School Site Council 101





Presented for:

Administrators, Staff, Parents & Community

The SSC is...

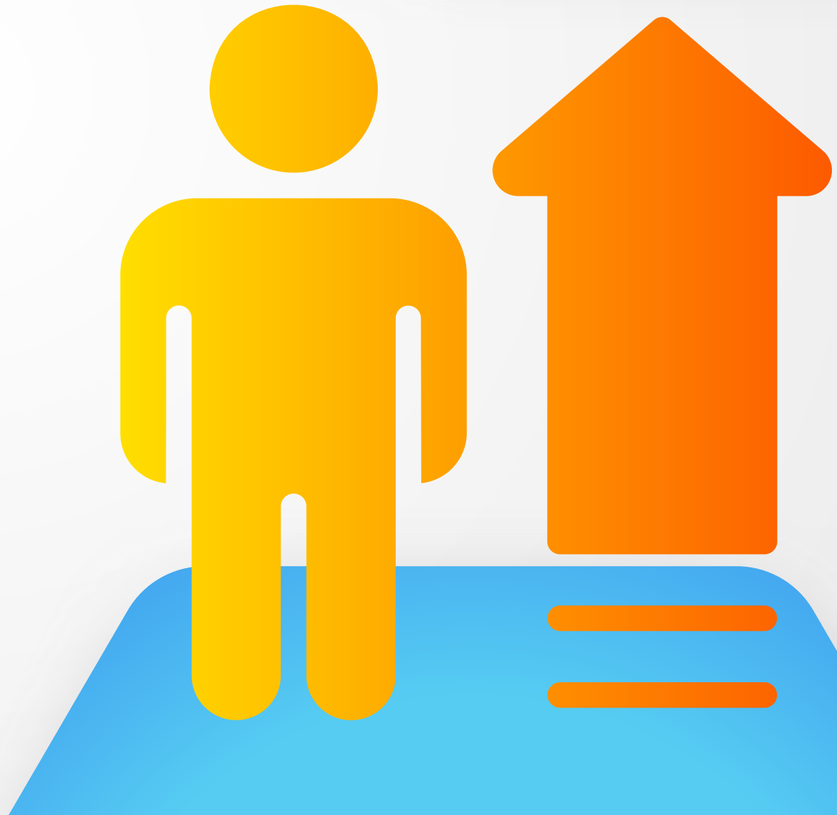


A unique school level group

SSC is charged with improving academic achievement through the compliant and efficient use of selected funds.

Philosophical Foundation

Education is a collaborative effort among students, parents, teachers, administrators, and staff, all aimed at ensuring every student's success (EdCode 65000-6500)



Legislative Intent



SPSA

EdCode for Title I Schoolwide Programs outlines details about School Site Councils and the School Plan for Student Achievement (SPSA).



EdCode mandates the SSC to create, monitor, and annually assess/revise the SPSA for programs funded by the Consolidated Application and other sources (EdCode 64001).

SSC Governance

Legislative Role

SSC writes or makes revisions to the SPSA/budget based on data and monitoring

Executive Role

Principal/school staff implement SPSA

Judicial Role

Local governing board makes and interprets policy and approves SPSA







Functions of an SSC



Yes

- Develop, approve and monitor a comprehensive and compliant **SPSA**
- Participate in the **Title I Annual Evaluation**
- Approve the **School Safety Plan**
- Develop and update the **Parent and Family Engagement School Policy and Compact**

No

- School Management
- Political Organization
- Acting as an extension of a PTA, a foundation, or social organization/group
- Fund Raising $$
- Acting as a grievance committee
- Site personnel decisions
- Policy-making



SSC Composition

Elementary SSC must have at least 10 members



Parity between staff/parents

The SSC shall ensure that there is an equal number of members representing the principal/school staff and parents/community members.

Teachers

The majority of the staff must be classroom teachers with rostered students. Teachers that do not have a class roster, classified and other school staff represent “other staff”. The only administrator that serves is the principal.

Parents

Parents of students of the school and community members must be elected by the parents. Parents and community members may not be employed at the school site.

Election by Ballot

All members must be elected by their peers by ballot. Teachers elect teachers, “other staff” elect “other staff” and parents elect parents/community members. The principal is an automatic member and need not be elected.

Member: Classroom Teachers



Classroom Teachers

- Employed at the school site and provide direct instruction for full time of employment
- Have students rostered to them:
  - General Education Teachers
  - Special Day Class teachers.

Teachers without a Student Roster

VAPA teachers, Resource teachers, Impact teachers, RSP teachers, school psychologists and Speech and Language Pathologists can be elected on SSC as “**other staff**”.

Member: Other Staff



Other School Personnel

- Are employed at the school
- Are not classroom teachers
- Can include paraprofessionals, pupil services employees, and employees such as clerical, noon duties, school nurse, etc.
- Can be, but does not have to be, a classified employee.

Non-Classroom Teachers

Teachers without a classroom roster such as VAPA teachers, Resource teachers, Impact teachers, RSP teachers, school psychologists and Speech and Language Pathologists can be elected on SSC as “**other staff**”.

Member: Parents/Community





Parents/Guardians

- Includes all parents/guardians of students enrolled in the school
- Parents/Guardians employed at the school site may not serve in the parent/guardian role, but they may serve in a staff role
- Parents/Guardians employed by the LEA, but not at the school site, may serve in the capacity of parent/guardian

Community Member

- A person who is neither an LEA employee or the parent or guardian of a pupil attending the participating school
- Must be elected by parents
- Cannot vote for SSC candidates

Member: The Principal

- The principal is a permanent, non-elected member of SSC
- The principal has an equal vote with other members and **may not** veto the decisions of the SSC or change the approved plan
- Sets the vision and provides the school context
- Accesses & coordinates information/resources
- Demonstrates the importance and value of the decision-making role to determining strategies and actions to address the comprehensive needs assessment
- Message to the parents and community about the responsibilities of the SSC and SPSA development
- Ensures the direct alignment to the LEAs goals and priorities and adherence to compliance
- Principal actively builds relationships with parents/community and links the strategies to student learning
- *Leads from the side!*



Nominations and Voting







Nominations

- All members of the voting group must have the opportunity to nominate and self-nominate.
- Nominations can take place at a meeting or can be done via pencil/paper or digitally.

Voting

- After nominations have taken place, then all members must have the opportunity to vote for their SSC representative.
- Voting can be done via paper or digital ballots.
- Voters can only vote for the group they represent.

Ballots

- All communication/responses must be kept and documented for a minimum of 3 years.

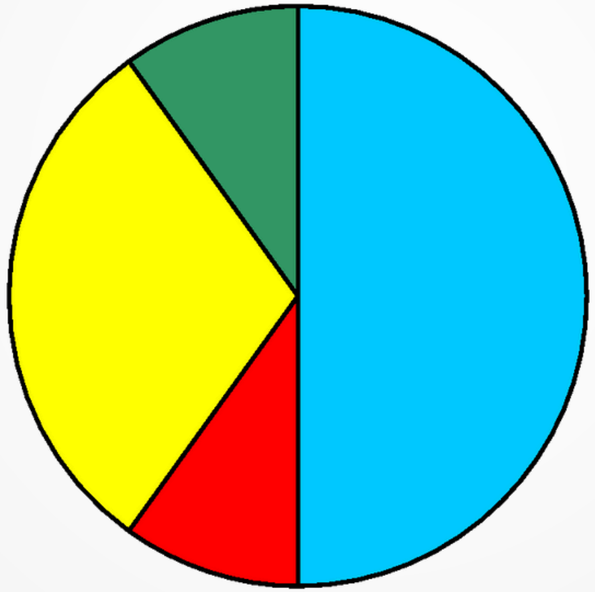
Elementary SSC Composition

Principal (1)

Parents/Community (5)

Classroom Teachers (3)

Other Staff (1)



- Elementary composition must be a minimum total of 10
- SSC must ensure parity between staff and parents/community
- Majority of staff must be Classroom Teachers
- Bylaws can outline terms of service.

SSC Officers, Members and Responsibilities



Typically, annual election of **officers** includes:

- **Chairperson** – presides at all meetings of the council – works with principal to organize, convene, and facilitate meetings of the council
- **Vice Chairperso**n – substitutes for the Chairperson in his or her absence
- **Secretary** – maintains records of regular and special meetings of the council; records events and actions taken at council meetings

SSC Members:

- Attend meetings regularly; share information with others you represent
- Analyze the academic achievement of students at the school, including specific student groups, to determine priorities and areas of focus
- Work with English Learner Advisory Committee (ELAC) regarding development/revision of the SPSA.
- Also obtain input from school groups (PLCs, Leadership Team, Classified Staff, etc.)

Title I Funding & Purpose

What is Title I?

Title 1 is a federal program that provides extra funding to eligible schools to improve the academic achievement of at-promise students.

Purpose

The Every Student Succeeds Act (ESSA) supports Local Education Agencies (LEAs) in offering a diverse, integrated curriculum for a well-rounded education. Title I schoolwide programs aim to enhance educational outcomes for underserved students.



Title I and SPSA

There are three required components of a Title I Schoolwide Program (SWP) that are essential to effective implementation:

- Conducting a **Comprehensive Needs Assessment**
- Preparing a comprehensive **schoolwide plan or School Plan for Student Achievement (SPSA)**
  - *Without an annually approved SPSA, schools do not have authority to spend Title I funds.*
- Annually **reviewing and revising**, as necessary, the schoolwide plan (SPSA)

Your school may not be a Title I school, however, it is still important that schools engage in the same SSC processes for LCAP, or state dollars.

At least 40% of the students must be identified as low-income to be eligible for Title 1 schoolwide funding.

Student Centered Decision Making





The SPSA describes how the school will improve academic achievement for all, but particularly for our at-promise students. The SPSA must describe the strategies the school will be implementing to provide opportunities and address the learning needs of all students in the school, including each student group such as:

- **Socioeconomically Disadvantaged students**
- **Students with Disabilities**
- **English Learners**
- **Homeless**
- **Foster Youth**
- **Students from major racial and ethnic groups**

SPSA Planning Requirements



The LEA and school must engage with educational partners to develop a school-level plan to improve student outcomes. The plan must:

- ✓ Be informed by all state indicators
- ✓ Be based on a school-level needs assessment
- ✓ Identify resource inequities and address those inequities through implementation of the plan
- ✓ Include evidence-based interventions, strategies, actions, and services
- ✓ Identify the process for evaluating and monitoring the implementation of the SPSA
- ✓ Include goals to improve student outcomes
- ✓ Include proposed expenditures

California School DASHBOARD

State Indicators



English Language Arts



Math



English Learner



Chronic Absenteeism



Suspension Rate

High School Districts also include Graduation Rate and College/Career indicators.

Comprehensive Needs Assessment



A comprehensive needs assessment of the entire school takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. ESSA Section 1114(b)(6).

A needs assessment is:

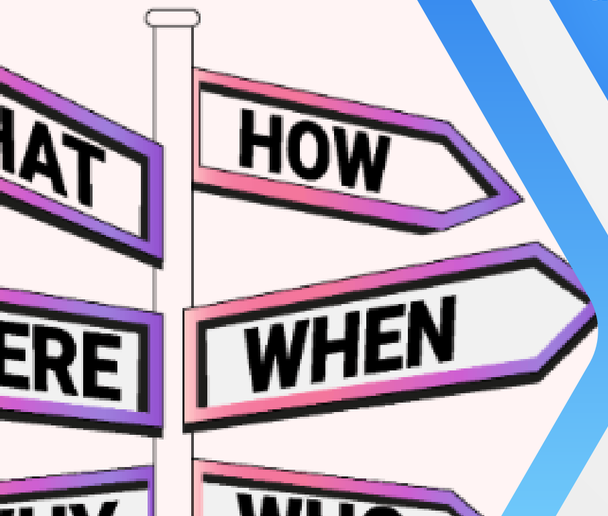
- The first step in developing a schoolwide or school improvement plan
- A process to help school teams learn about their areas of strengths and challenges
- More than just test scores. It’s an opportunity to determine the root causes of student achievement or lack thereof

Needs Assessment Process

Gather both Quantitative & Qualitative DATA

Analyze DATA (Strengths and Areas for Growth)

Determine and Investigate Root Cause



Questions to Consider:

- What do we know about the **needs of all** of the student groups we serve?
- Do we have **clear goals and measurable objectives** to address our students' needs?
- What are the school's **strengths** and how can we build on them to improve outcomes?
- What are the **areas of concer**n? What can be done to improve these areas?
- What are the **priorities** according to the data?
- Do we need to gather **more information**? If so, what are the next steps?
- Are we using our **resources** to the best of our abilities?
- What data are needed to best understand local needs and/or **root causes**?
- What **actions, strategies and services** can we employ to improve outcomes? What are our **next steps**?
- What **funding** sources can support these actions?

Title I Funds Allowable Uses

- **Instructional coaches and resource teachers** to provide professional development
- **Instructional assistants** to support supplemental instruction
- **Increased learning time** (e.g., after school tutoring, etc.)
- **Counseling, school-based mental health programs**, mentoring services, and strategies to improve students' nonacademic skills.
- **School climate interventions** (e.g., anti-bullying strategies, positive behavior interventions and supports)
- **Technology and training** needed to compile, analyze and monitor student achievement data
- Activities that increase **family and community engagement** in the school, including family literacy programs
- **Supplemental resources, books and learning materials** that support increased student learning
- **Additional collaboration time for teachers** or release time to attend professional learning

Expenditures must support an action that meets the needs identified in the Needs Assessment.



Title I Funds

Activities must be SUPPLEMENTAL and funds must not be used for core instruction or programs.



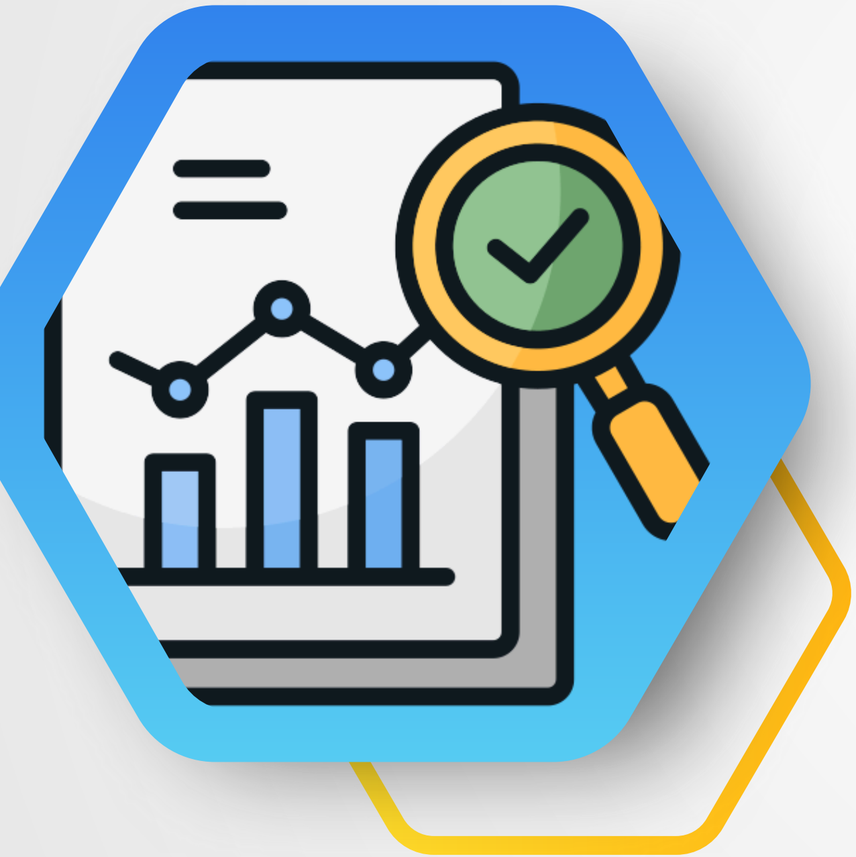
Allowable 👍

- Supplemental Instructional materials and assessments
- Reading Coach/Resource Teacher
- Field trips tied to classroom instruction
- Educational Consultants
- Educational Conferences
- Laptops, Smart Boards, technology supplies to upgrade the educational program of a school wide program
- Before/After school tutoring
- Parent literacy and education
- Substitutes for staff to attend professional development
- Extra duty pay and collaboration for staff development

Non-Allowable 👎

- Gift cards, door prizes, movie tickets, amusement park passes, etc.
- Ceremonies, banquets, celebrations
- Cash awards, trophies, medals, award pencils, etc.
- Incentives that advertise a product
- Construction, remodeling, renovation
- Teachers providing core instruction
- Field trips which have no clear ties to classroom instruction
- Food/lunch for staff development and parent participation
- Non-instructional appliances, electronics, furniture
- Recess equipment
- Yearbooks, school merchandise

Annual Evaluation



- To ensure continuous improvement, schools must annually revise the SPSA, as necessary, based on student needs and the results of the evaluation.
- To evaluate the plan, the School Site Council should review data from the State's assessments, other student performance data, and perception data to determine if the program has been effective in addressing the areas of need and increasing student achievement for all students, but especially for at-promise students.
- The analysis is captured in the SPSA under "Annual Review".
- Additionally, SSC will engage in the following requirement:
    - **Title I Annual Evaluation** - principal will lead review at an SSC meeting

SPSA Development Timeline



Spring

- Conduct Title I Annual Evaluation
- Gather input from educational partners
- Draft SPSA for the next school year with estimated funding allocations
- SSC approval

Summer

- Board Approval during June Board meeting to release Title I funds for school use in the Fall

Fall

- Update SPSAs for the following:
  - New data (qualitative and quantitative)
  - Updated school budget estimates
- Gather input from educational partners
- SSC approval

Winter

- Board approval during December Board meeting to approve current year's SPSAs with updated goals based on new data and updated school budget estimates

Procedures, Bylaws and Documentation



Bylaws

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



Parliamentary Procedures

SSC meetings should be conducted using Rules of Order and procedural norms to ensure fairness and orderliness.



Attendance

Attendance is required as documentation for compliance monitoring and it demonstrates if quorum is met for SSC meetings and actions. Using an attendance sheet with roles can demonstrate meeting the composition requirements.

Federal law requires that all records pertinent to federally-funded programs be retained for 3 years.

Records

SSC records must be available to public upon request. (Elections, official correspondence, agendas, minutes, evidence of input from advisory committees, attendance, discussions, recommendations, actions, SPSA).

Requirements of the Greene Act



Requirements:

- SSC meetings must be open to the public.
- Public may address the council.
- Meeting notice and agenda must be posted 72 hours in advance (online and on the school building outside the office).
- Notice must specify date, time and place.
- Council action limited by the posted agenda.
- Questions or information need not be on the agenda.
- Violations require the item to be reconsidered at the next meeting after public input.

Resources

CVESD SSC Resources

- CVESD SSC Agenda and Minutes Template
- SSC Roster
- SSC Suggested Timeline and Resources
- SSC Quick Guide

San Diego County Office of Education SSC Resources

- Meeting Topics
- Generic Agenda
- SSC Script
- Open Meeting Laws
- Robert's Rules of Order Cheat Sheet
- Elementary Minutes Template
- Bylaws Sample 1/Bylaws Sample 2
- Evidence-based interventions, strategies, actions and services

California Department of Education

- https://www.cde.ca.gov/fg/aa/co/ssc.asp



Thank you!

