

Volume

8

SAN DIEGO UNIFIED SCHOOL DISTRICT

FINANCIAL PLANNING, MONITORING AND ACCOUNTABILITY

School Site Council, SPSA and Title 1 Handbook

2016-17

SDUSD – FINANCIAL PLANNING, MONITORING AND
ACCOUNTABILITY

SSC, SPSA and Title 1 Handbook

SDUSD – Financial Planning, Monitoring and Accountability
4100 Normal Street, Room 3209
San Diego, CA 92103
Phone 619.725.5605 • Fax 619.725.7055

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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 Single Plan for Student Achievement (SPSA).

It is also intended to provide School Site Councils the background knowledge helpful to understanding the importance of the Single 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.

The plan required by the Federal Government is called the Local Educational Agency Plan (LEAP) and 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.

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 Single Plan for Student Achievement (SPSA).

SCHOOL SITE COUNCILS

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

School Site Councils oversee the Single Plan for Student Achievement (SPSA) and the categorical budgets associated 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 Involvement Policy and Home School Compact. The Parent Involvement Policy articulates the districts responsibility and efforts to build parent/district partnerships. The Home School Compact articulates families' educational responsibilities.

School Site Council business as described above including elections and record keeping is monitored on a regular basis by Federal Program Monitoring (FPM) through the California Department of Education (CDE).

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.

2020 VISION FOR EDUCATIONAL EXCELLENCE

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 currently employs a multiple step process which includes the Local Control Accountability Program (LCAP), Local Educational Agency Plan (LEAP), the school-level Single 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, who gives final approval of the goals and spending articulated in the LEAP and the LCAP. 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 and updates the SPSA. The Board of Education gives their final approval of the school plans.

The SPSA is structured so that the academic goals and the associated categorical funds support district goals as they are identified in the LEAP and LCAP.

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 LEAP requirements. The Vision 2020 Quality Indicators serve also as the goals of the LEAP. Further, the goals of the LEAP and the LCAP 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)
- Local Educational Agency Plan 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 2015-16 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/>.

Six goals comprise the 2015-18 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.

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.

LOCAL EDUCATIONAL AGENCY PLAN (LEA PLAN)

The Federal Government requires the Local Educational Agency (LEA) to develop and oversee a district wide 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 of 1965 and the No Child Left Behind Act of 2001.

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.

The No Child Left Behind (NCLB) Act, was subsequently enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

In January 2015, the US Secretary of Education described a plan to replace NCLB with a new ESEA that takes advantage of the lessons of the last several years and builds on the progress that America's students and educators have worked hard to achieve. (<http://www.ed.gov/esea>). As of this time information is still pending regarding the full scope of the ESEA Reauthorization. However, as NCLB maintained the spirit of providing support to underprivileged students as addressed in ESEA so will the reauthorization of ESEA. Student academic achievement will still be a measure of success.

As of December 10, 2015 the Every Student Succeeds Act (ESSA) was signed by President Obama. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

It may take up to two years to fully develop and begin implementing all components of ESSA. NCLB requirements will continue to apply until ESSA is fully implemented.

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- Stronger accountability for results;
- Greater flexibility and local control for states, school districts, and schools in the use of federal funds;
- Enhanced parental choice for parents of children from disadvantaged backgrounds, and
- A focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

California's State Board of Education (SBE) development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

ESSA (Federal Education Law, S.1177) has been authorized for four years. 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 NCLB 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. It differs from NCLB's measure of academic standards. NCLB proficiency levels were identified as Advanced-Proficient-Basic-Below Basic-Far Below Basic. CAASPP identifies student achievement levels in relation to standards and communicates them as Standard Exceeded-Standard Met-Standard Nearly Met-Standard Not Met.

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, research-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. SDUSD Title I schools 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 Single 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, demonstrate proficient and advanced levels of achievement 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, as amended by the NCLB, 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.” It is anticipated that these measures of academic success will be incorporated in to the language of the SPSA.

Core Elements of Schoolwide Programs

NCLB 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, make adequate yearly progress

(AYP), 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 Single 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 Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding sub-grants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by school site councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, and Title III (Limited English Proficient). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level (Standard Met) 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.

Although LCFF funds are not currently under the purview of the SSC, SDUSD has included LCFF funding and goals as an addendum to the 2014-16 within SPSA. These are linked specifically to SDUSD LCAP goals.

Federal Program Monitoring (FPM)

State and federal law require 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 eighteen such 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 Single 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. These areas include but are not limited to English Learners, Physical Education, Early Childhood Education and Compensatory Education.

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 district wide 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 Single Plan for Student Achievement.
- Assisting with the creation and development of the Single 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 decisions.

FINANCIAL PLANNING AND DEVELOPMENT

DEBBIE FOSTER, EXECUTIVE DIRECTOR

FINANCIAL PLANNING, MONITORING AND ACCOUNTABILITY

VIKKI HENTON, DIRECTOR

Financial Planning, Monitoring and Accountability provides support and training to schools implementing programs and activities funded through Title I, Title I Parent Involvement, and various other categorical programs.

Programs Supported:

- Accreditation: Western Association of Schools and Colleges (WASC)
- California Department of Education (CDE) Federal Program Monitoring
- District Advisory Council (DAC)
- School Site Council (SSC)
- Single Plan for Student Achievement (SPSA)
- Title I Schoolwide Program (SWP)
- Federal Program Monitoring (FPM)

2015-16 CONTACT INFORMATION

Eugene Brucker Education Center 4100 Normal Street, Room 3209 Phone: (619)725-5605 Fax: (619)725-7055	
RESOURCE TEACHERS	SCHOOL ASSIGNMENTS
Dario Gutierrez (619) 725-7785 dgutierrez2@sandi.net	All Schools listed in: Areas 1 and 2 Home/Hospital, Riley, TRACE, and Whittier SBB
Dr. Susan JK Weinshanker(619) 725-5614 sweinshanker@sandi.net	All Schools listed in: Areas 3 and 4 ALBA WASC
Mary Johnson (619) 725-5611 mjohnson8@sandi.net	All Schools listed in: Areas 5 and 6 DAC

Additional resources and information can be found at:

<https://www.sandi.net/staff/financial-planning-monitoring-and-accountability/financial-planning-monitoring-and-accountability>

2020 VISION FOR EDUCATIONAL EXCELLENCE

SDUSD Educational Plans

Goals	Action Areas	Local Priorities <i>Vision 2020 – Quality Indicators</i>	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	<ol style="list-style-type: none"> Multiple Measures and Data Support for Early Learning Programs Support for Secondary-level Student Access to High-level Coursework Leading to Graduation Supplemental School Allocations for Multiple Levels of Support Additional Intervention and Student Support Cultural Proficiency Additional Support for Students with Disabilities Additional Support for English Learners Additional Support for Foster Youth 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.	<ol style="list-style-type: none"> Pathways to College and Career Readiness Enriched and Enhanced Learning Opportunities Aligned District Course of Study and Curriculum Instructional Resources and Materials Additional Support for English Learners Instructional Programs and Services for Students with Disabilities 	<ol style="list-style-type: none"> Access to a broad and challenging curriculum. Digital Literacy 	<ol style="list-style-type: none"> Basic Services Implementation of State Standards Pupil Engagement 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.	<ol style="list-style-type: none"> Acquire, Develop, and Retain: Classroom Teachers, Certificated Support Personnel, and Site Administrators Develop Capacity of Beginning Teachers and Teachers in Need of Support District Systems to Develop Instructional Capacity Develop Leadership Capacity Professional Development – Standards, Instruction, and Support 	<ol style="list-style-type: none"> Quality teaching Quality leadership Professional learning for all 	<ol style="list-style-type: none"> Basic Services Implementation of State Standards Pupil Achievement 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.	<ol style="list-style-type: none"> Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support Provide for Student Health and Wellness Additional Support for Youth in Transition Cultural Proficiency School Support Staff and Resources Healthy and Nutritious Meals Attractive, Clean, and Well-Maintained Schools Safe Schools 	<ol style="list-style-type: none"> Supportive environment that values diversity in the service of students Safe and well maintained facilities 	<ol style="list-style-type: none"> Basic Services Pupil Engagement 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.	<ol style="list-style-type: none"> Meaningful Engagement and Participation Parent and Community Assistance and Support Translation and Interpretation Service Enrollment Options and Opportunities Customized Cluster Strategies Community Relations and Partnerships 	<ol style="list-style-type: none"> Parent and community engagement around student achievement High enrollment of neighborhood students Neighborhood center with services depending on neighborhood needs 	<ol style="list-style-type: none"> Basic Services Pupil Engagement 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.	<ol style="list-style-type: none"> Basic Services and Infrastructure Communications 	<ol style="list-style-type: none"> Quality support staff integrated and focused on student achievement 	<ol style="list-style-type: none"> 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. 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.
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.

LOCAL EDUCATIONAL AGENCY GOALS

1. Closing the Achievement Gap: All levels of the organization work to improve student achievement and close the achievement for all underperforming student groups.
- 2a. Broad and Challenging Curriculum- Reading/ELA: Students have equitable access to rigorous, well-rounded, standards-aligned curricula that assures readiness for a full range of post-graduation options.
- 2b. Broad and Challenging Curriculum-Mathematics: Students have equitable access to rigorous, well-rounded, standards-aligned curricula that assures readiness for a full range of post-graduation options.
- 2c. Broad and Challenging Curriculum-ELD: The district will continue to strengthen the program for English learners so that English learners receive relevant, focused ELD appropriate to their level of English proficiency, and have equitable access to rigorous, well-rounded, standards-based curricula that assures readiness for a full range of post-graduation options.
3. Quality Teaching: Students have access to a highly effective teacher in every course and in every year.
4. Quality Leadership: Quality leadership is evident at all levels of the system with a unifying vision that motivates, inspires, and empowers stakeholders to provide optimal student educational opportunities.
5. Professional Learning for All Staff: All staff members engage in ongoing professional study directed at standards-aligned teaching and learning.
6. Parent/Community Engagement-Student Achievement: Include parents in meaningful processes on school and district decisions, developing parent leaders and representatives.
7. Quality Support Staff: Learning communities are supported by classified and certificated staff on school campuses who contribute to high-level student achievement and quality neighborhood schools.
8. Valuing Diversity in the Service of Students: Staffs and faculties provide for learning environments and instructional practices that are culturally responsive and that challenge bias.
9. High Enrollment of Neighborhood Students: Parents/guardians enroll children in the neighborhood school as their first choice because of high quality educational programs, a positive school climate, and student achievement results.
10. Digital Literacy: Students have access to and skill in applying technologies to leverage their learning.

11. Neighborhood Center Serving Neighborhood Needs: Schools are centers for extended learning and enrichment opportunities and provide academic and social services.
12. Safe and Well-Maintained Facilities: Schools provide safe, well-maintained facilities and positive learning climates that support the academic, social, emotional, and physical needs of students.

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Developing a School Site Council (SSC)

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 Single 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 the 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 and School Advisory Committee), 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 Single 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 Involvement Policy and the Home/School 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 Program Improvement Supplemental (Resource Code 30106): Supplemental funds used to implement provisions of Elementary and Secondary Education Act. Funding is provided with the goal to improve student achievement while meeting the state's standards that will allow the school to exit Program Improvement (PI) status. Schools in PI year 3 receive the funds in preparation for PI Year 4 and then receive it each year in PI thereafter.

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 research based 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, demonstrate proficient and advanced levels* of achievement on State academic achievement standards. *ESSA = 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 Single 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 Involvement Policy with Integrated Home-School 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 (Education Code Section 35147c).
- Maintain SSC handbook that contains the following: a copy of bylaws, meeting agendas, minutes, 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 Handbooks on file for seven (7) 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 involvement policy to increase parent participation in Title I activities.

Site Title I Parent Involvement Policy/Home-School Compact

The Title I Parent Involvement Policy (PIP) provides a description of the 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 involvement policy. School staff and parents must jointly develop and agree on the policy, and the policy must be reviewed on an annual basis. The Parent Involvement Policy, as incorporated into the SPSA, establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities.

The policy must address the following:

1. Policy Involvement. Each Title I school and Non-Title 1 school (as applicable) shall involve parents by means of the following activities:
 - (a) Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved. (20 U.S.C. § 6318 (c)(1).)
 - (b) Offer a flexible number of meetings. (20 U.S.C. § 6318 (c)(2).)
 - (c) Involve parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy. (20 U.S.C. § 6318 (c)(3).)
 - (d) Provide parents of participating students with timely information about Title I programs. (20 U.S.C. § 6318 (c)(4) (A).)
 - (e) Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. (20 U.S.C. § 6318 (c)(4) (B).)
 - (f) Provide parents of participating students, if requested, with opportunities for regular meetings to participate 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).)

2.0 Shared Responsibilities for High Student Achievement:

- (a) Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards (20 U.S.C §6318 (d)(1).)
- (b) Describes the parents' responsibility to support their children's learning. (20 U.S.C §6318 (d)(1).)
- (c) Addresses the importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C §6318 (d)(2).)

3. Building Capacity for Involvement. To build capacity for involvement of parents, each school and LEA shall:

- (a) Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children. (20 U.S.C. § 6318 (e)(1).)
- (b) Provide materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318 (e)(2).)
- (c) Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 U.S.C. § 6318 (e)(3).)
- (d) Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318 (e)(4).)
- (e) Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 U.S.C. § 6318 (e)(5).)
- (f) Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318 (e)(1).)

4. Accessibility. Each school and LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318 (f).)

A sample Site Parent Involvement Policy/Home- School 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 Local Educational Agency (LEA) Plan and the process of school review and improvement. Parents should also be a part of the annual review of the LEA Plan as well as review of the District Parent Involvement Policy and Guidelines for Implementation. SDUSD combines these two tasks into the responsibilities of the DAC.

The DAC consults with the district and facilitates coordination and cooperation of parents, staff, and community on matters related to Title I programs. The DAC provides a forum for communication, information, and training for the district's SSCs through the DAC representative from ALL school sites in the SDUSD. Activities include reviewing the Consolidated Application, providing input on and reviewing the district's LEA Plan, and reviewing and revising as needed the District Title I Parent Involvement Policy and Guidelines for Implementation.

Each member representing a school with a valid roster is entitled to one vote on matters relating to district wide issues. With regards to matters relating to Title I, only members representing a Title I school with a valid roster are entitled to one vote on matters relating to Title I. Absentee ballots shall not be permitted. The alternate shall attend meetings and vote in the absence of the representative.

All parents from the school site's SSC are automatically DAC alternate 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 Single 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

EVEN IF AN ELAC RELINQUISHES SPECIFIC DECISION-MAKING AUTHORITY TO AN SSC, THE ELAC MAY CONTINUE TO MEET TO FULFILL OTHER ACTIVITIES OUTLINED FOR PARENT INVOLVEMENT.

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.

Elementary Model	50% School Personnel	50% Parents/ Community Members
	Principal (automatic member)	Parents must have a child currently enrolled in the school.
	Minimum of three (3) Classroom Teachers*)	Parent/community members may not be employed at the school site.
	Minimum of one (1) <i>Other School Personnel Representative**</i>	
	Classroom teachers must be in the majority.	
	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, one quarter must be parents/community members, and one quarter must be students. For secondary schools, the minimum number of members is twelve (12).

Secondary Model	50% School Personnel	25% Parents/ Community Members	25% Students
	Principal (automatic member)	Parents must have a child currently enrolled in the school.	Students must be currently enrolled in the school and shall be elected by the entire student body.
	Minimum of four (4) Classroom Teachers*	Parents/community members may not be employed at the school site.	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.
	Minimum of one (1) <i>Other School Personnel Representative**</i>		Once the official ballot has been created, the currently enrolled students will vote for three (3) student members.
	Classroom teachers must be in the majority.		The three students who receive the most votes will be the student members; the student receiving the next highest number of votes (fourth highest) will be the student alternate.
	Minimum of six (6)	Minimum of three (3)	Minimum of three (3)

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, resource teacher, 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.

Students (Secondary Model)

In secondary schools, one-fourth of the SSC members **must** be students. 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. Membership elections may be held in September prior to the year membership begins. One year of membership term is defined as service from November of elected year through October 31st of the next year.

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. The results of the elections, for auditing purposes, must be documented in the SSC binder. Understanding there are no statutory requirements, the following represents an example of how elections can be conducted at your site:

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.

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.

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.

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.

In addition, the use of the template provided in the appendix is strongly recommended. Minutes are always on the agenda for approval and should be signed by the principal and SSC chairman once they are approved.

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 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 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 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.
- 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.

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

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 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
- Participate in any school-wide parent needs assessment

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

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 Single Plan for Student Achievement. The SSC must work for census with the best interest of student achievement for all always being paramount. To work effectively members need to leave their bias out 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 Single 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
- Conduct electronic meetings and/or voting

SSC TIMELINES

August/September

- Call for nominations
- SSC Elections
- Prepare for SSC review:
 - Bylaws
 - Title I Parent Involvement Policy and Integrated Home/School Compact
- Review student data
- SSC Training: Elections and Fall Responsibilities

October

- SSC Elections
- Review SSC responsibilities
- Review bylaws and revise as needed
- Conduct annual mandatory Title I Parent Meeting
- Distribute District Parent Involvement Policy, School Parent Involvement Policy and Home School Compact
- SSC Training: Training for Administrators; Training for SSC Teams
- 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

November

- SSC Training: Training for Administrators; Training for SSC Teams

December

- Monitor SPSA implementation
- Check status of salary transfers and make budget adjustments if necessary.
- SSC Training: Managing Title I Budgets

January

- Conduct Needs Assessment in preparation for SPSA review and revision
- 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
- SSC Training: Revising the SPSA for Student Achievement

February

- Analyze student achievement data
- Set goals based on student data
- Seek other school advisory committees' input
- Title I budget and SPSA due to BOE for approval
- Allocate categorical funds for next fiscal year
- Review School Accountability Report Card
- SSC Training: Revising the SPSA for Student Achievement

March

- Monitor student progress
- Review and begin end-of-year categorical budget balancing
- Prepare for SSC review:
 - Title I Parent Involvement Policy and Integrated Home/School Compact for next school year
- Spending Deadlines Begin: e-Pro Special Request Requisition or Catalog Request due

April

- Continue end-of-year categorical budget balancing
- Evaluate the current year's SPSA using the Assessment and Evaluation Survey
- Spending Deadlines: Last opportunity to submit and approve all Special or Catalog e-Pro Requisitions
- SSC Training: Managing Title I Budgets

May

- Evaluate the current year's SPSA using the Assessment and Evaluation Survey
- Continue end-of-year categorical budget balancing
- Spending Deadlines: Last opportunity to submit and approve all e-Pro Direct Connect Requisitions and to order stock/inventory items

June/July

- Spending Deadlines: Transfer Justification paperwork and SSC minutes due for all expense transfers and budget balancing
- Conduct Needs/Self- Assessment in review of academic year

Maintaining the Single Plan for Student Achievement

THE SINGLE 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, a recognition that all stakeholders (students, parents, community members, teachers, other staff and principals) must contribute to the success of the school [SB 374 of 2001, Public Schools Accountability Act (PSAA) of 1999, SB 1X Chapter 3 of 1999, AB 961 of 1999, Ed Code 64001, Ed Code 52055.750-52055.770, and ESEA Section 1003(g)].

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 Single 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 LEA plan.
- 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.

Key Components of the SPSA

Key District Strategies:

Key District Strategies are identified from the district goals. In each site plan, the school bases its priorities on student achievement data and other sources of information. The objective of each priority is to identify focused areas of improvement for targeted populations. This is a Federal and State Compliance document.

Area SMART Goals:

Area SMART Goals, are Strategic and specific, Measureable, Attainable, Results-based, and Time-bound (SMART). They set guidelines for what needs to be evaluated and to what standards the program will be held. These objectives should be narrow statements based on analysis of data and current conditions.

Progress and Growth Monitoring:

The monitoring process is directly related to the outcome expected from the stated objective. In basic terms, it is the way progress is monitored. For every goal, a matching assessment is used to measure the progress towards that goal. The District has developed interim goals that align to Caaspp.

Major Strategy/Action Steps:

A Major Strategy/Action Step is an action, program, or service provided to reach your smart goal. The activity describes what you are going to do to achieve your objective. Activities are selected based on proven research and documented success.

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.*

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 Single 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, demonstrate proficient and advanced levels of achievement on State academic achievement standards (meet or exceed 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 the NCLB 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

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 Single 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 in January and June.

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 Single 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 SMART goals for academic achievement, academic equity, and parent and community involvement.*** Reviewed and approved by the site's SSC.

SMART 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.

SMART goal examples:

- By 6/13/18, 52% of (Name of School) grades 3-5, students will meet or exceed standards in English Language Arts.
- (Name of School) will achieve State Testing targets including all sub group targets.
- 30% of (Name of School) English Learner Students will move to the next level on the California English Language Learner Test.

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).

- There will be an increase in English Learner re-designation at (Name of School).
- There will be a reduction in F's and improved grade point averages for students at (Name of School).

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.

- African American, Latino, and English Learner students will perform at or above the District average or show 5% improvement on the California Assessment of Student Performance and Progress.

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.

- (Name of School) will demonstrate a reduction in violence as evidenced by crime reports.
- (Name of School) will have a reduction of non-mandatory suspensions.
- (Name of School) will improve its' attendance rate to hit 91-100% for all students with emphasis for our African American and Hispanic students.

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

- Ratings on the Parent Satisfaction Survey will continue to Improve.
- (Name of School) will continue to improve attendance at parent conferences.
- There will be improved representation of parents on advisory and decision making bodies especially of English Learner and Educationally Disadvantaged Youth students.

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 good instructional program will address all of the appropriate content standards, a good 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.

<u>Supplementing</u>	<u>Supplanting</u>
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 student’s only teacher for a given class. (A key indicator is that this teacher’s Name appears on the report card as the “teacher of record”)*.

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

August/September

- Analyze new data and information related to student performance, staffing, teacher needs, school needs.
- SSC Training: Elections and Fall Responsibilities
- Conduct Title 1 Parent Meeting early in the year

October

- Review and approve School Parent Involvement Policy and Home School Compact
- SSC Training: Training for Administrators; Training for SSC Teams

November/December

- Monitor student progress and prepare for SPSA adjustments for current school year
- SSC Training: Training for SSC Teams

January/February

- SSC Training: Revising the SPSA for Student Achievement
- Conduct Needs Assessment in preparation for SPSA review and revision
- Discuss and prioritize changes for next year
- Seek other school advisory committees' input
- Review assessment data
- 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. (PI Schools and schools on "watch list" must allocate 10% of Title I funds toward staff development)
- Complete and (SSC) approve all sections of the SPSA
- Schools submit one Recommendations and Assurances documents

February

- Discuss and prioritize changes for next year
- Seek other school advisory committees' input
- Review assessment data
- 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. (PI Schools and schools on "watch list" must allocate 10% of Title I funds toward staff development)
- Complete and (SSC) approve all sections of the SPSA
- Schools submit one Recommendations and Assurances documents

March

- Monitor student progress and prepare SPSA and budget adjustments for current year
- Review and begin end-of year budget balancing
- Spending Deadlines Begin: e-Pro Special Request Requisition or Catalog Request due

April

- SSC Training: Managing Title I Budgets
- Monitor student progress and prepare SPSA and budget adjustments for current year
- Continue end-of-year budget balancing
- Spending Deadlines: Last opportunity to submit and approve all Special or Catalog e-Pro Requisitions

May

- Review and finalize end-of-year budget balancing
- All Program Improvement Schools should have spent at a minimum 10% of Title I funds for professional development
- Spending Deadlines: Last opportunity to submit and approve all e-Pro Direct Connect Requisitions and to order stock/inventory items
- Evaluate the Single Plan for Student Achievement using the SPSA Assessment and Evaluation Survey provided by Financial Planning, Monitoring and Accountability

June / July

- Spending Deadlines: Transfer Justification paperwork and SSC minutes due for all expense transfers and budget balancing (Financial Year ends June 30th)
- All Program Improvement Schools should have spent at a minimum 10% of Title I funds for professional development
- Conduct Needs Assessment in review of academic year
- Summarize the evaluations of the Single Plan for Student Achievement provided by SSC onto the Assessment and Evaluation Survey Summary form provided by Financial Planning, Monitoring and Accountability

Resources

RECOMMENDED WEBSITES

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 and Quality Education Investment Act (QEIA).

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/node/181>

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" position is any NON-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 can place in their Bylaws that they can vote electronically.	Since the SSC is a public entity all voting must be completed in a public forum. No electronic voting.
SSC records are for school use only.	SSC records should be maintained in the SSC Handbook and the Handbook should be made available for public review upon request. The public may also ask for copies of documents.

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EDUCATION ACRONYMS

AB	Assembly Bill
A-G	required high school courses to be eligible to enter UC or CSU
AMO	Annual Measurable Objective
AP	Advanced Placement (Courses)
API	Academic Performance Index
APR	Academic Progress Report
ARI	Analytical Reading Inventory (grades 4-8)
ASB	Associated Student Body
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
BOE	Board of Education
CAASPP	California Assessment of Student Performance and Progress
CAHSEE	California High School Exit Exam
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)
CSR	Class Size Reduction (Teacher)
CST	California Standards Test
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
ED	United States Department of Education
EDL	Spanish version of DRA
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELST	English Learner Support Teacher

ESL	English as a Second Language
F/RPM	Free/Reduced-Price Meals
GPA	Governor's Performance Award program; also 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
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
PALs	Parent Academic Liaisons
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
SDSU	San Diego State University
SERP	Supplemental Early Retirement Plan
SES	Supplemental Educational Services (under NCLB) or Socioeconomic Status
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
UCSD	University of California San Diego
USD	University of San Diego
VEEP	Voluntary Ethnic Enrollment of Education
YRS	Year-Round School/Schedule

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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	http://www.usdoj.gov/crt/ada/adahom1.htm
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
AYP	Adequate Yearly Progress	http://www.cde.ca.gov/ta/ac/ay/
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
CAASPP	California Assessment of Student Performance and Progress	http://www.caaspp.org
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/dc/cb/
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/files/CAW-exams.pdf
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSIS	California School Information Services	http://www.csis.k12.ca.us/site-map-cata.asp
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlanguage.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea0

Acronym	Stands For	Web Address
		2/index.html
Acronym	Stands For	Web Address
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/
FPM	Federal Program Monitoring	http://www.cde.ca.gov/ta/cr/
FEP	Fluent English Proficient	http://ellclassroom.wordpress.com/category/english-proficiency/fep-fluent-english-proficient/
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/gt/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
IEP	Individualized Education Program	http://www.calstat.org/iep/
LC	Language Census	http://www.cde.ca.gov/ds/dc/lc/
LCAP	Local Control and Accountability Plan	http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp
LCFF	Local Control Funding Formula	http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp
LEA	Local Educational Agency	http://www.cde.ca.gov/nclb/sr/le/
NAEP NAGB	National Assessment of Educational Progress (National Assessment Governing Board)	http://www.nagb.org
NCLB	No Child Left Behind	http://www.cde.ca.gov/nclb/
OLA	Office of Language Acquisition	https://www.sandiegounified.org/node/181
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
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
SBAC	Smarter Balanced Assessment Consortium	http://www.smarterbalanced.org/
SEA	State Education Agency	http://www.cde.ca.gov
SLO	Schoolwide Learning Objectives	http://www.acswasc.org/

Acronym	Stands For	Web Address
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 and Site Governance Teams

DAC Meeting

October 16, 2013

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:
 - **Elimination of an existing bargaining unit position by February 1 for non-categorically funded positions and as close as possible to February 1 for categorically-funded positions**
- 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
- Multiple-site assignments for applicable programs

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 12 members. (1 Principal, 4 Classroom Teachers, 1 Other Staff, 3 Students, and 3 Parents/Community Members)

Ratios must be maintained if additional members added.

SGT

- Groups must democratically elect their representatives
- 50% SDEA members (including the site representative unless waived by a 2/3 vote of the site unit members)
- 35% Parents/community members (including at least 3 parents)
- 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



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2016-17 SCHOOL SITE COUNCIL/DISTRICT ADVISORY COUNCIL TIMELINE GUIDE

August/September	October	November	December	January
<p><u>DAC Meeting: 9/21/2016</u> Executive Meeting: 9/7/2016</p> <ul style="list-style-type: none"> State Assessments Overview (2016) District Initiative Updates Administrative Circulars: <ul style="list-style-type: none"> SSC Training/Rosters Categorical Expenditures Site Title 1 Requirements Consolidated Application-CARS Spring Data Reporting, Collection & Application for Funding <p>Training: SSC Elections (August), SSC Nuts and Bolts for Administrators, What to Expect at School and How to Navigate Sandi.net</p>	<p><u>DAC Meeting: 10/19/2016</u> Executive Meeting: 10/5/16</p> <ul style="list-style-type: none"> 2016-17 DAC Election Committee Accountability Progress Report Title I Programs Carryover Report LCAP Update/Consultation LCFF Data Collection from Provision 2 Schools Report Consolidated Application -- CARS Spring Data Reporting Collection & Application for Funding <p>Training: SSC/DAC Timeline Conference Registration</p>	<p><u>DAC Meeting: 11/16/2016</u> Executive Meeting: 11/2/16</p> <ul style="list-style-type: none"> 2016-17 DAC Executive Board Nominations DAC Bylaws Title I Budget Balances 2014-16 Consultation of Title I Ranking/Budget LEA Plan Update and Review LCAP Update/Consultation <p>Training: What is the LEA Plan? What is the LCAP? SSC Responsibilities by Cluster</p>	<p><u>DAC Meeting: 12/14/2016</u> Executive Meeting: 12/7/16</p> <ul style="list-style-type: none"> 2016-17 DAC Executive Board Elections Consultation of Title I Ranking/Budget Continues District Projects Updates LCAP Update/Consultation <p>Training: SPSA and Budget Updates</p>	<p><u>DAC Meeting: 1/18/2017</u> Executive Meeting: 1/4/17</p> <ul style="list-style-type: none"> Site Safety Plans Consultation of Title I Ranking/Budget Continues State of the Budget LCAP Update/Consultation. Consolidated Application-CARS Winter Data Collection & Reporting <p>Training: Categorical Budget Review</p>
<p style="text-align: center;"><u>SSC</u></p> <ul style="list-style-type: none"> <u>Monitor SPSA implementation*</u> <ul style="list-style-type: none"> ❖ <i>Modify or eliminate ineffective activities</i> ❖ <i>Identify obstacles</i> ❖ <i>Examining categorical budget expenditures</i> ❖ <i>Review Assessment Data</i> Call for nominations/ SSC Elections Prepare for SSC review: <ul style="list-style-type: none"> Bylaws Site Title 1 Parent Involvement Policy Home/School Compact Conduct Annual Title I Parent Meeting Conduct SSC Elections 	<p style="text-align: center;"><u>SSC</u></p> <ul style="list-style-type: none"> <u>Monitor SPSA implementation*</u> <ul style="list-style-type: none"> ❖ <i>Modify or eliminate ineffective activities</i> ❖ <i>Identify obstacles</i> ❖ <i>Examining categorical budget expenditures</i> ❖ <i>Review Assessment Data</i> ❖ <i>Review and revise SPSA as necessary</i> <p style="text-align: center;">Due 10/28/16</p> <ol style="list-style-type: none"> SSC Membership Roster (identify DAC representative) SSC Bylaws (review, revise or develop and approve) SSC Minutes (documenting election results and new member introductions) SSC Bylaws and TI Parent Meeting Verification form 	<p style="text-align: center;"><u>SSC</u></p> <ul style="list-style-type: none"> <u>Monitor SPSA implementation*</u> <ul style="list-style-type: none"> ❖ <i>Modify or eliminate ineffective activities</i> ❖ <i>Identify obstacles</i> ❖ <i>Examining categorical budget expenditures</i> ❖ <i>Review Assessment Data</i> ❖ <i>Review and revise SPSA as necessary</i> <p style="text-align: center;">SSC Legal Responsibilities & Best Practices</p>	<p style="text-align: center;"><u>SSC</u></p> <ul style="list-style-type: none"> <u>Monitor SPSA implementation*</u> <ul style="list-style-type: none"> ❖ <i>Modify or eliminate ineffective activities</i> ❖ <i>Identify obstacles</i> ❖ <i>Examining categorical budget expenditures</i> ❖ <i>Review Assessment Data</i> ❖ <i>Review and revise SPSA as necessary</i> <p style="text-align: center;">Begin checking status of salary transfers and make budget adjustments if necessary</p>	<p style="text-align: center;"><u>SSC</u></p> <ul style="list-style-type: none"> <u>SPSA 2017-18 Development</u> <ul style="list-style-type: none"> ❖ <i>Identify priorities, meet with community groups</i> ❖ <i>Discuss and prioritize changes for next year</i> ❖ <i>Review tentative budget allocations for next year</i> <p style="text-align: center;">Check status of salary transfers and make budget adjustments, if necessary</p> <p style="text-align: center;">Revising your SPSA</p> <p style="text-align: center;">(Spanish Translation and childcare is available)</p>



San Diego Unified School District
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2016-17 SCHOOL SITE COUNCIL/DISTRICT ADVISORY COUNCIL TIMELINE GUIDE

February	March	April	May	June/July
<p><u>DAC Meeting: 2/15/2017</u> Executive Meeting: 2/1/17</p> <ul style="list-style-type: none"> • Board Approval of Title I Ranking/Budget • 2016-17 CARS- Winter Data Collection/ Allocations and Reservations. (TBD) • Title I Programs • LEA Plan Timeline • LEA Plan Revisions • LCAP Update/Consultation • Categorical/Spending Deadlines <p>Training: Purpose of the PIP</p>	<p><u>DAC Meeting: 3/15/2017</u> Executive Meeting: 3/1/17</p> <ul style="list-style-type: none"> • DAC Budget Update • Testing Information • District Projects Update • Annual Parent Involvement Policy review begins • LCAP Update/Consultation <p>Training: TBD</p>	<p><u>DAC Meeting: 4/19/2017</u> Executive Meeting: 4/5/17</p> <ul style="list-style-type: none"> • LEA Plan revisions to Board of Education • Title I Parent Involvement Policy review begins • CARS Spring Data Collection/Reporting and requisition funds (TBD) • LCAP Update/Consultation <p>Training: TBD</p>	<p><u>DAC Meeting: 5/17/2017</u> Executive Meeting: 5/3/17</p> <ul style="list-style-type: none"> • Title I Parent Involvement Policy review begins. Due October 2017 • End of Year Awards: School Achievement and Attendance • LCAP Update/Consultation <p>Training: TBD</p>	<p><u>DAC Meeting: None</u> Executive Meeting: 6/7/17</p> <ul style="list-style-type: none"> • District Projects Update
<p style="text-align: center;"><u>SSC</u></p> <ul style="list-style-type: none"> • <u>Monitor SPSA implementation*</u> <ul style="list-style-type: none"> ❖ <i>Modify or eliminate ineffective activities</i> ❖ <i>Identify obstacles</i> ❖ <i>Review Assessment Data</i> ❖ Review 2016-17 categorical balances and ramp up spending in preparation for year- end deadlines • <u>SPSA 2017-18 Development</u> <ul style="list-style-type: none"> ❖ <i>Identify priorities, meet with community groups</i> ❖ <i>Discuss and prioritize changes for next year</i> ❖ <i>Review tentative budget allocations for next year</i> ❖ <i>Set goals based on student data</i> ❖ Complete Categorical Budgets and SPSA 	<p style="text-align: center;"><u>SSC</u></p> <ul style="list-style-type: none"> • <u>Monitor SPSA implementation*</u> <ul style="list-style-type: none"> ❖ <i>Modify or eliminate ineffective activities</i> ❖ <i>Identify obstacles</i> ❖ <i>Examining categorical budget expenditures</i> ❖ <i>Review Assessment Data</i> ❖ Review 2016-17 categorical balances and ramp up spending in preparation for year- end deadlines 	<p style="text-align: center;"><u>SSC</u></p> <ul style="list-style-type: none"> • <u>Monitor SPSA implementation*</u> <ul style="list-style-type: none"> ❖ <i>Modify or eliminate ineffective activities</i> ❖ <i>Identify obstacles</i> ❖ <i>Examining categorical budget expenditures</i> ❖ <i>Review Assessment Data</i> ❖ Review 2016-17 categorical balances and ramp up spending in preparation for year- end deadlines ❖ <i>Review possible carryover balances and address possible carryover plans for next year if allowable</i> 	<p style="text-align: center;"><u>SSC</u></p> <ul style="list-style-type: none"> • <u>Monitor SPSA implementation*</u> <ul style="list-style-type: none"> ❖ <i>Modify or eliminate ineffective activities</i> ❖ <i>Identify obstacles</i> ❖ <i>Review Assessment Data</i> ❖ Review 2016-17 categorical balances and ramp up spending in preparation for year- end deadlines ❖ <i>Review possible carryover balances and address possible carryover plans for next year if allowable</i> ❖ Optional - Call for nominations for next year's SSC elections 	<p style="text-align: center;"><u>SSC</u></p> <ul style="list-style-type: none"> • <u>Monitor SPSA implementation*</u> <ul style="list-style-type: none"> ❖ <i>Modify or eliminate ineffective activities</i> ❖ <i>Identify obstacles</i> ❖ <i>Examining categorical budget expenditures</i> ❖ <i>Review Assessment Data</i> ❖ Review 2016-17 categorical balances and ramp up spending in preparation for year- end deadlines ❖ <i>Review possible carryover balances and address possible carryover plans for next year, if allowable</i>

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 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 money to improve the instructional program here at ABC Elementary. Each school in the district receives a different amount of money, based on 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 16, 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 2016 through September 2017.

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: _____

San Diego Unified School District
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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.

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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.



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*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
2015 - 2016**

**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 Single 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 student 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.**

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) principal, classroom teachers and other school personnel (staff side); and half shall be (b) half parents, or community members elected by the parents and half students elected by the entire student body (parent side). All students are eligible to run for SSC student office. The council will be made up of no fewer than 12 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, and 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 _____ 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 (EL, GATE, PTA, PTO, SDEA, SGT, K-1, 2-3, etc.) is allowed.*

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

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. Regular elections
- 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.
 - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.
- “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.
 - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.
- 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.
 - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.
- Students.
 - 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 three (3) student members.
 - The three students who receive the most votes will be the student members; the student receiving the next highest number of votes (fourth highest) will be the student alternate.

All election ballots and result records will be maintained at the school site for **seven (7) years**.

ARTICLE IV

Officers

Section A: Officers

The officers of the council shall be a chairman, vice-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-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 and to the following other persons: _____.
- 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 are assigned by the chairman or the council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the _____ 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.

Section D: Quorum

A majority (50% plus one) of the members of the committee shall constitute a quorum, unless otherwise determined by the council. The act of a majority of the members present shall be the act of the committee, provided a quorum is present.

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 publicized in the following venues:
_____, _____, and _____.
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) and with *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.

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 _____ 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 Tuesday 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

_____ School

SSC Meeting

Date:

AGENDA

Legal Requirements (Check topics to be covered at this meeting):			
SSC Business -		SPSA	
	Title I Parent Involvement Policy, Home School 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)
	SSC Survey (end of year)		Modifications to Categorical Funding based on Target Updates
Data Review -			
	Site Developed Data	DAC & ELAC -	
	District Benchmark Data		EL Program
	Quarterly Target Data Review		Reports
			Training

<i>ITEM</i>	DESCRIPTION/ACTIONS	ACTION REQUESTED OF SSC MEMBERS
1. Call to Order	<ul style="list-style-type: none"> Sally Chen: SSC Chairperson 	<ul style="list-style-type: none"> Informational
2. SSC Business <ul style="list-style-type: none"> ➤ Approval of Minutes 	<ul style="list-style-type: none"> Action Item: Approval of minutes for November 13, 2015; Sally Chen, SSC Chairperson. 	<ul style="list-style-type: none"> Voting
3. Data Review <ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> Informational: Jane Doe, Principal 	<ul style="list-style-type: none"> Voting
4. SPSA <ul style="list-style-type: none"> ➤ Monitoring the SPSA 	<ul style="list-style-type: none"> Informational: John Alford, Teacher member 	<ul style="list-style-type: none"> Informational

ITEM	DESCRIPTION/ACTIONS	ACTION REQUESTED OF SSC MEMBERS
➤ Budget ○ Budget Transfer within 30100	• Action Item: Jane Doe, Principal	• Voting
5. DAC and ELAC ➤ DAC Report ➤ ELAC Report	• Informational: Sally Chen, DAC Representative • Informational: Melina Escalante, ELAC Representative	• Informational • Informational
6. Public Comment		• Informational

Next Scheduled _____ SSC Meeting: _____ (Date)

4-5 p.m., Room _____

Date Posted: _____
(must be 72 hours before meeting)



SAMPLE Meeting Minutes

San Diego Unified School District

Future Middle School

SSC Meeting

October 12, 2015

MEMBERS PRESENT:

<input checked="" type="checkbox"/> Jane Doe	Principal (ex officio)	<input checked="" type="checkbox"/> Sally Chen	<input checked="" type="checkbox"/> Quorum was met
<input checked="" type="checkbox"/> John Alford	Classroom Teacher (2nd yr.)	<input checked="" type="checkbox"/> Sally Dearest	Parent/DAC Rep (2 nd yr.)
<input checked="" type="checkbox"/> John Deer	Classroom Teacher (1st yr.)	<input checked="" type="checkbox"/> Patricia District	Parent (1st yr.)
<input checked="" type="checkbox"/> Harriet Nguyen	Classroom Teacher (2 nd yr.)	<input type="checkbox"/> Cynthia Smith	Parent (1 st yr.)
<input checked="" type="checkbox"/> Sam Potter	Other – school personnel (1 st yr.)	<input checked="" type="checkbox"/> John Ortega	Community Member (2 nd yr.)

Guest Name: Richard Stone, Leticia Williams, and Scooby Doo

ITEM	DESCRIPTION/ACTIONS	MEETING SUMMARY
1. Call to Order	<ul style="list-style-type: none"> Sally Chen: SSC Chairperson 	Meeting was called to order at 3:35 p.m.
2. SSC Business <ul style="list-style-type: none"> ➤ Approval of Minutes ➤ Election Results and Introduction of New SSC members 	<ul style="list-style-type: none"> Action Item: Approval of minutes for September 14, 2015; Sally Dearest, SSC Chairperson. Informational: Jane Doe, Principal 	<ul style="list-style-type: none"> Minutes from September 14, 2015 were reviewed. Approval of the minutes moved by Dearest, seconded by Deer. Motion passed. 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. 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. <p>The nominations for parents were held the first two weeks in September with the ballots distributed and collected by September 24 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.</p>
3. Data Review <ul style="list-style-type: none"> ➤ Assessment Data Results 	<ul style="list-style-type: none"> Informational: Jane Doe, Principal 	<ul style="list-style-type: none"> 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).

ITEM	DESCRIPTION/ACTIONS	MEETING SUMMARY
4. Data Review ➤ Assessment Data Results	<ul style="list-style-type: none"> • Informational: Jane Doe, Principal 	<ul style="list-style-type: none"> • 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).
4. SPSA ➤ Monitoring the SPSA ➤ Review 2015-16 Goals	<ul style="list-style-type: none"> • Informational: John Deer, Classroom Teacher member • Action Item: Jane Doe, Principal 	<ul style="list-style-type: none"> • Harriet Nguyem provided all members with an SPSA monitoring form/table. The table links progress with expenditures. The SSC will continue to develop the form over the year to streamline progress monitoring and hopefully support next year's SPSA revisions. • 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 2015-16. Moved by Dearest. Motion seconded by Patricia District. Motion passed 9-0.
5. Budget ➤ Monitoring the SPSA	<ul style="list-style-type: none"> • Informational: Jane Doe, Principal 	<ul style="list-style-type: none"> • 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 November. 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.
6. DAC and ELAC ➤ DAC Report ➤ ELAC Report	<ul style="list-style-type: none"> • Informational: Sally Chen, DAC Representative • Informational: Melinda Deer, ELAC Chairperson 	<ul style="list-style-type: none"> • DAC: Sally Chen reported the DAC meeting from September 2015 meeting. • DELAC: Melinda Deer shared information from the September 2015 meeting.
7. Public Comment	Open	There was no public comment.

Meeting Adjourned at 4:35 p.m.

Minutes recorded by Jane Dougheyes, Clerical staff member

SSC Self-Assessment

<p>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.</p>	<p>It helps to follow these steps:</p> <ol style="list-style-type: none"> 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 |



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

[Name of your School]
TITLE I PARENT INVOLVEMENT POLICY
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 parental involvement 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.]

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program:

To involve parents in the Title I program at *[School Name]*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
[Briefly describe or bullet how this happens at your school.]
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *[Briefly describe or bullet how this happens at your school.]*
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. ** *[Briefly describe or bullet how this happens at your school.]*
- The school provides parents of Title I students with timely information about Title I programs.
[Briefly describe or bullet how this happens at your school.]
- The school provides parents of Title I 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. *[Briefly describe or bullet how this happens at your school.]*
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
[Briefly describe or bullet how this happens at your school.]

** It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children.*
[20 USC 6318 Section 1118(c) (3)]

Home School-Parent Compact:

[School Name] distributes to parents of Title I students a school-parent compact. The 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. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

[Briefly describe how the school developed the policy with Title I parent input and how the school distributes the policy to Title I parents. Attach a copy of the compact to this policy.]

Building Capacity for Involvement:

[School Name] engages Title I parents in meaningful interactions with the school. It 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 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. ***[Briefly describe or bullet how this happens at your school.]***
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. ***[Briefly describe or bullet how this happens at your school.]***
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. ***[Briefly describe or bullet how this happens at your school.]***
- The school coordinates and integrates the Title I 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. ***[Briefly describe or bullet how this happens at your school.]***
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. ***[Briefly describe or bullet how this happens at your school.]***
- The school provides support for parental involvement activities requested by Title I parents. ***[Briefly describe or bullet how this happens at your school.]***

Accessibility

[School Name] provides opportunities for the participation of all Title I 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. ***[Briefly describe or bullet how this happens at your school.]***

THIS TEMPLATE IS NOT AN OFFICIAL DOCUMENT

IT IS PROVIDED ONLY AS A TEMPLATE

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	NS	1	2	3	4	5

information and gather feedback about the SPSA.

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	NS	1	2	3	4 5

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.

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



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

[Name of your School]
TITLE I PARENT INVOLVEMENT POLICY
YEAR ____

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It has distributed the policy to parents of Title I students.

[Describe how the school distributes the policy.]

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program:

To involve parents in the Title I program at *[School Name]*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
[Briefly describe or bullet how this happens at your school.]
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *[Briefly describe or bullet how this happens at your school.]*
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. ** *[Briefly describe or bullet how this happens at your school.]*
- The school provides parents of Title I students with timely information about Title I programs.
[Briefly describe or bullet how this happens at your school.]
- The school provides parents of Title I 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. *[Briefly describe or bullet how this happens at your school.]*
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
[Briefly describe or bullet how this happens at your school.]

** It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children.*
[20 USC 6318 Section 1118(c) (3)]

Home School-Parent Compact:

[School Name] distributes to parents of Title I students a school-parent compact. The 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. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

[Briefly describe how the school developed the policy with Title I parent input and how the school distributes the policy to Title I parents. Attach a copy of the compact to this policy.]

Building Capacity for Involvement:

[School Name] engages Title I parents in meaningful interactions with the school. It 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 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. ***[Briefly describe or bullet how this happens at your school.]***
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. ***[Briefly describe or bullet how this happens at your school.]***
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. ***[Briefly describe or bullet how this happens at your school.]***
- The school coordinates and integrates the Title I 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. ***[Briefly describe or bullet how this happens at your school.]***
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. ***[Briefly describe or bullet how this happens at your school.]***
- The school provides support for parental involvement activities requested by Title I parents. ***[Briefly describe or bullet how this happens at your school.]***

Accessibility

[School Name] provides opportunities for the participation of all Title I 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. ***[Briefly describe or bullet how this happens at your school.]***

THIS TEMPLATE IS NOT AN OFFICIAL DOCUMENT

IT IS PROVIDED ONLY AS A TEMPLATE



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

[NAME OF SCHOOL]

HOME/SCHOOL COMPACT

(This is provided only as an example)

[Name of school] and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year _____.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

(This is provided only as an example)

SCHOOL RESPONSIBILITIES

The *[enter name of school]* will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
(Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.)
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
(Describe when the parent-teacher conferences will be held.)
3. Provide parents with frequent reports on their child's progress.
(Describe when and how the school will provide reports to parents.)
4. Provide parents reasonable access to staff.
(Describe when, where, and how staff will be available for consultation with parents.)
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
(Describe when and how parents may volunteer, participate or observe classroom activities.)

PARENT RESPONSIBILITIES

We, as parents, will support our child's learning by:

(Describe the ways in which parents will support their children's learning.)

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

Optional additional provisions

(This is provided only as an example)

STUDENT RESPONSIBILITIES *(revise by grade level, as appropriate)*

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:

(Describe the ways in which students will support their academic achievement.)

- ✓ Do my homework every day and ask for help when I need it.
- ✓ Read at least 30 minutes every day outside of school time.
- ✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

*Please note that signatures are not required.

This template Home/School Compact is **NOT** an official document.
(This is provided only as an example.)



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

***Guidelines for Implementation of the
San Diego Unified School District Parent Involvement Policy***

In order to assure collaborative partnerships among schools, parents, and the community, the board, working through the administration, is committed to:

1. Involving parents/guardians in the joint development of San Diego Unified's plans to create quality schools in every neighborhood with a focus on the 12 quality school indicators.

The district's appropriate departments will:

- a. Involve parents in the development or revision of the Local Education Agency (LEA) Plan and the Local Control Accountability Plan. Parents will participate on the LCAP and LEA plan committees. Outreach to obtain parent input for this document will be to DAC, DELAC, CAC, GATE DAC, the San Diego Unified Council of PTAs the individual cluster committees, and other stakeholders as appropriate. Timeline: February, March and April.
- b. Involve parents in the Annual Evaluation of the district's LEA plan and the LCAP, through the District Advisory Council (DAC) for Compensatory Education.
- c. Inform parents individually and through the various parent committees about each school's progress in meeting all accountability measures (such as Adequate Yearly Progress, Academic Performance Index, and CAHSEE passage rates). This and other data such as school's benchmark data other information from local Board of Education (BOE) reports, and reports presented at the DAC will be posted on the DAC webpage.
- d. Provide school sites with training, and training materials for School Site Council (SSC) and English Learner Advisory Committee (ELAC) members.
- e. Gather input from the community and parents through the various parent groups such as DAC, DELAC, CAC, GATE DAC, the San Diego Unified Council of PTAs, the individual cluster committees, and other stakeholders as appropriate.
- f. A-school site Title I Parent meeting will occur by the end of October at all sites receiving Title I money as required by federal law--All members of the School Site Council shall be included in the planning of the annual mandatory Title I parent meeting.
- g. Inform parents and the community when the School Accountability Report Cards are available and the school site Title I Parent meetings are held.

Guidelines for Implementation of the

Board Approved 7/27/2010; Item F-3, Updated 11/22/2013

Board Approved 12/10/2013; Item E-4

2. Providing the coordination, technical assistance and other support necessary in planning and implementing effective parent involvement activities to improve student academic achievement and school performance across the spectrum of student achievement levels.

The district's appropriate departments will:

- a. Provide centralized and school-site trainings on strategies to link family engagement to improving student outcomes.
- b. Provide interpretation services and translation of materials, as appropriate, at parent/community meetings for parents who have limited English Proficiency through the Translation Office.
- c. Make available website down-loadable, "do it yourself" staff development to link family engagement to student learning to boost student achievement (includes agendas, PowerPoint's, and handouts).
- d. Make available website down-loadable "do it yourself" parent workshops on a variety of topics (includes agendas, PowerPoint's, handouts, etc.) to provide families tools linked to student learning.
- e. Provide links to websites offering current research, promising practices, resources, and information on ways to boost student achievement by implementing strategic parent and community involvement.
- f. Provide centralized training to School Site Councils and English Learner Advisory Committees to learn how to conduct effective meetings; to interpret data in order to implement effective family engagement linked to student learning.
- g. Provide technical assistance to revitalize home school compacts moving from a routine requirement to a powerful tool to communicate with families about student progress and to bridge classroom and home activities to support learning.
- h. Assist schools with the implementation of the Family Friendly Schools strategies to help staff provide and sustain culturally responsive and inclusive schoolwide practices such as family friendly classrooms, parent centers, events, and front offices.
- i. Provide staff training and/or materials for developing effective parent involvement activities to improve student academic achievement.
- j. SSC, ELAC, and other pertinent trainings will be made available on line. The use of online, web based multimedia training will reduce the existence of barriers to parent involvement such as transportation, child care, and other considerations.

Guidelines for Implementation of the
SDUSD Parent Involvement Policy (continued)

Board Approved 7/27/2010; Item F-3, Updated 11/22/2013

Board Approved 12/10/2013; Item E-4

- k. All school sites will have a parent center. At a minimum, the parent center will make available to parents access to the sandi.net website with easy access to meeting and training calendars, and school site specific information shall include student textbooks, classroom assignments and syllabi, and volunteer information. The Parent Center will be designed so as to address the needs of the parent population which includes but is not limited to English Learners, Low Income families, and those with disabilities.

3. Building the capacity of schools, staffs, and parents/guardians for strong, effective, and ongoing parent involvement in the education of their children to improve and sustain achievement levels.

The district's appropriate departments will:

- a. Provide leadership classes to help parents assume leadership roles at schools and to work as equal partners in the development and implementation of the Single Plan for Student Achievement (SPSA)
- b. Provide various trainings to help parents interpret student data in order to plan and construct their school's Single Plan for Student Achievement and/or LCAP
- c. Provide classes and trainings that will bolster parent involvement. Classes will be offered at various hours to meet the needs of parents and to reach as many as possible. Classes shall be recorded and posted to sand.net.
- d. Train school staffs how to design and conduct workshops, including literacy, math and parenting classes so schools can offer their own site-specific workshop for parents.
- e. Provide training for District Advisory Council (DAC) members on all Title I and Compensatory Education matters at the monthly meetings.
- f. Provide opportunities for administrators to receive information and training on how to implement effective parent involvement programs at schools.
- g. Work with community agencies and nonprofit groups to provide community educational forums, events, and other activities to engage families.
- h. Provide school sites materials to train new SSC and ELAC members how to be effective members of a team and understand the legal requirements and responsibilities of each committee-

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Board Approved 12/10/2013; Item E-4

Guidelines for Implementation of the
SDUSD Parent Involvement Policy (continued)

4. Coordinating and integrating parent involvement strategies under various programs.

The district's appropriate departments will:

- a. Encourage district and community programs to collaborate in order to provide the most effective services to families and avoid duplication of services.
- b. Make available and/or distribute information about the California Department of Education's Clearinghouse for Multilingual documents so all SDUSD schools can locate, access, and share parental notification documents that have been translated into languages other than English.
- c. Work collaboratively with the Office of Language Acquisition to coordinate parent involvement services.
- d. Work collaboratively with the Early Childhood Development Departments to coordinate parent involvement services.
- e. Work collaboratively with Gifted and Talented Education (GATE) to coordinate parent involvement services.
- f. Work collaboratively with the Special Education Department to coordinate parent involvement services.

5. Conducting, with parent/guardian involvement, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools, including:

- Identifying and overcoming barriers to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, and are of any racial or ethnic minority background.
- Using evaluation findings to design strategies for more effective parent involvement.
- If necessary, revising the district and school parent involvement policies.

The district's appropriate departments will:

- a. Collaborate with parents in planning the annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of all schools. Provide translation services, as appropriate, at parent/community meetings.

Board Approved 7/27/2010; Item F-3, Updated 11/22/2013
Board Approved 12/10/2013; Item E-4

- b. Participate in the annual evaluation of the district Parent Involvement Policy; coordinate the collection and reporting of all district advisory group evaluations by the District Advisory Council (DAC) for Compensatory Education Programs. Participate in the revision of the district Parent Involvement Policy, as needed, according to evaluation results.
- c. Conduct a review by the District Advisory Council (DAC) for Compensatory Education programs in the district's Consolidated Application with input for budget consideration.
- d. Ensure meaningful two-way communication; regarding the annual evaluation is provided in a timely and regular basis at both the school site and district level, as outlined in District Procedures 9060 and 9062.

6. Involving parents/guardians in the activities/strategies of schools.

The district's appropriate departments will ensure:

- a. The appropriate allocation for program improvement activities is distributed to school sites and included in the school's SPSA.
- b. Meaningful two-way communication is provided to parents in a timely and regular basis at both the site level and district level, as outlined in district procedures 9060 and 9062.
- c. Parents are notified and provided a variety of opportunities to be involved in their student's education as indicated in each school's Single Plan for Student Achievement and the site Parent Involvement Policy. All Title I schools will receive an allocation for parent involvement activities.
- d. Schools conduct an annual survey to identify topics of interest to parents in order to plan family engagement activities that support and are aligned to the goals in the SPSA.
- e. Meetings are conducted at times appropriate to parents to ensure and promote their participation.
- f. Parents are informed when schools are identified as Program Improvement, and advised about the choices/services students are eligible for under the Program Improvement choice option and/or Supplemental Educational Services (SES).
- g. That parent groups will be noticed by the Board Office of Education as agenda items relevant to their group are placed on an agenda-draft or final.

Board Approved 7/27/2010; Item F-3, Updated 11/22/2013
Board Approved 12/10/2013; Item E-4



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 Involvement Policy with an Integrated 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**

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 Involvement Policy with an Integrated Home/School Compact

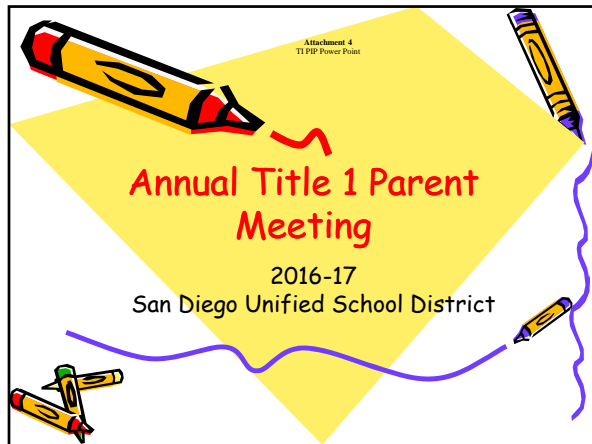
III. Parent Involvement at Our School:

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.

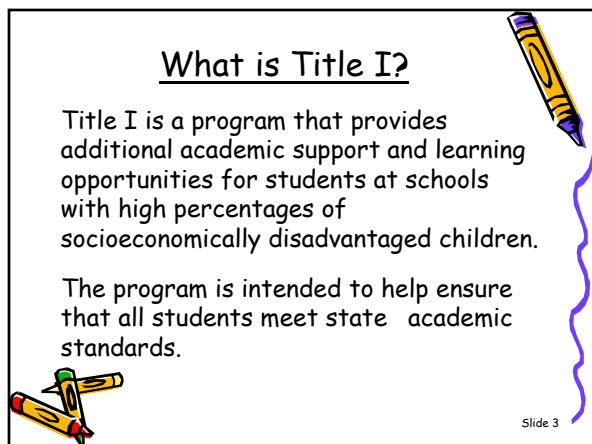
(Describe other opportunities for parent involvement at your site, such as PTA/PTO, a school foundation, parent meetings and trainings, a Parent Center on your campus, etc.)

IV. School Achievement Data:

Schools analyze and review schoolwide performance data, the California English Language Development Test (CELDT) and graduation rates and California High School Exit Examination scores (CAHSEE) 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.







Data Collection Guide¹

☒ *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.

Goals of Title I

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

Slide 4

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 Single Plan for Student Achievement (SPSA).
- Review and modify the site Title I Parent Involvement Policy and integrated Home/School Compact.

Slide 5



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 Single Plan for Student Achievement (SPSA) to implement programs and services that support students.

Slide 6

Parent Involvement
at our School



Describe parent involvement activities at your school.



Slide 7

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.



Slide 8

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 Single Plan for Student Achievement (SPSA).



Slide 9

Single Plan for Student Achievement or "SPSA"

- Parents are informed about the school's curriculum in English/ Language Arts and Math, as well as other core subjects.
- Parents also receive information about the assessments used to measure student progress in these academic areas.



Slide 10

Single Plan for Student Achievement

Discuss the goals and planned strategies of the school site plan.



Slide 11

Title I Funds

Federal Funds:

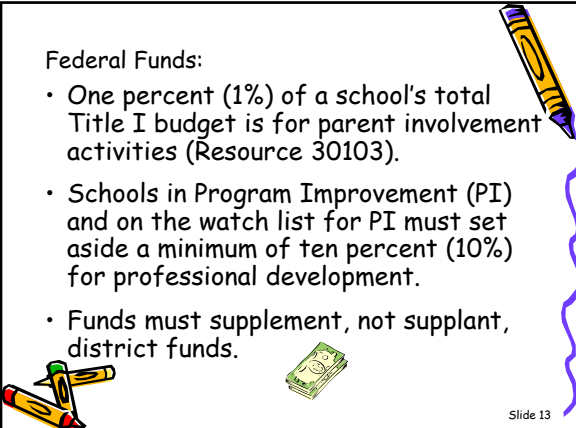
- Schools are allocated Title I funds on the basis of the percentage of students eligible for free/reduced lunch.
- Schools in SDUSD receive Title I funds if forty percent (40%) or more of the student population is eligible for free or reduced lunch.



Slide 12

Federal Funds:

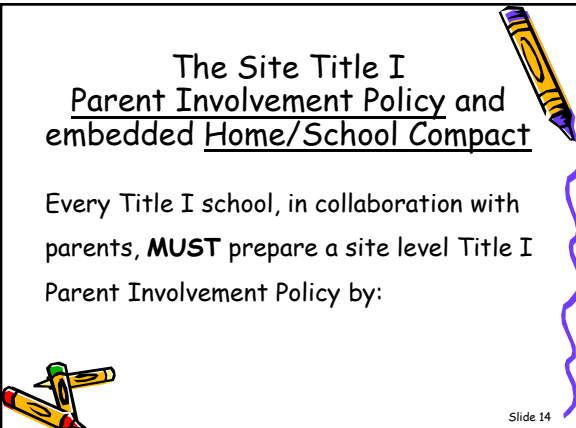
- One percent (1%) of a school's total Title I budget is for parent involvement activities (Resource 30103).
- Schools in Program Improvement (PI) and on the watch list for PI must set aside a minimum of ten percent (10%) for professional development.
- Funds must supplement, not supplant, district funds.



Slide 13

The Site Title I Parent Involvement Policy and embedded Home/School Compact

Every Title I school, in collaboration with parents, **MUST** prepare a site level Title I Parent Involvement Policy by:



Slide 14

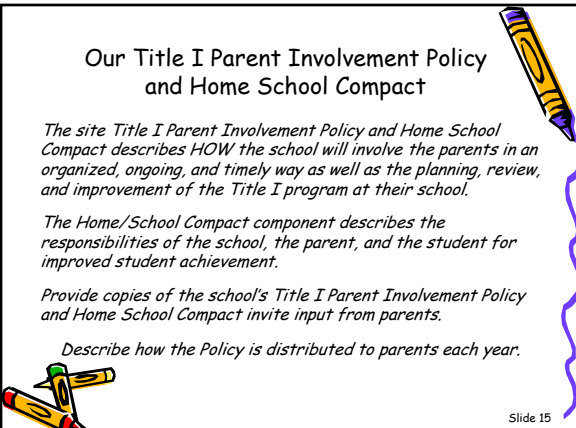
Our Title I Parent Involvement Policy and Home School Compact

The site Title I Parent Involvement Policy and Home School Compact 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 Home/School Compact component describes the responsibilities of the school, the parent, and the student for improved student achievement.

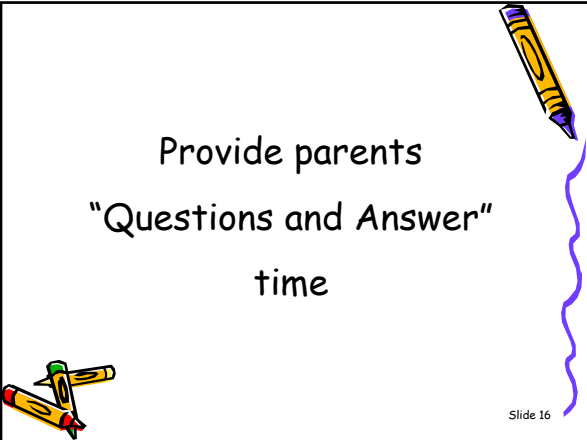
Provide copies of the school's Title I Parent Involvement Policy and Home School Compact invite input from parents.

Describe how the Policy is distributed to parents each year.



Slide 15

Provide parents
"Questions and Answer"
time



Slide 16

(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. Schools in Program Improvement (PI) must allocate a minimum of 10 percent (10%) of their Title I funds for professional development. Schools identified as Program Improvement Watch List schools must set aside 10 percent (10%) toward professional development as well.

(Describe the Title I budget, the expenditures that have been allocated for the 2015-16 school year, and how the Title I funds support increased student achievement.)

VII. Title I Parent Involvement Policy with the Integrated Home/School Compact:

The Title I Parent Involvement 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. This document includes the Title I Home/School Compact which describes the responsibilities of the school, the parent, and the student for improved student achievement.

(Review your current Title I Parent Involvement Policy and Home/School Compact, how it was developed, and how it is reviewed and revised as needed on an annual basis.)

Indicators for the School Profile¹

☒ 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
<input type="checkbox"/> 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.
<input type="checkbox"/> Daily Attendance	Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.
<input type="checkbox"/> 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.
<input type="checkbox"/> Socioeconomic Status	Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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
<input type="checkbox"/> 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.
<input type="checkbox"/> 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.

<input type="checkbox"/> Multi-year Trends	Academic achievement data from several years
<input type="checkbox"/> Completion Rates	Promotion/graduation rate, retention rates
<input type="checkbox"/> 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.).
<input type="checkbox"/> 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
<input type="checkbox"/> 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.
<input type="checkbox"/> Instructional Program	Instructional activities, programs or strategies used to teach the State content and achievement standards.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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
<input type="checkbox"/> Staff Preparation	Number of teachers, administrators, years of teaching or administrative experience; types of certificates held, other special skills or knowledge.

<input type="checkbox"/> 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> School Administrators	Number of administrators and roles; years of experience, specialized training and advanced degrees.
Family and Community Involvement	Possible Indicators
<input type="checkbox"/> Parental Involvement	Evidence of a parental involvement plan for volunteering, home learning activities, program review and development.
<input type="checkbox"/> Communication with Parents	Amount and frequency of information disseminated to parents, and the quality of information disseminated; use of multiple languages.
<input type="checkbox"/> Parent Community Roles	Amount and frequency of opportunities for involvement in decision-making.
<input type="checkbox"/> Parent Training	The type of training opportunities offered to parents; parent workshop evaluations; evidence of teachers trained in parental involvement.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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
<input type="checkbox"/> 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 Improvement¹

☒ 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 Datet	Benchmark Date	Benchmark Date
Standards-Based Curriculum (The school's curriculum is aligned with State standards and is articulated across grades and subjects.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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 Datet	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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation

	Baseline Datet	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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 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.)	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Supporting Documentation

**Financial Planning and Development
 Financial Planning, Monitoring and Accountability**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT
 ASSESSMENT AND EVALUATION SURVEY**

SCHOOL NAME: _____

Type or Print

Please keep these surveys in your SSC binder for FPM documentation.

1. FOCUS AREA (MAXIMIZING INSTRUCTIONAL TIME)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated strategies/activities for maximizing instructional time?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Is the school using the state/district-adopted core instructional programs in language arts and mathematics daily?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Does the school have a pacing guide for each grade level in order for all teachers to know when standards are expected to be addressed and in what order?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. Does the school have a comprehensive assessment system in language arts and mathematics (including entry-level screening, diagnostic, benchmark, and summative assessments)?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
5. Do teachers and principals regularly analyze and discuss these data to make decisions regarding student placement, student progress, effectiveness of instruction, and intervention?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
6. Is the school implementing intensive interventions in language arts and mathematics for students who are over two years below grade level?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
7. Are students with disabilities taught in the least restrictive environment?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
8. Does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	

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<p>9. Based on the needs analysis grade level(s), and/or content area(s) were targeted as needing improvement?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">a. Math</td> <td style="width: 33%;">b. English Language Arts (ELA)</td> <td style="width: 33%;">c. Science</td> </tr> <tr> <td>d. Social Studies</td> <td>e. English Language Development (ELD)</td> <td></td> </tr> </table>	a. Math	b. English Language Arts (ELA)	c. Science	d. Social Studies	e. English Language Development (ELD)													
a. Math	b. English Language Arts (ELA)	c. Science																
d. Social Studies	e. English Language Development (ELD)																	
<p>10. Which English Language Arts strategies/activities supported by categorical programs address targeted subgroups or grade levels?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">After School Intervention</td> <td style="width: 33%;">Saturday Intervention</td> <td style="width: 33%;">During the day intervention (push-in, learning labs, auxiliary, etc.)</td> </tr> <tr> <td>Professional Development</td> <td>Conference Attendance</td> <td>CSR</td> </tr> <tr> <td>Technology</td> <td>Contract Services</td> <td>Supplemental materials</td> </tr> <tr> <td colspan="3">Paraprofessionals (Teacher Assistants, Instructional Aides, Educational Aides, Library Aides, Counselor Aides, etc.)</td> </tr> <tr> <td colspan="3">Certificated Support Personnel (Intervention Coordinator, Instructional Coach, Data Coordinator, Counselor, Librarian, etc.)</td> </tr> <tr> <td colspan="2">Software Licenses (Accelerated Reader, Read 180, etc.)</td> <td>Other _____</td> </tr> </table>	After School Intervention	Saturday Intervention	During the day intervention (push-in, learning labs, auxiliary, etc.)	Professional Development	Conference Attendance	CSR	Technology	Contract Services	Supplemental materials	Paraprofessionals (Teacher Assistants, Instructional Aides, Educational Aides, Library Aides, Counselor Aides, etc.)			Certificated Support Personnel (Intervention Coordinator, Instructional Coach, Data Coordinator, Counselor, Librarian, etc.)			Software Licenses (Accelerated Reader, Read 180, etc.)		Other _____
After School Intervention	Saturday Intervention	During the day intervention (push-in, learning labs, auxiliary, etc.)																
Professional Development	Conference Attendance	CSR																
Technology	Contract Services	Supplemental materials																
Paraprofessionals (Teacher Assistants, Instructional Aides, Educational Aides, Library Aides, Counselor Aides, etc.)																		
Certificated Support Personnel (Intervention Coordinator, Instructional Coach, Data Coordinator, Counselor, Librarian, etc.)																		
Software Licenses (Accelerated Reader, Read 180, etc.)		Other _____																
<p>11. What were the results of the English Language Arts strategies/activities supported by categorical programs?</p> <p>a. All improved</p> <p>b. No improvement</p> <p>c. Partial growth/improvement</p> <p>d. No categorical funds were used</p>																		
<p>12. If there was no improvement or only partial improvement what are the possible underlying causes?</p> <p>a. Lack of timely implementation</p> <p>b. Limited or ineffective PD to support implementation</p> <p>c. Not implemented with fidelity</p> <p>d. Not matched to students' needs</p> <p>e. Student attendance</p> <p>f. Need more time</p> <p>g. Limited support personnel</p> <p>h. Other _____</p>																		
<p>13. What data supports this finding?</p> <p>a. Curriculum-based assessments</p> <p>b. Program assessments</p> <p>c. Teacher-created assessments</p> <p>d. Student work</p> <p>e. Periodic Assessments</p> <p>f. Grades/Report Cards</p> <p>g. CAHSEE</p> <p>h. Other _____</p>																		
<p>14. Based on the analysis of the impact of the strategies/activities on student achievement, which strategies will be eliminated next year?</p> 																		
<p>15. If continuing a strategy/activity that resulted only in partial improvement, what modifications will be made?</p> 																		

Financial Planning and Development
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<p>16. Which Mathematics strategies/activities supported by categorical programs address targeted subgroups or grade levels?</p> <p>After School Intervention</p> <p>Professional Development</p> <p>Technology</p> <p>Paraprofessionals (Teacher Assistants, Instructional Aides, Educational Aides, Library Aides, Counselor Aides, etc.)</p> <p>Certificated Support Personnel (Intervention Coordinator, Instructional Coach, Data Coordinator, Counselor, Librarian, etc.)</p> <p>Software Licenses (Achieve 3000, etc.)</p>	<p>Saturday Intervention</p> <p>Conference Attendance</p> <p>Contract Services</p> <p></p> <p></p> <p></p> <p>Other _____</p>	<p>During the day intervention (push-in, learning labs, auxiliary, etc.)</p> <p>CSR</p> <p>Supplemental materials</p> <p></p> <p></p> <p></p> <p></p>
<p>17. What were the results of the Mathematics strategies/activities supported by categorical programs?</p> <p>a. All improved</p> <p>b. No improvement</p> <p>c. Partial growth/improvement</p> <p>d. No categorical funds were used</p>		
<p>18. If there was no improvement or only partial improvement what are the possible underlying causes?</p> <p>a. Lack of timely implementation</p> <p>b. Limited or ineffective PD to support implementation</p> <p>c. Not implemented with fidelity</p> <p>d. Not matched to students' needs</p> <p>e. Student attendance</p> <p>f. Need more time</p> <p>g. Limited support personnel</p> <p>h. Other _____</p>		
<p>19. What data supports this finding?</p> <p>a. Curriculum-based assessments</p> <p>b. Program assessments</p> <p>c. Teacher-created assessments</p> <p>d. Student work</p> <p>g. Periodic Assessments</p> <p>h. Grades/Report Cards</p> <p>i. CAHSEE</p> <p>j. Other _____</p>		
<p>20. Based on the analysis of the impact of the strategies/activities on student achievement, which strategies will be eliminated next year?</p> 		
<p>21. If continuing a strategy/activity that resulted only in partial improvement, what modifications will be made?</p> 		

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22.	<p>Which ELD strategies/activities supported by categorical programs address targeted subgroups or grade levels?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">After School Intervention</td> <td style="width: 33%;">Saturday Intervention</td> <td style="width: 33%;">During the day intervention (push-in, learning labs, auxiliary, etc.)</td> </tr> <tr> <td>Professional Development</td> <td>Conference Attendance</td> <td>CSR</td> </tr> <tr> <td>Technology</td> <td>Contract Services</td> <td>Supplemental materials</td> </tr> <tr> <td colspan="3">Paraprofessionals (Teacher Assistants, Instructional Aides, Educational Aides, Library Aides, Counselor Aides, etc.)</td> </tr> <tr> <td colspan="3">Certificated Support Personnel (Intervention Coordinator, Instructional Coach, Data Coordinator, Counselor, Librarian, etc.)</td> </tr> <tr> <td colspan="2">Software Licenses (Accelerated Reader, Read 180, LEXIA, BURST, etc.)</td> <td>Other</td> </tr> </table>	After School Intervention	Saturday Intervention	During the day intervention (push-in, learning labs, auxiliary, etc.)	Professional Development	Conference Attendance	CSR	Technology	Contract Services	Supplemental materials	Paraprofessionals (Teacher Assistants, Instructional Aides, Educational Aides, Library Aides, Counselor Aides, etc.)			Certificated Support Personnel (Intervention Coordinator, Instructional Coach, Data Coordinator, Counselor, Librarian, etc.)			Software Licenses (Accelerated Reader, Read 180, LEXIA, BURST, etc.)		Other
After School Intervention	Saturday Intervention	During the day intervention (push-in, learning labs, auxiliary, etc.)																	
Professional Development	Conference Attendance	CSR																	
Technology	Contract Services	Supplemental materials																	
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Certificated Support Personnel (Intervention Coordinator, Instructional Coach, Data Coordinator, Counselor, Librarian, etc.)																			
Software Licenses (Accelerated Reader, Read 180, LEXIA, BURST, etc.)		Other																	
23.	<p>What were the results of the English Language Development strategies/activities supported by categorical programs?</p> <ul style="list-style-type: none"> a. All improved b. No improvement c. Partial growth/improvement d. No categorical funds were used 																		
24.	<p>If there was no improvement or only partial improvement what are the possible underlying causes?</p> <ul style="list-style-type: none"> a. Lack of timely implementation b. Limited or ineffective PD to support implementation c. Not implemented with fidelity d. Not matched to students' needs e. Student attendance f. Need more time g. Limited support personnel h. Other _____ 																		
25.	<p>What data supports this finding?</p> <ul style="list-style-type: none"> a. Curriculum-based assessments b. Program assessments c. Teacher-created assessments d. Student work f. CELDT g. Periodic Assessments h. Grades/Report Cards i. CAHSEE j. Other _____ 																		
26.	<p>Based on the analysis of the impact of the strategies/activities on student achievement, which strategies will be eliminated next year?</p>																		
27.	<p>If continuing a strategy/activity that resulted only in partial improvement, what modifications will be made?</p>																		



Financial Planning and Development

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2. FOCUS AREA (CLOSING THE ACHIEVEMENT GAP)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated strategies/activities for closing the achievement gap?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Does the school have clearly articulated measurable goals for improvement in student achievement?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Is the school supplementing these programs appropriately based on program gaps and student needs?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. Does the school provide adequate support to English learners in both learning English and gaining access to content?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
5. Do students with disabilities receive appropriate accommodations and modifications?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
6. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
7. Does the school provide adequate support to English learners in both learning English and gaining access to content?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
8. Do students with disabilities receive appropriate accommodations and modifications?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
9. Based on the comprehensive needs analysis, which subgroup(s) were targeted as needing improvement? a. English Learners b. Students with Disabilities (SWD) c. Socio-economically Disadvantaged d. Hispanic e. African American f. Other _____						

Financial Planning and Development

Financial Planning, Monitoring and Accountability

3. FOCUS AREA (PROFESSIONAL DEVELOPMENT)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated measurable goals for professional development?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Does the school provide instructional assistance and support to teachers of language arts and mathematics?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Does the school provide support to teachers regarding the core curriculum to deepen their knowledge about content and the delivery of instruction?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. How well are we using data to determine professional development for staff?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?						
6. What types of professional development has staff attended?						
7. What is the impact/effect of our professional development program?						
8. How are collective and individual decisions regarding professional development determined?						
9. How is implementation of professional development monitored?						

Financial Planning and Development
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4. FOCUS AREA (GRADUATION/PROMOTION)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated measurable goals for graduation/promotion?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Is there evidence to determine that the curriculum is clearly linked to the Core and other standards for student learning for promotion?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Is data used to inform curriculum, instruction, and assessment decisions to meet promotion or graduation standards?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. Is the staff focused on supporting and challenging all students to meet promotion and graduation goals?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners for promotion and/or graduation goals?						
6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement?						

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5. FOCUS AREA (PARENT ENGAGEMENT)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated goals for parent engagement?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Are families and community members involved in school decisions?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Does the school regularly communicate to families who speak languages other than English?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. What types of services are available to support families, community members, and students to encourage healthy family relationships?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
5. What evidence exists that families and community members are involved in meaningful activities that support students' learning? Which parents and community members are involved? What trends and patterns do we observe?						
6. What types of community partnerships exist to support families and students?						



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

MAJOR CATEGORICAL (TITLE I) FUNDS
EXPENDITURE GUIDELINES 2016-17

A. FUNDS INCLUDED:

Resource Code 30100	Basic Program Title I/Part A	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 Program Improvement Supplemental (PI)	Supplemental funds to implement provisions of Elementary and Secondary Education Act. Funding is provided with the goal to improve student achievement while meeting the state's standards that will allow the school to exit PI status. Schools in PI year 3 receive the funds in preparation for PI year 4 and then receive it each year in PI thereafter.

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 schoolwide program, including teachers, classroom aides and, where appropriate, other staff and parents. Activities must be based on student needs at the school site. **A minimum of 10 percent (10%) of the total Title I allocation should be devoted to professional development. (Program Improvement schools *must* allocate a minimum of 10 percent (10%) of Title I funds to Professional Development; Resources 30100/30106).**
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. Foster new types of parent partnerships that focus on improving student achievement.

C. PROCESS:

Single Plan for Student Achievement (SPSA)

An Annual Needs Assessment 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 Schoolwide 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 Schoolwide 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 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 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
Education Center, Room 3209**

The Financial Planning, Monitoring and Accountability (FPMA) resource teacher notifies the principal and budget analyst 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 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.

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, clerical time, 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.
 - c. Clerical time beyond the regular school day in 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. Administrative positions such as vice-principals and dean of students
- i. Clerical Positions
- j. Copier Contract
- k. Community Service Assistant

CATEGORICAL SPENDING GUIDELINES 2016-17

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

Resource #	Resource Name	Allowable Expenses	Non-allowable Expenses
30100	Title I Basic <ul style="list-style-type: none"> Required: Program Improvement schools must allocate 10% of Title I funds for Professional Development. 	<ul style="list-style-type: none"> 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). Substitutes to provide release time for professional development (for classroom teachers). Parent Involvement Extended Day/Year Programs Additional FTE above district allocation including: <ul style="list-style-type: none"> Nurse Counselor Avid teachers and tutors Class size reduction teachers Push-in Instruction teacher Subject-specific resource teachers CAHSEE prep teacher Classroom teachers who provide qualitatively different instruction to underperforming students. Prep teachers (only if used to release teachers for professional development). Parent Academic Liaison 	<ul style="list-style-type: none"> Administrative Positions including Vice Principals and Dean of Students Clerical positions Network Tech-unless working directly with students on intervention programs and/or activities. Copier contract Community Service Assistant Campus Security/ Noon Duty Meals Athletic equipment Medical supplies Custodial supplies Building improvement

Resource #	Resource Name	Allowable Expenses	Non-allowable Expenses
30100		<ul style="list-style-type: none"> Hourly time including: <ul style="list-style-type: none"> Classroom teachers and classified staff working directly in supplemental services and/or programs for students Nursing Time Counselor Time 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. 	
30103	Title I Parent Involvement	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> <i>Same as for Title I Basic.</i> <i>Meals</i>
30106	Title I Program Improvement Supplemental (PI schools in Years 4 & 5 only)	<ul style="list-style-type: none"> <i>Same as for Title I Basic</i> Required to set aside 10% of allocation for staff professional development. Expenditures must be directly related to meeting the goals in the school's Program Improvement plan. 	<ul style="list-style-type: none"> <i>Same as for Title I Basic.</i>