

Welcome!

As you join...

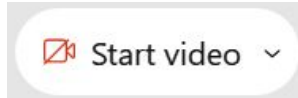
Note the controls at the bottom of the screen:

Unmute, Start Video, Participants, and Chat

To turn the microphone on/off (mute/ unmute)
click the microphone icon



To turn the webcam on/off click the start video icon



The **participants**, **chat**, and **panel options** buttons
are located at the bottom right.



General Etiquette For Smooth Meeting

Muting microphones (*6 on phones) when not speaking reduces background noise and echo. The chat feature (bottom right of WebEx) can help capture comments or ideas as a presentation is occurring. Acknowledge technical issues and understand this is a unique setting

This meeting is being recorded for the purposes of minutes and note taking.

School Site Council Training #1 2023-2024

Pasadena Unified School District

Planning, Innovation, Accountability, & Special Projects Office

Robert Hernandez, Ed.D., Director

Alvin Nash, Program Support Specialist

Accessing This Presentation

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SPECIAL PROJECTS, STATE & FEDERAL PROGRAMS

- Department Home
- **Webinars**
 - 2022-2023 SSC Webinar
 - 2021-22 SSC Webinar
 - 2020-21 SSC Webinar
- + LCAP Information
 - LCAP Town Hall April 2020
 - PUSD LEA Plan 2015 Revision

School Site Council (SSC) Webinars

Select the following link to view the Slide-deck: [2022-2023 School Site Council Training](#)

Select the following link to view the Slide-deck - Spanish:

Select the following link to view the SSC Recording: [Coming Soon](#)

September 13, 2022 4:00pm - 5:30pm
Join Webex Meeting: <https://pusd.webex.com/pusd/j.php?MTID=m4bf1c3007725ae854c9b28481a7cc7fb>
Join by Phone: (US) +1 415-655-0001
Password: **JEjVGvRM825**
Access Code: **2621 919 1653**

Welcome (Sign-in)

1. For record keeping, please use the chat box to type in
 - Your name
 - Organizational affiliation
 - Role within the organization

Example: Alvin Nash, PUSD, Program Support Specialist

2. Facilitated opportunity to verbally introduce yourself (if you choose to)

Outcomes

By the end of this training sessions you will understand:

- The role of the School Site Council (SSC) in the School Planning & Improvement Process;
- The general steps involved for developing School Plans for Student Achievement (SPSA) documents;
- The general structure of the SPSA document;
- What funds are within the purview of SSC input and oversight;
- What “compliant SSC composition” entails;
- The guidelines and Education Code that involve SSC.



The Role of the School Site Council

Responsibilities

- The SSC develops the content of the School Plan for Student Achievement (SPSA). The SPSA, including proposed expenditure of funds allocated to the school through the ConApp and the LCAP, must be reviewed and updated annually by the SSC. This includes at a minimum, the SSC must:
- **Develop and approve** the SPSA, including:
 - proposed expenditures of funds allocated to the school through the ConApp, S & C Funds, and CSI Grants
 - goals and actions addressing CSI or ATSI requirements, if applicable.
- *The SPSA must align with the needs identified through the school's comprehensive needs assessment and the goals identified by the SSC and must adhere to all applicable state and federal laws and regulations.*
- *The SPSA must include funds based on projected allocations from federal funds, and may also include other state or local funds allocated to the school to support student achievement. Proposed expenditures include planned spending and costs needed to implement the strategies/services in the SPSA.*
- **Recommend** the SPSA, including proposed expenditure of funds, to the District Board of Education for approval.

Responsibilities (continued)

- Provide **ongoing review** throughout the school year of the implementation of the strategies/services in the SPSA to ensure the plan is being carried out to address the needs of the school and its students.
- **Make modifications** to the SPSA, if a need arises. The SSC will submit the modified SPSA to the District Board of Education for approval whenever a material change (as defined in District school board policy) is made to planned activities or related expenditures.
- **Annually evaluate** the progress made toward the school's goals to increase the academic achievement of all students. This includes reviewing and analyzing established metrics, baseline data, and desired outcomes in the SPSA to ensure continuous improvement of students in the schoolwide program.
- Perform all other duties assigned by the District Board of Education and by state law. As each school has its own unique needs and student populations, the SSC must ensure this is considered within their duties and responsibilities.

Comprehensive Support and Improvement (CSI)

- **Center for Independent Study** - Graduation Rate
- **Madison ES** - Student Performance
- **Rose City HS** - Graduation Rate

CSI School Eligibility and Exit Criteria

California will use the California School Dashboard (Dashboard) to determine school eligibility for and exit criteria from CSI. School eligibility and exit are determined for the following categories of schools:

1. Low graduation rate
2. Not less than the lowest-performing five percent of Title I-funded schools

School Plans

School planning and District assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes (SPSA).

Additional Targeted Support and Improvement (ATSI)

- ATSI Schools Student Groups

ATSI Eligibility and Exit Criteria

Schools that are ***not*** eligible for comprehensive support and improvement (CSI) and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI.

The student groups used for ATSI determinations are:

- Race/ethnicity (i.e., Black/African American, American Indian/Alaska Native, Asian American, Filipino, Hispanic, Pacific Islander, White, and Two or More Races)
- Homeless Students
- English Learner Students
- Foster Youth Students
- Student with Disabilities
- Socioeconomically Disadvantaged Students

Additionally, the same exit criteria for CSI Low Performing applies for ATSI, but at the student group level.

School Plans

Upon notification by the District, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan (SPSA) to improve student outcomes

The school plan (SPSA) must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals;
- include evidence-based interventions; and
- identify resource inequities, which may include a review of District- and school-level budgeting, to be addressed through implementation of the school improvement plan (SPSA).

Differentiated Assistance for PUSD



- Schools are eligible to receive assistance if **any student group** met the Criteria for **two or more** Local Control Funding Formula (LCFF) priorities
- PUSD has met Differentiated Assistance for the following student groups and priority areas

Student Group	State Priority	State or Local Indicator
African American	School Climate	Suspension Rate
	Pupil Engagement	Chronic Absenteeism
English Learners	Pupil Achievement	CAASPP ELA and Math
	Pupil Engagement	Graduation Rate Chronic Absenteeism
Foster Youth	Pupil Achievement	CAASPP ELA and Math
	Pupil Engagement	Graduation Rate Chronic Absenteeism
	School Climate	Suspension Rate
Homeless Youth Students w/Disabilities	Pupil Achievement	CAASPP ELA and Math
	Pupil Engagement	Chronic Absenteeism

The Principal's Responsibilities

- The principal or designee is a permanent, non-elected member of SSC
- The principal may not delegate his/her SSC role
- The principal may not 'veto' the decisions of the SSC or change the approved plan
- Set the Vision and provide the school context
- Access & coordinate information/resources
- Ensure council decisions align with school/district policies
- Support implementation of the SPSA

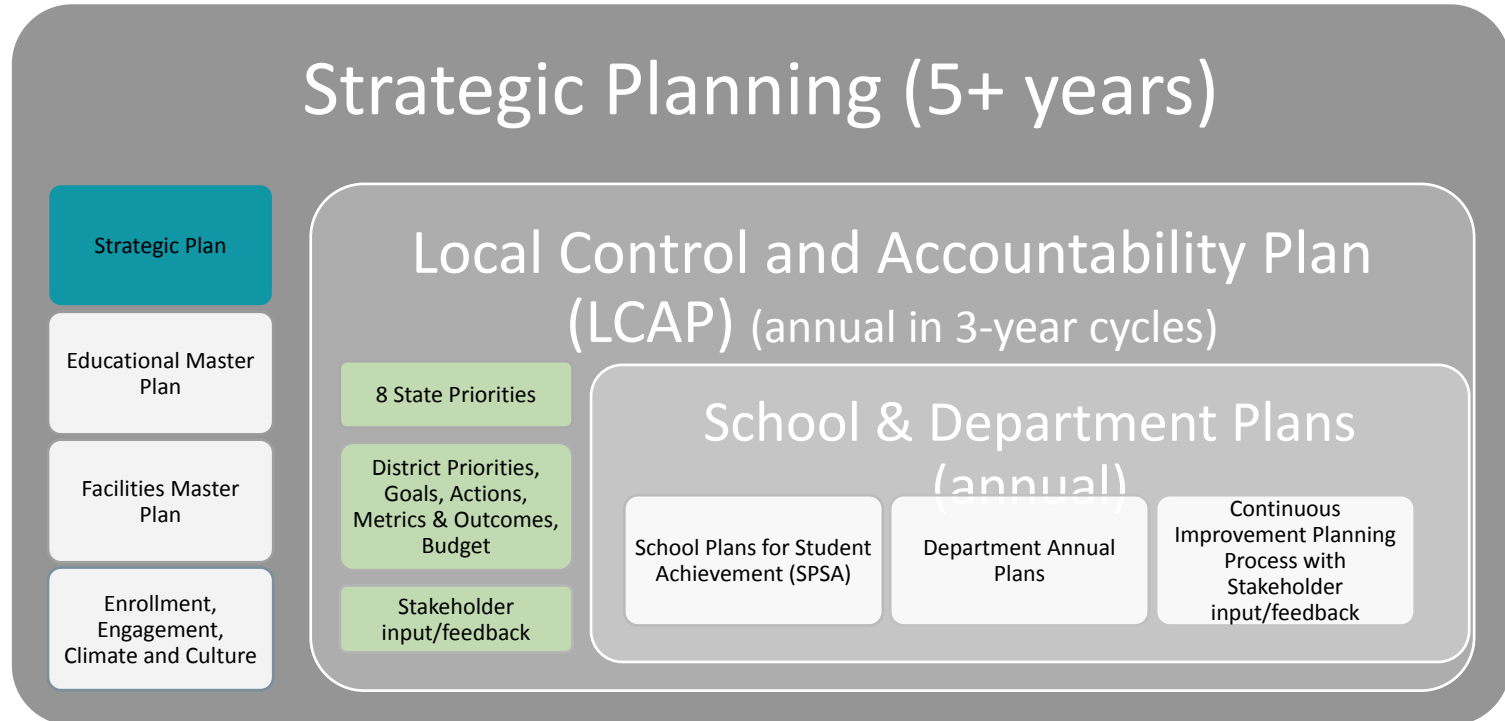
What the SSC is not...

- A School Management Committee
- A Committee to Supervise the staff
- A Policy making body
- A Fundraising Committee
- A Political Organization
- A Grievance Committee
- An Extension of PTA or Parent Club
- A Social Group



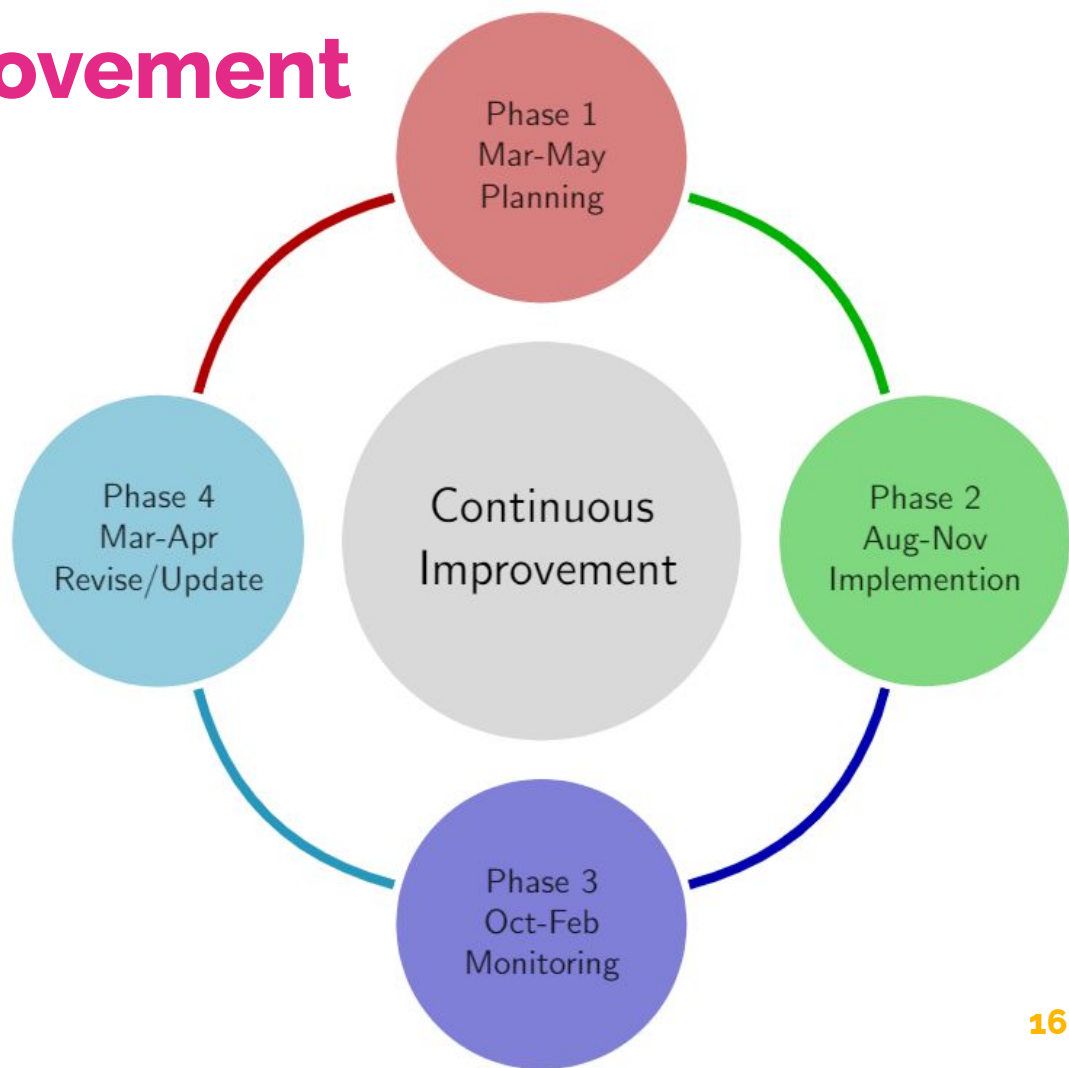
SPSA Development Process

Alignment of Strategic Plan, LCAP, & SPSA



Continuous Improvement

- School Site Councils' work culminates in the development of a SPSA
- The SPSA must be reviewed and updated annually



SPSA Writing, Monitoring, and Evaluation

What did you need to change or maintain?

How did you want to do it?

What actually happen?

Did it work? Why or why not?

What did you learn in the process?

What will you keep/stop doing?

Evaluate

Review

02

03

Adjust

Done
when
formative
metrics
are
available

01

Monitor

Data Inquiry

Needs
Assessment

Goal Setting

Theory of
Action

Metrics
Definition

Implement



Structure of SPSA Documents

The Basis For All Goals

Ed Code Section 64001 (g)(2)*

The development of the SPSA shall include both of the following actions:

- Administration of a comprehensive needs assessment... that forms the basis of the school's goals contained in the SPSA. The **[needs assessment]** shall include an analysis of verifiable state data, consistent with all state priorities... including pupil performance against state-determined long-term goals.
- Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA.

*Edits shown in **[Bold Dark Font]** for clarity

The Components

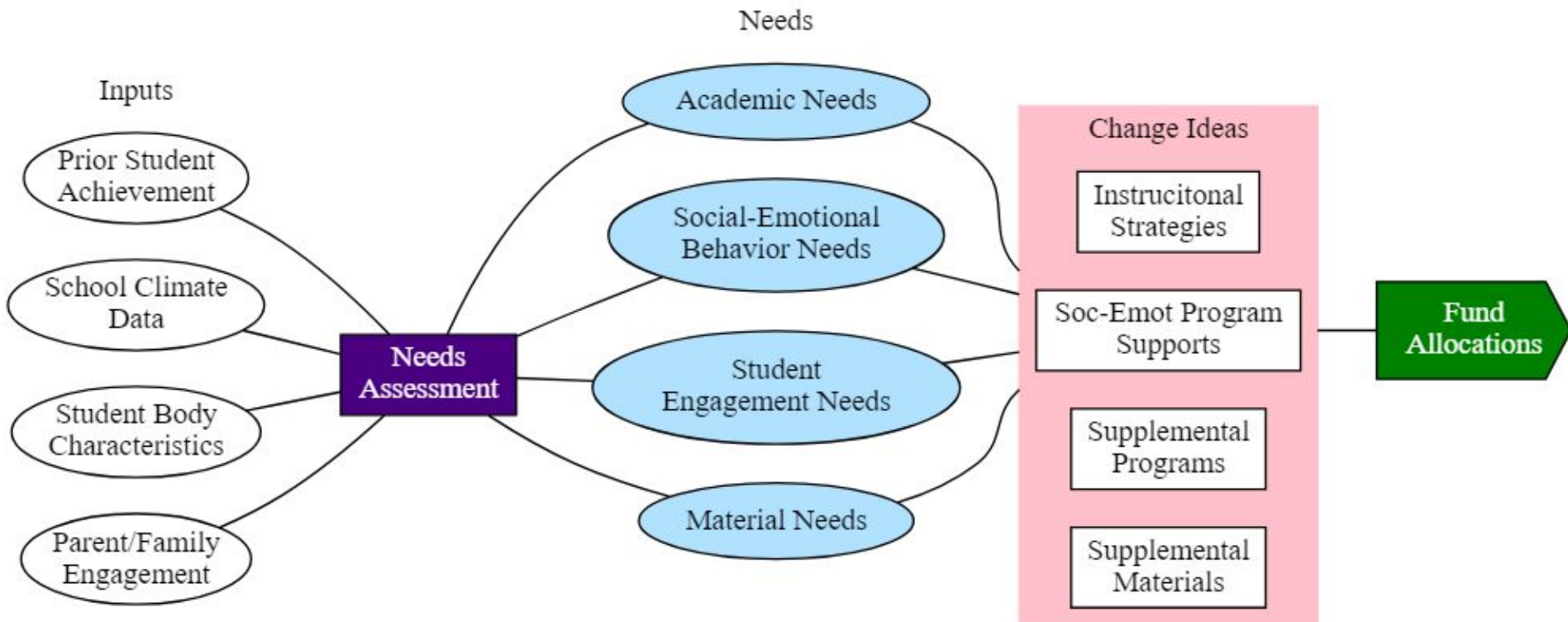
Ed Code Section 64001 (g)(3)*

The SPSA shall include all of the following:

- Goals set to improve pupil outcomes, including addressing the needs of pupil groups as identified through the needs assessment.
- Evidence-based strategies, actions, or services.
- Proposed expenditures, based on the projected resource allocation from the **[School District]**, to address the findings of the needs assessment ...

*Edits shown in **[Bold Dark Font]** for clarity

In picture form



Goal 1

[Describe the goal here]

Identified Need

[Add text here]

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

[Identify student group(s) to be served here]

Strategy/Activity

[Describe the Strategy/Activity here]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
[Add Amount(s) here]	[Add source(s) here]

Goals and Targets

The purpose of the target/Goal pages are to frame the plan for improvement:

- What the student needs are based on analysis of data
- What are the strategies the school will use to improve outcomes
 - Indicate how this will be monitored
- What resources will be needed to facilitate the work
- What funding and/or resources will be needed for implementation
- When will the strategies be implemented
- Evaluation of prior year's goals



Funds Within Purview of SSC

Funds

- Any funds distributed through the consolidated application
 - Title I school site allocations*
- Comprehensive School Improvement Grants*
- Supplemental & Concentrated Funds
- ESSR III Funds

*California State Law requires that Title I funds be expended through approved SPSAs

What is Title I?

- Title I is a federal fund to help meet the educational needs of low-achieving students in schools with higher-counts of students from low-income families
- Requires formal parental involvement in school and district planning about the use of these funds
- Directed to help students reach proficiency (meet standards) on challenging state academic achievement standards
- The Federal Department of Education allocates Title I funds based on the US Census Data. Districts allocate their Title I funds based on the % of students eligible for the federal Free/Reduced Lunch (FRL) program
- Allowability is determined based on “supplemental” and “needs based” criteria
 - Some schools operate under “targeted assistance” models which means Title I can benefit only Title I eligible students.

Central Title I Services

The district reserves a portion of Title I funds to provide the following services to all schools:

- Instructional Coaches/Resource Teachers (Math, Science, Literacy [Including ELA and History]) to providing direct services/supports to school sites so that unduplicated student groups' academic achievement increases;
- Curriculum, Instruction and Professional Development leadership and staff to provide direct training and support services to school sites;
- Supplemental to CDE identified three (3) Comprehensive Support and Improvement (CSI) schools;
- Supplemental to schools with the CDE identified Low Performing Students;
- Families in transition/Homeless and support staff;
- Parent and Community Engagement;
- Multi-Tiered System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).



Compliant School Site Council Composition

Two General Groups

School Site Staff

- Principal
- Classroom Teachers
- Other School Staff

The principal (or designee) is automatically a member of the SSC.

Classroom teachers are those who deliver instruction as part of their full-time duties.

Other staff are those who are employed at the school site but are not classroom teachers.

Community Group

- Parents of students
- Community Members
- Students*

Parents selected by parents through a process open to all parents.

Community Members selected by parents through a process open to all parents.

Students selected by all students through a process where all students may be elected

* Only at secondary/middle school level

Requirements & Selection

- With relatively few exceptions, total SSC membership is a **minimum** of 10 individuals.
- There must always be an equal number between the two groups
- Classroom teachers must form a majority (more than half) of the school site staff group.
- Stakeholder groups (with the exception of Community Members) are responsible for electing their own representatives:
 - Teachers select teachers, parents select parents, students select students, non-classroom teachers select “other staff”

* Only at secondary/middle school level


Examples

Is compliant
compositions

Teachers are half of
School Staff: Must be
majority

Elem School	
Parent	Princp
Parent	Teach
Parent	Teach
Parent	Teach
Parent	Other
Comm	Other


Teachers are half
of School Staff:
Must be majority

High School 	
Parent	Princp
Parent	Teach
Parent	Teach
Parent	Teach
Stu	Teach
Comm	Other

There is not an
equal number of
Staff and
Non-Staff

High School	
Parent	Princp
Parent	Teach
Comm	Teach
Comm	Teach
Comm	Other
Comm	Other
	Teach

High School	
Parent	Princp
Parent	Teach
Parent	Teach
Parent	Teach
Parent	Other
Comm	Other
Parent	Teach
Parent	Other

High School 	
Comm	Princp
Comm	Teach
Comm	Teach
Comm	Teach
Comm	Other
Stu	Teach
Comm	Teach
Comm	Other

Some Technical Clarification

- Classroom Teachers are full-time employees who deliver instruction to students and are “rostered” on the teaching schedule.
- Other Employees are full-time employees of the school site who are not classroom teachers (including classified and certificated)
- A district employee cannot serve as a community member. A district employee can serve as a parent member if the employee is the legal guardian of a student attending the specific school site.
- A school site employee cannot serve on the “non-employee” side as a parent member, even if their child attends the school site.
- All members of the SSC have equal voting rights.
- School administration is responsible for coordinating all elections except those of Classroom Teachers.

SSC Officers

Each SSC should have officers elected from their current members

Chairperson, vice-chairperson, secretary, other officers defined in the SSC Bylaws

Chairperson

- Preside at all meetings
- Sign all letters, reports, and communications of the SSC
- Perform all duties incident in the bylaws
- Perform other duties as are prescribed by the SSC

Vice Chairperson

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

SSC Officers (continued....)

Each SSC should have officers elected from their current members

Chairperson, vice-chairperson, secretary, other officers defined in the SSC Bylaws

Secretary

- Keep minutes of all regular and special meetings
- Transmit true and correct copies of the minutes to SSC members)
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses, and telephone numbers of each SSC member, chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as assigned by the chairperson or the SSC



Guidelines and Advice

Documentation of Elections

Keep the following documentation on file for each stakeholder group

classroom teachers, other school personnel, parents/community members, students

- Nomination notices including non-electronic forms of notice
 - Including means for self-nomination for all groups except community members.
- Ballots with names of candidates
- Vote counts/results of ballots cast
- Meeting minutes / online voting records
- Documentation of how the nominating process was conducted

SPSA & LCAP Alignment

SPSA FOCUS	LCAP ALIGNMENT
<ul style="list-style-type: none">● Math● English● Closing the Achievement Gap	<ul style="list-style-type: none">● Student Achievement (SA)● Access to a Broad Course of Study (CA)● State Standards (CCSS)
<ul style="list-style-type: none">● School Safety, Climate and Culture● Attendance, chronic absenteeism, and drop out rate	<ul style="list-style-type: none">● School Climate (SC)● Student Engagement (SE)● Other Student Outcomes (OSO)
<ul style="list-style-type: none">● Parent and Community Engagement	<ul style="list-style-type: none">● Parent Engagement (PE)
<ul style="list-style-type: none">● Graduation/College and Career Ready	<ul style="list-style-type: none">● Student Achievement (SA)● Course Access (CA)

Goal Numbers

Treat Goals as “broad categories” (below are for example use only)

- Goal 1: ELA Goal
- Goal 2: Math Goal
- Goal 3: Attendance Goal
- Goal 4: Suspension Goal
- Goal 5: Cross-cutting Academic Programming
 - After school tutoring
 - Saturday school sessions
 - Leadership programming



Required Education Code

Meetings

Must adhere to the Greene Act (Ed Code Section 35147)

- Meeting must be open to the public
- Notice posted at least 72 hours before the start time of the meeting
 - Include the date, time, location, and agenda describing each item of business to discuss or act on
- Questions or statements that do not affect pupils or employees not be described on an agenda as items if they are only providing information
- Any member of the public address the council during the meeting
- Cannot take action on any item of business unless it appeared on the posted agenda (with exception)
- Any materials provided to a school site council shall be made available to any member of the public upon request (pursuant to California Public Records Act)

SPSA and Ed. Code.

Ed Code Section 64001 (a)*

Notwithstanding any other law... a **[school district]** shall ensure that each school of the **[school district]** that operates any programs subject to **[The Consolidated Application]** consolidates any plans required by those programs into a single plan, unless otherwise prohibited by law. That plan shall be known as the School Plan for Student Achievement (SPSA). If a plan is not required by a program subject to **[The Consolidated Application]**, the **[School Board]** of a **[school district]** may require any school that receives funding from the consolidated application to develop a SPSA.

*Edits shown in **[Bold Dark Font]** for clarity

SPSA and Ed. Code.

Ed Code Section 64001 (c)*

A **[school district]** shall ensure, in the consolidated application, that the SPSA has been prepared in accordance with law, that

- schoolsite councils have developed and approved a SPSA for each school participating in programs funded through the consolidated application process, and
- that SPSAs were developed with the review, certification, and advice of the school English Learner Advisory Committee **[ELAC]**, if required.

*Edits shown in **[Bold Dark Font]** for clarity



Resources

Links to Full Text

SPSA

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=37.&chapter=&article=

School Site Councils

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=38.&chapter=&article=

Greene Act

<http://leginfo.legislature.ca.gov/faces/codeBillCrossRef.xhtml?sectionNum=35147.&lawCode=EDC>

School Site Councils Canvas Page

Go to: pasadena.instructure.com/courses/8297

This site will be used for:

- *Communication between the district office and school site councils*
- *Sharing of information and documentation to ensure compliance with state and federal requirements*
- *Monthly training modules provided by the district office*
- *Discussions among school site council members and district office personnel*

Contact Supports

If you have questions or need general guidance, contact the PUSD **Planning, Innovation, Accountability, & Special Projects** Office:

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THANK

YOU