



School Site Council

Norwalk High School



Los Angeles County Office of Education

Serving Students • Supporting Communities • Leading Educators

Workshop Outcomes

You will leave today knowing:

- The primary purpose of the Schoolsite Council (SSC)
- The role of the SSC in developing the School Plan for Student Achievement (SPSA)
- The 7-step cycle of continuous improvement that the SSC engages in to develop the SPSA
- The required member composition and the selection requirements of the SSC
- Requirements and recommendations for meeting procedures, bylaws and maintaining documentation

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The School Plan for Student Achievement

The School Plan for Student Achievement is required if...



The school operates any program funded through the consolidated application.



The LEA has determined that its schools must complete a school plan.



The school has been identified for federal school improvement programs (CSI, TSI or ATSI).

What is the Consolidated Application?

An agreement between each LEA governing board and the California State Board of Education on the use of categorical funds.

- Part I is submitted each June
- Part II is submitted each February

The CDE uses the ConApp to distribute categorical funds from various state and federal programs to LEAs.

SPSA is required for...



Targeted Assistance
Schools (TAS)



Schoolwide Program
Schools (SWP)

The Development of the SPSA Must Include...



A Comprehensive Needs Assessment

(Required for Schoolwide Programs and CSI-Identified Schools)



Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA.

Comprehensive Needs Assessment

- The Comprehensive Needs Assessment forms the basis of the school's goals contained in the SPSA.
- The comprehensive needs assessment must include an analysis of verifiable state data, consistent with all state priorities. The school may include any data voluntarily developed to measure pupil outcomes.



Evaluation Process

- There must be a process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA.
- Measurable Outcomes are means of evaluating progress toward accomplishing the goal.
- A school may identify metrics for specific student groups.
- Include baseline data associated with the metric or indicator.
- In a subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.



The SPSA must include...

- 1. Goals set to improve pupil outcomes
- 2. Evidence-based strategies, actions or services
- 3. Proposed Expenditures

1. Goals set to improve pupil outcomes

- The goal must address the needs of pupil groups as identified through the comprehensive needs assessment.



- The goal should be based upon the analysis of verifiable state data, including state indicators from the CA Dashboard and may include any data voluntarily developed to measure pupil achievement.



2. Evidence-based Strategies, Actions or Services

- Describe the strategies and activities being provided to meet the described goal
- Describe how the strategies and activities will address the specific state and federal requirements.
- Strategies and activities that are implemented to achieve the identified goal may be grouped together.

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following 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

Amount(s)

[Add amount here]

Source(s)

[Add source(s) here]

Budget Reference(s)

[Add budget reference here]

From the SPSA
Template on CDE

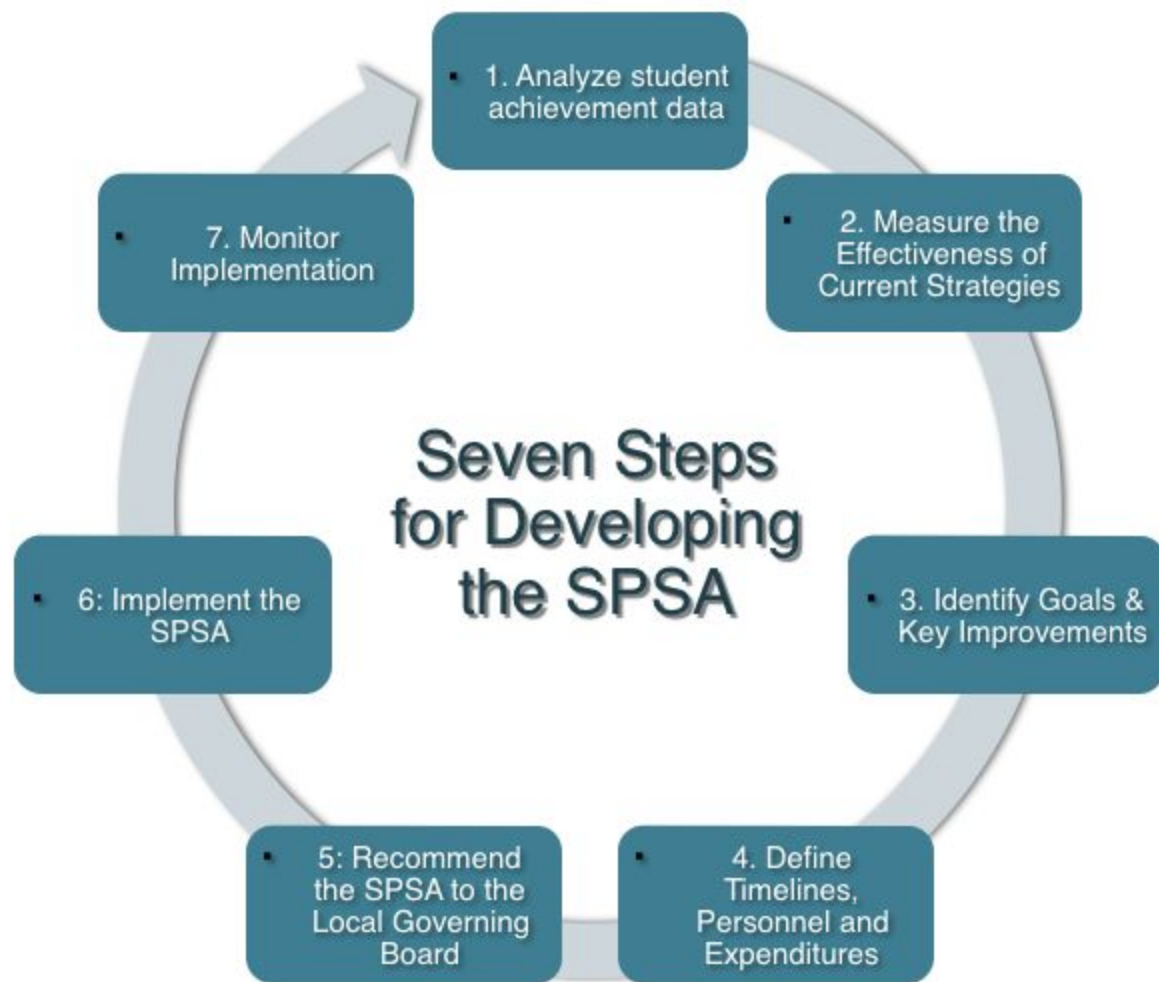
What is “Evidence-Based?”

Evidence-based interventions are practices or programs that have **evidence to show that they are effective at producing results and improving outcomes when implemented**. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence.

3. Proposed Expenditures

- Proposed expenditures, based on the projected resource allocation from the LEA, to address the findings of the needs assessment consistent with the state priorities,
- This should include identifying resource inequities, which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.



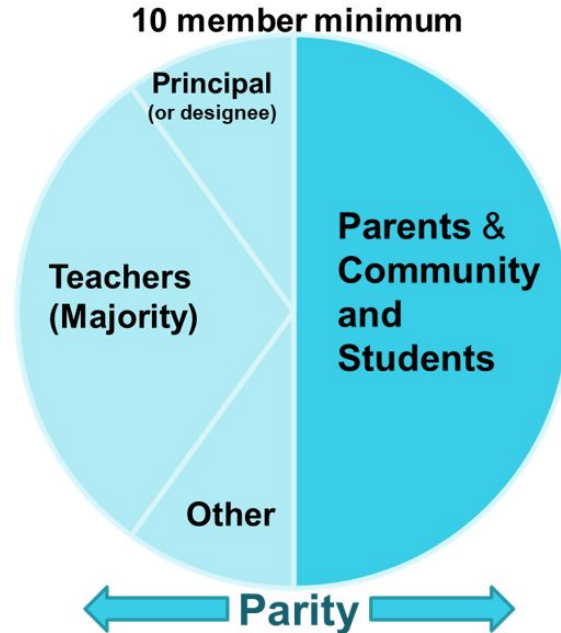


Membership and Selection

SSC Secondary Composition

- Half the members are the principal (or designee), classroom teachers, and other school personnel.
- Classroom teachers make up a majority of this group.
- Half the members are parents or other community members and students.

Ed Code 65001 (c)



The SSC members must be selected by their peers

SSC Composition for Secondary Schools

Type	Membership Category	# of Members
School	Principal	1
School	Classroom Teacher	4
School	Other Staff	1
Community	Community Member/Parent	3
Community	Student	3
Total	Members	12

Members: Teachers and School Personnel

- Teachers - Provide direct instruction for full time of employment
- School Personnel employed at the school who are not teachers
 - Persons who work directly and on a regular basis with pupils, including administrative employees, pupil services employees and classified employees. (Examples include school nurse, counselor, clerical staff, paraprofessional, cafeteria staff, yard supervisor, resource teacher)

[Defined in prior Ed. Code 33150(b)]

Should be defined in board policy, bylaws,
and election materials.



Members: Parents & Community

Parents – Includes all parents of students enrolled in the school

- Parents employed at the school site, may not serve in the parent role, but they may serve in a staff role
- Parents employed by the district, but not at the school site, may serve in the capacity of parent

Community members

- A person who is neither a school district employee nor the parent or guardian of a pupil attending the participating school may serve
- Role should be defined in bylaws or district policy
- Must be elected by parents
- Cannot vote for SSC candidates



Members: The Principal

- The principal or designee is a permanent, non-elected member of SSC
- The principal has an equal vote with other members and may not veto the decisions of the SSC or change the approved plan
- Sets the vision and provides the school context
- Accesses & coordinates information/resources
- Leads from the side!



Additional Benefits to the Principal Serving on SSC

- Demonstrates the importance and value of the decision-making role to determining strategies and actions to address the comprehensive needs assessment
- Message to the parents and community about the responsibilities of the SSC and SPSA development
- Ensures the direct alignment to the district's goals and priorities and adherence to compliance
- Principal actively builds relationships with parents/ community and links the strategies to student learning

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Selection of SSC Members

Additional considerations:

- Bylaws are very helpful for establishing the selection process, how to fill unexpected vacancies, the length of terms, etc.
- For continuity, schools may elect non-voting, alternate members who may be seated as voting members in the event of a midterm vacancy

Procedures, Bylaws and Documentation

Requirements of the Greene Act

1. SSC meetings must be open to the public.
2. Public may address the council.
3. Meeting notice must be posted 72 hours in advance.
4. Notice must specify date, time and place.
5. Council action limited by the posted agenda.
6. Questions or information need not be on the agenda.
7. Violations require the item to be reconsidered at the next meeting after public input.

Ed Code 35147

SSC Bylaws

- Although not required, bylaws are important for a well functioning committee
- Bylaws define responsibilities, processes and policies
- Bylaws can address problems before they arise
- Bylaws should be reviewed regularly and updated to address any new issues

Rules of Order

- SSC meetings should be conducted using Rules of Order (Robert's or Institution-specific)
- Provide procedural norms to ensure fairness and orderliness
- Code of Ethics – agreements about how council members behave
- Council should periodically evaluate how it is functioning



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Agendas & Minutes



- Required as documentation for compliance monitoring
- Should be monitored by LEA staff
- Templates help ensure all required topics are covered and required procedures are followed
- Consider who will take minutes
- Agendas and Minutes should be aligned
- Minutes should reflect key decisions being discussed and voted upon regarding the SPSA
- Minutes should reflect the voice of SSC members

Ensuring Compliance

- Federal and state laws require the California Department of Education (CDE) to monitor implementation of categorical programs operated by local educational agencies (LEAs).
- The CDE review process, called Federal Program Monitoring (FPM), ensures that LEAs are spending the funding as required by law
- The Schoolsite Council and the SPSA are both subjects of review, validating the need for accurate recordkeeping and documentation of SSC meetings and the SPSA process
- An LEA may be selected for on-site or online review every two years

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