



PASADENA UNIFIED SCHOOL DISTRICT
Department of Special Projects, State and Federal Programs

**LCAP, Title I, SSC and SPSA
Handbook**

Pasadena Unified School District
Board of Education

PASADENA UNIFIED SCHOOL DISTRICT

Our Children Learning Today Leading Tomorrow 우리 아이들 오늘 배우고 내일 선도한다 我们的孩子 今天学习知识 明天主导未来
Մեր Ջաւակները Կուսանին Այսօր Կատարելորդէն Վաղը Nuestros Niños estudiantes hoy mañana líderes
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Nuestros Niños estudiantes hoy mañana líderes Մեր Ջաւակները Կուսանին Այսօր Կատարելորդէն Վաղը

August, 2018

Our Children * Learning Today * Leading Tomorrow

LCAP, Title I, SSC and SPSA Handbook

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Part I - Introduction

▪ **OUR VISION**

We are the first choice in education for families and students who value academic excellence, innovation, and diversity in programs and students.

We will maximize our fiscal, human and community resources to:

- Prepare our students today for the opportunities of tomorrow
- Provide a safe and supportive environment
- Cultivate individual abilities and talents
- Graduate our students ready for college and career success
- Enable our students to be responsible and productive citizens
- Become employer of choice.

▪ **OUR MISSION**

The dedicated professionals of Pasadena Unified School District provide a caring, engaging, challenging educational experience for every student, every day in partnership with our families and communities.

▪ **OUR CORE BELIEFS**

Integrity: We say what we mean and we do what we say. We meet or exceed professional standards and legal requirements.

Respect: Our behaviors, policies, and programs affirm the worth and personal dignity of all students, employees and community members. We foster a climate of civility, collegiality, tolerance and reasoned debate, embracing our diversity as a strength that adds vibrancy and creativity to our perspectives, deliberations and decisions.

Transparency: We encourage diverse input and differing opinions. We make our decisions openly. We make information easily accessible to everyone.

Equity: We believe that every child is equally entitled to high quality education, and that different needs require different levels of resources to enable all children to achieve their full potential.

Accountability: We take responsibility for our actions, decisions and outcomes. We are committed to continuous improvement and use evidence-based approaches to identify improvements that support student success.

Collaboration: We value the participation of parents, students and the community in all aspects of PUSD. We actively seek mutually-beneficial partnerships with people and organizations.

Fiscal responsibility: We maintain the public trust by providing high quality services and by using our resources prudently, efficiently and equitably. Preserving the longer term financial viability of the District is always a key factor in our decisions.

Innovation: We inspire and empower innovative thought and practice while building sustainable systems that ensure every student excels academically, socially and emotionally.

Excellence: Preparing students with the tools for success – in their education, in their careers and throughout their lives – is our number one priority.

Scope and Purpose of the Handbook

The LCAP (Local Control Accountability Plan), Title I, SSC (School Site Council) and SPSA (Single Plan for Student Achievement) 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 (SSCs) the background knowledge helpful to understanding the importance of the Single Plan for Student Achievement (SPSAs) as it relates to Pasadena 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 (LEAs) to apply for funding. Simply put, the process involves submitting a plan that describes student needs, 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.

PUSD's mission and vision for students reflects the goals articulated in both the LEAP and the LCAP. As you read Part II of this Handbook, 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. PUSD utilizes School Site Councils (SSCs) to fulfill the responsibility of developing this plan, also known as the Single Plan for Student Achievement (SPSA).

Part II - LCAP, Title I, SSC and SPSA

The District – Local Education Agency (LEA)

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, Stakeholder Engagement: Network Improvement Communities (NICs - Including Foster Youth NIC, EL NIC, SPED NIC, Education Equity NIC, Student Focus groups), LCAP PAC, DLAC, and the DAC (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 LCAP 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 LCAP 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.

PUSD's Mission and Vision 2021 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 LCAP

requirements. The Vision 2021 Quality Indicators serve also as the goals of the LCAP. Further, the goals of the LCAP and the LCAP address the State priorities.

Thus, PUSD has addressed five goals into its 2016 - 2021 Vision for Educational Excellence. These goals are developed based on:

- Local Control Accountability Plan Goals (State of California)
- Local Educational Agency Plan Goals (Federal Government), and
- Local Priorities/Vision 2016 - 2021 Quality Indicators (California) State Priorities

Local Education Agency (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.

The purpose of the title of ESSA 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.
- B. 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.
- C. 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.
- D. 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.

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 5-year LEA (2016-2021) Plan is a key component of the LCAP. The full LCAP is found in at PUSD's website:

<https://www.pusd.us/site/handlers/filedownload.ashx?moduleinstanceid=5122&dataid=7129&FileName=PUSD%20LEA%20PLAN%202015-16.pdf>.

Five (5) goals comprise the PUSD 2017-2020 LCAP, which are grounded in our District Vision 2017-2020 for Quality Schools in Every Neighborhood:

Goal 1: Students will demonstrate grade level knowledge in all core subjects and graduate in four (4) years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2: A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff.

Goal 3: Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Goal 4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 5: Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of the school sites.

The Vision 2020 Quality Indicators are also our LCAP Local Priorities. These Local Priorities and the eight State Priorities are addressed in the LCAP.

<https://www.pusd.us/cms/lib/CA01901115/Centricity/domain/1277/lcap-leff%20files/PUSD%20LCAP%202017-18%20FINAL%206.30.17.pdf>

Under the Local Control Funding Formula (LCFF), 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 65.66 Percent or More of Enrollment: Per each unduplicated count of these student groups above 65.66%.
4. Other funds outside of LCFF, such as special education.

Program and Budget Development- Stakeholder Engagement

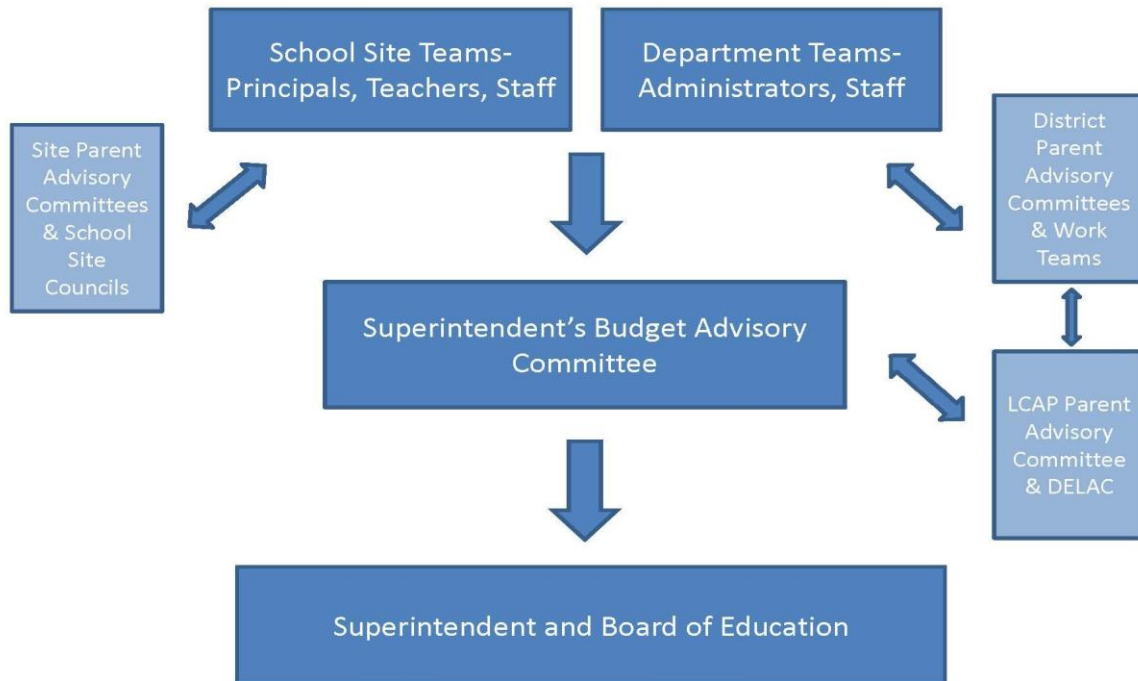
The Local Control and Accountability Plan (LCAP), Department/Division Plans, and school sites' Single Plans for Student Achievement (SPSA) are a critical part of the Local Control

Funding Formula (LCFF) and a record of PUSD’s Continuous Improvement Process. PUSD must engage parents, educators, employees, students and the community to establish, refine, and make recommendations for our plans.

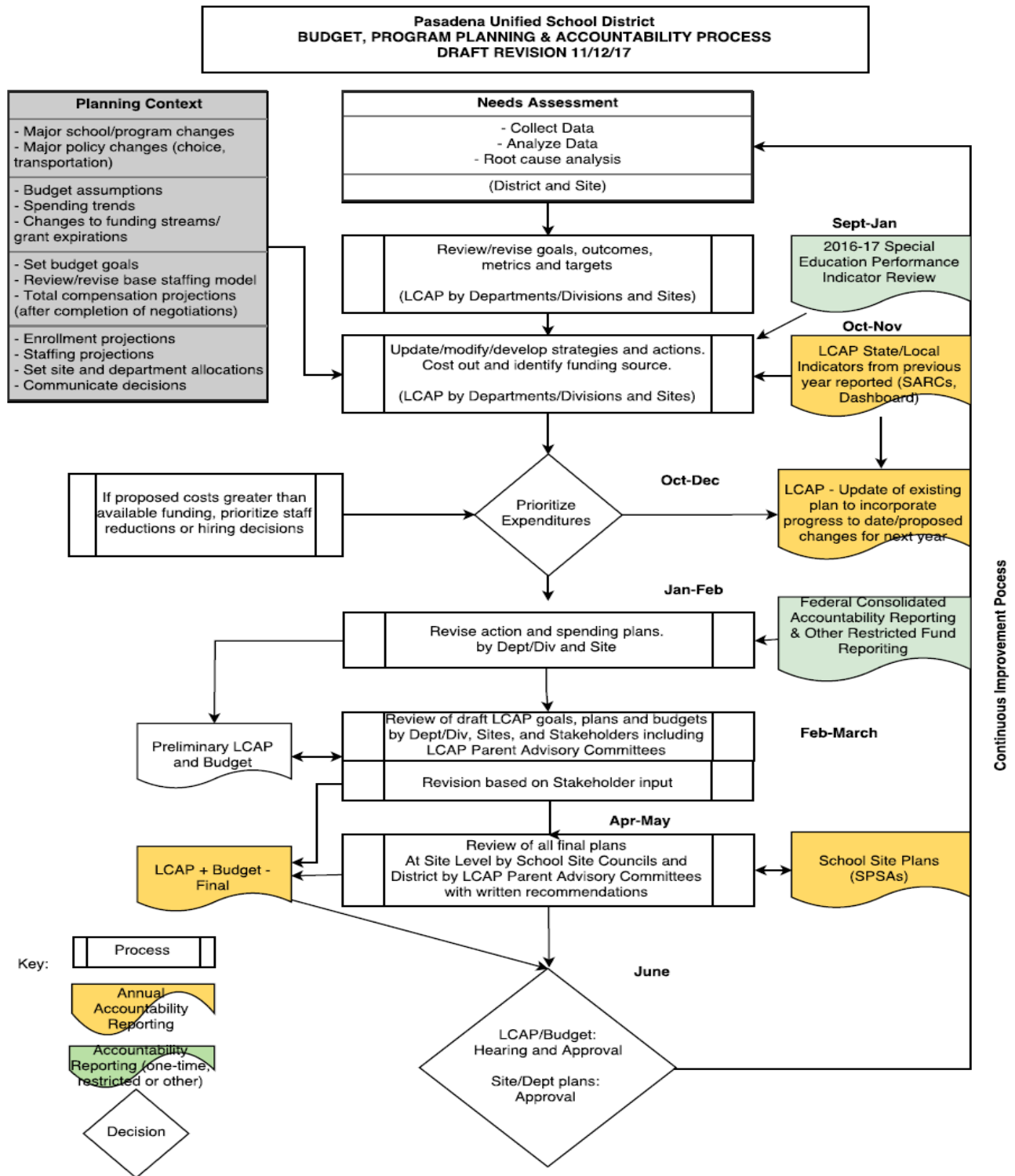
PUSD 2018-2019 LCAP Planning:

Engage stakeholders in consultation through:

1. A Superintendent’s Budget Advisory Committee
2. Student focus groups
3. An LCAP Parent Advisory Committee (LCAP PAC)
4. An English learner parent advisory committee, DELAC*
5. Department work teams
6. School site work teams



Budget, Program Planning & Accountability Process (Sample):



California State Priority #3: Parent Involvement

[California Education Code 52060\(d\)\(3\)](#) mandates LEAs to make “Efforts to seek parent input in decision-making at the district and each school site, including how the district will promote parental participation in programs for unduplicated pupils and individuals with special needs subgroups.”

What is Parent Engagement?

Every Student Succeeds Act (ESSA) Section 1116 defined parent engagement as: “Ensuring regular two-way and meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.”

Parent Engagement connections to the OTHER state priorities:

1. Basic Services	2. Implementation of State Standards
3. Parental Involvement	3. Pupil Achievement
4. Pupil Engagement	5. School Climate
6. Course Access	7. Other Outcomes

Two Critical Dimensions of Family Engagement





The Role of LCAP PAC

LCAP Parent Advisory Committee (PAC) members represent the student groups targeted by California's Local Control Funding Formula (LCFF) and review and comment on the District's annual Local Control Accountability Plan (LCAP) as mandated by state law. Members serve three-year terms.

The Role of DELAC

The District English Learner Advisory Committee (DELAC) advises the district and provides an annual training for ELAC officers on their roles and responsibilities. The California Education Code requires a functioning DELAC in which at least 51 percent of the members are parents of English Learners. All official DELAC members must be members of a school ELAC.

Quality School Indicators and State Priorities

PUSD Quality School Indicators

Beginning in the 2016-17 - 2019-20 LCAP cycle, LEAs are required to report on 5 local priority indicators (by 12/1/2017). Following this deadline, the next opportunity for an LEA to display its status of meeting the standards of the local indicators will be with the Fall 2018 CA Dashboard release. The local indicators address those local control funding formula (LCFF) priority areas for which data is not collected at the state level. The local indicators are only applicable at the LEA level; local indicators *do not* apply to individual schools.

The standards for the local performance indicators are based on whether LEAs:

1. Measure their progress on the local performance indicator based on locally available information, and
2. Report the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs determine whether they have (Met, Not Met, or Not Met for Two or More Years) for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the evaluation rubrics, which will allow them to measure and report their progress through the California School Dashboard.

Pasadena Unified School District meets standards because we:

1. Measure progress using locally available data.
2. Report the results to the LEA's local governing board at a regularly scheduled public meeting of the local governing board.
3. Upload and publicly report the results through the Dashboard by the deadline.

Self-reflection tools were completed by department managers for indicators related to their respective departmental functions and 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. The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher.
 - f. 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.

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. PUSD Title I schools have voted to implement a **schoolwide Title I program**. PUSD distributes Title I funds to all elementary schools with 40% or more of students receiving free and reduced lunch. Secondary schools with 75% or more of students receiving free and reduced lunch can apply for the school wide Title I program as well.

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 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, PUSD 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 J)
- 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

Three 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** – Single Plan for Student Achievement (SPSA) that describes how it will achieve the goals it has identified as a result of its needs assessment.
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 (FPM) 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.

1. 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.

2. The Local Educational Agency (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 LCAP includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LCAPs 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, LCAPs summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

3. The Single Plan for Student Achievement (SPSA)

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, PUSD has included LCFF funding and goals as an addendum to the 2018-19 within SPSA. These are linked specifically to PUSD LCAP goals.

4. 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.

Part III – Developing a School Site Council (SSC)

School Site Councils (SSC)

The California Department of Education and the PUSD 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 PUSD 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, PUSD 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).

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.

School Site Council's Legal Responsibilities

What Guides School Site Councils?

The California Department of Education has 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. The local governing board may develop policies to regulate or inform School Site Councils and staff in the performance of their duties. Additionally, the Pasadena Unified School District **requires** all district schools to establish and maintain a School Site Council ([BP/AR 0420](#), October 27, 2016).

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.

The Role of SSC:

The establishment and composition of School Site Councils is addressed in EC [52852](#) under the requirements for School Based Coordinated Programs (SBCP). The role of the SSC is addressed in EC [32281](#) regarding development of the School Safety Plan and California Education Code (EC) Section [64001](#) requires that **an SSC develop the School Plan for Student Achievement (SPSA)**.

The SSC's responsibilities include:

- Developing and approving the SPSA,
- Recommending the SPSA to the Board of Education for approval,
- Monitoring SPSA's implementation, and
- Evaluating the effectiveness of the planned activities at least annually.

The Function of SSC:

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.

The general function of a SSC is to serve as the school community's representative body for determining the **focus of the school's academic instructional program** and all related categorical resources. The functions of a SSC include:

1. Develop and recommend approval of School Plan for Student Achievement (SPSA) to the District Education Board in accordance with State and Federal laws and regulations
2. Provide ongoing monitoring of implementation of the SPSA
3. Review and analyze data, such as students' core and elective academic achievements; attendance improvement; and other information that relates to school SPSA goals
4. Review and approve school budget
5. Review and approve School Safety Plan
6. Seek recommendations from other advisories and committees (ELAC, Foster Youth, ...) regarding the focus of SPSA
7. Revise SPSA as needed
8. Evaluate SPSA effectiveness on annual basis

What SSC is Not?

School Site Council is not:

- School management
- Supervision of staff
- Policy making
- Fundraising
- Political Organization
- Grievance Committee
- Extension of PTA

The Requirements of SSC:

Requirements related to School Site Councils are among the most common non-compliant findings in Federal Program Monitoring (FPM) reviews. The two key areas of non-compliance are:

1. The composition of the council, and
2. The role of the council in developing the Single Plan for Student Achievement.

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.

The Key Responsibilities of 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.

Categorical Programs under the SSC Purview include:

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 30100): Used to encourage partnerships with parents to improve student achievement and increase parent involvement.

Title I Program Improvement Supplemental (Resource Code 30100): 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 and to support the schools to provide opportunities for all students, including low income students, Foster Youth students, ethnic subgroups, students with disabilities, and English Learners, to meet state academic standards.

Title I Schoolwide Programs

All Pasadena Unified School District elementary 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. PUSD 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](#)):

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].

1. 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.
2. 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](#))
3. The Title I Schoolwide Program is embedded into every school's Single Plan for Student Achievement.

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.

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 I 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. 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 BP 6020 Parent Involvement Policy **Implementation Procedure** (template) can be found in the [Appendix A](#) of this handbook, P. 55)

The Role of the DAC

The District Advisory Council (DAC) for Compensatory Education 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 LCAP as well as review of the District Parent Involvement Policy and Guidelines for Implementation. PUSD 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 PUSD. Activities include reviewing the Consolidated Application, providing input on and reviewing the district's LCAP, 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:

*ELAC	*Special Education	*PTA	*DAC
*Governance	*Instructional Leadership Team	*GATE	*Foster Youth

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 PUSD Language Assessment Development Department (LADD) supports the ELAC.

("English Learner Advisory Committee (ELAC) Recommendation to School Site Council (DDC) Form" can be found in the [Appendix B](#) of this handbook, P.58)

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 Language Assessment Development Department (LADD).

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:

- Participation of 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 District's Language Assessment & Development Department (LADD).

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 a SSC

School Site Council Selection

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).

The School Site Council must meet composition requirements outlined in Education Code section [52852](#). The council must be composed of the principal, teacher representatives selected by teachers at the school, other school personnel selected by other school personnel at the school (defined in by-laws or district policy), parents and/or community members selected by parents of students enrolled in the school, and at the secondary level, students selected at large by students enrolled in the school. There must be parity between school staff and parent/community or parent/community/student members and teachers must be in the majority among staff members. To ensure your SSC is correctly constituted, please see the following illustrations.

What is the Composition of a School Site Council (SSC)?

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 & Middle School 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 assigned 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: Community Liaison, Office staff, Coach (TOSA), resource teacher, building supervisor, or custodian.

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 (High School) 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](#)). However, PUSD middle schools usually choose to implement the elementary school model

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

****Other School Representative is defined as follows** - At least one staff member who is not a classroom teacher must be included on the SSC.

Example: Community Liaison, Office staff, Coach (TOSA), resource teacher, building supervisor, 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. Community Liaison, Office staff, Coach (TOSA), resource teacher, building supervisor, or 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: Establish your SSC

The requirement: Each category of council members must select its own members. 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 April or May prior to the next school year membership begins. One year of membership term is defined as service from August of elected year through June 30th 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.

PUSD 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 SSC Parent/Community Nomination Form can be found in the [Appendix C](#) of this handbook, P. 59. Sample Parent/Community Member Ballot can be found in the [Appendix D](#) of this handbook, P. 60).

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.

(Sample of Student Member Ballot can be found in the [Appendix E](#) of this handbook, P.61)

The Overarching Principle and Policy for SSC Election is: **Peers Elect Peers.**

The SSC Frequently Asked Questions

1. May I assign the vice principal or resource teacher to serve on the SSC as a Principal Designee?

No. The principal is the **only** assigned member of the SSC.

- 2. Is it possible to serve on the SSC if I work at the school and am also a parent?**
Yes. If you are selected/elected, by your peers, to do so representing your working group, i.e., as a teacher, or “other school personnel”.
- 3. Does the School Board have the right to send the school plan back to the SSC for revision?**
Yes.
- 4. Is the SSC required to have by-laws?**
No. However, it is strongly recommended.
- 5. Are SSC members the only staff members involved in updating/revision the School Plan for Student Achievement (SPSA)?**
No. It is suggested all staff be invited to serve on SSC committee to assist in the update of the SPSA.
- 6. Can the SSC have “closed sessions” as a school board does?**
No. All meetings, and all parts of the SSC meetings are open to the public.
- 7. What is the primary responsibility of the SSC?**
Annually update/revise the SPSA utilizing the following steps:
- Assess/measure the effectiveness of the current improvement strategies
 - Seek input from all school advisory committees
 - Update/revise school goals
 - Update/revise improvement strategies and expenditures
 - Approve and recommend the SPSA to the District for approval
 - Monitor implementation of the updated plan.
- 8. If the principal disapproves of a decision made by the SSC, can he/she veto that decision and/or change the plan they have approved?**
No. The principal does not have administrative authority over decisions made by the SSC. The Principal may accompany the approved plan to the school board and voice his/her concerns or objectives.
- 9. Does a middle school have to include students on their SSC?**
No. They may, but are not required to. This is a district decision.
- 10. Is it possible for the principal to also serve as chairperson of the SSC?**
Yes. If/he/she is elected to do so.
- 11. Which school advisory committees must be asked for input in revising/updating the Plan?**
All applicable committees should be included. For instance, English Learner Advisory Committee (ELAC), State Compensatory Education District Advisory Committee (DAC), Special Education Community Advisory Committee (CAC), LCAP Parent Advisory

Committee (PAC), Foster Youth Committee ...

12. What records must the SSC maintain?

- Elections (including peer nomination evidence)
- Official correspondence
- Agendas of SSC meetings
- SSC meeting sign-in sheets
- Evidence of input from school advisory committees
- Minutes of meetings, recording of attendance, discussions, recommendations, and actions
- Copies of prior year school plans

13. How long these records must be maintained?

Three years.

14. Is a district board member allowed to serve on a SSC?

Yes. If elected/selected to do so by parents of the school.

(Adapted from: Kern County Office of Education Training Materials. Modified by PUSD Special Projects Department)

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 F](#) of this handbook, P. 62)

SSC Meeting 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 School Site Council Agenda Item [Request](#) can be found in the Appendix G-1 of this handbook, P. 68. Sample SSC Meeting Agenda (Suggested Template) can be found in the [Appendix G-2](#) of this handbook, P. 69)

SSC Meeting Minutes

The meeting minutes serve as “group memory.” Minutes are considered **as legal documents**. 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.

(Sample meeting minutes can be found in the [Appendix H](#) of this handbook, P. 71)

Green Act Requirements (ED Code § 35147 (C) (D))

The Green 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:

1. Any meeting held by a council or committee 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.
2. Notice of the meeting shall be posted 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.
3. The council or committee shall not permit action on any item of business unless that item appeared on the posted agenda or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the

agenda.

4. Questions or brief statements made at a meeting 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.
5. If a council or committee violates the procedural meeting requirements of this section and upon demand of any person, the council or committee shall reconsider at its next meeting after allowing for public input on the item.
6. Any materials provided to a School Site Council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.

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?

SSC Self-Assessment and Success

School Site Councils in Pasadena 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 Tool can be found the [Appendix I-1](#) of this handbook, P. 73. The SSC Self-Assessment Summary can be found the [Appendix I-2](#) of this handbook, P. 77)

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	YOU CAN NOT
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 voting⁶

Suggested School Site Council (SSC) Master Calendar & SPSA Timeline

(Please see [Appendix J](#) of this handbook, P. 79)

Part IV – A Guide for Developing the SPSA

Establishing & Maintaining the Single Plan for Student Achievement (SPSA)

Legal Specifics for the SPSA

California Education Code (EC) Section [64001](#) specifies that schools and districts that receive state and federal or other applicable funding through the district’s Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. EC Section [64001](#) establishes the following specifics for school plans:

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the ConApp process and any other school program they choose to include.
2. Any plans required by programs funded through the ConApp and subjected to Elementary and Secondary Education Act (ESEA) Program Improvement requirements must be consolidated into a single plan. Schools may add other funding sources.
3. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.
4. School goals must be based upon an analysis of verifiable state data, including CA Assessment of Student Performance and Progress (CAASPP) (SBAC) results, CA Accountability Model & School Dashboard, the English Language Proficiency Assessments for California (ELPAC), and any data voluntarily developed by districts to measure student achievement. In addition, schools should include an analysis of school progress on the CA School Dashboard and other measures of student achievement.
5. The content of the plan must be aligned with school goals for improving student achievement.
6. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
7. The SPSA must address how ConApp funds will be used to improve the academic performance of all students to the level of the performance goals, as established by the CAASPP.
8. The SPSA must align with the LCAP and be submitted for approval to the LEA governing board. The board may return it to the SSC for revisions, as deemed necessary.
9. The SPSA must be reviewed and approved by the governing board of the LEA whenever there are material changes that affect the academic programs funded through the ConApp.

The Purpose of SPSA

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section [64000](#) will be used to improve the academic performance of all pupils. School goals shall be based upon an analysis of verifiable state data, including the California

School Dashboard data. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

The 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 LCAP.
- 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.

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.

The SPSA as an Organizer

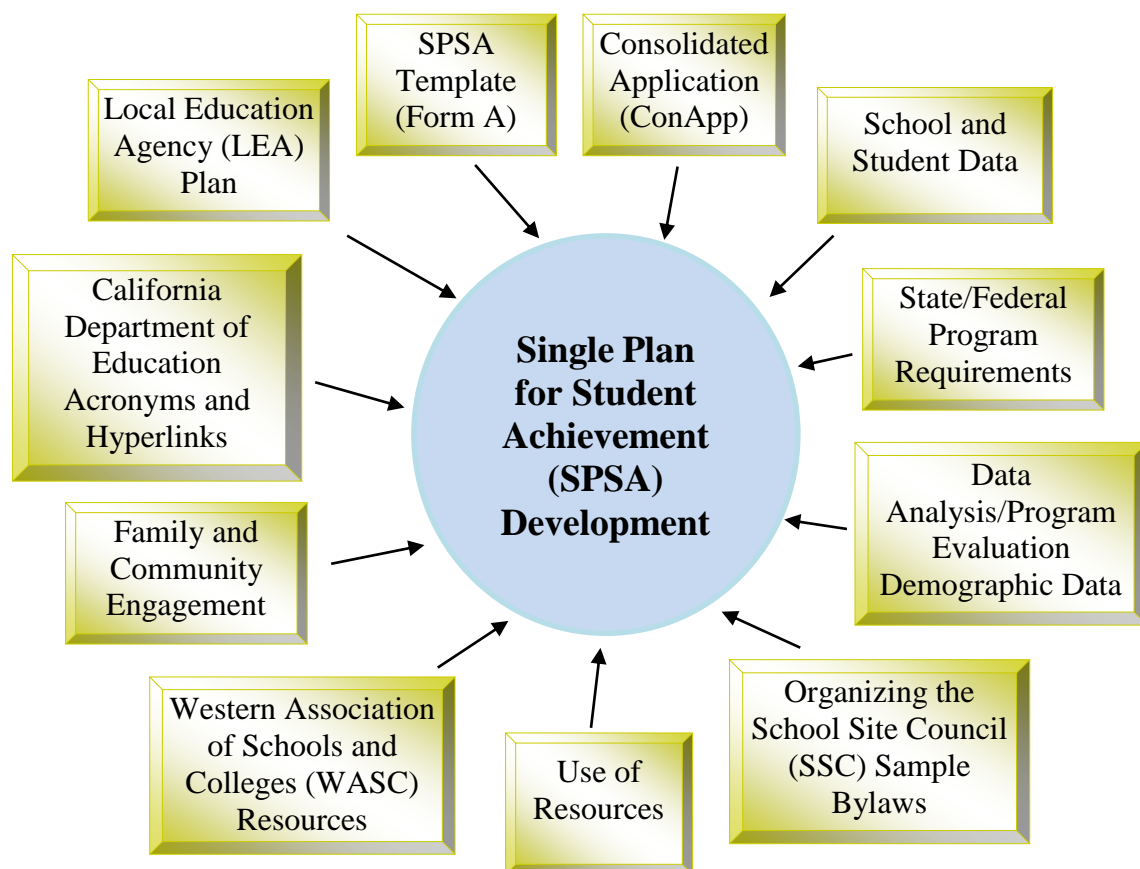
The SPSA serves as the organizer for an individual school's improvement process. The plan should be developed with a deep understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards. A well-developed SPSA can ensure that

students are better equipped to meet the Common Core State Standards in English and math. It is critical that each school's SPSA:

- Builds on a premise that students are capable of learning with effective instruction.
- Includes school goals aligned with activities and goals included in the LCAP to maximize school reform efforts.
- Is based on verifiable data analysis.
- Focuses on student achievement and academic interventions.
- Implements high leverage school improvement actions.
- Directs resources where they will most directly improve student academic achievement.
- Ensures that all resources are aligned to serve identified students' needs.
- Uses research-based strategies.
- Implements strategic coordination of resources.

To set school goals, the SSC should carefully review district priorities as stated in the LCAP, and assess both state and local quantitative and qualitative student achievement data to evaluate the effectiveness of the instructional program.

Suggested Resources for the Development of a SPSA



Sources: “Guide to the Single Plan for Student Achievement”. CA Department of Education, February, 2014

Role of Consolidated Application (ConApp)

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with legal requirements of each program.

The fall release is submitted in October of each year. This will be an opportunity for the various COE program offices to collect data that is needed before the winter release is due.

The winter release of the application is submitted in January of each year and 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.

When the LEA submits its ConApp for State Board of Education (SBE) approval, it is assuring that the contents are verified as correct and complete. LEAs are responsible for using the funds as specified in the ConApp and the SPSA. The SSC needs to ensure that the activities and expenditures in the SPSA match the amounts allocated to the school through the ConApp. Additional information regarding the ConApp can be accessed on the COE Consolidated Application Web page at <http://www.cde.ca.gov/fg/aa/co/>.

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C.
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.

6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

Key Components of the SPSA

Key District Strategies:

Key District Strategies are identified from the District LCAP 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.

SMART Goals:

SMART Goals, are Strategic and Specific, Measurable, 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 s listed in the site plan.

District Strategies - Systems of Intervention

Pasadena 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.*

Conducting the Needs Assessment

All Pasadena 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.

SPSA Evaluation (Needs Assessment) - Impact of the Previous Year's SPSA

Direction: Review the applicable 2017-18 expenditures of categorical resources to analyze the alignment of expenditures to the data and the instructional program. If the analysis of the school data indicates minimal or no growth, revision must be made to the instructional program to ensure annual gains in student achievement. Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

(The Needs Assessment is attached as Appendix K of this Handbook, P. 83)

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 stands for Specific, Measurable, Attainable, Realistic/Relevant and Time Bound. 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-classification at (Name of School).
- There will be a reduction in F's and D'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.

- English Learner, Foster Youth, Special Education, African American, Latino, and other minority 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
- English Learners
- Foster Youth
- Course Enrollment
- Course Completion

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 to assist individual students in their classes.

Supplement 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.

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.

Categorical/LCFF (LCAP) Funds Allowable

All expenditures should be supplemental in nature and directly related to increasing the academic achievement of economically disadvantaged students in Title I schools and/or LCAP concentration programs.

Reference Guide to Allowable Title 1 & LCFF/LCAP Expenditures

Federal law direct that Title 1 Funds are to be used for the purpose of raising the student achievement of low income students. In addition, Titl1 Schoolwide Program can utilize funds to enhance the educational efficacy of the entire school. Professional learning to enhance teacher effectiveness and parent engagement to build parent capacity are considered critical to this primary intent.

When determining if expenditures are appropriate for Title 1 funding, ask the following questions:

- Is this expenditure directly related to the high-need, core student achievement areas as identified in the SPSA and specifically describe there?
- If the expenditure is for professional learning, it is aligned to student need and delineated in the SPSA?
- If the expenditure is for parent engagement, does this expenditure increase the understanding of parents in how to support their students in being successful in school and is it specifically described in the SPSA?
- Is the Expenditure “reasonable and necessary”?
- For questionable expenditures, “is there a better resource to use”?

If you are unsure if a proposed expenditure meets guidelines, please call Special Projects Department at (626) 396-3600 x 88470.

Note: An allowable expenditure is not always reasonable or necessary. LEAs should consider whether an expense is necessary to implement its Title I and LCAP concentration programs.

The following list does not exhausted all the Title I/LCFF (LCAP) expenditures. If you have questions, please contact Special Projects Department at (626) 396 – 3600 x 88470, or email to stammer.xilian@pusd.us, or Montoya.maria@pusd.us.

(The Type of Expenditures Allowable Check List can be found in the Appendix L of this handbook, P. 86)

*** Allowable with Conditions:** Staff salaries for employees who serve both Title I and non-Title I schools, students, parents of Title I students, and Title I teachers must be allocable. For example, if a district or school employee serves Title I students, parents, or teachers 50% of the time, then Title I funding should cover a maximum of 50% of the employee's salary and each job related benefit.

Purchasing office equipment that is required for the daily operation of a school or LEA facility is unallowable because such purchases are not considered supplemental in nature.

Sources: The US Ed. Department General Administration Regulation (EDGAR) lists:

- www.ed.gov/policy/fund/reg/edgarReg/edger.html.
- [http://www.scusd.edu/sites/main/files/file-attachments/title i_lcff_expenditure_guidelines_2016-17.pdf](http://www.scusd.edu/sites/main/files/file-attachments/title_i_lcff_expenditure_guidelines_2016-17.pdf)

(The **Education Acronyms** can be found in the Appendix M of this handbook, P. 91)

Part V – Appendices

Appendix A

BP 6020 – Parent Involvement Policy Implementation Procedure (Template)

Name of the School: _____

School 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.]***

Appendix B

English Learner Advisory Committee (ELAC) Recommendation to School Site Council (SSC) Form

Name of the School: _____

Date of the meeting: _____

The ELAC participates in the school's planning process for the programs and services for English Learner (EL) students and provides the SSC written recommendations regarding the needs of these students. The ELAC must review student and parent involvement data prior to submitting recommendations to the SSC. This data includes:

<ul style="list-style-type: none">• CA Assessment of Student Performance and Progress (CAASPP) (SBAC) results• CA Accountability Model & School Dashboard https://www.caschooldashboard.org/• Title I, Part A-Accountability• Title III Accountability• English Language Proficiency Assessment for CA – ELPAC (transition from CELDT by 2018) results	<ul style="list-style-type: none">• EL reclassifications data• Parent/Community Involvement data• School Accountability Report Card (SARC)• Other school selected indicators• Student attendance – Truancy• Student discipline – referrals, suspensions, expulsions• Trimester/Semester and/or other formative assessment results
---	---

Please list the data reviewed by your committee prior to making the recommendations(s):

1. _____
2. _____
3. _____
4. _____

Please indicate the action(s) the ELAC recommends as a result of the data reviewed:

Chairperson Name

Chairperson Signature

Date submitted

**This form may also be used by a subcommittee of the SSC when there is a delegation of authorization*

Appendix C

School Site Council Parent Nominations (Sample)

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, March 16, 2018**.

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 \$___ 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 (name), (Name), and (Name).

Our first meeting for newly elected members will be Thursday, August 23, 2018, 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 August 2018 through July 2020.

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: ____/____/____

Appendix D
Parent/Community Member Ballot

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

(Name)

(Name) is the father of 3 children attending _____ Elementary School. He served on the _____ SSC four years ago as the Chair. Professionally, Mr. (name) is an employee of The Mailbox Store. Mr. (name) also coaches his children’s sports teams in his spare time.

(Name)

(Name) 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.

(Name)

(Name) 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, (Name) has served on various school committees over the years. (Name) is professor at Cal State LA.

(*Depends on how many parent SSC member vacancies that your school will have in the follow school year)

Appendix E

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”.

(Name)

(Name) 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.

(Name)

(Name) 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.

(Name)

(Name) is a junior who has actively participated in the ___ high school Drama Team. She has played the lead in the Shakespeare’s “Midsummer Night’s Dream” for the past three years. On the weekends, she takes drama classes at the Pasadena City College.

(*Depends on how many student SSC member vacancies that your school will have in the follow school year)

Appendix F

School Site Council Bylaws (Sample) 2018 – 2019

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 PUSD 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 PUSD 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)

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 (5) years**.

ARTICLE IV

Officer

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.

Appendix G-1

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: _____

<p><i>For Office use</i></p> <p>Received by: _____ Date Received: _____</p> <p>___ Accepted, will be on the SSC Agenda for _____</p> <p>___ Denied because _____</p>

Appendix G-2

SSC Meeting Agenda (Suggested Template)

School Site: _____ Meeting Date: _____

SSC Meeting 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
Data Review			
	Site Developed Data	DAC & ELAC	
	District Benchmark Data		EL Program
	Quarterly Target Data Review		Reports
			Training

ITEM	DESCRIPTIONS	ACTION REQUIRED OF
1. Call to Order	<ul style="list-style-type: none"> • (Name): SSC Chairperson 	<ul style="list-style-type: none"> • Informational
2. SSC Business Approval of Minutes	<ul style="list-style-type: none"> • Action Item: Approval of minutes for April 20, 2018; (Name), SSC Chairperson. 	<ul style="list-style-type: none"> • Voting
3. Data Review	<ul style="list-style-type: none"> • Informational: (Name), Principal 	<ul style="list-style-type: none"> • Voting
4. SPSA <ul style="list-style-type: none"> • Monitoring the SPSA • Budget • Budget Transfer within 30100 	<ul style="list-style-type: none"> • Informational: (Name), Teacher member • Action Item: (Name), Principal 	<ul style="list-style-type: none"> • Informational • Voting

5. DAC and ELAC <ul style="list-style-type: none"> • DAC Report • ELAC Report 	<ul style="list-style-type: none"> • Informational: (Name), DAC • Informational: (Name), ELAC Representative 	<ul style="list-style-type: none"> • Informational • Informational
6. Public Comment	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Informational

Next Scheduled SSC Meeting Date: _____

Time: _____

Room: _____

Date Posted: _____ **(Must be 72 hours before the meeting)**

Appendix H

Sample SSC Meeting Minutes

School Site: _____ Meeting Date: _____

Member Presented:

<input checked="" type="checkbox"/>	Quorum was met
-------------------------------------	----------------

<input checked="" type="checkbox"/>	Name	Position	<input checked="" type="checkbox"/>	Name	Position
<input checked="" type="checkbox"/>	(Name)	Principal	<input checked="" type="checkbox"/>	(Name)	Parent/DAC Rep (2 nd yr.)
<input checked="" type="checkbox"/>	(Name)	Classroom Teacher (2 nd yr.)	<input checked="" type="checkbox"/>	(Name)	Parent (1 st yr.)
<input checked="" type="checkbox"/>	(Name)	Classroom Teacher (1 st yr.)	<input checked="" type="checkbox"/>	(Name)	Parent (1 st yr.)
<input checked="" type="checkbox"/>	(Name)	Classroom Teacher (2 nd yr.)	<input checked="" type="checkbox"/>	(Name)	Parent (1 st yr.)
<input checked="" type="checkbox"/>	(Name)	Other: school personnel (1 st yr.)	<input checked="" type="checkbox"/>	(Name)	Community Member (2 nd yr.)
Guest Name(s)		(Name)	<input checked="" type="checkbox"/>	(Name)	
		(Name)	<input checked="" type="checkbox"/>	(Name)	

ITEM	DESCRIPTIONS	ACTION REQUIRED OF SSC MEMBERS
1. Call to Order	<ul style="list-style-type: none"> (Name): SSC Chairperson 	<ul style="list-style-type: none"> 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 April 20, 2018; (Name), SSC Chairperson. Informational: (Name), Principal 	<ul style="list-style-type: none"> Minutes from April 20, 2018 were reviewed. Approval of the minutes moved by (Name), seconded by (Name), Motion passed. SSC elections were held in April. The one classroom Teacher opening was held at the staff meeting by the teachers. (Name), was elected unanimously by his peers. Welcome (Name). At the same staff meeting non classroom staff also voted for the “other” position. (Name), was elected unanimously by his peers. Welcome (Name). The nominations for parents were held the first two weeks in March with the ballots distributed and collected by March 16, 2018 for the two SSC parent openings. 323 ballots were returned to elect our newest parent members. Welcome (Name) and (Name), to our SSC.
3. Data Review <ul style="list-style-type: none"> Assessment Data Results 	<ul style="list-style-type: none"> Informational: (Name), 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 over the past 2 years. This will allow us to document progress while we work through the changing curriculum (CCSS).

<p>4. SPSA</p> <ul style="list-style-type: none"> Monitoring the SPSA Review 2015-16 Goals 	<ul style="list-style-type: none"> Informational: (Name), Classroom Teacher member Action Item: (Name), Principal 	<ul style="list-style-type: none"> (Name) 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. (Name), moved to approve the new SPSA goals for 2017-18. Motion seconded by (Name). Motion passed 9-0.
<p>5. Budget</p> <ul style="list-style-type: none"> Monitoring the SPSA 	<ul style="list-style-type: none"> Informational: (Name), Principal 	<ul style="list-style-type: none"> (Name) 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.
<p>6. DAC and ELAC</p> <ul style="list-style-type: none"> DAC Report ELAC Report 	<ul style="list-style-type: none"> Informational: (Name), DAC Representative Informational: (Name), ELAC Chairperson 	<ul style="list-style-type: none"> DAC: (Name) reported the DAC meeting from April 18, 2018 meeting. DELAC: (Name) shared information from the April 11, 2018 meeting.
<p>7. Public Comment</p>	<ul style="list-style-type: none"> Open 	<ul style="list-style-type: none"> There was no public comments

Meeting Adjourned at 4:35 p.m.
Minutes recorded by (Name), Clerical staff member

Next Scheduled SSC Meeting Date: _____

Time: _____

Room: _____

Appendix I-1

SSC Self-Assessment Tool

<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 occurs

1. Recruit and elect the SSC

1 = Never

5 = Always

Statement	NS	1	2	3	4	5
a. The members of our school community are aware of the role of the School Site Council.						
b. At our school everyone is encouraged to consider running for a position on the School Site Council.						
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.						
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						

2. Establish roles and procedures

1 = Never 5 = Always

Statement	NS	1	2	3	4	5
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.						
b. Our SSC works hard to arrange our meetings at a time that allows for maximum participation by all members.						
c. We have a current set of bylaws that have been customized and approved by our School Site Council.						
d. The SSC officers help our SSC follow the guidelines and policies outlined in our bylaws.						
e. Roles and responsibilities for operating our School Site Council are clearly understood and supported by all members.						

3. Develop team norms

1 = Never 5 = Always

Statement	NS	1	2	3	4	5
a. Our Council has a set of guidelines or “norms” that clarify how we will work together.						
b. Our guidelines reflect an awareness of, and respect for, the cultural and linguistic diversity of all members.						
c. We encourage and support full participation of all members during our School Site Council meetings.						
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).						
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.						

4. Establish decision guidelines

1 = Never 5 = Always

Statement	NS	1	2	3	4	5
a. We understand how the School Site Council is connected to the overall decision-making process at school						
b. Our SSC bylaws clearly state how we will use consensus or voting as our primary decision-making option.						
c. We use student performance data and educational research to inform our decisions.						

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.						
e. We leave each meeting with a clear understanding of, and commitment to, our key decisions and next steps.						

5. Promote community involvement **1 = Never** **5 = Always**

Statement	NS	1	2	3	4	5
a. SSC Agendas are developed and posted on a school bulletin board at least 72 hours in advance of each SSC meeting.						
b. Meeting minutes are recorded and distributed to all SSC members and publicly posted at our school.						
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.						
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.						
e. Our SSC conducts at least two school community meetings each year to share.						

6. Develop SPSA and budget **1 = Never** **5 = Always**

Statement	NS	1	2	3	4	5
a. We understand the District priorities and are clear about how these guide the SPSA.						
b. We take the time at our SSC meetings to make sure everyone understands the language and terms used in the SPSA.						
c. We know how to interpret student and school performance data to identify the needs of our students as the basis for planning.						
d. We have thoughtful discussions about whether or not different educational programs or strategies will meet the needs of our students.						
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.						

7. Monitor Implementation

1 = Never

5 = Always

Statement	NS	1	2	3	4	5
a. Our SSC agrees on how we will monitor the implementation of the SPSA throughout the year.						
b. Our SSC agrees on how we will review multiple forms of student performance data to determine the effectiveness of our school site plan.						
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.						
d. Our SSC looks for ways to support school leaders and staff when site plan objectives and activities are not being met.						
e. The Principal reviews any proposed changes or adjustments to the school site plan and budget throughout the year with our SSC so that questions and concerns can be addressed before members are required to sign final signature pages.						

Appendix I-2

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
<p>Sample: Site Planning 6.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.</p>	<p>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.</p>	<p>Request assistance from the Financial Planning, Monitoring and Accountability department to address SPSAs.</p>
1. <u>Recruit and elect the SSC</u>	Score and Comments	Possible Next Steps
1.a.		
1.b.		
1.c.		
1.d.		
1.e.		
2. <u>Establish roles & procedures</u>	Score and Comments	Possible Next Steps
2.a.		
2.b.		
2.c.		
2.d.		
2.e.		
3. <u>Establish roles and procedures</u>	Score and Comments	Possible Next Steps
3.a.		
3.b.		
3.c.		
3.d.		
3.e.		
4. <u>Develop team norms</u>	Score and Comments	Possible Next Steps
4.a.		
4.b.		
4.c.		

4.d.		
4.e.		
5. <u>Establish decision guidelines</u>	Score and Comments	Possible Next Steps
5.a.		
5.b.		
5.c.		
5.e.		
5.d.		
6. <u>Promote community involvement</u>	Score and Comments	Possible Next Steps
6.a.		
6.b.		
6.c.		
6.d.		
6.e.		
7. <u>Develop SPSA and budget</u>	Score and Comments	Possible Next Steps
7.a.		
7.b.		
7.c.		
7.d.		
7.e.		
8. <u>Monitor Implementation</u>	Score and Comments	Possible Next Steps
8.a.		
8.b.		
8.c.		
8.d.		
8.e.		

Appendix J

Suggested School Site Council (SSC) Master Calendar & SPSA Timeline

Month	SSC Activities	SPSA Monitoring Activities	SPSA Development Activities & Timeline
August	<ul style="list-style-type: none"> • New members take office • Distribute updated member roster • Elect officers (Chair, CO-Chair, Secretary) • Train SSC members on the role of the: <ul style="list-style-type: none"> ○ SSC members/officers ○ Advisory groups (ELAC, DAC, etc.) ○ School & District Administrators ○ Local Governing Board and Board policies ○ Legal requirements of funded programs for committees appointed by SSC 	Review Trimester (3)/Semester (2) student assessment data	<p>Reflect on prior year goals, what worked and what didn't</p> <p>Analyze new data and information related to student performance, staffing, teacher needs, school needs</p> <p>Conduct Title I parent Meeting early in the year</p>
September	<ul style="list-style-type: none"> • Continue training (see August) • Form committees (Bylaws, safety, others as needed) • Review SSC By-Laws • Distribute calendar • Discuss parent engagement goal and strategies • Final copy of SPSA to all SSC members 	<p>Review CAASPP, EL & all the other testing data</p> <p>Review of school targets & goals in the current school plan</p>	<p>Make plan available to stakeholders</p> <p>Discuss teacher feedback on SPSA goals</p> <p>Identify improvement strategies</p>
October	<ul style="list-style-type: none"> • Continue training (see September) • Review the school plan: <ul style="list-style-type: none"> ○ Mission/Vision of the school ○ School profile ○ Parent/community involvement programs/opportunities ○ Assignment of highly qualified staff 	<p>Review current year budget:</p> <ul style="list-style-type: none"> • Check if all funds all allocated • Any carryover 	Review and approve School Parent Involvement Policy
November	<ul style="list-style-type: none"> • Obtain input from advisory committees • Review and analyze Student Achievement data on Dashboard <ul style="list-style-type: none"> ○ SBAC data including AYP Reports ○ EL data ○ Local benchmarks and measures ○ Student work ○ Review current SARC 	<p>Review current year budget:</p> <ul style="list-style-type: none"> • Check if all funds all allocated • Any carryover <p>Monitoring student progress</p>	Prepare for SPSA Adjustments for current school year
December	<ul style="list-style-type: none"> • Establishing goals and Key Improvements 	Review non-academic data	

	<ul style="list-style-type: none"> ○ Establish school goals & objectives for students not meeting targets ○ Identify improvement activities aligned to support school goals 	(Parent involvement, school safety, technology, behavior, attendance, etc.)	
January	<ul style="list-style-type: none"> ● Revise budget for current plan based on final allocations <ul style="list-style-type: none"> ○ Make any program adjustments needed, reflecting revised funding ○ Obtain SSC approval for budget/program revision ○ Obtain local board approval ● Analyzing the current implementation of the Instructional Program for <u>English Language Arts</u>. Collect data via observations, interviews, surveys, etc. regarding: <ul style="list-style-type: none"> ○ Alignment of curriculum, instruction, & materials to standards ○ Use of assessments to monitor progress & modify instructions ○ Alignment of staff development to content standards, assessed student performance & professional needs ○ Ongoing instructional assistance/support for teachers through experts/coaching ○ Teacher collaboration (by grade level/department) ○ Core & supplemental intervention programs/courses ○ Sufficiency of standards-based materials ○ Equal access to the core curriculum ○ Services provided by categorical funds ● Obtain input from advisory committees 	<p>Review new budget allocations</p> <p>Review assessment data</p>	<p>Conduct needs assessment in preparation for SPSA review and revision</p> <p>Discuss and prioritize for next year</p> <p>Request recommendations for school plan from ELAC and all other advisory groups</p> <p>Propose expenditures for the upcoming year's site based budget to improve academic performance</p> <p>Write new goals and plan strategies</p>
February	<ul style="list-style-type: none"> ● Approve School budget for the next year ● Approve School Safety Plan ● Analyzing the current implementation of the Instructional Program for <u>Mathematics</u>. Collect data via observations, interviews, surveys, etc. regarding: 	<p>Review Trimester (2)/Semester (1) student assessment data</p> <p>Review current year budget – last</p>	<p>Gather recommendations from ELAC and all other advisory groups</p> <p>Review tentative budget allocations for</p>

	<ul style="list-style-type: none"> ○ Alignment of curriculum, instruction, & materials to standards ○ Use of assessments to monitor progress & modify instructions ○ Alignment of staff development to content standards, assessed student performance & professional needs ○ Ongoing instructional assistance/support for teachers through experts/coaching ○ Teacher collaboration (by grade level/department) ○ Core & supplemental intervention programs/courses ○ Sufficiency of standards-based materials ○ Equal access to the core curriculum ○ Services provided by categorical funds <ul style="list-style-type: none"> ● Obtain input from advisory committees 	<p>chance to spend unused funds or fill out carryover request form</p>	<p>next year</p> <p>Based on SSC Self-Assessment results, write new goals or modify existing goals, if needed, and SPSA implementation strategies</p>
<p>March</p>	<ul style="list-style-type: none"> ● Gather nominations for new SSC members elections ● Analyzing the current implementation of the Instructional Program for <u>English Language learners</u> and <u>Foster Youth</u>. Collect data via observations, interviews, surveys, etc. regarding: <ul style="list-style-type: none"> ○ Alignment of curriculum, instruction, & materials to standards ○ Use of assessments to monitor progress & modify instructions ○ Alignment of staff development to content standards, assessed student performance & professional needs ○ Ongoing instructional assistance/support for teachers through experts/coaching ○ Teacher collaboration (by grade level/department) ○ Core & supplemental intervention programs/courses ○ Sufficiency of standards-based 	<p>Monitoring student progress and prepare SPSA and budget adjustments for current year</p> <p>Review non-academic data (Parent involvement, school safety, technology, behavior intervention, attendance, etc.)</p>	<p>Prioritize recommendations from ELAC and other advisory groups.</p> <p>Based on SSC Self-Assessment results, write new goals or modify existing goals, if needed, and SPSA implementation strategies</p>

	<ul style="list-style-type: none"> materials <ul style="list-style-type: none"> ○ Equal access to the core curriculum ○ Services provided by categorical funds ● Obtain input from advisory committees 		
April	<ul style="list-style-type: none"> ● Hold elections for new members ● Summarize analysis of instructional program in ELA, Math, and services for English Learner ● Obtain input from advisory committees ● Develop the Action Plan 	Review SPSA for changes and updates	<p>Identification of root causes of academic needs</p> <p>Continue to write new goals and plan strategies</p>
May	<ul style="list-style-type: none"> ● Hold elections for new members ● Approval of the new SPSA for the next school year 	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
June/July	<ul style="list-style-type: none"> ● Approval of the new SPSA for the next school year 	Summarize the evaluations of the SPSA provided by SSC	Transfer Justification paperwork and SSC minutes due for all expense transfers and budget balancing
Each Month	<ul style="list-style-type: none"> ● Approval minutes from prior meeting and post (on website, and school) ● Reports from other school groups and the principle ● Gather topics from the SSC members for the next meeting ● Confirm the next meeting's date, time, and location 	<p>Review available data (see list below)</p> <p>Review the outcomes of the SPSA strategy implementation</p>	Analyze data (as received) as input for next year's plan
Available Data to be reviewed			
<ul style="list-style-type: none"> ● CA Assessment of Student Performance and Progress (CAASPP) (SBAC) results ● CA Accountability Model & School Dashboard https://www.caschooldashboard.org/ ● Title I, Part A-Accountability ● Title III Accountability ● English Language Proficiency Assessment for CA – ELPAC (transition from CELDT by 2018) results 		<ul style="list-style-type: none"> ● EL reclassifications data ● Parent/Community Involvement data ● School Accountability Report Card (SARC) ● Other school selected indicators ● Student attendance – Truancy ● Student discipline – referrals, suspensions, expulsions ● Trimester/Semester and/or other formative assessment results 	

Appendix K

SPSA Evaluation (Needs Assessment) - Impact of the Previous Year's SPSA

Direction: Review the applicable 2017-18 expenditures of categorical resources to analyze the alignment of expenditures to the data and the instructional program. If the analysis of the school data indicates minimal or no growth, revision must be made to the instructional program to ensure annual gains in student achievement. Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

School Name: _____

English Language Arts: Did the school meet the School's Goal last year?	__ Yes	__ No
If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.		
Mathematics: Did the school meet the School's Goal last year?	__ Yes	__ No
If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.		
English Learner Program: Did the school meet the School's Goal last year?	__ Yes	__ No
If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.		
Foster Youth: Did the school meet the School's Goal last year?	__ Yes	__ No
If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.		
Student, Staff, Parent and Community Engagement: Did the school meet the School's Goal last year?	__ Yes	__ No
If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.		
Attendance, Non-Cognitive Skills, Suspension/Expulsion: Did the school meet the School's Goal last year?	__ Yes	__ No
If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.		
Graduation (High School Only): Did the school meet the School's Goal last year?	__ Yes	__ No
If "Yes", identify the strategies that contributed most to meeting the goal. If "no", identify the main barriers that prevented the school from meeting its goal.		

English Language Arts:

Goal:

- Examine data applicable to the school’s goal
- Did the school meet the school’s goal last year? Yes or No
- If “yes,” identify the strategies that contributed most to meeting the goal.
- If “no,” identify the main barriers that prevented the school from meeting its goal.
- Recommendations

Mathematics:

Goal:

- Examine data applicable to the school’s goal
- Did the school meet the school’s goal last year? Yes or No
- If “yes,” identify the strategies that contributed most to meeting the goal.
- If “no,” identify the main barriers that prevented the school from meeting its goal.
- Recommendations

English Learner Programs:

Goal:

- Examine data applicable to the school’s goal
- Did the school meet the school’s goal last year? Yes or No
- If “yes,” identify the strategies that contributed most to meeting the goal.
- If “no,” identify the main barriers that prevented the school from meeting its goal.
- Recommendations

Foster Youth:

Goal:

- Examine data applicable to the school’s goal
- Did the school meet the school’s goal last year? Yes or No
- If “yes,” identify the strategies that contributed most to meeting the goal.
- If “no,” identify the main barriers that prevented the school from meeting its goal.
- Recommendations

Student, Staff, Parent and Community Engagement:

Goal:

- Examine data applicable to the school’s goal
- Did the school meet the school’s goal last year? Yes or No
- If “yes,” identify the strategies that contributed most to meeting the goal.
- If “no,” identify the main barriers that prevented the school from meeting its goal.

- Recommendations

Attendance, Non-Cognitive Skills, Suspension/Expulsion:

Goal:

- Examine data applicable to the school's goal
- Did the school meet the school's goal last year? Yes or No
- If "yes," identify the strategies that contributed most to meeting the goal.
- If "no," identify the main barriers that prevented the school from meeting its goal.
- Recommendations

Graduation (High School Only):

Goal:

- Examine data applicable to the school's goal
- Did the school meet the school's goal last year? Yes or No
- If "yes," identify the strategies that contributed most to meeting the goal.
- If "no," identify the main barriers that prevented the school from meeting its goal.
- Recommendation

Source: Comprehensive Needs Assessment Presentation, LAUSD

Appendix L

Type of Expenditures Allowable Check List

When determining if expenditures are appropriate for Title 1 funding, ask the following questions:

- Is this expenditure directly related to the high-need, core student achievement areas as identified in the SPSA and specifically describe there?
- If the expenditure is for professional learning, it is aligned to student need and delineated in the SPSA?
- If the expenditure is for parent engagement, does this expenditure increase the understanding of parents in how to support their students in being successful in school and is it specifically described in the SPSA?
- Is the Expenditure “reasonable and necessary”?
- For questionable expenditures, “is there a better resource to use”?

If you are unsure if a proposed expenditure meets guidelines, please call Special Projects Department at (626) 396-3600 x 88470.

Note: An allowable expenditure is not always reasonable or necessary. LEAs should consider whether an expense is necessary to implement its Title I and LCAP concentration programs.

The following list does not exhausted all the Title I/LCFF (LCAP) expenditures. If you have questions, please contact Special Projects Department at (626) 396 – 3600 x 88470, or email to studentsupport@pusd.us.

Type of Expenditures Allowable Check List

<u>Type of Expense</u>	30100	30100	30100	30100	40450	070910
	Title I-A	Title I-A	Title I-Parent	Title I	Title II A	LCFF (LCAP)
	SWP	TAS	Involvement	Homeless		Restricted
Allocation - Personnel (Above and Beyond the base)						
Academic Coach/Mentor	√	√			√	√
Administrators serve Title I & Non-Title I (not on cabinet level)*	√	√				√
Administrators - Principal, Assistant Principal						√
Art or Music Teacher						
Bilingual Instructional Assistant	√	√				√
Campus Supervision (Campus monitors, Crossing/Walking guard, Security, Noon Aide ...)						√
Case Manager						√
Child Care (Parent engagement meetings)			√			√

<u>Type of Expense</u>	30100	30100	30100	30100	40450	070910
	Title I-A	Title I-A	Title I-Parent	Title I	Title II A	LCFF (LCAP)
	SWP	TAS	Involvement	Homeless		Restricted
Classroom teachers - basic instruction						
Contract for outside Services (Specify provider and purpose)	√					√
Counselor * (Specify: supplemental for supporting Title I student)	√					√
Employee and student awards (incentives or recognition gifts)						
Employee benefits, pension, unemployment/health insurance	√					√
Hiring Incentives						
(IA) Lunch or other auxiliary duty						
Instructional Aide (IA) - (for intervention, EL support)	√	√				√
Interpreter for parent meetings (IEPs, SSTs, or Workshops)						√
Interpreter for parent meetings (SSC, DLAC, ELAC or related trainings)	√	√	√			√
Nurse						
Physical Education Teacher						
Resource teacher (Intervention/El Support)	√	√			√	√
Safety Officer						
Salaries for district administrative or school staff (Non-Title I)						√
School Community Liaison	√					√
Sub for core academic in Title I schools (date-to-day, not long-Term)	√					√
Teacher (Supplemental Support: low income, EL & Forster Youth)	√	√			√	√
Allocation - Staff Development						
Coaching/Mentoring	√				√	√
Collaboration	√					√
Conferences (specify Topic)	√					√
Lodging and travel costs for conferences-follow District Protocol	√					√
Family Literacy: Activities such as: student/parent reading nights	√		√			√
Parent - SSC, DAC, D/ELAC members (Parent Capacity building)			√			
Parent workshops (monitoring student performance, parenting skills)			√			
Professional and consultant services (Title I and LCAP related)	√					√

Type of Expense	30100	30100	30100	30100	40450	070910
	Title I-A	Title I-A	Title I-Parent	Title I	Title II A	LCFF (LCAP)
Release Time/Substitutes	√					√
Stipends, Extra duty Pay	√				√	√
Trainer/Training Fees	√				√	√
Transportation for Title I parents attending involvement events			√			
Allocation - Food & Beverage						
Alcoholic beverages						
Banquets/Award programs/Fairs/Luncheons/Brunches/Picnics						
Food for parent meetings or workshops (light refreshments)			√			√
Food for staff or students						
Fund raisers - food, door prizes, equipment, etc.						
Parent award events, banquets, etc.						
Parent-student dinners/Parent-staff dinners						
P.O. (Smart & Final, and stores alike) (Specify purposes)	√		√			√
Allocation - Equipment						
Arts equipment/Materials						√
Appliances (stoves, refrigerators, microwaves, etc.)						
Athletic equipment/materials						
Classroom carpet						
Computers for student use in the classroom only *	√	√				√
Flat screen TV/Home Theater Systems						
Office Equipment (printers, copiers, fax machines/ink, etc.)						
Non classroom Furniture						
SMART boards, projectors, and instruction websites	√					√
Televisions, home theater systems, and related accessories						
Water Coolers/Water Systems						
Allocation - Instructional Materials						
Advanced placement courses: Training/materials						√
Building maintenance, repairs, and supplies						
Communications expenses (Specify: printing, postage, etc.) *	√					√

<u>Type of Expense</u>	30100	30100	30100	30100	40450	070910
	Title I-A	Title I-A	Title I-Parent	Title I	Title II A	LCFF (LCAP)
	SWP	TAS	Involvement	Homeless		Restricted
Allocation - Instructional Materials						
Core						√
Curriculum licenses for Title I schools	√					√
Gate Training (substitutes, or extended day), materials						√
Gifts, gift certificates, congratulatory cards, flowers or gifts, etc.						
Gratuities, delivery charges, and tips						
Homeless student: food, clothing, shoes, school supplies, tutoring	√			√		
Homeless student: the acquisition of birth certificates, immunization	√			√		
Homeless student: Medical & Dental, eyeglasses, hiring aides	√			√		
Homeless student: Fees for AP (for ineligible for waiver) & IB testing	√			√		
Homeless student: Fees for SAT/ACT testing (for ineligible for waiver)	√			√		
Incentives or rewards for students (e.g. perfect attendance pencils)	√					√
International Baccalaureate Registration, Exam Fees (Title I - SWP)	√					√
Instructional Supplies (General)						
Instructional Supplies: Art & Music						
Library Books (to supplemental programs)	√					√
Mailings (Information to parents on testing dates, Title I activities)	√			√		
Pamphlets or brochures (informing parents of assessments ...)	√			√		
Parent meeting supplies				√		
Positive Behavior Intervention and supports materials	√					√
Promotional items or merchandise (T-shirts, caps, school uniform)						
Raffles/door prizes						
School supplies (supplemental to low income, homeless/foster youth)	√	√				√
Six Flags Pass or other amusement/water park admissions						
Software licenses for Title I schools (Tech Depart. approved)	√					√
Student incentives - cash or gifts						

<u>Type of Expense</u>	30100	30100	30100	30100	40450	070910
	Title I-A	Title I-A	Title I-Parent	Title I	Title II A	LCFF (LCAP)
	SWP	TAS	Involvement	Homeless		Restricted
Allocation - Instructional Materials						
Supplemental General	√					√
Supplemental Instructional materials (workbooks, teacher guide, etc.)	√					√
Diploma						√
Yearbooks, school calendars, and school merchandise						
Allocation - Extra Learning Time						
After or Before School (including tutoring at Title I schools)	√					√
Saturday School	√					√
Extended Year	√					√
Saturday School	√					√
Summer School or Intersession	√					√
Field trips-educational purposes follow income, homeless, Foster You.						√
Field trips for recreational purposes						

* **Allowable with Conditions:** Staff salaries for employees who serve both Title I and non-Title I schools, students, parents of Title I students, and Title I teachers must be allocable. For example, if a district or school employee serves Title I students, parents, or teachers 50% of the time, then Title I funding should cover a maximum of 50% of the employee's salary and each job related benefit.

Purchasing office equipment that is required for the daily operation of a school or LEA facility is unallowable because such purchases are not considered supplemental in nature.

Sources: The US Ed. Department General Administration Regulation (EDGAR) lists:

- www.ed.gov/policy/fund/reg/edgarReg/edger.html.
- http://www.scusd.edu/sites/main/files/file-attachments/title_i_lcff_expenditure_guidelines_2016-17.pdf

Appendix M - Education Acronyms

AB	Assembly Bill
A-G	required high school courses to be eligible to enter UC or CSU
AP	Advanced Placement (Courses)
APR	Academic Progress Report
CAASPP	California Assessment of Student Performance and Progress http://www.caaspp
CAC	Community Advisory Committee
CACE	California Association for Compensatory Education
Ca Dashboard	CA Accountability Model & School Dashboard https://www.cde.ca.gov/ta/ac/cm/
CalWORKs	California Work Opportunity and Responsibility to Kids
CAPA	California Alternate Performance Assessment (for Special Education students)
COLA	Cost-of-Living Adjustment
ConAPP	Consolidated Application
CSR	Class Size Reduction (Teacher)
CSTP	California Standards for the Teaching Profession
DAC	District Advisory Council for Compensatory Education
DELAC	District English Learner Advisory Committee
ECE	Early Childhood Education
EDGAR	U.S. Department of Education General Administrative Regulation http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee (School site level)
ELD	English Language Development
FEP	Fluent English Proficiency
FPM	Federal Program Monitoring (Compliance Monitoring) https://www.cde.ca.gov/ta/cr/
FRLP	Free/Reduced Lunch Program (also as: NSLP-National School Lunch Program)
GPA	Governor's Performance Award program; also Grade Point Average
IDEA	Individuals with Disabilities Education Act
IRI	Informal Reading Inventory
IT	Information Technology
LACOE	Los Angeles County Office of Education
LCAP	Local Control and Accountability Plan http://www.cde.ca.gov/fg/aa/lcfaq.as
LCFF	Local Control Funding Formula
PAC	Parent Advisory Council/Committee; also Principal's Advisory Council
RFEP	Redesignated Fluent English Proficient
SARB	School Attendance Review Board
SB	Senate Bill
SBAC	Smarter Balanced Assessment Consortium
SPED	Special Education
SPSA	Single Plan for Student Achievement
SSC	School Site Council
TAP	Targeted Assistance Program

Appendix N

Administrative Regulation (AR) 6171 – Title I Programs

Schoolwide Programs

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. (20 USC 6314; 34 CFR 200.25)

A school that does not meet these criteria may operate a Title I schoolwide program if it receives a waiver from the California Department of Education. (20 USC 6314)

Any school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents/guardians, other members of the community to be served, and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of other federal education programs), the district, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, secondary school students as applicable, and other individuals determined by the school. (20 USC 6314)

(cf. 0400 - Comprehensive Plans)

The schoolwide program plan shall be based on a comprehensive needs assessment of the entire school and shall be incorporated into a single plan for student achievement which also incorporates the plans required for other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314)

(cf. 0420 - School Plans/Site Councils)

The plan shall describe the strategies that the school will implement to address school needs, including a description of how such strategies will: (20 USC 6314)

1. Provide opportunities for all students, including economically disadvantaged students, ethnic subgroups, students with disabilities, and English learners, to meet state academic standards

(cf. 6011 - Academic Standards)

2. Use methods and instructional strategies that strengthen the school's academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

(cf. 5148.2 - Before/After School Programs)

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6177 - Summer Learning Programs)

3. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting state academic standards, through activities which may include the following:
 - a. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

- b. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school

(cf. 6141.4 - International Baccalaureate Program)
(cf. 6141.5 - Advanced Placement)
(cf. 6172.1 - Concurrent Enrollment in College Classes)
(cf. 6178 - Career Technical Education)

- c. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act
 - d. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers, particularly in high-need subjects

(cf. 4111/4211/4311 - Recruitment and Selection)
(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

- e. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

(cf. 5148.3 - Preschool/Early Childhood Education)

The plan shall also include a description of any applicable federal, state, and local programs that will be consolidated in the schoolwide program. (20 USC 6314; 34 CFR 200.27)

The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet state academic standards. (20 USC 6314)

Targeted Assistance Programs

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to eligible students who are failing, or most at risk of failing, to meet state academic standards. Students shall be identified on the basis of multiple, educationally related, objective criteria, except that students in preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the district and supplemented by the school. (20 USC 6315)

Eligible students include those who are economically disadvantaged; students with disabilities; migrant students, including those who participated in a migrant education program pursuant to 20 USC 6391-6399 in the preceding two years; English learners; students who participated in a Head Start or state preschool program in the preceding two years; students in a local institution for neglected or delinquent children and youth or attending a community day program for such students; and homeless students. (20 USC 6315)

Any targeted assistance program shall: (20 USC 6315)

1. Use program resources to help participating students meet state academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education
2. Use methods and instructional strategies that strengthen the academic program, through activities which may include:
 - a. Expanded learning time, before- and after-school programs, and summer programs and opportunities
 - b. A schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act
3. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs
4. Provide professional development to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel and other

school personnel who work with eligible students in Title I programs or in the regular education program. The professional development shall be provided using funds from Title I and, to the extent practicable, other sources.

5. Implement strategies to increase the involvement of parents/guardians of participating students
6. If appropriate and applicable, coordinate and integrate federal, state, and local services and programs, such as programs supported by the Elementary and Secondary Education Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career technical education programs, and comprehensive or targeted support and improvement activities under 20 USC 6311
7. Provide assurances to the Superintendent or designee that the program will:
 - a. Help provide an accelerated, high-quality curriculum
 - b. Minimize the removal of students from the regular classroom during regular school hours for instruction supported by Title I funds
 - c. On an ongoing basis, review the progress of participating students and revise the targeted assistance program, if necessary, to provide additional assistance to enable such students to meet state academic standards

Participation of Private School Students

Teachers and families of participating private school students shall have an opportunity to participate, on an equitable basis, in parent/guardian and family engagement activities and professional development pursuant to 20 USC 6318. (20 USC 6320, 7881)

Each year the Superintendent or designee shall contact officials of private schools with students who reside within district boundaries, regardless of whether the private school they attend is located within the district or whether or not those officials have previously indicated any interest in program participation, and invite them to a meeting to discuss the intent of Title I and the roles of public and private school officials.

The Superintendent or designee shall consult with appropriate private school officials, in a meaningful and timely manner, during the design and development of the district's Title I programs, with the goal of reaching agreement on how to provide equitable and effective programs for eligible private school students. Such consultation shall occur before the district makes any decision that affects the opportunities of eligible private school students to participate in Title I programs and shall include consultation on issues such as the following: (20 USC 6320, 7881; 34 CFR 200.56)

1. How the needs of private school students will be identified
2. What services will be offered

3. How, where, and by whom the services will be provided
4. How the services will be academically assessed and how assessment results will be used to improve those services
5. The size and scope of the equitable services to be provided to eligible private school students, the proportion of funds to be allocated for such services, and how that proportion of funds is determined
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools
7. How and when the district will make decisions about the delivery of services to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider
8. How, if the district disagrees with the views of private school officials on the provision of services through a third-party provider, the district will provide to private school officials a written analysis of the reasons that the district has chosen not to use a contractor
9. Whether the district will provide services directly or through a separate government agency, consortium, entity, or third-party contractor
10. Whether to provide services to eligible private school students by pooling funds or on a school-by-school basis
11. When services will be provided, including the approximate time of day
12. Whether to consolidate and use funds provided under Title I with other funds available for services to private school students

If the district disagrees with the views of private school officials with respect to any of the above issues, the district shall provide the officials, in writing, the reasons that the district disagrees. (20 USC 6320)

Meetings between district and private school officials shall continue throughout implementation and assessment of services. (20 USC 6320)

The district shall maintain, and shall provide to the CDE, a written affirmation signed by officials of each participating private school that consultation has occurred. The affirmation shall provide the option for private school officials to indicate their belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to private school students. If private school officials do not provide the affirmation within a reasonable period of time, the district shall send documentation to the CDE demonstrating that the consultation has, or attempts at

such consultation have, taken place. (20 USC 6320)

(cf. 3580 - District Records)

The Superintendent or designee shall also maintain copies of program descriptions, notices, funding allocations, and other communications and records pertaining to the provision of services to private school students.

References

California Department of Education: <https://www.cde.ca.gov/ta/>; <https://www.cde.ca.gov/sp/>

Pasadena Unified School District, Special Projects Department: <https://www.pusd.us/Domain/65>

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

Janelle Kukinec & Jen Taylor. School Improvement Grant Fiscal Issues: Supplement, Not Supplant. WestEd. <http://cacompcenter.org/wp-content/uploads/2013/02/SIG-Supplement-Supplant-Webinar-1-16-13.pdf>

<https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp>

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Tiffany R. Winters, Esq., Can Title I Pay for This? – A Guide to Determining Allowable Costs, LRP Publication, 2017.

Los Angeles County Office of Education, LCAP/State and Federal Programs Unit, Division of Accountability, Support & Monitoring, Fiscal Fundamentals Guide and Support Documents; December, 2017.

Los Angeles Unified School District Policy Bulletin – English Learner Advisory Committee (ELAC) Recommendation to School Site Council (SSC) Form, LAUSD, 2015.

California Department of Education, Single Plan for Student Achievement, Part I: A Guide for Developing the Single Plan for Student Achievement – A resources for School Site Council. February, 2014.

