Materials**
   a. Must be related to student academic needs, instructional focus, and core curriculum.
   b. Supplemental to district funded materials and instruction.
   c. Supplemental to district initiatives and/or school core instruction.

3. **Non-Instructional Supplies and Expenses**
   a. Must specifically identify how non-instructional supplies and expenses support student achievement.
   b. Must specifically identify how administrative costs such as postage, office supplies, etc., as well as maintenance agreements, and non-classroom equipment support student achievement.

4. **Travel must be pre-approved**
   - Submit travel authorization **prior** to trip with justification tied to site plan.

5. **Conferences and/or Consultants (for professional development**)
   - Must be related to site plan.

6. **Field Trips**
   a. Must be part of classroom instructional plan.
   b. Must be related to core academics.
   c. Must have appropriate pre- and post-trip activities.
   d. Must be tied to the SPSA.

7. **Substitutes (for classroom teachers)**
   a. For professional development.
   b. To provide sick leave for teachers paid from the same funding source.

8. **Hourly time**
   a. For professional development.
   b. Extra time for support of academic programs.

9. **Parent Involvement**
   a. Workshops for parents.
   b. Materials for parent meetings, training, parent resource library.
   c. Speakers or consultants for parents.
   d. Communications with parents (including mailings).
   e. Light refreshments only.
      - Meals are **NOT** allowable.
   f. Childcare for parents to attend workshops.
   g. Translation for parents attending workshops.
   h. Equipment and supplies for parent room.

Reminder: Title I funds are never used to fund the following expenses

a. Noon duty or Campus Security
b. Meals
c. Athletic equipment
d. Medical supplies
e. Custodial supplies
f. Building improvement
g. Replacement of i21 materials; check with IT Help Desk for available supplies.
h. Clerical Positions
i. Copier Contract
j. Community Service Assistant
k. Incentives (staff, parents, or student)

CATEGORICAL SPENDING GUIDELINES
2020-21

Rationales for Categorical Spending must be clearly described in the School Plan for Student Achievement (SPSA).

Resource #	Resource Name	Allowable Expenses	Non-allowable Expenses
30100	**Title I**	• **Additional FTE above district allocation only. Must work directly with students on intervention programs or activities. This MUST be clearly articulated in the SPSA*.** • Class size reduction teachers • Classroom teachers who provide qualitatively different instruction to underperforming students (above district formula). • AVID teachers and tutors • Push-in instruction teacher • Subject-specific resource teachers • Prep teachers (only if used to release teachers for professional development). • Nurse • Counselor • Administrative Positions including Vice Principals and Dean of Students.* Must have approval of Area Superintendent. • Network Tech-unless working directly with students on intervention programs and/or activities. - Parent Academic Liaison - Pupil Advocate - Assistants (guidance, classroom, library, etc.) If working directly with students on intervention programs or activities. This MUST be clearly articulated in the SPSA. • Hourly time including: - Classroom teachers and classified staff working directly in	• Clerical positions • Campus Security/ Noon Duty • Copier contract • Athletic equipment • Medical supplies • Custodial supplies • Meals • Building improvement • **Clerical hourly**

Resource #	Resource Name	Allowable Expenses	Non-allowable Expenses
		supplemental services and/or programs for students - Nursing Time - Counselor Time • Extended Day/Year Programs • Substitutes to provide release time for professional development **(for classroom teachers)**. • Equipment –directly related to support student achievement in the Common Core State Standards. • Instructional Materials • Travel for professional development (must be pre-approved). • Conferences for professional development. • Field Trips (in support of common core instruction). • Parent Involvement	
30103	**Title I Parent Involvement**	• Materials for parent meetings and training • Conferences and workshops for parents • Presentations for educational programs to parents or consultants • Parent communication materials • Light refreshments. (meals are not allowable)	• Same as for Title I Basic.

30106	**Title I Supplemental**	• Same as for Title I Basic	• Same as for Title I Basic.
Resource #	**Resource Name**	**Allowable Expenses**	**Non-allowable Expenses**
31820	**Comprehensive School Improvement**	• Same as for Title I Basic, but must directly address needs which qualified site for CSI status.	• FTE • Acquisition of equipment for administrative or personal use • Furniture • Any food • Rental Space • Memberships