BERKELEY UNIFIED SCHOOL DISTRICT

SCHOOL COMMITTEE HANDBOOK

October 2021

BERKELEY UNIFIED SCHOOL DISTRICT
SCHOOL COMMITTEE HANDBOOK
2021-22
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BEST PRACTICES FOR MEETINGS

MEETING CALENDAR

1. At the start of each new school year, agree on meeting dates and times that best fit the needs of your committee members. Establish the full year's schedule of meetings at your first meeting if possible.

2. Meetings should be regular, and preferably at set times (for example, the first Thursday of each month at 5:30 PM).

3. Meetings should be held in a place accessible to your entire school community.

4. To encourage maximum community participation, publicize the committee's schedule often and widely by posting on your school's website, event calendar, and in messages sent directly to all families and sub-groups within your school.

MEETING AGENDA

1. The Chairperson should establish the agendas three days to a week in advance, or even at the conclusion of the last meeting.

2. Post the agenda, meeting time, and location at least 72 hours before each meeting to inform the school community of the items to be discussed (per Open Meeting Laws).

3. Publicize via school e-newsletter, principals' newsletter, school website, bulletin boards, etc.

4. Include times for each item, and hold to this schedule during meetings.

5. Include time in each meeting for comments from the public (usually at either the beginning or end of the meeting). "Public" means anyone who is not a formal member of the committee.

MEETING MATERIALS

1. Any documents, handouts, or presentations that are shared or reviewed at committee meetings, along with the minutes and attendance records from those meetings, should be kept as a public record (on the school website, in a binder in the school office, etc.).

BEST PRACTICES FOR COMMITTEE ORIENTATION AND RULES OF CONDUCT

In October the district hosts workshops and an orientation for all school committee members. Your committee will also need guidance throughout the year from the Principal and/or Chair to function at its best, and the district will provide committee training materials each year as well.

In your first committee meeting in a new school year, you should:

- Discuss and agree on general meeting practices and group norms,

- Review the current committee goals and any plans and budgets already in place,

- Discuss any equity goals the committee may have in place, and make or continue plans to improve the group's inclusion of underrepresented community members.

MEETING MANAGEMENT

Rules for conducting meetings have been developed over many years. *Robert's Rules of Order* was first published in 1870, and since then there have been elaborations and interpretations from literally hundreds of sources!

A committee:
- May choose to use Robert's Rules, or a modified version thereof, to conduct its business as long as the group has shared access to a clear set of procedures for setting agendas and conducting its business.

- Should not assume that everyone is familiar with how to make or second a motion. Review how to do this (refer to "Robert's Rules: What You Should Know" included in this handbook) at your first couple of meetings.

- Should include at the end of each agenda a brief item called "for the good of the order," a time to provide feedback and suggestions aimed at improving the work of the group.
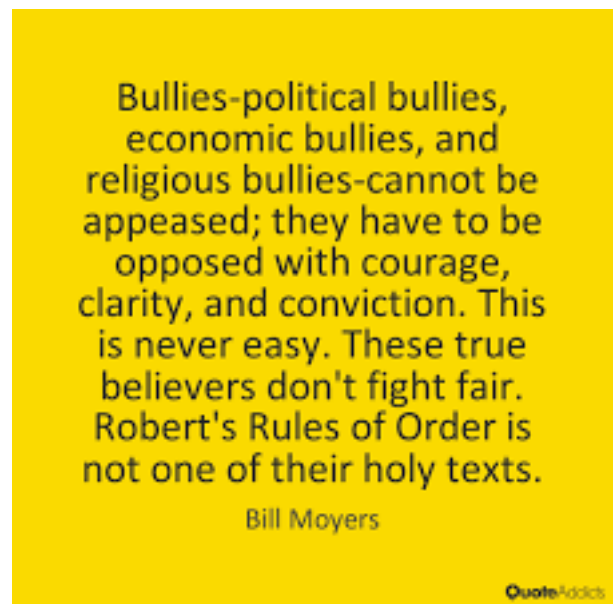
COMMUNICATION GUIDELINES AND GROUP NORMS

Communication guidelines should reflect an awareness of, and respect for, the cultural and linguistic diversity of members. The group's meeting norms can be affirmed at the beginning of each meeting and new agreements may be added to the list over time. They might include:

- We have thoughtful discussions that are focused on the needs of students,

- We are responsible for supporting the learning of <u>all</u> of our school's students,

- We speak respectfully to each other,

- We assume positive intent,

- We do not engage in ad hominem (personal) attacks,

- We look for opportunities to find points of agreement or compromise,

- We <u>step up</u> to the discussion when we have something to contribute,

- We <u>step back</u> knowing that it's important to hear voices other than our own,

- We are careful and considerate listeners,

- We avoid side conversations,

- We make statements based on evidence and research rather than anecdote,

- We build upon each other's ideas to create the strongest conclusions.

Some schools have adopted the same norms for both Staff and Parent/Community meetings, which is a great way to reinforce overall school community values in real-life collaboration and school decision making.

Similarly, some Principals use a single document to record feedback from different groups on a given topic. So, for example you might have a single google doc to record feedback from a staff meeting, an SSC meeting, and a PTA meeting after each group has reviewed the same student test scores. This method can simplify record keeping, help identify points of consensus, and highlight different perspectives and interpretations from the different groups.

PARTICIPATION, INCLUSION, AND TEAMWORK

ROLE OF MEMBERS

A school committee is only as strong as the commitment of the individual members to their roles and responsibilities, along with their shared commitment to the work of the team. Members should:

- Arrive on time and attend regularly,

- Be present, not "multi-tasking" (by doing other work at the meetings),

- Come to meetings prepared (by reading, researching, talking to diverse community members),

- Ask questions for clarification,

- Be willing to raise and discuss challenging issues that may affect the committee's ability to serve and improve its school.

ROLE OF CHAIR AND/OR PRINCIPAL

- Act as facilitative leaders in decision-making;

- Ensure that all committee members have the information they need to make timely decisions;

- Draw upon committee members' individual skills and areas of expertise to enhance discussions in both substantive and procedural questions;

- Provide opportunities for the committee to assess itself, for instance to share perceptions of how well meetings and committee work are accomplishing the group's goals;

- Identify ways to improve meetings and decision-making; and

- Resolve problems and conflicts effectively and fairly.

Some school committees have built internal reflection time into meeting agendas; a brief time set aside at each meeting to process and reflect on information like survey results, student data, or other input before beginning the group discussion.

Berkeley Unified School District: Key Acronyms & Terms

AC: Academic Choice - *one of the two big schools at BHS*

ASI: Academic Support Index – *a measure of various factors that may affect students' academic performance*

ADA: Average Daily Attendance – *the average number of pupils actually attending classes for at least the minimum school day.*

AHA: Arts and Humanities Academy - *one of four small schools at BHS*

AMPS: Academy of Medicine and Public Service – *one of four small schools at BHS*

AP: Advanced Placement – *program consisting of college-level courses in 31 subject areas*

API: Academic Performance Index – *a measurement of a school's academic performance and progress.*

AVID: Advancement via Individual Determination – *philosophy and program that directs academic and social support and contributes to increasing AP class enrollment and postsecondary education for "students in the middle"*

AYP: Adequate Yearly Progress - *federal standard for schools under NCLB*

BAESC: Berkeley Arts Education Steering Committee – *Board Advisory Committee on arts education in the District*

BAF: Berkeley Athletics Fund

BALSA: Berkeley Advanced Learner Support and Advocacy Community – *organization founded in*

2012 as a response to changes in BUSD Gifted & Talented Education policy

BAM: Berkeley Arts Magnet - *elementary school, aka Whittier*

Base Rate: *state funding allocated to districts under LCFF tied to ADA in grade spans K-3, 4-6, 7-8, and 9-12.*

BCCE: Berkeley Council of Classified Employees - *classified employees' union*

BEARS: Berkeley's Excellent Academic Road to Success – *BUSD afterschool program with income requirements*

BERRA: Berkeley Educators Recruitment and Retention Act - *Funds provided by Measure E of 2020, a local parcel tax to support educator compensation, recruitment, and retention*

BFT: Berkeley Federation of Teachers - *Berkeley teachers' union*

BHS: Berkeley High School

BHSDG: Berkeley High School Development Group – *an independent non-profit and the major fundraising organization at BHS*

BIHS: Berkeley International High School, also IB – *one of the two big schools at BHS*

BOCA: Berkeley Organizing Congregations for Action - *faith-based community involved in public education advocacy*

BPSF: Berkeley Public Schools Fund, or Schools Fund for short – used to be Berkeley Public Education Fund - *raises money for grants for teachers*

BREA: Berkeley Research, Evaluation and Assessment – *BUSD department supported in part by BSEP Measure E1*

BSEP: Berkeley Schools Excellence Program – *funds provided by Measure E1 of 2016, a local parcel tax to the Berkeley Schools.*

BTA, aka B-Tech: Berkeley Technology Academy – *continuation high school*

BUSD: Berkeley Unified School District

CAHSEE: California High School Exit Exam – *tests grades 10-12*

CAS: Communication Arts and Science – *one of the four small schools at BHS*

Categorical Aid: *Funds from the state or federal government for specialized programs such as special education and Gifted and Talented Education (GATE); or special purposes, such as transportation.*

CCSS: Common Core State Standards - *an education initiative adopted by California and 44 States detailing what K-12 students should know at the end of each grade.*

CDE: California Department of Education

CELDT: California English Language Development Test – *formerly offered K-12 to assess English Learners, replaced by ELPAC*

Certificated: Employees holding teaching credentials - *includes classroom teachers, counselors, Literacy Coaches, etc.*

CFT: California Federation of Teachers – *state teachers' union*

Classified: Employees who do not hold any credentials - *includes IAs, Instructional Specialists, Secretaries, Tutors, etc.*

COE: County Office of Education

COLA: Cost of Living Adjustment – *an adjustment made to income to in order to counteract the effect of inflation*

CST: California Standardized Tests – *ended 2014*

CSR: Class Size Reduction – *California provides funds for lower class sizes K-3; the BSEP measure provides additional funding.*

CTE: Career Technical Education - *programs which prepare students for employment in occupations requiring other than a baccalaureate or advanced degree*

Cultural Competency: *Knowledge of culturally responsive practices in working with students, families and co-workers*

DELAC: District English Learner Advisory Committee (for LCFF/LCAP)

Discretionary: *refers to funds with some flexibility in use.*

EIA: Economic Impact Aid - *State categorical aid for districts with concentrations of children who are bilingual, transient and/or from low income families. No longer used under LCFF, which instead uses supplemental and concentration grants.*

EL: English Learner

ELA: English Language Arts

ELAC: English Learner Advisory Committee – *school EL advisory committee to SSC*

ELD: English Language Development – *mandated 30 minute daily support for EL students*

ELPAC: English Language Proficiency Assessments for California - *replaced CELDT, used to determine English Proficiency/identify students as EL or Fluent*

Free and Reduced Lunch: *In California public schools, a family of four with income at or below $46,435 qualifies for free meals. This guideline defines "low-income" (**LI)** for purposes of the LCFF.*

FTE: Full Time Equivalent – *measurement of staff workload, 1 FTE = 1 full-time worker*

FY: Fiscal Year

GATE: Gifted and Talented Education

GF: General Fund – *District's general operating revenue /expenditures*

High School Bridge: *Provides year round academic support and case management for 30 targeted students per grade 9-12*

IA: Instructional Assistant

IB: International Baccalaureate, aka BIHS – *program/certificate offered by one of the two big schools at BHS*

IEP: Individualized Education Plan – *addresses students with learning challenges*

Intervention Coordinator: *Ensures that high risk students are provided intensive academic and behavioral support through individual student case management. Guides the work of Student Support Advisors.*

IS: Instructional Specialist

IT: Instructional Technician

LCAP: Local Control and Accountability Plan- *a plan and budget adopted by a school district that reflects goals and specific actions, based on the 8 state priorities outlined in the LCFF legislation, as well as any locally adopted priorities*

LCFF: Local Control Funding Formula – *California's new school finance model for allocation of state funding to local school districts.*

LEARNS: Links Enrichment, Academics, and Recreation to the Needs of the Students - *BUSD after-school program, not income qualified*

Lit Coach: Literacy Coach - *Provides reading recovery for the lowest performing first graders, small group intervention for 2nd – 5th graders and coaching for teachers in TCRWP.*

Middle School Bridge: *Provides academic support and case management to identified students*

NCLB: No Child Left Behind – *federal law sometimes pronounced "nickel-bee"*

NGSS: Next Generation Science Standards – *based on the Framework for K-12 Science Education developed by the National Research Council*

OCI: On Campus Intervention – *an alternative to out-of-school suspensions through academic guidance, counseling, parent/guardian contact, referral services and aftercare*

OFEE: Office of Family Engagement and Equity – *District department established to build home, school, community partnerships*

PAC: Parent Advisory Committee (for LCFF/LCAP)

PBIS: Positive Behavior Intervention System - *provides strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.*

PD: Professional Development

PI: Program Improvement – *designation when a school does not meet AYP*

PR: Personnel Requisition - *document required to pay staff for any work*

P&O: Planning and Oversight – *citizens' oversight committee for BSEP Measure E1 and BERRA Measure E*

RJ: Restorative Justice - *A set of peacemaking practices that build relational trust and provide alternatives to punitive discipline*

Revenue Limit: *Prior to LCFF, the amount of revenue that a district could collect annually for general purposes from local property taxes and state aid, calculated per unit of ADA*

RISE: Responsibility, Integrity, Strength, and Empowerment - *Berkeley High School program that provides tutoring and counseling for struggling students*

RtI^2/RtI: Response to Instruction and Intervention – *a method of academic/behavioral intervention at the group or individual level providing assistance to students with difficulty learning*

SARB: School Attendance Review Board

SBA: Smarter Balanced Assessment – *testing aligned to Common Core*

SBAC: Superintendent's Budget Advisory Committee

SLC: Smaller Learning Communities – *schools within a school, or structures in which small groups of students remain together throughout high school*

SPSA: School Plan for Student Achievement – *the school site plan*

SSC: School Site Council

STAR: Standardized Testing and Reporting – *California testing for grade 2-11, ended 2014*

STEAM: Science, Technology, Engineering, Arts, and Math – *a movement to incorporate arts into STEM policy and education*

STEM: Science, Technology, Engineering and Math education – *courses, programs or activities involving any of the four areas*

Student Support Advisor: *Ensures that high risk students are provided intensive academic and behavioral support*

Subgroups: *The LCAP must address student subgroups, meaning all major racial/ethnic groups as well as low income, English learners, foster youth and students with disabilities.*

Supplemental Funding: *Under LCFF, each English Learner (EL), Low Income (LI) or foster youth counts toward funding of an additional 20 percent of the base rate. The count must be "unduplicated", meaning an EL, LI or foster youth*

may only be counted once, even if belonging to more than one group.

SY: School Year

Toolbox: *Social and emotional learning curriculum that fosters the development of resilience, self-mastery, and empathy in students*

TCRWP: Teachers' College Reading and Writing Project - *English Language Arts curriculum for grades K-5*

TSA: Teacher on Special Assignment

TWI: Two-Way Immersion – *offered at Sylvia Mendez in Spanish and English*

U9: Universal 9th grade program at BHS - *begun in Fall 2018 to group first-year high school students into "hives" with core teachers and classmates, before choosing a Learning Community for grades 10-12*

ULSS: Universal Learning Support System, aka Ulysses – *multi-pronged intervention for students with psycho-social-medical-academic-cultural or environmental barriers to learning, replaced by RtI*

VAPA: Visual and Performing Arts – *supported by Measure E1*

WASC: Western Association of Schools and Colleges – *regional high school accreditation body*

Williams Requirements/Basic Services – *California legislation established standards for maintaining adequate school facilities, sufficient instructional materials, and qualified teachers.*

Y-Scholars: *Supports high school students by improving their academic skills, developing their CLASP character strengths, and assisting them in making informed decisions about higher education*

♦ Parent groups will perform conscious and deliberate acts to eliminate exclusion policies, practices, procedures, and structures that may perpetuate inequities based on ethnicity, race, culture, religion, abilities, language, socio-economic status, etc.

♦ Parent groups will engage multiple perspectives as essential components of decision-making.

Equity Indicator	Not Evident	Seed	Sprout	Flower
EQUITY AND DECISION MAKERS (OUTREACH) **I. Our parent group's elected membership reflects the diversity (race, religion, language, sexual orientation, abilities etc.) of our school community.**	♦ Our parent group is not diverse and does not significantly reflect the diversity of the school. Our school tried, but our candidate pool did not reflect our diverse community. Our parent group tries, but has been unable to engage and retain a diverse group of parents on our committee.	♦ Our parent group recruited at least two parents from diverse backgrounds to run for leadership positions. Although our parent group recruited parents from our diverse parent community, none were elected to become voting members. Our alternate parent group pool reflects the diversity of our school community.	♦Our parent group is intentional about recruiting parents from diverse backgrounds and opinions. Our parent group election produced two members from our diverse community. Our parent group elections are well advertised, and our diverse parent groups are personally notified.	♦Our parent group leadership is proportionate to the diversity of the student body. Our group has met with the school leader/principal and requested a commitment and a plan for diversity in the recruitment of parent leaders for our parent group. Our parent group requests support from teachers, and our diverse parents/parent groups (specifically LGBTQ, Black, LatinX, Muslim, EL, Special Needs) to identify and recruit parents to run for leadership positions and serve on our council.

Equity Indicator	Not Evident	Seed	Sprout	Flower
EQUITABLE INITIATIVES AND DECISIONS **II. Our Parent group initiatives and decisions reflect the diverse needs of our diverse school community.**	♦Our Parent group decisions may not reflect the needs of the entire student body.	♦Our Parent group initiatives and decisions do not always reflect the significant diversity of our school, but many decisions are informed by our understanding of the needs of all of our students and families.	♦Our Parent group initiatives and decisions are heavily influenced and by input from our diverse school community members. Our Parent group initiatives and decisions are equity based to meet the needs of our diverse student body.	♦ Our Parent group decisions reflect the needs and are made by our diverse body of leaders. Our Parent group invites input from the school community at large to support with making equitable decisions. Our Parent group values the input of diverse perspectives and stakeholders. We intentionally support and develop emerging parent leadership and take action on their input.

Equity Indicator	Not Evident	Seed	Sprout	Flower
EQUITABLE DECISIONS ABOUT STUDENT ACHIEVEMENT, ETC. **III. Our parent group studies and addresses disproportionality in achievement, programs, course placement, special education, and discipline with input from our diverse school community.**	♦ Our Parent group reviews our school data at one of our first meetings of the school year. Our Parent group discusses the disproportionality at our school site meetings as needed.	♦Our parent group routinely examines academic and behavioral data and is engaged in developing a strategic plan to reduce disproportionality where it exists. Our parent group understands the data presented and the story it tells about how we are serving (or not serving) students. We really care about all families.	♦Our parent group has initiated and supported the development of a strategic plan to address disproportionality, and has implemented most of the initiatives in the plan to reduce disproportionality where it exists. Our parent group requests and uses input from our diverse parent leaders and community on a regular basis to reduce disproportionality where it exists.	♦Our diverse parent group has fully developed or supported the development and implemented a strategic plan to reduce disproportionality. Our diverse parent group is engaged in a continuous process of evaluating the results of its initiatives and making adjustments to align with the identified needs. Our diverse parent group members request monthly data from our principal and our diverse school community works together to tweak our plans to reduce disproportionality.

Equity Indicator	Not Evident	Seed	Sprout	Flower
EQUITY AND PARENT LEADER EDUCATION **IV. Parent leaders in our parent groups are knowledgeable and trained to make the important decisions that provide equitable education and positive school experience for all students and their families**	♦ Our Parent group members can attend district training offered to parent leaders at the beginning of the school year. Our school does not offer additional leadership development opportunities, but will answer any questions members might have.	♦ Our Parent group members are asked to commit to attending district trainings to understand the charge of Parent groups.	♦Our school has developed a professional development plan for parent group leaders and staff. Our parent group members are asked to commit to attending district trainings to understand the charge of their positions.	♦ Our school has a fully developed equity based professional development plan training that new and returning Parent group members must attend. Our Parent group invested in professional trainer(s) to develop the leadership team. Our Parent group members work together to make sure that their meetings are safe spaces for members and other school attendees understand the initiatives and decisions that are made and implemented.

Robert's Rules: What You Should Know
by Christy Forhan, PTO

The genius of Robert's Rules is that they work well for groups of all sizes and types. Used with a little assertive leadership, they keep a meeting organized and flowing.

1. **Conduct business one item at a time.** Jumping around from one item to another can be confusing, and it generally delays progress on any of the items.
2. **Let committees do their work.** Your general meeting is to resolve the major issues. Save everybody's time by letting committees deal with the smaller details.
3. **Don't allow crosstalk.** Require all speakers to address the chairperson. This helps you keep control and ensures everyone will hear the business at hand.
4. **Limit discussion to the topic at hand.** Keep things focused, and don't be shy about asking speakers to deal only with the current topic.
5. **Cut off discussion when it becomes redundant.** For controversial issues, setting a time limit for each speaker can help. When discussion becomes circular, summarize the points on each side and ask for anything new–or shut off discussion by calling for a motion.

An orderly, well-run meeting is better for the officers and it's better for those attending. You'll get more business done in a shorter time, and everyone will be happier. As for the terms and procedures you find in Robert's Rules, there are a few fundamentals that you should know.

Agenda

The agenda is a detailed list of specific items, in the sequence in which they will be covered. Use a consistent order of business from meeting to meeting and distribute hard copies of the agenda to attendees. Post the agenda ahead of time at the school and on your website so members know what issues will be discussed at the upcoming meeting. And be specific. Don't just list "unfinished business." State what items of unfinished business will be covered.

A typical order of business for a regular parent group meeting might be:

1. Welcome
2. Approval of minutes (from last meeting)
3. President/Chair's report
4. Treasurer's report
5. Principal's report
6. Committee reports
7. Unfinished business
8. New business
9. Announcements (including date and time of the next meeting)
10. Adjournment

Motion

A motion is a formal way to propose something on which the group should vote. The proposer says, "I move that..." and clearly states what is being considered. Someone else "seconds" the motion. Guided by the president, the group discusses the motion until they are ready to vote. Finally, the president asks for an indication of "all those in favor" followed by "those opposed." There is no need to ask for "abstentions" (those who choose not to vote at all), because abstentions are not counted toward the outcome of the motion.

Quorum

A quorum is the minimum number of members required to conduct business at a meeting. This number is stated in the group's bylaws.

Minutes

The minutes are the permanent record of the business conducted during a meeting, typically prepared by the group's secretary. They include details such as the date, time, and location of the meeting, whether a quorum was present, and the presiding officer. Specific motions and their outcomes (but not exact vote counts) are also included in the minutes. Discussion is not documented in the minutes. The minutes for each meeting are presented for the assembly's approval or amendment at the next meeting.

Tabling a Motion

If it is clear that a motion cannot or should not be voted upon at the current time, it is typical to postpone ("table") it until the next meeting. Technically there should be a new motion to table the current motion, but most groups can agree to delay discussion without layers of parliamentary procedure. Often, it helps to appoint a committee or a member to study the issue and report back to other members at the next meeting. This tactic can save time on circular debate, especially when all of the facts aren't available.

Adjournment

Adjournment is simply a formal way to close a meeting so everyone knows the session has come to an end. The time of adjournment is recorded in the meeting minutes.

SAMPLE
<u>Your Committee may use a different template or format, this is just an example that includes the basics!</u>

<u>Mr. Rogers Elementary School</u>
School Committee Meeting Agenda
[Notice and post agenda 72 hours prior to meeting. Save to shared SSC Folder]

Day & Date:

Time:

Location:

Introductions/Chairperson's Comments

Approval of Agenda

Approval of previous Meeting Summary

Public Comment

Reports and Updates

Business (<u>list Presentations, Discussions, Votes to take place</u>)

For the Good of the Order

Adjournment

Next SSC meeting: (<u>date</u>)

SAMPLE
Your Committee may use a different template or format, this is just an example that includes the basics!

BERKELEY UNIFIED SCHOOL DISTRICT
SCHOOL SITE COUNCIL (SSC)
MEETING SUMMARY
Mr. Rogers Elementary School

Day, Date & Location: November 15, 2020 via Zoom
SSC Members Present: Kermit (principal), Cookie Monster (staff), Big Bird (staff), Grover (parent), Elmo (parent), Abby (parent), Ernie (parent)
Visitors Present: Count VonCount (DELAC representative), Bert (P&O representative), Oscar (PTA Representative)

The meeting was called to order by Elmo at 5:38 PM.
A quorum was established with (4) parents and (3) staff.
Meeting adjourned: (6:22 PM)   Next meeting: (12/13/20, 5:30 PM)

Approve Agenda: Agenda was approved unanimously with no changes.

Approve previous Meeting Summary: Cookie Monster corrected paragraph 2, to correctly read that the SSC reviewed 3rd grade math scores, not 2nd. The corrected summary was approved unanimously.

Reports:
Principal Kermit updated the committee on the status of district-wide assessments, scheduled to begin next week. She also informed the group that the mindfulness training funded out of PTA and BSEP site funds successfully began in the first week of November. Principal Kermit also read a report sent from PAC representative Rosita updating the group on LCAP planning.

P&O - Representative Bert shared that the Planning and Oversight Committee reviewed the BSEP Class Size Report and the results from the 2019-20 BSEP and BERRA Audits at their last meeting on 10/30.

DELAC - Representative VonCount told the SSC about the review of the ELPAC testing process at the last DELAC meeting.

PTA - Oscar provided shared the discussion topics for the upcoming PTA meeting, and asked an SSC member to volunteer to present the current programs being funded by BSEP and Title 1 funds. Chairperson Elmo offered to bring the budget summary document and answer questions from the PTA group at the December 5th meeting.

Other - no other updates or public comment were given.

Discussion/Presentation: The group reviewed the data on math scores that was presented at the last meeting. Abby asked how the group would evaluate the success of the extra help for the students, and Principal Kermit explained that the students' progress on Exit Tickets and homework accuracy would be tracked every six weeks to monitor improvement.

Action: Allocated $3,000 from BSEP Carryover to teacher hourly budget to fund after-school math intervention groups.
  __X__ Voted 7 in favor, 0 against; approved
  _____ Action deferred until (day and date)

Meeting Summary prepared by: Ernie_____
[Save in shared SSC Folder]

EXAMPLE

Berkeley
PUBLIC SCHOOLS
Berkeley Unified School District

Mr.Rogers Elementary School
Addendum to the Single Plan for Student Achievement

1st Meeting (discussion) date: | 10/14/2020 | 2nd Meeting (vote) date: | 11/15/20 |

Upload Agendas and Minutes for both meetings to shared SSC folder

Please summarize the action taken by the SSC:

1. Purpose for new allocation: Math Intervention for struggling students at Mr. Rogers Elementary School.

2. Budget Amount: $3,000.

3. How the money will be spent: Certificated (teacher) hourly to provide after-school small group instruction.

4. Resource: BSEP Site Funds.

5. What budget the money will come from: Allocated from 2020-21 BSEP Carryover.

Print, sign, and save in the SSC Shared Folder.

Signed: _____ **Date:** _____
           Principal

Signed: _____ **Date:** _____
           SSC Chairperson

CALIFORNIA OPEN MEETING LAWS
School Site Councils

Leroy F. Greene School Facilities Act (Cal. Ed. Code § 35140-49)

The Greene Act creates additional public meeting requirements for school districts, while *exempting certain parent committees from the Brown Act*. The Greene Act establishes distinct public meeting requirements for those parent committees that *largely track the Brown Act*, with two notable exceptions: (1) **communications among a majority of parent committee members outside of the meetings is not prohibited** and (2) **criminal charges are not authorized** for violations.

These exceptions were designed to ensure that parent committee members can plan and confer with each other outside of public meetings. These more "user-friendly meeting requirements" were intended to encourage more parents—many of whom come from "ethnically diverse communities with limited English language skills"—to become involved in their children's education and have a voice in decision-making. *California Bill Analysis, S.B. 355*

Excerpts from Cal Ed Code § 35147

- **....**meeting 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**.

- **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.

- **The council or committee may not take any 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.

- ...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.

- If a council or committee violates the procedural meeting requirements of this section, upon demand of any person, the council or committee shall **reconsider the item at its next meeting, after allowing for public input** on the item.

- ....**Any materials provided to a school site council shall be made available to any member of the public who requests the materials** pursuant to the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code).

Amended by Stats. 2016, Ch. 186, Sec. 3. (AB 2659) Effective January 1, 2017.

District Funding Sources and Committee Assignments and Focus

Committees Provide Oversight, Support, and Perspective

Resources

- BSEP Site Program, Title I, and/or PTA funds

- BSEP and BERRA District-Wide Funds

- Local Control Funding Formula (LCFF)

Plans

- School Plan for Student Achievement (SPSA)

- BSEP/BERRA Annual Plans

- Local Control Accountability Plan (LCAP)

You

- SSCs with: Community D/ELAC, PTA, PAC, and P&O reps

- Planning & Oversight (P&O) Committee, Public

- Parent Advisory Committee (PAC), Public

Resources/Focus

- Site Fundraising, community and enrichment

- English Learners at a school

- English Learners across the district

Plans

- PTA Budget, some items in School Site Plan

- Input in School Plan for Student Achievement (SPSA)

- Input in Local Control Accountability Plan (LCAP)

You

- PTA, PTSA, BHS Development Group

- Site English Learner Advisory Committee (ELAC)

- District English Learner Advisory Committee (DELAC)

<mark>District-Wide Funds</mark>

- **Local Control Funding Formula - LCFF**
    - Is provided to District based on <u>A</u>verage <u>D</u>aily <u>A</u>ttendance (<u>ADA</u>).
    - Supplemental Funds are provided to districts based on percentage of Low Income, English learner, or Foster students.
    - Staffing and resources are allocated to sites through the <u>L</u>ocal <u>C</u>ontrol <u>A</u>ccountability <u>P</u>lan (<u>LCAP</u>).
    - <u>P</u>arent <u>A</u>dvisory <u>C</u>ommittee (<u>PAC</u>) reviews and advises on LCAP.

- **Berkeley Schools Excellence Program - BSEP** (Measure E1 of 2016)
    - Is a Special Tax on city's residential and commercial properties. Also referred to as the Parcel Tax.
    - Provides over <mark>$32 million</mark> annually to BUSD.
    - Funds <u>District-Wide Purposes</u> such as: *Class Size Reduction, School Site Funds, Libraries, Music, Professional Development, Technology, Evaluation, Public Information and Parent Outreach.*
    - <u>P</u>lanning & <u>O</u>versight (<u>P&O</u>) Committee reviews and recommends all BSEP budgets.
    - The term BSEP can be tricky, make sure you're being clear whether you're referring to *district-wide* budgets (Libraries, Music, etc.), or BSEP *Site Program* Funds.

<mark>Site Program Funds</mark>

- **BSEP: School Site Programs**
    - 10.25% of available BSEP tax revenue goes to fund Site Programs <u>at each school</u>, *"to deliver effective and equitable opportunities for student engagement, enrichment, and achievement."* (Sec. 3.B.iii of BSEP Measure E1).
    - Funds are set each year as per-pupil allocations; for 2021-22 that amount was $325 per student.

- **Title I: Federal Funds**
    - <u>Targeted to help disadvantaged children</u> reach rigorous academic standards expected of all students.
    - Provided to schools with <u>qualifying populations</u> of low-income students.
    - May be used for instructional activities, counseling, parental involvement, and program improvement.
    - Must <u>supplement</u> programs to serve target students, may <u>NOT supplant</u> any existing funding.

PTA/PTSA/BHSDG: Local fundraising for each school
- The <u>most flexible</u> funds available to schools.
- Need to be <u>committed to BUSD for certain expenses</u>, such as paying staff salaries or funding contracts.

Berkeley Unified School District
Educational Services
Preliminary Site Budget Allocations
FY 2021 - 2022

#	LOC	SCHOOL SITES	CALPADS Enrollment (Oct. 2020)	(A) Basic Apportionment RS 3010	(B) Parent Involve. RS 3010	(C = A + B) Total Title I, A	(D) BSEP/Measure E1 Site Allocation ($325 per pupil)	(E = C + D) Total Pre. 2020-21 Site Allocation *DRAFT* Budget Allocation: 02/16/2021	SCHOOL SITES	LOC	#
1	112	Cragmont **	313	$ 30,266	$ 439	$ 30,705	$ 101,725	$ 132,430	Cragmont **	112	1
2	113	Emerson **	308	33,897	492	34,389	100,100	134,489	Emerson **	113	2
3	116	Jefferson/ Ruth Acty	411	-	-	-	133,575	133,575	Jefferson/ Ruth Acty	116	3
4	118	Sylvia Mendez **	369	39,951	579	40,530	119,925	160,455	Sylvia Mendez **	118	4
5	126	Malcolm X **	488	48,425	702	49,127	158,600	207,727	Malcolm X **	126	5
6	128	John Muir **	291	33,090	480	33,570	94,575	128,145	John Muir **	128	6
7	119	Oxford **	242	25,827	375	26,202	78,650	104,852	Oxford **	119	7
8	124	Rosa Parks	419	-	-	-	136,175	136,175	Rosa Parks	124	8
9	120	Thousand Oaks *	362	47,618	691	48,309	117,650	165,959	Thousand Oaks *	120	9
10	121	Washington	399	-	-	-	129,675	129,675	Washington	121	10
11	123	Arts Magnet **	387	38,740	562	39,302	125,775	165,077	Arts Magnet **	123	11
11		Total K-5 Schools(3)	3,989	$ 297,814	$ 4,320	$ 302,134	$ 1,296,425	$ 1,598,559	Total K-5 Schools(3)		11
1	132	King	958	$ -	$ -	-	$ 311,350	$ 311,350	King	132	1
2	127	Longfellow	475	130,160	1,728	131,888	154,375	286,263	Longfellow	127	2
3	131	Willard	634	-	-	-	206,050	206,050	Willard	131	3
3		Total 6-8 Schools	2,067	$ 130,160	$ 1,728	$ 131,888	$ 671,775	$ 803,663	Total 6-8 Schools		3
1	137	BHS	3,257	$ -	$ -	$ -	$ 1,058,525	$ 1,058,525	BHS	137	1
2	136	BTA(1)	32	11,904	169	12,073	48,750	60,823	BTA(1)	136	2
3	135	Independent Study(1)		-	-	-	48,750	48,750	Independent Study(1)	135	3
3		Total 9-12 Schools	3,289	$ 11,904	$ 169	$ 12,073	$ 1,156,025	$ 1,168,098	Total 9-12 Schools		3
1	262	Early Childhood (Pre-K, PD)(2)		$ 7,444	$ -	$ 7,444	$ 97,500	$ 104,944	Early Childhood (Pre-K, PD)(2)	262	1
1		Total Pre-k	-	$ 7,444	$ -	$ 7,444	$ 97,500	$ 104,944	Total Pre-k		1
18		TOTAL DISTRICT	9,345	$ 447,322	$ 6,217	$ 453,539	$ 3,221,725	$ 3,675,264	TOTAL DISTRICT		18

~ Notes for Title I, A Funding:

* One school did not meet 35% "Low Income Requirement" for Title I, A funding in 2021-22; this school will be funded under a special rule in 2021-22 (Thousand Oaks, 32.60%).

** Seven schools did not meet 35% "Low Income Requirement" in 2021-22, they are not eligible under current Title I ranking, but will be funded with "Grandfather Provision" for one additional year in 2021-22.

** These seven schools are: Cragmont (23.96%), Emerson (27.27%), Sylvia Mendez (25.65%), Malcolm X (24.59%), John Muir (28.18%), Oxford (26.45%), Berkeley Arts Magnet (24.81%).

~ Notes for BSEP/ Measure E1 Funding
(1) The BSEP allocations for Independent Study and BTA are based on an agreed-upon average enrollment of 150 students at each site.
(2) The Pre-K BSEP allocation is based on an agreed-upon enrollment of 300 full-time students.
(3) The BSEP allocations to the elementary schools reflect the 2021-22 locations of TK programs.

FY 2021-22 Central Office Allocation to Sites

Location	Elementary School	2020-21 Enrollment	Books and Supplies		School Campus Aides		School Service Assistants (FTE)
			Per Pupil Allocation	Allocation			
112	CRAGMONT ELEMENTARY	313	23.00	7,199	1.07	01-0000-112-0-00-2902-1110-1024-000	-
113	EMERSON ELEMENTARY	308	23.00	7,084	1.07	01-0000-113-0-00-2902-1110-1024-000	-
116	JEFFERSON/RUTH ACTY ELEMENTAR	411	23.00	9,453	1.33	01-0000-116-0-00-2902-1110-1024-000	0.40
118	SYLVIA MENDEZ ELEMENTARY	369	23.00	8,487	1.07	01-0000-118-0-00-2902-1110-1024-000	-
126	MALCOLM X ELEMENTARY	488	23.00	11,224	1.33	01-0000-126-0-00-2902-1110-1024-000	0.40
128	JOHN MUIR ELEMENTARY	291	23.00	6,693	1.07	01-0000-128-0-00-2902-1110-1024-000	-
119	OXFORD ELEMENTARY	242	23.00	5,566	1.07	01-0000-119-0-00-2902-1110-1024-000	-
124	ROSA PARKS ENVIRONMENTAL SCIEI	419	23.00	9,637	1.60	01-0000-124-0-00-2902-1110-1024-000	0.40
120	THOUSAND OAKS ELEMENTARY	362	23.00	8,326	1.07	01-0000-120-0-00-2902-1110-1024-000	-
121	WASHINGTON ELEMENTARY	399	23.00	9,177	1.07	01-0000-121-0-00-2902-1110-1024-000	-
123	BERKELEY ARTS MAGNET AT WHITTI	387	23.00	8,901	1.07	01-0000-123-0-00-2902-1110-1024-000	-
	Elementary			91,747	12.80		
	Middle Schools						
132	MARTIN LUTHER KING MIDDLE	958	23.00	22,034			
127	LONGFELLOW ARTS AND TECHNOLO	475	23.00	10,925			
131	WILLARD MIDDLE	634	23.00	14,582			
	High Schools						
137	BERKELEY HIGH	3257	44.00	143,308			
135	INDEPENDENT STUDY	150	44.00	6,600			
136	BERKELEY TECHNOLOGY ACADEMY	32	75.00	2,400			
	Total	9,495		291,596.00			

Berkeley Unified School District
FY 2021-2022
LCAP Staffing Allocation Projection

Draft 2A, 2/26/2021

#	School	(A) CALPADS Enrollment 2020-21	(B) Unduplicated Students 2020-21	(C) CALPADS EL Students 2020-21	(E) LCAP K-12 ELD FTE	(F) LCAP ELD: MS ALD Classes FTE	(G) LCAP K-8 Rtl2 FTE	(H) LCAP Math Support FTE	(I) LCAP BHS Bridge FTE	(J) LCAP Parent Liaison FTE	(K) LCAP Behavior Health Allocation	(L) MS Restorative Practices/ BHS Intervention Counselor (2.0) LEAP Teaches (1.0) FTE	#
1	Arts Magnet	387	110 (28.42%)	21 (5.43%)	0.40		0.50				$ 13,000		1
2	Cragmont	313	85 (27.16%)	21 (6.71%)	0.40		0.40				13,000		2
3	Emerson	308	93 (30.19%)	19 (6.17%)	0.40		0.40				13,000		3
4	Jefferson	411	98 (23.84%)	28 (6.81%)	0.40		0.40				13,000		4
5	John Muir	291	91 (31.27%)	21 (7.22%)	0.40		0.40				13,000		5
6	Sylvia Mendez	386	132 (34.20%)	60 (15.54%)	0.70		0.60				13,000		6
7	Malcolm X	488	138 (28.28%)	37 (7.58%)	0.40		0.60				13,000		7
8	Oxford	242	71 (29.34%)	14 (5.79%)	0.40		0.40				13,000		8
9	Rosa Parks	419	104 (24.82%)	35 (8.35%)	0.40		0.50				13,000		9
10	Thousand Oaks	362	147 (40.61%)	63 (17.40%)	0.70		0.60				13,000		10
11	Washington	395	108 (27.34%)	38 (9.62%)	0.40		0.50				13,000		11
12	Total K - 5	4,002	1,177 (29.41%)	357 (8.92%)	5.00	0.00	5.30	0.00	0.00	0.00	$ 143,000		12
13													13
14	King	958	212 (22.13%)	47 (4.91%)	0.60	0.20	1.00	0.60				1.00	14
15	Longfellow	475	277 (58.32%)	78 (16.42%)	0.80	0.20	1.00	0.60				1.00	15
16	Willard	634	155 (24.45%)	30 (4.73%)	0.40	0.20	0.70	0.40				1.00	16
17	Total 6 - 8	2,067	644 (31.16%)	155 (7.50%)	1.80	0.60	2.70	1.60	0.00	0.00	0.00	3.00	17
18													18
19	BTA (See line #24 below)*	32	24 (75.00%)	5 (15.63%)	0.00						$ 13,000		19
20	BHS	3,257	875 (26.87%)	160 (4.91%)	1.07				1.40			3.00	20
21	Total 9 -12	3,289	899 (27.33%)	165 (5.02%)	1.07	0.00	0.00	0.00	1.40	0.00	$ 13,000	3.00	21
22													22
23	District RTI2 Coach (0.6 FTE)						0.60						23
24	District TSA - TK & BTA EL Support (See line #19 above)*			0.20									24
25	District ELD TSA (0.6 FTE)				0.60								25
26	Family Engagement (7.94 FTE: 1.0 = Supervisor, 6.94 FTE Parent Liaison: 1.47 = BHS, 5.47 = K-5)									7.94			26
27													27
28													28
29	District Total	9,358	2,720 (29.10%)	677 (7.23%)	8.67	0.60	8.60	1.60	1.40	7.94	$ 156,000	6.00	29

2021-22 Proposed FTE Allocation

ELD FTE Allocation EXCEPT BHS:	RTI FTE Allocation:
01 - 10 = 0.0 (Supported By District TSA)	01 - 100 = 0.4
11 - 40 = 0.4	101 - 130 = 0.5
41 - 50 = 0.5	131 - 150 = 0.6
51 - 60 = 0.6	151 - 170 = 0.7
61 - 70 = 0.7	171 - 190 = 0.8
71 - 80 = 0.8	191 - 210 = 0.9
81 - 90 = 0.9	211 - 230 and above = 1.0
91 - 100 and above = 1.0	

Berkeley Unified School District
Educational Services
Projected Centralized Services Expenditures
FY 2021 - 2022

02/16/2021

#	LOC	SCHOOL SITES	Centralized Site Support Services	Parent Involvement Support	Title I Schools Support/ Data Support Services	Total	SCHOOL SITES	LOC	#
			RS 3010 **Title I, A (Basic Funding)**						
1	112	Cragmont	$ 2,223	$ 488	$ 1,386	$ 4,097	Cragmont	112	1
2	113	Emerson	2,490	546	1,552	4,588	Emerson	113	2
3	116	Jefferson/ Ruth Acty	-	-	-	-	Jefferson/ Ruth Acty	116	3
4	118	Sylvia Mendez	2,935	644	1,830	5,409	Sylvia Mendez	118	4
5	126	Malcolm X	3,557	780	2,218	6,555	Malcolm X	126	5
6	128	John Muir	2,431	533	1,515	4,479	John Muir	128	6
7	119	Oxford	1,897	416	1,183	3,496	Oxford	119	7
8	124	Rosa Parks	-	-	-	-	Rosa Parks	124	8
9	120	Thousand Oaks	3,498	767	2,181	6,446	Thousand Oaks	120	9
10	121	Washington	-	-	-	-	Washington	121	10
11	123	Arts Magnet	2,846	624	1,774	5,244	Arts Magnet	123	11
11		**Total K-5 Schools**	$ 21,877	$ 4,798	$ 13,639	$ 40,314	Total K-5 Schools		11
1	132	King	$ -	$ -	$ -	$ -	King	132	1
2	127	Longfellow	7,441	1,632	4,638	13,711	Longfellow	127	2
3	131	Willard	-	-	-	-	Willard	131	3
3		**Total 6-8 Schools**	$ 7,441	$ 1,632	$ 4,638	$ 13,711	Total 6-8 Schools		3
1	137	BHS	$ -	$ -	$ -	$ -	BHS	137	1
2	136	BTA	682	150	425	1,257	BTA	136	2
3	135	Independent Study	-	-	-	-	Independent Study	135	3
3		**Total 9-12 Schools**	$ 682	$ 150	$ 425	$ 1,257	Total 9-12 Schools		3
1	262	Early Childhood	$ -	$ -	$ -	$ -	Early Childhood	262	1
1		**Total Pre-k**	$ -	$ -	$ -	$ -	Total Pre-k		1
18		**TOTAL DISTRICT**	$ 30,000	$ 6,580	$ 18,702	$ 55,282	TOTAL DISTRICT		18
			$21.77/ FRM Student		$13.57/ FRM Student				

Role of the Site Council in the School Community

The School Site Council, or SSC, **seeks input** from school constituencies (teachers, staff, parents/guardians, students), **reviews student data** and all available school budgets, and is the **hub for information** received by site representatives to and from other committees (PAC, P&O, PTA, ELAC, PCAD etc.). The SSC **supports the Principal** in the development of the annual budget and School Plan (also known as the **SPSA**), and **works to educate the broader school community.**

For the benefit of the students and families of the school, the Site Council ensures that:

- Meetings are **OPEN** to the public, and well publicized.

- The **AGENDA** and supporting materials are posted at least 72 hours in advance of each meeting (e.g. posted at the site and/or online, distributed via email and/or in newsletters).

- **PUBLIC COMMENT** is included in every meeting's agenda.

- **COMMUNITY INPUT** should be sought through special meetings, surveys, focus groups and other means of sharing information and feedback about the School Plan.

- **REPRESENTATIVES** from the Planning and Oversight Committee, Parent Advisory Committee, PTA, ELAC, DELAC, and any Affinity Groups should regularly report to the Site Committee on issues concerning the school community.

- **MEETING RECORDS** are kept and distributed to all committee members and publicly posted at the school; any decisions or actions taken must be publicized as well.

- **REGULAR UPDATES** are made to the school community about site-based funding priorities, student performance, and site-supported programs and positions.

- An **ENGLISH LANGUAGE ADVISORY COMMITTEE** (ELAC) must be formed at any school with 21 or more English Learners to advise the SSC.

Additional resources are found in the
"Committee Toolbox" and "Best Practices" section
of the Site Committee Handbook

Staff Salary (FTE) Important Notes

_____

Many schools use some of their available site resources to pay staff salaries. In BUSD we refer to monthly staff pay as **FTE**, short for **F**ull-**T**ime **E**quivalent, which is measured as a portion of a full-time job. For example, .75 FTE is 75% of a full-time position, 1.0 FTE is full-time, etc.

When deciding to fund FTE out of site resources, there are several things that school committees (both SSCs and PTAs) should keep in mind:

- A permanent teacher keeps their highest-promised level of FTE until resigning that position (partially or totally). SO: If site funds are used to increase a permanent certificated employee's FTE, that will speak for that portion of your site funds until that employee resigns part or all of the funded FTE.

- Note that the cost of FTE is not fixed; as salaries, benefits, or pension contributions increase, so does the cost to the site funds.

- There are rules around staff seniority, both from the teachers' and classified workers' unions. Increasing and decreasing FTE because of changes in spending from site funds can affect which staff have seniority to work at your site in the coming year.

- Staffing costs are estimated as closely as possible in the Spring for the following year, but may change due to many unpredictable factors. Changes in benefits enrollment, or staff going on medical or other leave, can all impact how much your site funds may have to pay in the coming year for a site-funded position. Setting aside a 3-5% "reserve for personnel variance" is required to help reduce the impact of changes like this on your overall budget.

- **Discussions around changing site-funded FTE must begin very early,** to allow enough time for your committee to deliberate, and for your Principal to then work with HR and district Budget Analysts to determine all possible repercussions of making the desired change.

A Note about Elementary School Literacy Coach Funding:

There has been a long-standing agreement at the Elementary level that **each site will contribute a portion of the funding necessary to maintain a full-time Literacy Coach.** The elementary Principals, at the time of the introduction of the Literacy Coach program, agreed unanimously that the positions were very needed, and offered to meet the district half-way in filling that need. Originally, the district paid half of the cost (.5 FTE) of each Elementary Lit Coach position, and each school paid the other half (.5 FTE) out of site funds. More recently, the district has been contributing .75 FTE, and sites are contributing .25 FTE out of site funds.

The Literacy Coaches help to consistently implement new district-wide standards and programs, such as the new phonics program and assessment administration and scoring, in addition to supporting and coaching site teachers in Literacy instruction. Currently, flexibility may exist as to *which* elementary site funds to use (BSEP or Title I) but not *whether* to fund this contribution. If there are questions about this, you may ask the Principal to discuss this with the District's Educational Services office.

School Site Plan Development and the SSC Calendar

Suggested Monthly Tasks	Notes/Involved Parties
AUGUST **Elections and Preparation for Year** ● Include an outreach flyer in your summer mailing. ● Discuss outreach and election plan with parent liaison/family engagement, PTA President, affinity groups, and outgoing SSC members. Assign responsibilities.	*-Principal, all available help*
SEPTEMBER **Elections and Preparation for Year** ● Outreach for SSC, P&O, PAC, DELAC: person-to-person, in newsletters, by phone, at Back-to-School and PTA meetings, to e-tree, etc. In partnership with parent liaison/family engagement, PTA President, affinity groups, and outgoing SSC members. ● Meet with SSC from the previous year if changes need to be made to Site Plan before October (requires 2 separate meetings, 1 discussion and 1 voting). ● Create and distribute SSC nomination forms. ● Prepare ballots and disseminate before the last week in September. ● Conduct elections and count votes by September 30. <u>DEADLINE.</u> BSEP Office staff are available to assist with elections. ● Publicize election results and notify new SSC members of October Orientation and Meeting date(s).	*-Principal, SSC members from previous year, all available help*

OCTOBER
 	
● Principal completes Election Report.
● Principal reviews any BSEP or PTA carryover funds and approved priorities for their use with district Budget Analysts.
● Begin working on your 2020-2021 SPSA Evaluation
 	
District Orientation/First SSC Meeting
● District provides training to Committees regarding roles and best practices.
● <u>First SSC Meeting after SSC elections is held at this event, tasks include:</u>
  ○ Introductions.
  ○ Set Meeting Schedule for the year.
  ○ Establish: Chair(s), Note-taker, P&O reps, Broadcaster. Introduce PAC and DELAC reps, and ELAC and PTA Liaisons, etc.
  ○ Review current Site Plan and Budget.
  ○ Review Multi-Year Site Funding Packet.
  ○ Discuss carryover monies and priorities, Principal presents any changes or updates from June-August.
  ○ Discuss how to inform and include parent community and all interest groups in SSC meetings.
  ○ Begin discussion of FTE funding if relevant to your group.
● SSC members complete Orientation and Demographic Data Survey.
	-Principal
	-Newly elected SSC members
	-Representatives from every group at site (PTA, ELAC, Affinity Groups, etc.) to bring info to SSC for incorporation into Site Plan
	
	-Establish SSC members who will act as liaisons to ELAC, PTA; responsible for sharing SSC business with those groups
	
	- See Handbook Page on Staff Salaries

	(FTE)
NOVEMBER **Plan Review, Data-Gathering, Subcommittees** ● Continue to review and answer questions about Site Plan document and current year budgets. ● Review the state of budget after Principal's fall meeting: ○ If changing any carryover priorities, vote and document approved changes with Site Plan Addendum form. ● Continue discussion of certificated staff funding, any potential change for 2022-23 <u>requires Principal to work with HR to determine considerations / possible outcomes for changing site staffing.</u> ● Review last year's District Survey, current year's District Survey plans, and discuss your own community feedback plan. ● Schedule presentation from BREA (district Evaluation department) to provide group with demographics, test scores, attendance, discipline, etc. ● Create subcommittees (such as: Safety Plan Evaluation, Needs Assessment, WASC Alignment at BHS). ● Liaisons - Reports from ELAC, P&O, PAC, DELAC, PTA, Affinity Groups etc. **Berkeley High SSC:** ● Review WASC Plan and schedule presentations by staff to provide members an overview of programs/services.	*-If considering FTE funding changes for 2022-23, invite community members and/or speakers to present on purposes and impact of position.* *-Request delegates from each committee, and invite all interested community members*
DECEMBER **2020-21 SPSA Evaluation** ● 2020-2021 SPSA Evaluation Document due before Winter Break. <u style="color:red">DEADLINE.</u> **Preliminary data review, FTE discussion, Community Input plan** ● Continue review of Site Plan and any addenda for the current year. ● Review student performance data from previous year. ● If any reductions to site-funded <u>Certificated</u> FTE are desired by SSC, Principal must confirm with HR if reduced staff will take leave, seek a position at another site, etc. <u style="color:red">DEADLINE.</u> Site implications and considerations should be shared with the committee. ● Finalize the committee's plan to gather Community Input. ● Subcommittees - Reports and break-out sessions. ● Liaisons - Reports from ELAC, P&O, PAC, DELAC, PTA, Affinity Groups, etc. **Berkeley High SSC:** ● Continue to review WASC Plan. ● Review funding application evaluation framework, and revise according to current committee member input if necessary. ● Determine guest speaker schedule to provide members with an overview of BSEP site-funded programs.	
JANUARY **Data Analysis, Community Input** ● Identify areas of the School Plan for evaluation and/or potential change.	

- Finalize schedule for school community survey/focus groups/community meetings to gather community input. - If there is any discussion of changing <u>Classified</u> FTE, include presentation on purposes of position and invite feedback from impacted community members. - Subcommittees - Reports and break-out sessions. - Liaisons - Reports from ELAC, P&O, PAC, DELAC, PTA, Affinity Groups, etc. **Berkeley High SSC:** - Finalize funding application submission and evaluation protocols. - Assign evaluation tasks and timeline for BSEP site-funded programs.	
FEBRUARY **Community Input results, reconcile with student data, identify budget questions** - Review Community Input results, review any district-provided data. - Continue/resolve any discussions around funding Classified FTE. Principal collects any further questions for HR or Accounting to bring back to SSC. - Develop priorities for a new School Plan based upon discussions, survey results, data, and other input. Revisit January's areas identified for adjustment/change. - Review budget implications of priorities, including outside revenue sources such as PTA commitments, grants, direct fundraising, etc. - Review current Safety Plan. - Subcommittees – Reports and break-out sessions. - Liaisons - Reports from ELAC, P&O, PAC, DELAC, PTA, Affinity Groups, etc. **Berkeley High SSC:** - Communicate with BSEP Office regarding allocations, costing procedure, and proposal submission process and timeline. - Notify BHS staff and contractors of proposal submission process and timeline, begin accepting funding proposals. - Continue evaluation of current BSEP-funded programs.	*-Discussion will inform questions Principal brings to budget analysts for BSEP, Title 1, PTA, etc.*
MARCH **2021-22 SPSA Evaluation** - Complete SPSA Evaluation Document for 2021-22 before Spring Break. DEADLINE. **Begin Drafting New Site Plan, Adopt Safety Plan** - Subcommittees - Continue breakouts and reports as necessary. - Safety Plan - Adopt Safety Plan. - Review budget allocations (all available: BSEP, Title 1, etc.) for next year and finalize School Plan priorities discussed at prior meeting. - Hear report from Principal and/or PAC rep on LCAP funding/programs, and discuss implications for site plans and budgets. - Hear report from Principal and/or P&O rep on district-wide BSEP funding/programs, any implications for site plans and budgets. - Further review and discussion of possible School Plan revisions. - Refer to '21-22 SPSA Evaluation Document.	

- Finish any discussions/decisions around FTE funding reductions. DEADLINE. Principal communicates any changes for 2022-23 at their Spring Budget Meeting. - Plan for PTA Liaison to present draft of PTA budget to SSC, and for an SSC Liaison to present draft SPSA and Site Budget at upcoming PTA meeting. - Liaisons - Reports from ELAC, P&O, PAC, DELAC, PTA, Affinity Groups, etc. **Berkeley High SSC:** - Develop priorities based upon survey results, student performance data, and input from WASC Alignment Subcommittee. - Identify Action Plans in WASC needing additional support or adjustments if necessary.	
APRIL **Continue to Review and Finalize New Site Plan** - Hear updates from Principal's Budget Meeting, including any dollar amount updates. - Continue discussions regarding School Plan in the context of all other funding sources, and needs based on SPSA Evaluation completed in March. - Reach consensus on dollar amounts for all expenditures listed in draft Plan, with funding sources designated. - Subcommittees - Continue reports and break-outs as necessary. - Liaisons - Reports from ELAC, P&O, PAC, DELAC, PTA, Affinity Groups, etc.	*-These are the last steps before the final vote to approve the Site Plan and full budget for 2022-23 school year.*
APRIL/MAY **Finalize Site Plan, Carryover Priorities** - Clearly record priorities for carryover. Create priority list of items that could be funded should additional carryover or other funding sources become available. Include in School Plan and Budget Summary. - Adopt Final Plan and budget. Hold final vote, Principal and Chair sign, and plan is delivered to District Office. DEADLINE. - Evaluate success of SSC communication/education provided to broader school community. Note any best practices and areas of improvement to be considered at the start of next school year. - Ensure all SSC documentation (agendas, meeting summaries, sign-in sheets, site plan addenda) including any information or handouts distributed at meetings, are saved in shared SSC folders. - Liaisons - Reports from ELAC, P&O, PAC, DELAC, PTA, Affinity Groups, etc.	
MAY/JUNE **Old and New Business** - Make plan for summer communications. - Elections - Plan outreach for fall elections and take sign-ups for tasks. - Final reports from ELAC, P&O, PAC DELAC, PTA, Affinity Groups, etc.	

Checklist for BSEP-funded items

✓ The expense is in your plan / budget (SPSA).

✓ It is as "close to the student" as possible (eg not office supplies).

✓ District paperwork is complete according to processes detailed in the Operations Handbook (OH).

✓ Sent to the BSEP department for the Director's approval.

✓ PRs, contracts, and requisitions submitted early enough to allow for a 3-4 week processing time BEFORE services begin.

✓ Expenditures are not a **"gift of public funds"**, such as clothing, individual scholarships, or field trips outside California.

The full BSEP ballot measure text is available online. Contact the BSEP Office, bsep@berkeley.net, with any questions.

<mark>Checklist for Title I-funded items</mark>

✓ The expense is in your plan / budget (SPSA).

✓ The SPSA annually evaluates progress toward accomplishing goals [EC 64001(f)].

✓ The activity/expenditure is aligned to meet the challenging State academic content standards [Every Student Succeeds Act (ESSA) Section 1112(a)(3)(B)(i) and ESSA Section 1112(b)];

✓ The activity/expenditure meets a need identified in the comprehensive needs assessment for Schoolwide Program (SWP) School [ESSA Section 1114(b)(6)];

✓ The activity/expenditure is an evidenced-based educational strategy [ESSA Section 1003(b)(1)(B), ESSA Section 1114(d), and ESSA Section 1115(h)];

✓ The activity/expenditure has been reviewed, approved, and recommended by the School Site council (SSC) to the local governing board [EC 52853(b), EC 52855, and EC 64001(a)];

✓ District paperwork is complete according to processes detailed in the Operations Handbook .

Resources:

Every Student Succeeds Act (ESSA) Web page: https://www.ed.gov/essa

Non-Regulatory Guidance – Title I Fiscal Issues:
https://www2.ed.gov/programs/titleiparta/fiscalguid.pdf

Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

BERKELEY UNIFIED SCHOOL DISTRICT 2020-2021
SPSA ANNUAL EVALUATION

SCHOOL:

Programs	Amount of Funding
Title I	$
BSEP Site Funds	$
LCAP	$
PTA Resource	$
Other Resources	$

Plan Priorities

- Identify the priorities of the current SPSA. **(NO MORE THAN TWO TO THREE)**

Priority 1:
Priority 2:
Priority 3:

- **Identify two to three strategies in the 2020-2021 SPSA that were fully implemented as described in the plan.**

- **Identify two to three strategies in the 2020-2021 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.**

- **What specific actions related to this strategy were eliminated or modified during the year?**

- **Identify barriers to full or timely implementation of the strategies identified above.**

- **What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?**

Based on the analysis above, what appears to be the reason these actions were not implemented with fidelity?

    ___ Lack of timely implementation
    ___ Limited or ineffective professional development to support implementation
    ___ Lack of effective follow-up or coaching to support implementation
    ___ Not implemented with fidelity
    ___ Not appropriately matched to student needs/student population
    ___ Other_____

Involvement/Governance

- **How was the SSC involved in the development of the plan?**

- **How were advisory committees involved in providing advice to the SSC?**

- **How was the plan monitored during the school year?**

- **What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?**

EXAMPLE
Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

EXAMPLE

VALLEJO UNIFIED SCHOOL DISTRICT 2020-2021
SPSA ANNUAL EVALUATION

SCHOOL: Cooper Elementary

Programs	Amount of Funding
Title I	$ 124,041
Title I Parents	$ 2,521
LCAP	$ 60,658

Plan Priorities

- Identify the priorities of the current SPSA. **(NO MORE THAN TWO TO THREE)**

Priority 1: Providing classrooms and teachers with support to meet students' diverse needs in meeting grade level standards
Priority 2: Building students communication skills, both academically and socially
Priority 3: Increasing opportunities for parent learning and community building at school

- **Identify two to three strategies in the 2020-2021 SPSA that were fully implemented as described in the plan.**

- Cooper Elementary implemented Kimochis across all grade levels.

EXAMPLE

- Cooper Elementary developed and implemented a Multi-tier System of Support for Students.
- Cooper Elementary provided supplemental staff to support teachers and content intervention to support students in progress towards mastery of grade level standards.

- **Identify two to three strategies in the 2020-2021 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.**

- Progress towards site instructional priorities was impacted by the shift in student attendance (many remained in distance learning)
- The site was not able to fully implement clubs and school-wide broad course of study activities including but not limited to art club, upper grade supplemental art and theater arts
- Cooper Elementary was unable to provide field trips for all grade levels as planned
- The site was not able to provide intended trainings and workshops for parents as intended

- **What specific actions related to this strategy were eliminated or modified during the year?**

- Supplemental materials and activities to support student learning were limited at the end of the year
- Funds for field trips and clubs were eliminated
- Requisition for tools to develop a Parent Room or Family Resource Center were closed
- Professional development for teachers shifted to focus on the need to provide alternate ways of providing support to students to ensure safety protocols remain in place
- Technology resources for students and staff were needed to provide 1:1 support at home

- **Identify barriers to full or timely implementation of the strategies identified above.**

- Process for adding a supplemental content intervention teacher delayed start of services to students.
- Due to the potential impact of Covid-19 on the economy, VCUSD had to freeze spending to ensure adequate funding for the next school year.

EXAMPLE

- **What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?**

- Site focused on building capacity for students and staff with distance learning using tools teachers and students were already familiar with (ex. digital tools from adopted core programs, Imagine Learning, Imagine Math)
- Site provided all families with a device for their students
- Site provided office hours and virtual help for technical support to parents
- Teachers provided office hours for student support
- We offered help for the parents to understand how to log in and any other questions about websites

Based on an analysis above, what appears to be the reason these actions were implemented with fidelity?

___ Lack of timely implementation
___ Limited or ineffective professional development to support implementation
___ Lack of effective follow-up or coaching to support implementation
___ Not implemented with fidelity
___ Not appropriately matched to student needs/student population
_X_ Other **Covid impacted SPSA Actions**

Involvement/Governance

- **How was the SSC involved in the development of the plan?**
  Both the SSC and ELAC provided input on the strategies, actions and activities included in the 2020-2021 plan. These items were selected based on data from 2019-2020 as well as data from other stakeholders (parents, staff, and students).

- **How were advisory committees involved in providing advice to the SSC?**
  Parents provided input at our Back to School night through a series of survey questions around the following areas: Parent Involvement, Student Attendance and Engagement, Student Academic Success. The Cooper Design Team met in the Summer of 2020 to identify instructional priorities, recommended actions and desired outcomes.

EXAMPLE

Staff reviewed the Design Team's plans and provided input.

- **How was the plan monitored during the school year?**
  Stakeholders met throughout the school year in their specific groups to monitor progress and determine next steps.

- **What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?**
  At this point, ongoing communication and monitoring of progress under current circumstances is needed to ensure student progress is on-going.

SSC BEST PRACTICES FOR COMMUNITY ENGAGEMENT

A prime function of the SSC is to act as a hub and clearinghouse for information at your school. To this end:

➢ <u>Actively solicit</u> input and updates from all school-level committees. This includes PTAs, ELACs, Affinity Groups, Program Participants, etc.

➢ <u>Send representatives</u> from your SSC to provide updates to these same school-level committees and groups about your work, progress, goals, needs, etc.

➢ <u>Build in time</u> at every meeting for updates from your P&O, PAC, DELAC, and/or SBAC representatives.

➢ Designate an SSC member to serve as a "Broadcaster," to actively communicate with the school community about the SSC's work, and to relay important site and district updates. These can be included in your e-tree communications or sent home with students. <u>See real-world examples from past years, of information pieces used to educate BUSD school communities, included at the end of this section.</u>

GATHERING INPUT FROM YOUR SCHOOL COMMUNITY

• <u>Ensure that input is always focused on School Goals, Programs or Positions, and NEVER on individuals</u>. Any commentary on individual employees cannot be disclosed due to privacy laws and will be unusable for your group.

• Consider a method OTHER than a survey for broad community input. BUSD will distribute a survey related to the California School Dashboard rubrics to all families in the district, and it may be difficult to get robust participation in an additional site survey.

➢ A community forum or meeting; some sites have held a picnic or pancake breakfast to gather families together and request feedback on school programs.

➢ Conduct focus groups, with anonymous opportunities to share experiences with specific programs.

➢ Identify community members who are directly impacted by SSC decisions and solicit attendance at SSC meetings when discussions will take place. Build in extra time for public comment.

• If possible, review the results of last year's staff/student/community input at the beginning of the current year, to get all members on the same page and set up comparison for the current year's results.

• **Offer to distribute a public summary of the community input when requesting responses or participation—parents, staff, and students will be more likely to participate if they know they will see the results!**

Example of parent-created funding summary.

An involved parent wanted to help community members visualize programs and positions funded by both BSEP site funds and PTA contributions, and show how the different funding sources work together to satisfy student needs across the school. This graphic was published in the school's e-tree and in the print newsletter sent home with students, and was accompanied by a brief description from the Principal.
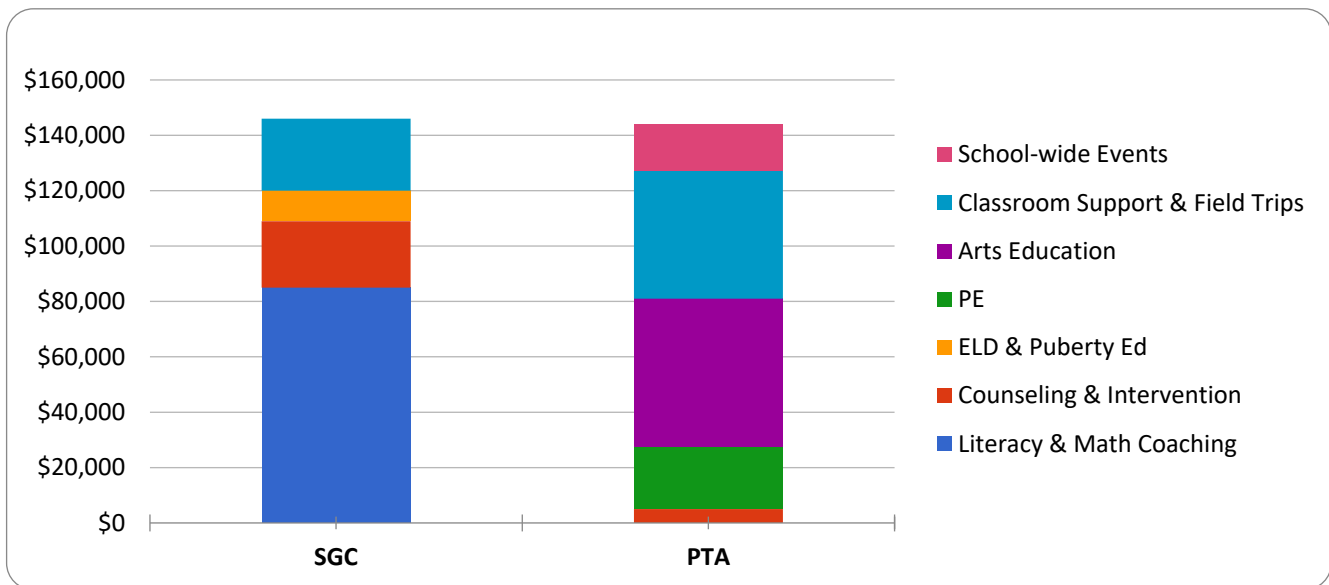
Note that the parent was careful to combine certain categories, to avoid explicitly listing compensation values for individual staff members.

The parent also made an effort to use real-world program names like Arts Education, Events, and Field Trips rather than only educational terms like "intervention," to help make the information as accessible as possible.

Example update from BUSD Principal
(Names have been changed)

Note the tangible information this Principal included: calling out voter participation level, number and names of committee members, and updates on the SSC's recent meeting topics.

Also included are general descriptions of the various committees, and the message asks for volunteers from the entire community, not just SSC members.

This short message invites interest, identifies a contact person for questions, and places emphasis on the opportunity for community members to participate in a leadership capacity.

Dear Parents,

I am excited to share that we had a very successful School Site Council (SSC) meeting, our first of the year, last Wednesday. Your 95 votes in favor of our proposed slate at Back to School Night allowed us to seat our new council members at that September 19 meeting. Parent members of our SSC include Ms. Marvel (chairperson), Iron Man, America Chavez, Black Widow, Prince T'Challa, and alternates Hawkeye (BSEP representative) and Scarlet Witch. Staff members include teachers Captain America, Doctor Strange, Iron Fist, Luke Cage, classified staff member, Jessica Jones, alternate Peter Parker, and me. At this first meeting, we provided an overview of the responsibilities of the SSC, discussed recent budget allocations, and learned about a new assessment called the STAR 360.

A few important needs also came up that I'd like to share with you. Our long time BSEP (Berkeley Schools Excellence Program) representative, Iron Man, will be "graduating" this year. She has done an outstanding job of representing the MCU at the district level BSEP meetings over these many years. In order to have a new representative set for next year, we should have someone shadow her this year. She would be more than willing to train a replacement over the course of this year so the new person would be ready to carry on as our representative in '19-20. A second representative (and alternate) we need this year is to the Parent Advisory Council (PAC). The PAC is a group of parent representatives from all schools that works with District staff to learn about, review, and make recommendations about services provided to our schools through the Local Control Accountability Plan (LCAP).

I know that's a lot of words and acronyms. But I want you to know that these are both important ways to represent our school, and we are required to have people in these positions. Please email me if you are willing to consider stepping up to help out in one of these leadership roles. Just email me at boss@shield.com.

Sincerely,
Nick Fury

DECISION-MAKING

The SSC is responsible for decisions that **support all students' learning outcomes,** and must align decisions with site and district goals. Before making decisions, planned discussions and presentations should ensure that a variety of ideas and issues are considered and addressed.

Consensus versus Voting:
- A collaborative process leading to consensus is desirable.

- "Consensus" is a decision-making process that works to include the voice of all persons responsible for making the decision.

- SSCs are encouraged to use consensus decision-making during the course of their discussions of recommendations and proposals.

- Straw votes may be taken during discussion.

- If consensus cannot be reached at the point when the decision must be made, after every effort has been made, a vote must then be taken and the majority opinion prevails.

- Voting must be open -- no secret ballots.

- Methods of achieving consensus and/or coming to a vote should be part of each school site committee's operating agreements established at the first meeting.

SCHOOL SITE PLAN AND DOCUMENTATION

The SSC meetings should include monitoring the implementation of the current year's Site Plan, updating the Plan as needed, and developing the Site Plan for the coming school year. In order to both develop and monitor the effectiveness of the school site plan, the SSC must agree on how to review various forms of student performance data.

The SSC will:
- Draw upon school and District expertise in the areas of data, interpretation, educational programs, and budgeting;

- Review the programs in the Site Plan, including raising 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.

- Review proposed changes or adjustments to the Site Plan and budget throughout the year with the SSC so that questions and concerns can be addressed in a continuous cycle of inquiry.

- Document any changes to the plan via the Site Plan Addendum form and minutes.

BEST PRACTICES FOR RECRUITMENT AND PARTICIPATION

- **EARLY and FREQUENT reminders:**

1. Distribute the *We Need You!* flyers early and often.

2. Invite participation among incoming parents at orientations.

3. Have the flyer at the front desk and at school gatherings.

4. Ask your SSC chair, PTA president and other parent leaders to speak at your first school-wide gatherings about the different committees available to join.

5. Include the nomination or voting process at events like Back-to-School night, to give your community the chance to participate on the spot.

6. Use your newsletters and e-trees to remind people of the elections.

- **ONE to ONE outreach:**

The Principal's encouragement and invitation is critical in building community conversations.

Work with your parent liaison or Family Engagement Coordinator on coordinated outreach.

- **MESSAGE matters:**

1. Emphasize that the SSC provides vital support for the Principal, helping to pull together and evaluate student data and community input, and ensuring that the development of your school's Safety and Site Plans includes diverse perspectives.

2. Your SSC will be the hub of information and communication for your school community, receiving and sharing out information from many different district- and site-level sources. Parents and Staff who want to see the big picture will LOVE this role!

3. SSCs help the District to be a good steward of public funds, and this oversight is most effective when performed by an informed and engaged community.

BEST PRACTICES FOR ELECTIONS

- **Help CANDIDATES to be SEEN and understood by the community:**

  1. In addition to candidate statements, you can schedule a candidate forum, or candidate introductions at a PTA or other community meeting held before or at the same time as elections. Help voters hear directly from the candidates if you can.

  2. Limit candidate statements to 2-3 sentences and make them available along with the ballots, and on the school website. Some schools also choose to include candidate photos, to help voters recognize faces they may know from around campus.

  3. Provide a template for the candidate statement – which can be helpful for those who are new to this kind of involvement.

  4. Some sites also wait to announce election results until the first SSC meeting, so that all candidates attend and those not elected can still participate in the committee orientation and be encouraged to serve as alternates who can still contribute to the group's work.

- **Engage VOTER participation**
  1. Send ballots home with students to be returned within the week.

  2. Provide online voting (with some safeguards).

  3. Ask teachers and after-school program staff to give ballots directly to families picking up their students after school.

  4. Attach a fun incentive for students to return ballots, like a homework pass or extra minutes at recess, for the classes with the most participation.

- **Consider staggering election terms**
  1. With staggered terms, each member commits for a 2 year term. Half of the committee seats are up for election each year.
  2. This provides continuity from year-to-year, encourages mentorship between members, and reduces pressure to fill seats each election cycle.

I.   **Name of the Committee.**
The name of the committees subject to these bylaws within Berkeley Unified School District shall be the School Site Council (SSC).

II.   **Purpose and Responsibility of School Site Council.**

    A. Compliance with California Education Code. The California Education Code requires the creation of a School Site Council (SSC) for schools participating in programs funded through the consolidated application process.[1] The School Site Council (SSC) develops the Single Plan for Student Achievement (SPSA), also known as the "Site Plan." The SSC must approve the Site Plan, recommend it to the local governing board for approval, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually.[2] Below are major provisions to be complied with under state law:

        i. **Align with School Goals**. The Site Plan shall be aligned with school goals for improving pupil achievement. School goals shall be based upon an analysis of verifiable state data, and may include any data voluntarily developed by districts to measure pupil achievement.

        ii. **Improve Academic Performance**. The Site Plan shall 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 to the level of school goals.[3]

        iii. **Provide Mechanism for Evaluating Progress**. The Site Plan shall also identify the schools' means of evaluating progress toward accomplishing goals and how state and federal law governing programs subject to EC Section 64000 will be implemented.

        iv. **Review and Update Annually**. The Site Plan shall be reviewed annually and updated by the SSC.

        v. **Approval by the Berkeley Unified School District "School Board."** After annual review by the SSC, the School Board shall certify that plans developed for purposes of this section are consistent with district local improvement plans that are required as a condition of receiving federal funding.

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[1] Cal Ed Code 64001, 52852
[2] CDE https://www.cde.ca.gov/fg/aa/co/ssc.asp
[3] Cal Ed Code 6400

B. **Compliance with Accountability Protections and Definition of Purposes of the Berkeley Public Schools Educational Excellence Act of 2016 (BSEP/ Measure E1).**

   i. **Convene a School Site Council (SSC) to Create a Single Plan for Student Achievement (Site Plan).** A SSC shall be established at each pre-K-12 school site or designated program in accordance with California law, local statute, and policies and bylaws adopted by the Board.

   ii. **Improve Student Learning.** The Site Plan developed by each SSC shall be focused on improving student learning and shall direct the School Site Program Fund revenues from the *Berkeley Public Schools Educational Excellence Act of 2016* (BSEP/Measure E1), together with other State and Federal Program funds allocated to the school. The Site Plan referred to in this section is the Single Plan for Student Achievement (SPSA) referenced in II.A.

   iii. **Designate School Site Program Funds.** BSEP/ Measure E1 funds for School Site Programs shall be allocated annually to the SSC at each K-12 school on a per pupil basis. The SSC shall develop recommendations to allocate School Site Program funds for the personnel, services and materials required to deliver effective and equitable opportunities for student engagement, enrichment, and achievement. School Site Program funds may be used for, but are not restricted to, the personnel, materials and services required to deliver such programs as art and science instruction, academic tutoring and counseling, athletics and student activities, and before and after school programs.[4]

   iv. **Delineation of BSEP funds in the School Plan.** The Site Plan must clearly delineate the use of the BSEP revenues from all other revenues.

C. **Promote Engagement Among All Members of the School Community.** The SSC is a public body that is distinctly different from Parent/ Teacher Organizations or other school-based interest organizations. The SSC provides a formal avenue to review school-based issues of concern related to student engagement, enrichment and achievement. It also provides a means to connect the many school and district committees and interest groups that can provide appropriate input to the SPSA.

III. **Development of the Site Plan.**
   A. **General Evolution of Site Plan.** The Site Plan involves a continuous development, implementation, and monitoring cycle:
      ● Step One: Measure effectiveness of improvement strategies at the school.

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[4] Berkeley Public Schools Educational Excellence Act of 2016, Measure E1, Section B.3.iii

- Step Two: Seek input from school advisory committees/school community.
- Step Three: Reaffirm or revise school goals.
- Step Four: Review improvement strategies and expenditures.
- Step Five: Recommend the approved Site Plan to the School Board.
- Step Six: Monitor implementation of the Site Plan.

B. Specific Site Plan Development in the Berkeley Unified School District.
These six steps are elaborated in the *Guide and Template for the Single Plan for Student Achievement, A Handbook for School Site Councils*, published by the California Department of Education:

i. **Measure Effectiveness of Improvement Strategies.** Site decisions related to program development and financial allocations should consider qualitative and quantitative data that may determine the needs of each school. The District will provide student data to the Principal and SSC in a format that allows the data to be used as a basis for decision-making in developing the Site Plan.

ii. **Seek Input from School Advisory Committees/School Community.** In an effort to identify school needs, prior to Site Plan development, the SSC shall solicit input from the school community, including but not limited to advisory groups, teachers and other staff, administrators, parents/guardians and, when appropriate, students. Input should include a diverse combination of perspectives, including English language learners, students from a full spectrum of academic abilities, differing racial, ethnic and socioeconomic backgrounds, as well as parents/guardians who are new voices and who have had children in attendance for several years. The input solicited is regarding the status, performance and needs of the students and school. Such solicitation may come through surveys, informational meetings, and the exchange of information with other sites.

iii. **Reaffirm or Revise School Goals.** The school goals shall be aligned with the District's Local Control and Accountability Plan but may include other goals as well.[5]

iv. **Review Improvement Strategies and Expenditures.** Not every program that a site develops must directly benefit every child however the Site Plan must demonstrate how all the children at a school benefit. Particular site or district funds may be targeted toward special purposes.

v. **Recommend the Approved Site Plan to the School Board**. The Site Plans are delivered to the School Board with recommendations and assurances signed by the Principal, SSC Chair, the Director of Special Programs and Projects, the Director of the Berkeley Schools

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[5] BUSD Board Policy 0460

Excellence Program, and the Associate Superintendent of Educational Services.

vi. **Monitor Implementation of the Plan.** The Site Plan may be amended at any time, in accordance with Board policy and SSC Bylaws.

1. **Reasons to Amend a Site Plan.** Any of the following factors may indicate a need to amend the Site Plan:
   - A major service or activity proves ineffective, and students are at risk.
   - Material changes occur that affect the academic programs.
   - Staff, equipment, or materials essential to the Site Plan cannot be procured.
   - School boundaries or demographics suddenly change.
   - An activity is found to be non-compliant with state or federal law.
   - A planned activity is not supported by staff, parents, or students.

2. **Changes to a Site Plan.**
   a. **Material Changes to Program or Program Component.** Whenever the SSC makes a material change to the Site Plan, the Board must approve the change. A material change is defined as a substantial amendment to a program or program component such that a reasonable person would determine that there has been a significant departure from past practice or expectations related to the same program or program component implemented in previous site plans, and/or constitute a greater than 10% change in the overall budget for the year. Changes that do not require Board approval may be approved by the SSC and brought to the Director of BSEP or to the Asst./Assoc. Superintendent of Educational Services.

   b. **Changes in Preparing to Implement Site Plan.** In the event that a staffing or programmatic issue arises during the summer holiday, due to the timing and the need to resolve staffing and program details relevant to implementing the Site Plan goals prior to the start of the academic year, site funds allocated towards staff or programs may need to be amended or reallocated to continue to serve overall school goals. In such an event the Principal shall contact the Director of BSEP and Asst. Superintendent of Educational Services to resolve the issue through collaboration, with any changes made requiring the approval of both the BSEP and Educational Services Offices. Documentation of how the change continues to meet the approved Site Plan

goals will be provided to the SSC when it reconvenes the following academic year.

IV. **Responsibilities of Governing Board.** The School Board is the local governing board that will adopt policies for the development and implementation of the Site Plan consistent with state law. The Board must provide assurances to the California Department of Education that any school participating in programs funded through the consolidated application process has developed an SSC in accordance with the law. Acting upon the recommendation of the SSC, the Board will vote on the approval of the Site Plan and all subsequent revisions. The Board must certify that the Site Plan is consistent with local educational agency plans and initiatives. The Site Plan must have Board approval to authorize proposed expenditures.[6]

V. **Responsibilities of the District.** The District and school administration, in conjunction with individual school principals, is responsible for implementing the Site Plan. Administration of the Site Plan includes assigning, directing, and supervising project staff; purchasing materials and equipment and accounting for project funds. In order to ensure proper functioning of the SSC, the Superintendent or designee will provide the following:

- General training and information to the members of SSC to facilitate their ability to collaboratively analyze data, design measurable goals, and develop, monitor, and evaluate programs.
- A written handbook distributed to all SSC members and online district resources for SSC trainings.
- Regularly available revenue and expenditure reports, and an annual revenue and expenditure report.
- Budget worksheet that includes a clear description of funding in Section II.A, Funding for School Site Programs, and any other revenues subject to the Site Plan.
- Information regarding funding restrictions or parameters for Section II.A. and School Site Programs subject to the Site Plan.
- Student data in a format that allows the data to be used as a basis for decision-making in developing the Site Plan.
- Supplemental revenue and expenditure information specifically requested by a majority vote of the SSC.
- Best Practices for holding meetings, developing a Site Plan, and facilitating elections.
- Materials clearly explaining the purpose and conduct of the SSC, including bylaws, open government provisions and rules of order.
- District and LCAP Goals to be met in the Site Plan and guidance for compliance with BSEP measure goals.
- Annually updated links to all school site plans posted on the school and/or District website.

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[6] *A Guide and Template for The Single Plan for Student Achievement*, Ca Dept of Ed, November 2006, p. 6

Nothing in this section shall limit the District from providing additional information to the SSCs to better inform Site Plan decision-making.

VI.   **Responsibilities of the School Principal.** A principal's leadership is critical to the success of the SSC. The principal is a voting member of the SSC, and vital to the success of the planning and implementation of the Site Plan. The principal has no administrative authority over the SSC and therefore may not veto decisions made by the SSC nor make changes to the Site Plan after it has been approved. The principal has the following duties with respect to the development of the Site Plan:
- Implement the Site Plan in conjunction with the District.
- Provide vision, leadership and information to the SSC.
- Provide student data requested by a majority vote of the SSC in a format that allows the data to be used as a basis for decision-making in developing the Site Plan.
- Provide clear revenue and expenditure information for the SSC to be used in developing a realistic and accountable Site Plan.
- Administer the school-level activities of the approved Site Plan.
- Ensure that District guidelines with respect to hiring, procurement of materials and conflict of interest are followed.
- Together with members of the previously elected SSC, ensure that elections for the SSC are open, widely publicized, and timely.
- Create an environment conducive to a civil, meaningful and respectful discussion of funding recommendations, including for minority viewpoints.
- Engage, listen, be responsive to, and involve the SSC and other members of the community in planning, program and budget development.
- Ensure that the Greene Act, the Public Records Act, and District Conflict of Interest provisions are followed.

VII.   **Responsibilities of School Site Council Members.** The SSC members must:
- Attend the annual SSC orientation meeting and other workshops provided by District staff relevant to the SSC's charge and responsibilities.
- Attend, participate and vote in SSC meetings.
- Participate in planning SSC elections, unless a member is running for re-election.
- Contribute to an environment conducive to civil, knowledgeable, and thoughtful consideration of all viewpoints expressed and how to achieve all purposes of the SSC.
- Carefully consider budgets and plans before approval.

VIII.   **Responsibilities of School Site Council as a Body.**
- Meet no fewer than five times a year. See the Timeline Appendix for suggested actions for each meeting.
- Demonstrate that information about the SSC's work has been disseminated widely in the school community.

- Demonstrate that the SSC has solicited input from all groups and individuals included in their community, including a healthy combination of new parent/guardian voices, parent/guardians who have had children in attendance for several years, English language learners, families of students representing the full spectrum of academic abilities, and families of differing racial, ethnic and socioeconomic backgrounds.
- Demonstrate the means by which the needs of all children have been considered in developing and implementing the Site Plan.
- Provide an opportunity for all members of the school community to bring their interests and concerns before the SCC.
- Comply with the Greene Act, Public Records Act, and Conflict of Interest provisions.
- Monitor implementation of the Site Plan.
- Carefully evaluate all proposals for inclusion in the Site Plan.
- Give consideration to the Principal's mandate to implement the Site Plan.

IX. Responsibilities of School Site Council Chair/Co-Chairs. SSC Chair/Co-Chairs shall:

- Preside over the meetings of the SSC.
- Make arrangements for an alternate Chair or Co-Chair to preside over any meetings which the Chair is unable to attend.
- Communicate regularly with the school's Planning and Oversight Committee Representative.
- With the SSC membership, publicize the upcoming SSC election each year, via a welcoming letter to parents and staff, announcements and tables at PTA meetings and Back-to-School Night, encouraging parents and staff to participate on the SSC.
- Attend SSC orientations and training meetings as provided by District staff.

And, in collaboration with the Principal:

- Set the SSC meeting agendas.
- Assure the SSC's compliance with the Greene Act and Conflict of Interest provisions.
- Submit the SSC election report and membership roster, and contact information for school's Planning and Oversight Committee Representative(s) to the appropriate District office.
- With the support of District staff, guide the SSC to analyze student data, assess school needs, review school budgets, and develop school goals and the Site Plan
- Submit any requested changes to the Site Plan in the required manner.
- With the SSC membership, publicize the role and work of the SSC and the contents of the Site Plan throughout the year.
- Assure meetings are facilitated in compliance with designated rules of order.
- Assure that a welcoming, civil, and respectful environment is established and maintained for purposes of thoughtful and educated deliberation of matters brought before the SSC, regardless of viewpoints expressed.

X.   Elections.

A. Election Period. A well-publicized election SSC shall be conducted by each school during September of each year, with the elections completed by October 1. Best practices recommend that outreach for participation in SSC elections begin prior to the school year ending.

B. Outreach and Conduct of Elections. Each SSC and Principal is responsible for determining how elections will be most effectively conducted and for reporting on the election process and results. Individuals nominated for re-election may not be involved in the supervision and oversight of the election process, i.e., chairing the election meeting, counting the votes, distributing fliers, and so forth. The District Office may provide guidance to SSCs on effective, inclusive and appropriate mechanisms for outreach and conduct of elections.

C. Election Information. At a minimum, election outreach by the SSCs must contain the following:
- A description of what the SSC is and does.
- How many elected seats and alternate seats are to be filled.
- The terms of office associated with each seat.
- Voting system. One vote per candidate, write in, or slate.
- Voting mechanism. Paper ballot, on-line ballot.
- Vote Tally - When, where, and by whom it will be completed and right to observe.

D. Term of Office. The term of office is October 1 through September 30 of the year in which elections are held. The term of office for open SSC seats shall be decided by each SSC prior to the election and shall be documented in meeting minutes and on the ballot. Examples of terms are one year or staggered two-year terms. An SSC member may be re-elected for subsequent terms, without limit.

E. Composition & Quorum Requirements. The size, composition and quorum requirements of the SSC vary by school type, but must adhere to parity requirements. (See Appendix A).

F. Submission of SSC Roster. Upon completion of the SSC election and the selection of the school's Planning and Oversight Committee Representative(s), the Principal or Chairperson shall submit an election report and membership roster of the SSC and the P&O Representatives to the appropriate District office to demonstrate that SSCs are properly constituted.

XI. Parent Election.

A. Candidates. Parents/guardians, residents, or community members shall be elected from the school at large, in an election conducted by the Principal or designee and outgoing SSC members.

B. Recruitment. Recruitment of candidates and election of members should be conducted in such a manner as to promote a SSC that reflects the ethnic, linguistic, socioeconomic, academic spectrum, and programmatic composition of the site. While SSCs may not reserve a seat for a particular group,[7] in conducting outreach for a diverse parent composition might include those from diverse ethnic backgrounds or participants in special programs such as bilingual education, special education, gifted and talented, and compensatory education. Efforts should be made to ensure that information is disseminated widely and the election process is made accessible to all members of the school community.

C. Voting. Each parent or guardian of a student enrolled in the school for which the SSC election is being held may have one vote.

XII. **Staff Elections.** Representatives of the teachers, selected by teachers, and other school personnel, selected by other school personnel, shall constitute staff representatives to the SSC. Staff shall be selected using the school's normal process for selecting committee members, as coordinated by the Principal and shall be completed during the month of September.

XIII. **Student Elections.** Student members of the secondary School Site Councils shall be selected by students at their school.

XIV. **Election of Officers.** The SSC shall elect officers with stated responsibilities and authority, including:
- Chair or co-Chairs to preside over SSC meetings. A Principal may not serve as Chair or a co-Chair. If Co-chairs are elected, at least one should be a parent.
- Secretary, to ensure meeting minutes are recorded, meeting packets have been appropriately filed in the SSC office binder, and notice for all meetings have been properly posted both online and at the school site, in accordance with the Greene Act.

XV. **Alternates**. To ensure a fully constituted SSC throughout the school year, Alternates from each represented group shall be elected. Alternates are required to attend and participate in all SSC meetings as they play a vital role with respect to contributing to thoughtful SSC analysis, dialogue, and to ensuring the ability of the SSC to take action when necessary.

A. Quorum Count and Voting. An alternate(s) shall be counted for the quorum of a meeting and vote only when there is an absence of an elected member at a meeting where action has to be taken.

B. More Alternates Elected than Needed. In the event that an election by slate or other means yields more than the requisite composition of a represented group (for example, if too many parents are elected), the SSC must determine

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[7] https://www.cde.ca.gov/fg/aa/co/ssc.asp.

at its first meeting a means by which there is clarity about who will act as voting member and who will act as alternate for the remainder of the year.

C. Alternates at Meeting Exceed Absent Elected Members. If more Alternates are present at a meeting than absent election members, the SSC may choose how the appropriate number of Alternates are to participate in the place of the absent elected member.

D. Alternate Vacancies. In the event that a vacancy occurs and there is no Alternate, the sitting SSC will vote to appoint a minimum of two Alternates from the school community. Consideration should be given to the need for representation from the entire school community.

XVI. Removal from Membership. Participation by all SSC members is crucial to its success. In the event that an elected member should fail to attend three or more successive meetings, the SSC member is removed and the Principal or Chair shall notify the absent member that an alternate will step into the voting role for the remainder of the term filled. An Alternate chosen by the method previously decided by the SSC shall become a permanent voting member. In the case of habitually disruptive behavior by a SSC member at meetings, the individual may be removed from membership by a two- thirds vote of the SSC. An Alternate shall then become a voting member.

XVII. Selection of Planning & Oversight Committee Representative(s). Upon completion of the SSC election, the SSC shall select the school's Representative(s) to the district-wide BSEP Planning and Oversight Committee (P&O Committee). The number of P&O Committee Representatives and Alternates varies by school type (see chart). Planning and Oversight Committee Representatives are not required to be an SSC member, but they are required to communicate regularly with the SSC. It is generally expected that Planning and Oversight Committee Representatives will have a definite connection to the school that they represent, such as being a parent or staff member. The P&O representatives shall provide regular updates on the SSC activities to demonstrate to the P&O and the District that each site is properly involved in the development, monitoring, and evaluation of the Site Plan.

For more details regarding the responsibilities of Planning and Oversight Committee Representatives, see the *BSEP Planning and Oversight Committee Bylaws.*

XVIII. Accessible Meetings. Effort should be made to arrange childcare for meetings, if requested by the participants. Likewise, effort should be made to provide an interpreter in the event that non-English speaking individuals wish to participate in School Governance Council meetings.

XIX. Conduct of Meetings. SSC meetings are public meetings. The regulations and procedures governing meetings of other public bodies, such as the Greene Act,

Public Records Act, and Roberts Rules of Order, generally apply to meetings of the SSC. SSC meetings should be conducted in an open, civil manner.

XX. **Greene Act & Open Meetings.** The SSCs are public bodies governed by these Bylaws and by the Greene Act.[8]

A. **Open Meetings**. Any meeting held by the SSC shall be open to the public.[9] The public may record SSC open meetings in a non-disruptive manner.

B. **Public Comment**. 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 SSC.[10] SSCs should establish a designated agenda item for public comment and set reasonable time limits that are evenly and consistently applied to all speakers.

C. **Posting Notice**. 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.[11] Additional notice may be given in the Principal's bulletin, a robo call, the school e-tree, or sent home with students where appropriate, etc. but does not circumvent required paper posting requirements. To maximize community participation, a regular calendar of meetings should be established at the first meeting and published.

D. **Content of Notice**. 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.[12]

E. **Agenda Action Items.** The SSC may not take any 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.[13] In keeping with ensuring SSC discussions happen in an open meeting, discussions about SSC issues among a majority of SSC members should not occur via Email/On-line Communications.

F. **Brief Statements**. Questions or brief statements made at a meeting by members of the SSC 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

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[8] Ed Code 35147
[9] Ed Code 53147(c)(1)
[10] Id.
[11] Ed Code 53147(c)(1)
[12] Id.
[13] Id.

provision of information, need not be described on an agenda as items of business.[14]

 G. **Recourse for Violation**. If the SSC violates the procedural meeting requirements of the Greene Act, upon demand of any person, the council or committee shall reconsider the item at its next meeting, after allowing for public input on the item. [15]

XXI. **Voting.** Although reaching consensus in decision-making is desirable, it is not required. All votes must occur at an open meeting of the SSC and recorded; secret ballots are not permitted. Votes taken by email or other electronic means shall not be allowed. A vote must be taken to approve the budget expenditures and the Site Plan.

XXII. **Two Readings of Site Plan, Budget, and any Action Item.** To ensure a more collaborative process, any item voted on by the SSC must have two readings prior to the vote. The budget and Site Plan must be presented for discussion at least one week prior to the meeting where the vote for approval of the entire plan will take place. Therefore, the final approval of the Site Plan, including final budget allocations, may not be approved by a vote of the SSC at the same meeting at which it was presented for the first time.

XXIII. **Record keeping and SSC Binder.** The SSC shall maintain, at a minimum, records of the following. A copy of such records shall be kept at each school's office and available to the public for review during school hours:
● SSC Bylaws.
● SSC meeting schedule for the academic year.
● SSC members and terms.
● Election process.
● Official correspondence.
● Agendas of SSC meetings.
● Any communications or information distributed to the SSC from individuals, school advisory committees, and groups.
● Minutes of meetings.
● Copies of all information distributed prior to or during the SSC meetings, including electronic presentations.
● Copies of current and prior year Site Plans.
● Conflict of Interest disclosure statements.

These items may also be provided online but should be available in print in the office

[14]Ed Code 35147(c)(1)(b)
[15] Id.

as well. After each SSC meeting, meeting minutes recording attendance, discussions, recommendations, and actions shall be submitted to the District office. All records pertinent to a funded project must be retained for three years. SSC records must be kept available for public review upon request.

XXIV. **Public Records.**

    A. **Material Provided to SSCs**. Any materials provided to a SSC shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.[16]

    B. **Agenda and Packets.** Agendas and meeting packets distributed to SSC members shall be made available to general members of the public at the SSC meeting.

    C. **Information Distributed.** The public has a right to writings distributed by any person to the SSC, unless such documents fall under a valid exemption with nondisclosure under the Public Records Act, which must be cited and provided in writing. If the information distributed was in electronic format, the document must be made available upon a request to the Chair or Co-Chair.

XXV. **Conflict of Interest.** The SSC shall follow the District's Conflict of Interest policies. A "Conflict of Interest" occurs when a SSC member or an individual in the member's immediate family stands to gain financially from adoption of a particular proposal submitted to the SSC. Avoidance of a "conflict of interest" position should be taken into account during the election of SSC members, e.g., personnel paid by funds to be allocated by the SSC should not be elected to the SSC, since funding for their position will need to be reconsidered and approved each year by the SSC.

When a "conflict of interest" occurs, the "Interested Member" must immediately leave the meeting and resign from the Council and be replaced by an Alternate. The former member who has resigned due to a conflict may attend future SSC meetings and has the same rights as a general member of the public. The District shall include a Conflicts of Interest training within general SSC trainings.

An exception to the above-stated rule shall exist in the case of programs that are generally available to a substantial number of teachers at the school. If needed, arbitration of conflict of interest disputes shall be conducted by the Superintendent or designee.

XXVI. **Dispute Resolution & Accountability.**
    A. **Approving a Site Plan.** It is the responsibility of the SSC to draft and adopt a Site Plan to be forwarded to the School Board for approval. Best efforts shall be made by SSC members to achieve the SSC's purpose. If a majority vote to

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[16] Ed Code 35147(c)(2)

approve the site plan cannot be achieved either due to a dispute or lack of quorum, the Principal shall immediately contact the Superintendent or designee who will, in a timely manner, mediate the issues of concern that are resulting in a Site Plan not being able to be adopted.

If the Superintendent or designee is not able to mediate issues of concern and desire to adopt a Site Plan for the Site facing an impasse, the School Board shall request a waiver from the State Board of Education with respect to requiring an SSC approval of the Site Plan.

B. Implementing the Site Plan. Because the School Board, administration, and SSC have separate but related responsibilities for the Site Plan, they need to work cooperatively. Every effort should be made to resolve disputes regarding the development and implementation of the Site Plan and SSC compliance issues. Should an impasse occur, several remedies are available:

- The SSC or an individual member of the SCC may communicate with the Educational Services Office in an effort to clarify policy or resolve a dispute.
- The P&O Committee or its designee may offer support to a SSC seeking clarification.
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.
- The SSC may appeal to the School Board to resolve issues of planning or implementation, to clarify an issue in doubt, or to establish a needed policy.
- The administration may recommend that the Board not approve a Single Plan believed to be flawed.
- The School Board may develop policies to regulate or inform SSC's and staff in the performance of their duties.

XXVII.   **Communications with the Board.** The Chair or co-Chairs (or designee) shall represent the SSC to the School Board and to the public, based on a majority vote of the SSC. Absent such a vote, the Chair or co-Chair may speak as an individual, but may not present him/ herself as representing the views of their school's SSC.

XXVIII.   **Amendment or Suspension of Bylaws.** Amendment or suspension of these bylaws must be authorized by the School Board. These bylaws shall remain in effect until amended or rescinded by the Berkeley School Board.

Appendix A: School Site Council Composition*, Quorum, and P&O Committee Representatives

School/Program Type	Parent** Members	Staff Members	Student Members	Minimum Size	Quorum***	P&O Committee Representatives
Elementary	**5 parents + 2 Alternates** (elected at large)	**5 staff + 2 Alternates** (includes Principal & at least 1 Classified staff member)	N/A	**10**	**6 = quorum** At least: ● 2 parent members & ● 2 staff members	**1** **+ Alternate(s)**
Middle	**5 parents + 2 Alternates** (elected at large)	**6 staff + 2 Alternates** (includes Principal & at least 1 Classified staff member)	**1 student + 1 Alternate**	**12**	**7 = quorum** At least: ● 3 non-staff members & ● 3 staff members	**2** **+ Alternate(s)**
Berkeley High BSEP Committee	**5 parents + 2 Alternates** (elected at large)	**5 staff + 2 Alternates** (includes Principal or designee & at least 1 Classified staff member)	**5 students + 2 Alternates**	**15**	**8 = quorum** At least: ● 2 parent members ● 2 staff members & ● 2 student members	**4** (minimum 2 must be parents/community) **+ 2 Alternates**
Berkeley High SSC	**3 parents + 2 alternates**	**+6 staff 2 Alternates** (includes Principal or designee & at least 1 Classified staff member)	**3 students + 2 Alternates**	**12**	**7 = quorum** At least: ● 2 parent members ● 2 staff members & ● 2 student members	*represented by BHS BSEP Committee*
B-Tech	**1 parent (+ Alternate)**	**2 staff (+ Alternate)** (includes Principal or designee; Classified staff optional)	**1 student (+ Alternate)**	**4**	**3 = quorum** At least: ● 1 parent member ● 1 staff member & ● 1 student member	**1** **+Alternate(s)**

School/Program Type	Parent** Members	Staff Members	Student Members	Minimum Size	Quorum***	P&O Committee Representatives
Independent Study Program	**1 parent** **(+ Alternate)**	**2 staff** **(+ Alternate)** (includes Principal or designee; Classified staff optional)	**1-student** **(+ Alternate)**	**4**	**3 = quorum** At least: ● 1 parent members ● 1 staff members & ● 1 student member	**1** **+ Alternate(s)**
Pre-K Program	**4 parents** **(+ Alternate)**	**4 staff (+ Alternate)** (includes Principal or designee and both Certificated & Classified staff)	N/A	**8**	**5 = quorum** At least: ● 2 parents ＋& ● 2 staff	**1** **+ Alternate(s)**
TK or other small school/program	**1 parent** **(+ Alternate)**	**2 staff** **(+ Alternate)** (includes Principal or designee; Classified staff optional)	N/A	**4**	**3 = quorum** At least: ● 1 parent member ● 1 staff member & ● 1 parent/staff member	**1** **+ Alternate(s)**

*minimum composition - a site may increase composition as long as parity among members is maintained

**parents/guardians, residents or community members

***quorum must include Principal or designee

APPENDIX B:
Annual Timeline of School Governance Council Activities

Tasks	Responsible	Date
Conduct elections for School Governance Council (SSC) at each school site	School Principal and outgoing SSC Chairperson or designee	September 30
Collect SSC membership, election data, and select P&O Rep(s); submit to District Office for review	School Principal and SSC Chair or designee	mid-October
Participate in orientation / training	All SSC members; District staff coordinate	mid-October
Review each SSC to certify the election and compliance with the guidelines; submit membership rosters to the Board of Education	District staff with P&O Committee representatives	October – November
Conduct regular meetings of the SSC to review all pertinent information about the effectiveness of the strategies adopted in the *Site Plan*; submit minutes of meetings	SSC Chairperson & School Principal; District staff to implement budget changes	ongoing
Collect and review student evaluation data from prior year and draw conclusions; prepare a report for the Board	Each SSC with school's Principal and District staff support	October thru December
Review school's student data analysis with selected School Board members & Educational Services Department staff	SSC Chairperson, members and Principal	January
Solicit input from school community re: the status, performance, and needs of the students and school	SSC Chair and members	January
Discuss funding priorities and possible new programs for the new year; develop (every 3 years) or revise the school's Action Plans and Strategies to meet the	Each SSC	January-February

three year Goals		
Develop budgets based on the Action Plans of the *Single Plan for Student Achievement*	Each SSC	March-April
Submit the *Single Plan for Student Achievement* with budgets for administrative review	Each SSC	May
Adopt each school's *Single Plan for Student Achievement* (after 2 readings)	School Board	May
Prepare recruitment activities for election of next year's SSC members	Each SSC	May-August
Publish BSEP Annual Plan, including Site Plans	District Staff	June-September

BERKELEY HIGH SCHOOL
SCHOOL SITE COUNCIL BYLAWS

Board of Education
Presented February 19, 2020

I. Name of the Committee

Berkeley High School shall establish a School Site Council (SSC) as is required by Education Code for any school participating in the programs funded through the Consolidated Application process, and may include any other school program it chooses to include.[1]

The SSC shall be established in accordance with California law, local statute, and policies and bylaws adopted by the Board of Education.

II. Purpose and Philosophy

The purpose of the California public school system is to provide for the academic development of each pupil and prepare each pupil, to the extent of his or her ability, to become a lifelong learner, equipped to live and succeed within the economic and societal complexities of the 21st century. The success of a school in achieving this goal, and the success of the students it serves, comes through the shared responsibility of the staff and the entire school community.

III. Charge of the School Site Council

The primary charge of the SSC is to develop a *Single Plan for Student Achievement* (SPSA)[2]. The purpose of the *Single Plan for Student Achievement* (herein after called the *School Plan*) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The SPSA involves a continuous development, implementation, and monitoring cycle.

In the comprehensive high school, the WASC/CDE protocol, *Focus on Learning*[3] serves as the basis for the SPSA. Both WASC and SPSA share the goal of improving instructional programs. The purpose of WASC accreditation is "to provide high quality learning opportunities …with the added requirement … of continual self-improvement." The WASC process guides the school into an ongoing improvement process that includes implementation, assessment and refinement of the school wide action plan on an annual basis. Appropriate reports and reviews throughout the normal six-year cycle of accreditation support this process." (See Appendix A[4])

[1] California Education Code, 2008, Section 52800, Thomson & West, Section 64001(a).
[2] *A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils*, Overview of the Single Plan for Student Achievement, California Department of Education, November, 2006, p. 1
[3] *Focus on Learning,* Joint WASC/CDE Process Guide, 2009 Edition, Updated Fall 2009. California Department of Education and Western Association of Schools and Colleges.
[4] Ibid, pp. 3-7.

IV. Overview of the Single Plan for Student Achievement[5]

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the *Single Plan for Student Achievement* (SPSA). The stated purpose of the SPSA is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."

This legislation requires that schools participating in programs funded through the consolidated application process assure that school site councils develop and approve a *Single Plan for Student Achievement.* Schools may also include any other school program they choose to include. [6]

A. Requirements of the *School Plan*[7]

1. The *School Plan* must be developed with the review, certification, and advice of any applicable school advisory committees.

2. The *School Plan* must be developed to be in alignment with the District's goals, objectives and policies.

3. School goals must be based on "an analysis of verifiable student data, including the Academic Performance Index ... and the English Language Development test ... and may include any data voluntarily developed by the school or district to measure student achievement.

4. The *School Plan* must address how the Consolidated Application funds (and other funds as determined) will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index...".

5. The *School Plan* must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."

6. The *School Plan* must be reviewed and approved by the BUSD Board of Education annually "whenever there are material changes."

B. Contents of the *School Plan*

The contents of the *School Plan* shall include all of the following:[8]

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[5] A Guide and Template for The Single Plan for Student Achievement, California Department of Education, November, 2006, p. 1.
[6] EC 64001 (a)
[7] EC 64001 (a, d, f)

1) Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student.
2) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language students will understand; and instruction of educationally disadvantaged students, gifted and talented students, and students with exceptional needs.
3) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
4) Ongoing evaluation of the educational program of the school.
5) Other activities and objectives as established by the Council.
6) The proposed expenditure of funds available to the school through the school-based state and federal categorical programs and other funds available to the school for the benefit of the students.[9]

The SSC shall annually formally review the goals, student outcomes, expenditures and program data of the *School Plan*, and make any necessary modifications in the Plan to reflect changing needs and priorities before submission of the Plan to the Board of Education for annual approval.

V. Responsibilities of School Site Council
A. Responsibilities of the SSC Members
1. Developing the School Plan
The responsibility of the SSC is to develop the *School Plan*. The SSC is responsible, annually, to evaluate, monitor, revise and approve the following elements of the *School Plan:*
- WASC Plan.
- Expenditure Plan for all state or federal categorical funds (such as EIA).
- ELAC Committee's Plan for expenditure of EL funds.
- School Safety Plan.
- BSEP Site Plan for the expenditure of BSEP School Discretionary funds.

The *School Plan* may include review of other programs, expenditure budgets or factors related to improving the academic performance of the students as determined by the SSC annually.

In summary, the process for developing the *School Plan* is:[10]

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[8] EC 52853
[9] Ibid (7)
[10] Guide to the *Single Plan for Student Achievement*, California Department of Education, Nov. 2006, p.11

- Step One: Measure effectiveness of improvement strategies at the school
- Step Two: Seek input from school advisory committees/school community
- Step Three: Reaffirm or revise school goals and align with District goals.
- Step Four: Review improvement strategies and expenditures
- Step Five: Approve and recommend the approved *School Plan* to the District's Board of Education
- Step Six: Monitor implementation of the *School Plan.*

[See Exhibit 1: a process timeline for developing the SPSA[11].]

2. **Annual SSC Orientation**
   SSC members must participate in an annual SSC orientation meeting, and other workshops provided by District staff relevant to the SSC's charge and responsibilities.

3. **Soliciting Input and Disseminating Information**
   The SSC must demonstrate that it has disseminated information about its work widely in the school community and has solicited input from all groups and individuals included in their respective constituent groups. The principal shall make meeting space available outside of regular class hours so that SSC parents, students, teachers, and classified staff can each host regular meetings with their constituent groups.

   While the SSC may not**,** in every case**,** include members representing each group comprising the school community, the elected members must consider the needs of the children of all the various school groups and individuals, and must demonstrate the means by which the needs of all children have been considered in developing and implementing the *School Plan.*   All members of the school community must have opportunities to bring their interests and concerns before the SSC.

   Annually, the SSC recommends the *School Plan* to the District's Board of Education for adoption. The recommended *School Plan* must be transmitted with an Assurances Letter, signed by the Principal and SSC Chair(s), which confirms for the Board of Education that the SSC has properly executed its responsibilities.

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[11] Ibid., p. 5

B. Responsibilities of the School Principal

The principal is a voting member of the SSC, and is vital to the success of the planning and implementation of the *School Plan.* A principal's leadership is critical to the success of the SSC. The greater the principal's ability to engage and involve the SSC and other members of the community in planning, program and budget development, the more effectively student learning will be improved at that site.

By law, the principal has no administrative authority over the SSC and therefore may not veto decisions made by the SSC nor make changes to the *School Plan* after it has been approved by the SSC. Because it is the principal's responsibility to implement the *School Plan*, the SSC should give weight and consideration to the principal's view.

The principal has the following duties with respect to the development of the School Plan:
- Provide vision, leadership and information to the SSC.
- Provide student data to the SSC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan.*
- Provide clear revenue and expenditure information for the SSC to use in developing a realistic and accountable *School Plan.*
- Administer the school-level activities of the approved *School Plan.*
- Ensure that District guidelines with respect to hiring, procurement of materials and conflict of interest are followed.
- Together with members of the previously elected SSC, ensure that elections for the SSC are open, widely publicized, and timely.

C. Responsibilities of the Governing Board

The local governing board adopts policies for the development and implementation of the *School Plan* consistent with the law. Acting upon the recommendation of the School Site Council, the Board votes on the approval of the *School Plan* and all subsequent revisions of it. The Board also must certify that the *School Plan* is consistent with local educational agency plans and initiatives. The *School Plan* must have Board approval to authorize expenditures proposed in the School Plan. [12] The Board must provide assurances to the CDE that the SSC of any school participating in programs funded through the consolidated application process has developed the SPSA in accordance with the law.
(See Exhibit 2: "Recommendations and Assurances.")[13]

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[12] *A Guide and Template for The Single Plan for Student Achievement*, California Department of Education, November 2006, p. 6
[13] EC 60001(a)

In the event that the governing board does not approve the School Plan in part or whole, the Plan shall be remanded back to the BHS SSC for modification.

D. Responsibilities of the Administration

The district and school administration, which may include an appointed leadership team, is responsible for implementing the SPSA. Administration of the SPSA includes assigning, directing, and supervising project staff; purchasing materials and equipment and accounting for project funds.[14]

As per Board policy, the Superintendent or designee will provide, annually, training and information to the members of the SSC to facilitate its ability to collaboratively analyze data, design measurable goals, and develop, monitor, and evaluate SPSA programs. The District will provide a written handbook of guidelines and information relevant to the SSC's charge and disseminate it to the SSC members.

Annually, the District will provide student data to the SSC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan.*

The District will also make available regularly to the Principal and the SSC revenue and expenditure reports, including an annual report of revenue and expenditure to enable the SSC to prepare its *School Plan).*

VI. Organizing the School Site Council

A. Composition of the SSC

The SSC shall be composed of the principal and representatives of: teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents elected by such parents and students elected by students attending the school. Classroom teachers shall comprise the majority of the school staff.

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[14] EC Section 64001(h)
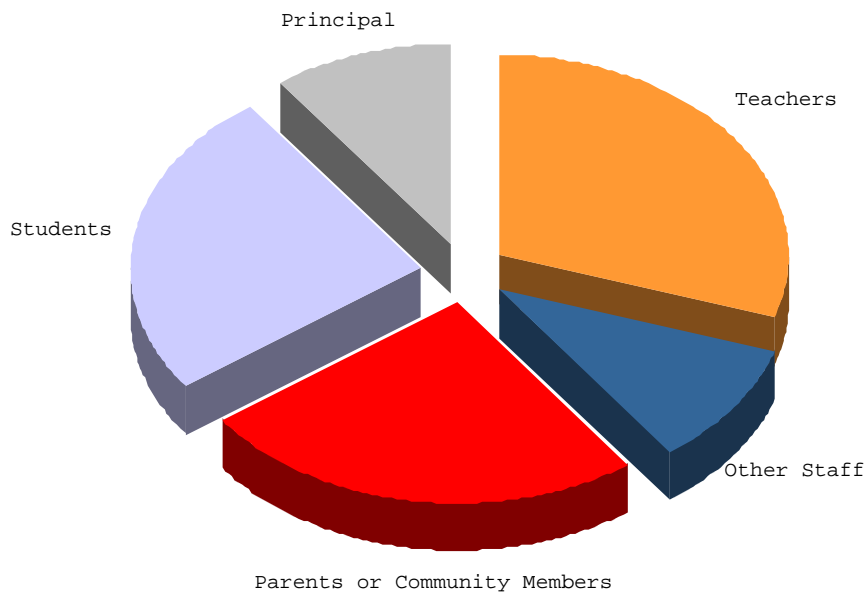
The size and composition of the BHS SSC shall be as follows:

<u>**Membership = 16 persons**</u>

<u>**School**</u>	<u>**Parents, Students, Community**</u>
Principal	3 Parents or Community
1 Classified Staff (minimum)	3 Students
4 Certificated/Other Staff	

6 Alternates (2 each for Staff, Student, and Parent/Community seats)

NOTE: Co-membership (two persons sharing one seat) shall not be permitted.

VII. Elections

A well-publicized election to the SSC shall be conducted during September each year with the elections completed by October 1.

Recruitment of candidates and election of members should be conducted in such a manner as to promote an SSC which reflects the ethnic, linguistic, socioeconomic and programmatic composition of the school. It is strongly desirable that members represent the diversity of the student population of the school, as well as those students who are participating in special programs such as instruction for second language students, special education, gifted and talented, and compensatory education.

To this end, efforts should be made to ensure that information about the mission and role of the SSC is widely disseminated and that the election process is made accessible to all members of the school community.

No parent, teacher or classified staff person nominated for re-election may be involved in the supervision and oversight of the election process, i.e., chairing the election meeting, counting the votes, and so forth.

A. Parent Elections

Parents/guardians, residents, or other community members shall be elected in September, no later than September 30. Parents/guardians, residents, or community members shall be elected from the school at large. The Principal shall work with key parent organizations such as the PTSA and outgoing parent SSC members to conduct elections. The District's and High School's Parent Outreach staff and the District's Public Information staff will assist the school in its efforts to recruit candidates who represent the student body of BHS and to expand and diversify participation in the elections.

B. Teacher Elections

Teacher members shall be elected by teachers no later than September 30th.

C. Classified Staff Elections

Classified staff shall be elected by their peers in the fall no later than September 30th.

D. Student Elections

Student members of the SSC shall be elected from Berkeley High School in the spring prior to the school year in which they will serve.

E. Alternates
Alternates may only participate in the absence of an elected member.
For each membership type, the next two persons obtaining the highest number of votes may be designated as non-voting Alternates for those groups.

F. BSEP and ELAC Committee Liaisons to the SSC
To enhance coordination between the SSC and the ELAC, and the SSC and the BSEP Site Committee in developing the *School Plan* in years when an ad hoc BSEP Site Committee is established, each Committee shall appoint at least one member of their respective Committees to serve as a non-voting Liaison to the other Committee.

G. The Principal on the SSC
The Principal is a de facto member of the SSC; s/he may appoint another administrator as his/her designee.

H. Term of Office
The term of office of the SSC shall be October 1 through September 30 of the following year. An SSC member may be re-elected for subsequent terms, without limit.

VIII. Operations of the School Site Council
A. Election of officers
The SSC needs to elect officers with stated responsibilities and authority, including:

- **Chair or Co-Chairs** to preside over SSC meetings. If Co-Chairs are elected, at least one should be a parent. It is strongly recommended that the principal not be the Chair.
- **Secretary:** to ensure that meeting minutes are recorded and submitted to the District Office in a timely fashion and to maintain other documents as required. Due to the volume of work required by the BHS SSC, and to ensure the timely posting of meeting notices and minutes, the school may choose to retain a staff person who may be compensated to serve as the SSC Recording Secretary. Said person shall be non-voting and shall not engage in the SSC deliberations. In the event that the SSC retains a Recording Secretary who is compensated, the SSC shall nevertheless select a Secretary from among its membership to serve as a liaison between the SSC and the Recording Secretary.
- Parliamentarian: to resolve questions of procedure with the help of Robert's Rules of Order or similar guide.
- **BSEP Planning and Oversight Committee Representatives:** upon completion of the SSC elections, the SSC shall select the school's

Representatives and alternates to the district-wide BSEP Planning and Committee (P&O Committee). P&O Representatives are not required to be SSC members, but they are required to communicate regularly with the SSC. The P&O representatives shall provide regular updates on the BHS SSC activities to demonstrate to the P&O and the District that it is properly involved in the development, monitoring, and evaluation of the Site Plan. (For more details regarding the responsibilities of Planning and Oversight Committee Representatives, see the *BSEP Planning and Oversight Committee Bylaws.*)

B. Responsibilities of School Site Council Chair/Co-Chairs
- Preside over the meetings of the SSC.
- Make arrangements for the Co-Chair to preside over any meetings which the Chair is unable to attend.
- With the SSC membership, publicize the upcoming SSC election each year, via a welcoming letter to parents and staff, announcements and tables at PTA meetings and Back-to-School Night, encouraging parents and staff to participate on the School Governance Council.
- Attend SSC orientations and training meetings as provided by District staff.
- Represent the SSC in presenting its recommendations and concerns to the School Board and to the public. The recommendations and opinions presented are to represent those of the Committee as a whole (not the Chair's nor any individual member's opinion), as shall be discerned by discussion and direction of the SSC at a legally convened meeting.
- Sign, on behalf of the SSC, the annual "Recommendations and Assurances" letter which transmits the SSC's approved *School Plan* to the Board of Education for adoption. (See Exhibit 2: "Recommendations and Assurances")

IX. Open Meeting Laws and Rules of Order
The SSC is governed by the State of California "Open Meeting Law"[15] and these Bylaws as follows.

A. Open Meeting Law
The SSC shall meet regularly and as often as needed to accomplish its duties. The day and time of SSC meetings shall be agreed upon among the SSC members (both parents and staff) and, preferably, shall be at a set time. A calendar of meetings should be established at the first meeting and then published, to allow maximum community participation. SSC meetings must operate according to the following rules:

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[15] EC 35147

- Meetings must be open to the public.
- Notice of the meeting must be posted at the school site at least 72 hours before the meeting (preferably longer). Such notice shall be given in the Principal's bulletin, on the school e-tree, and posted by the Secretary in an identified place for meeting notices.
- The notice must specify the date, time, and place of the meeting and the agenda.
- The SSC cannot take action on an item not described on the posted agenda unless, by unanimous vote, it finds a need for action unknown when the agenda was posted.
- The public may address the SSC on any item within the subject matter jurisdiction of the SSC.
- Questions and brief statements of no impact on students or employees that can be resolved by providing information need not be described on the posted agenda.
- If these procedures are violated, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item.

B. Information in Spanish

Information in the Spanish language about the SSC agendas, minutes and the School Plan shall be made available upon request. Meeting notices shall include the contact point to obtain the requested information in Spanish. Spanish translation of the SSC meetings shall also be provided upon the request of interested parties.

C. Accessible meetings

SSC meetings shall be shall be open to the public and conducted in the City of Berkeley in a place which is accessible to the public. Effort should be made to provide an interpreter for the meeting in the event that non-English speaking individuals wish to participate in SSC meetings.

D. Quorum Requirements

A quorum of SSC members must be in attendance to approve any action of the SSC. A quorum shall consist of no fewer than "one half plus one" of the total number of SSC members, that is, at least 9 SSC members. In addition, the quorum shall further require that no fewer than two (2) staff (including the principal or designate), two (2) parents/community members, and two (2) students are in attendance.

In the absence of voting members, Alternates may be counted for the quorum and may vote in their place.

E. Removal from Membership on the SSC

In the event that an SSC Member should fail to attend three or more SSC meetings, s/he may be considered to have relinquished his/her post by a majority vote of the SSC.

F. Filling Vacancies

Every effort should be made to have a complete SSC. In the event of a vacancy, an Alternate shall be selected from the same group which held the original seat (i.e., teacher, parent or student). In the event that a vacancy occurs and there is no Alternate, an interim election shall be conducted by the same group which held the original seat.

G. Conduct of meetings

SSC meetings are public meetings; the regulations and procedures governing meetings of other public bodies (such as Roberts Rules of Order) generally apply to meetings of the SSC. *SSC* meetings should be conducted in an open, civil manner.

H. Voting

When a vote is taken, it must be open and recorded; secret ballots are not permitted. Although reaching consensus in decision-making is desirable, a majority vote (one-half + 1) of those present is required to approve Action Items.

I. Record keeping

Public records require safekeeping. SSC records should be filed in a secure place which shall be available to the SSC members. Federal law requires that all records pertinent to a funded project be retained for three years.[16] SSC records must be made available for public review upon request. The SSC shall maintain records of the following:

- Elections
- Official correspondence
- Agendas of SSC meetings
- Evidence of input from school advisory committees and groups
- Minutes of meetings, recording attendance, discussions, recommendations, and actions
- Copies of current and prior year *School Plans*
- Documentation required to modify the School Plan

After each SSC meeting, minutes shall be completed in a timely manner and

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16 Code of Federal Regulations, Section 34, Part 74.53

made accessible to the public in both electronic and printed copy. A "Meeting Summary Report" recording attendance, discussions, recommendations, and actions shall be submitted to the appropriate District office in a timely manner.

J. Soliciting Input from the School Community

Prior to developing the *School Plan*, the SSC shall solicit input from members of the school community, advisory groups, teachers, administrators, parents and students, when appropriate, regarding the status, performance and needs of the students and school. Such solicitation may come through surveys, informational meetings, and the exchange of information with all the stakeholders in the school.

K. All Students versus Targeted Groups of Students

The *School Plan* must benefit all the children at the school, although particular school funds may be targeted toward special purposes. Not every program that the school develops must directly benefit every child. The school's decisions related to program development and financial allocations should consider qualitative and quantitative data that may determine the needs of all the school's students.

X. Conflict of Interest

"Conflict-of-interest" laws are based on the notion that members of a body responsible for making decisions about public funds, owe their paramount loyalty to the public, and that personal or private financial considerations should not be allowed to enter the decision making process."[17]

"A public official has a financial interest in a decision within the meaning of Government Code Section 87100 if it is reasonably foreseeable that the decision will have a material financial effect, distinguishable from its effect on the public generally, on the official, or a member of his or her immediate family.[18]

The "public interest" of the SSC is to identify and allocate resources, without personal bias, to educational programs which lead to improving the achievement of the students for whom they are responsible to provide an education. A conflict-of-interest thus occurs when a SSC member participates in making a particular decision in which s/he or an individual in the member's immediate family stands to gain financially from adoption of that particular decision.

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[17] *Conflicts of Interest*, Office of the Attorney General, Preface by Bill Lockyer, Attorney General, January 1, 2004
[18] Government Code Section 87103.

The SSC shall enforce "conflict of interest" laws in accordance with applicable regulations in Government Code, Education Code and in policy adopted by the Board of Education. The District shall provide training annually to the SSC about the "conflict of interest" regulations.

Avoidance of a "conflict of interest" position should be taken into account during the election of SSC members, e.g., personnel paid by funds to be allocated by the SSC should not be elected to the SSC since funding for his/her position will need to be reconsidered and approved each year by the SSC. When a conflict-of-interest occurs during the course of the SSC's term, the "interested member" must resign from the SSC and be replaced by an Alternate.

An exception to the above-stated rule shall exist in the case of programs that are generally available to a substantial number of teachers at the school.

If needed, arbitration of "conflict of interest" disputes alleged by an individual or the SSC shall be resolved through the dispute resolution procedures approved in these Bylaws.

XI. Approval of the *School Plan* and Budget(s)

A. Two Readings of Plan and Budget
The SSC must have two readings of the *School Plan* and budget(s) prior to taking action to approve. The budget presented by the Principal and the final reports from the Standing or Special Committees (e.g., ELAC Committee, School Safety Committee, BSEP Site Committee) to the SSC must be presented for review and discussion at meetings of the SSC at least one week prior to the meeting where a vote for approval of these budgets and/or reports will take place. The final approval of the *School Plan,* including final budget allocations, may not be approved by a vote of the SSC at the same meeting at which it is presented for the first time.

B. Mid-year Changes to the School Plan
The SSC may amend the *School Plan* at any time, in accordance with Board of Education policy and SSC Bylaws. Whenever the SSC makes a material change to the *School Plan*, the Board of Education must approve the change. Any of the following factors may indicate a need to amend the *School Plan* during the school year:
- A major service or activity proves ineffective, and students are at risk.
- Loss of funding or other material changes occur that affect the academic programs.

- Staff, equipment, or materials essential to the *School Plan* cannot be procured.
- School boundaries or demographics suddenly change.
- An activity is found to be non-compliant with state or federal law.
- A planned activity is not supported by staff, parents, or students.

XII. School Site Council Subcommittees

The SSC may establish or abolish subcommittees of its own membership to assist the SSC in developing, monitoring, or evaluating the *SPSA*. Such appointed groups may be charged with gathering and analyzing information, proposing strategies for improving instruction, examining materials, staffing or funding possibilities, or drafting portions of the *School Plan* for SSC consideration.

For example, a subcommittee may be tasked with reviewing and recommending goals for the *School Plan* or to study the student data in depth and provide the Committee as a whole with a synthesis of the most relevant student data. Other tasks which may be delegated to a subcommittee include investigating and reporting on a successful program operating at another school or considering unsolicited proposals from any individual or group.

Subcommittee members may be appointed by the SSC Chairperson(s) with the advice and consent of the SSC. At least one member representing teachers and one member representing parents shall make up any SSC subcommittee. No subcommittee may exercise the authority of the SSC.

XIII. Standing and Special Committees

The *School Plan* must be developed with the advice, review, and certification of any applicable school advisory committees.[19] The School Safety Committee and the English Language Learner Advisory Committee (ELAC) shall be considered Standing School Advisory Committees of the SSC. Other Standing School Advisory Committees, such as a Program Evaluation Committee, may be established as required by state or federal law, by the decision of the SSC or by policies of the District's Board of Education. All School Advisory Committees shall have the responsibility to advise the school, through the SSC, on how to meet the needs of students for whom state and federal funds are allocated. Each of these Standing Committees shall develop its own Bylaws which shall be in conformance with the SSC Bylaws.

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[19] EC Section 64001 (a)

A. The SSC and the School Safety Committee
The SSC is charged to write and develop a comprehensive School Safety Plan relevant to the needs and resources of the school. The SSC may delegate this responsibility to a School Safety Committee.[20] At Berkeley High School, due to the magnitude of the charge of this Committee, the School Safety Committee shall be considered a Standing Committee.

The charge of the School Safety Committee shall be to write, evaluate and update annually a comprehensive school safety plan that addresses the safety concerns of Berkeley High School identified through a systematic planning process. In developing the School Safety Plan, the School Safety Committee shall consult with a representative from the City of Berkeley law enforcement agency, the Alameda County probation agency, the City of Berkeley Public Health and Mental Health agencies and the BHS Student Health Center.

The members of the School Safety Committee shall be appointed by the SSC;
The School Safety Committee shall be made up of the following members:
- The Principal or the principal's designee.
- One teacher who is a representative of the recognized certificated employee organization.
- One parent whose child attends the school.
- One classified employee who is a representative of the recognized classified employee organization.
- Other members, as desired. Joint membership on the SSC and the School Safety Committee of some members is desirable.

The School Safety Committee shall annually review its charge and the existing goals and strategies in the *School Plan* related to the charge of the School Safety Committee, and will develop recommendations for improving school climate and safety. The SSC shall annually review and approve the School Safety Plan developed by the School Safety Committee, and shall integrate those recommendations into the *School Plan* prior to presenting the approved *School Plan* to the Board of Education for adoption.

If the SSC modifies the School Safety Plan, the School Safety Committee and the SSC shall meet in an attempt to resolve the proposed modifications prior to the *School Plan* being presented to the Board of Education for adoption. In the event that agreement about the SSC proposed modifications is not achieved, the School Safety Plan shall be presented to the Board of Education as approved by the SSC.

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20 EC 32280-32289,

B. English Learners Advisory Committee (ELAC)

In compliance with California Education Code,[21] BHS shall have an English Language Learners Advisory Committee (ELAC) which shall be a Standing Committee. Although the law allows the ELAC to designate its charge to the SSC, at BHS, due to the large number of EL students and their families, the ELAC shall be considered a Standing Committee. In compliance with this provision of the law, this designation shall be renewed every two years by a vote of a properly convened ELAC.

The charge of the ELAC shall be to assist in the school's language census and needs assessment of ELL students, and to develop recommendations for the expenditure of any funds allocated for educational services for the English Language Learner population at BHS. The ELAC should also be responsible for identifying ways to make parents aware of the importance of their students' regular school attendance.

The ELAC Committee is open to all parents/guardians of ELAC students. The law does not describe a mandated size for the ELAC. The only requirement is that the percentage of parents/guardians of English learners serving on the ELAC must be the same as the percentage of English learners in the school.[22]

To enhance coordination between the SSC and the ELAC in developing the *School Plan*, each Committee shall appoint at least one member of their respective Committees to serve as a (non-voting) Liaison to the other Committee.

A *Plan* for services to EL students shall be developed annually by the ELAC. The ELAC plan shall be presented to the SSC annually for approval, and the ELAC recommendations shall be incorporated into the SSC's *School Plan.* The ELAC must approve the *School Plan* prior to the SSC approving the *School Plan* to be presented to the Board of Education for adoption.

C. Program Evaluation Advisory Committee

It is the responsibility of the SSC to modify those activities approved in the *School Plan* which have proved ineffective in leading to the improvement of student performance. To that end, the SSC, in conjunction with the school's and district's administration, may appoint a Standing Committee for Program Evaluation to perform the function of monitoring the effectiveness of the activities of the adopted School Plan.

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[22] EC Section 52176 per *The Administrator's Guide to English Learner Advisory Committees, 2007-08.* School Innovations & Advocacy, 2007. www.sia-us.com

The members of a Program Evaluation Advisory Committee will be appointed annually, no later than October 15th. The members will be appointed by agreement of the High School Principal and the Chair or co-chairs of the SSC. The Superintendent shall appoint someone from the district office to participate in the Committee. Members may include teachers, parents, school and district administrators and external consultant(s). Every effort shall be made to appoint members to the Committee who can provide an objective evaluation of the programs to be evaluated.

The charge of the Committee is to work closely with the district's Office of Evaluation and Assessment (BEA) to develop a plan for evaluation of the programs identified in the *Single Plan for Student Achievement*. Committee members may also assist in preparing student and program data in formats which are understandable to the members of the SSC, and in disseminating the information to other interested individuals or groups. The findings of this Committee shall be brought to the whole SSC on a regular and timely basis.

XIV. The SSC and the BSEP Site Committee
A. Potential for A Discrete Committee
BHS may constitute an ad hoc BSEP Site Committee if the size and complexity of the charge of the School Site Council and the recommendation for Site Program fund expenditures warrant the separation. For example, WASC survey and revision years, or BSEP Site Fund application process revisions, might present a situation in which BHS constitutes a discrete BSEP Site Committee for that year's work.

The Principal shall consult with the BSEP Director and the Superintendent or her/his designee prior to any vote by the SSC to create an ad hoc BSEP Site Committee. The SSC must convene in the Spring to discuss and vote to create a discrete ad hoc BSEP Site Committee for the following school year. This must be completed before the student election of committee members is conducted.

The charge of a discrete BHS BSEP Site Committee is to consider BHS' *School Plan* and to develop an Annual Plan for the expenditure of BSEP Site Program Funds for the personnel, services and materials required to deliver effective activities leading to improved student performance as described in the *School Plan.*

B. Coordination between the BSEP Site Committee and the SSC
In a school year in which BHS constitutes discrete committees, to enhance coordination between the SSC and the BSEP Site Committee in their work,

each Committee shall appoint two members of their respective Committees to serve as a (non-voting) Liaison to the other Committee.

The BHS BSEP Site Committee will have at least two joint meetings with the School Site Council: one in the fall, once both new committees are constituted, to review the BHS *School Plan* for the current year, and once in the spring when the SSC is considering adopting the budget proposed by the BSEP Site Committee. Additional meetings may be scheduled as needed to ensure collaborative planning. Toward this end, the SSC shall notify the BHS BSEP Site Committee when revisions to the *School Plan* are taking place.

C. BSEP Budget Approval by SSC.

In a school year in which BHS constitutes discrete committees, the BSEP Site Committee's recommended *Annual Plan for the expenditure of BSEP School Discretionary funds* shall be submitted to the BHS SSC where it will receive a vote to approve or disapprove.

If approved, the BSEP Site Committee's *Annual Plan for the expenditure of the BSEP School Discretionary funds* shall be submitted to the Board of Education for adoption.

In the event that the BHS SSC rejects the BSEP Site Committee's *Annual Plan* budget recommendations in whole or in part, the BSEP Site Committee shall have an opportunity to respond directly to the concerns of the SSC. The SSC will observe the following process in developing its response to the rejection of the BSEP *Annual Plan* budget recommendations:

- The response should be focused exclusively on those items for which the BSEP funding in the current year was reduced or eliminated ("considered but not recommended").
- If the SSC's recommendation is to fund an item which was reduced or eliminated in the BSEP recommendation, then an item or items of an equivalent amount in the funded budget must be reduced or eliminated so that SSC recommended budget is balanced as was the budget recommended by the BSEP Site Committee.
- The SSC's recommendation shall be approved by a simple majority vote (50% + 1) of the SSC.
- The SSC shall deliver a written response to the BSEP Site Committee which details the revised budget recommendation and comments on the rationale for its changes in the recommendation.
- The BSEP Site Committee shall then consider the SSC's recommendations and either support or reject them. After

consideration, the BSEP Site Committee shall refer its reconsidered budget to the SSC.

- If disagreement about the budget recommendations persists between the SSC and the BSEP Site Committee, then the recommendation of each of the Committees and the recommendation of the School Principal shall be submitted, with a written rationale from each Committee and the School Principal, to the Board of Education for adoption.

The BSEP Site Committee at Berkeley High shall be responsible for oversight of the expenditure of BHS BSEP School Discretionary funds.

XV. Dispute Resolution

Because the School Board, administration, and SSC have separate but related responsibilities for the *School Plan*, they need to work cooperatively. Every effort should be made to resolve disputes regarding the development and implementation of the *School Plan* and SSC compliance issues. Should an impasse occur, remedies available are:

A. Individuals may file a formal complaint, only about an alleged violation of process, under the district's *Uniform Complaint Procedure for Categorical Programs.*

B. If the SSC is in dispute within itself or with the school's implementation of the School Plan, then the following process for assistance in resolving the dispute may be observed:
1) Designated representatives of the SSC may request assistance from the Educational Services Office in an effort to clarify policy or resolve a dispute.
2) If resolution is not reached, the complaint may be brought to the Superintendent to arbitrate.
3) If the SSC is not satisfied with the Superintendent's decision, the decision may be appealed to the Board of Education. The Board of Education may establish a rule on the issue involved, and/or may remand the issue back to the SSC with guidelines to resolve the issue.

XVI. Amendment or Suspension of Bylaws

Amendment or suspension of these Bylaws must be authorized by the BUSD Board of Education. These Bylaws shall remain in effect until amended or rescinded by the BUSD Board of Education.

EXHIBIT 1

ACTIONS REQUIRED OF THE SCHOOL SITE COUNCIL[23]

The graphic below represents the cycle of actions required by the School Site Council in the development, implementation, and revision of the SPSA.[24]
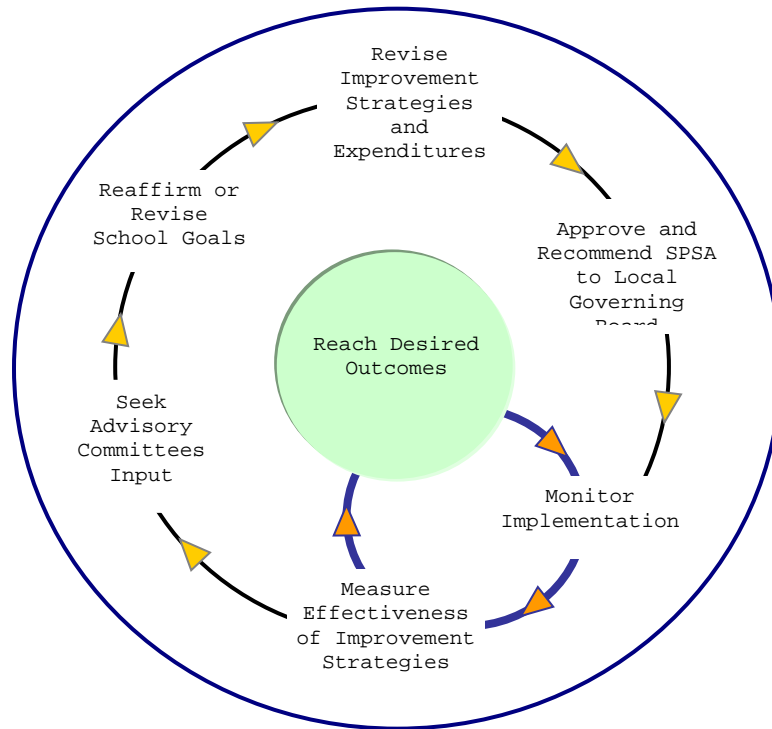
[23] *EC* Section 64001

[24] A Guide and Template for the Single Plan for Student Achievement, p. 5

Exhibit 2: **RECOMMENDATIONS AND ASSURANCES** **BHS SCHOOL SITE COUNCIL** **SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)**	**FY** ____

I. SUMMARY OF SCHOOL GOALS:

-

-

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SCHOOL SITE COUNCIL MEMBERS:

Staff	Parents/Community*	Students*
(Principal)	1) Chair	1)
(Classified)	2)	2)
1) (Teachers)	3)	3)
2)	(Alt)	(Alt)
3)	(Alt)	(Alt)
4)		
(Alt)		
(Alt)		

*A quorum of the School Site Council consists of: 7; at least 2 each of Staff, Parents/Community, and Students, plus one more member of any type

ELAC Committee Chair _____
　　　　　　　　　　(Name)　　　　　　(signature)　　　　　(Date)

School Safety Committee Chair_____
　　　　　　　　　　(Name)　　　　　　(signature)　　　　　(Date)

SSC Chair_____
　　　　　　　　　　(Name)　　　　　　(signature)　　　　　(Date)

RECOMMENDATIONS & ASSURANCES

The School Site Council recommends this *School Plan* and its related expenditures to the District's governing Board for approval, and assures the Board of the following:

1. The Berkeley High School Site Council is correctly constituted, and was formed in accordance with District applicable state law, governing board policy and local statute.

2. The BHS School Site Council reviewed its responsibilities under state law and District governing board policies.

3. The BHS School Site Council members do not have a conflict of interest in making budget decisions regarding these categorical school funds.   No one sitting on the School Site Council stands to benefit financially from any decision of the Council.

4. This Single Plan for Student Achievement is based on an analysis of student academic performance, as well as other benchmarks of student achievement. The Committee believes that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.

5.   The BHS School Site Council sought and considered all recommendations from the following committees, before adopting this School Plan:
    - English Learner Advisory Committee (ELAC)
    - School Safety Committee
    - BHS BSEP Site Committee

6. This School Plan was reviewed and approved by the BHS English Learner Advisory Committee on _____.

7. This school plan was adopted by the BHS School Site Council on _____.

ELAC Committee Chair	Signature	Date
School Safety Committee Chair	Signature	Date
Principal	Signature	Date
BHS School Site Council Chair:	Signature	Date
Director, Curriculum & Instruction	Signature	Date
Assistant Superintendent, Educational Services	Signature	Date

APPENDIX A

An excerpt from *Focus on Learning: Joint WASC/CDE Process Guide*
by
California Department of Education and
Western Association of Schools and Colleges
2009 Edition, Updated Fall 2009

Focus on Learning: Overview

Rationale

Focus on Learning Joint Process WASC/CDE is an ongoing school improvement process that assists a school in an in-depth look at what currently exists and what needs to be improved in relation to student learning and the school's program. Basic concepts addressed in this process focus upon student success in meeting expected schoolwide learning results and academic standards (i.e., what all students should know and be able to do by graduation). They are:

1. How are the students achieving?

2. Is the school doing everything possible to support high achievement for all its students?

Through the *Focus on Learning* process a school fulfills the requirements for Accreditation and forms the basis for the Single Plan for Pupil Achievement through use of a single set of curriculum-driven criteria for high schools.

School Improvement Cycle
The accreditation process is an ongoing, perpetual cycle of assessment, planning, implementing, monitoring, and reassessment: The process is guided and assisted by self- study, visit, and follow-up. Annually, schools are expected to summarize the degree to which all students, including disaggregated subgroups, are accomplishing the expected schoolwide learning results and state or local academic content standards. In addition, schools must review the progress on the current schoolwide action plan in relation to student achievement and make appropriate revisions. Every six years, a school conducts an in-depth self-study to examine overall progress accomplished since the last self-study and the effectiveness of its current program based on the WASC criteria in relation to student achievement. This results in a written summary of findings supported by evidence and the development of an updated schoolwide action plan for the next three to five years. The completed school report is sent to the visiting committee members for careful study at least four to five weeks prior to the visit. Using the results

of the visit, the school modifies and implements its action plan and so continues the cycle of improvement.

WASC Six-Year Cycle for Schools[25]

Below is the WASC six-year cycle that demonstrates the ongoing improvement cycle.

Year Six – Past Cycle:
Completion of Self-Study/Visit/Refinement of Strategic Plan

New Cycle

Year One: Profile update, progress Report, refinement of Schoolwide Single Plan for Student Achievement

Year Two: Profile update, Progress Report, refinement of Schoolwide Single Plan for Student Achievement

Year Three: Profile update, Midterm Progress Report (one-day review), refinement of Schoolwide Single Plan for Student Achievement

Year Four: Profile update, Progress Report, refinement of Schoolwide Single Plan for Student Achievement

Year Five: Review of all profile data, Progress Report, Progress and Programs Analysis (beginning of next self-study), revision of annual Academic and Financial Plan

Year Six: Completion of self-study, including refinement of Schoolwide Single Plan for Student Achievement, full self-study visit, including revision of Schoolwide Single Plan for Student Achievement after the review of Visiting Committee Report

[25] Focus on Learning, p.4

Importance of School's Vision, Expected Learning Results (Schoolwide Learner Outcomes)

An essential element of systemic school improvement is the collective vision on the part of the school's shareholders for all students: what should students know and be able to do upon exit from the school? What does it mean to be an educated person? What is the most effective preparation of students for their future? The expected schoolwide learning results should address the identified critical academic needs of the students.

This vision provides the school's foundation for establishing expected schoolwide learning results and academic standards which drive the instructional program and the support operations of the school.

Importance of School's Academic Standards

Academic content and performance standards, whether those adopted locally or by the State Board of Education, define what students should know and be able to do in each curricular area and the level at which students are expected to demonstrate this knowledge and grade-level expectations for performance. In a standards-based educational system, schools determine the benchmarks for student work that meet these standards, provide appropriate instruction, and use multiple assessment measures to identify the level of achievement for all students. This approach assists the schools in defining the quality accomplishment of the complementary, more global expected schoolwide learning results and the degree to which all students are achieving them.

Criteria

The criteria are research-based guidelines for school improvement that focus on student achievement of the expected schoolwide learning results and academic content standards. A school will examine all aspects of its program against these five categories.

1. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

2. Standards-based Student Learning: Curriculum

3. Standards-based Student Learning: Instruction

4. Standards-based Student Learning: Assessment and Accountability

5. School Culture and Support for Student Personal and Academic Growth

Importance of Data Analysis

The self-study revolves around an in-depth gathering of data and information that will enable a school to take a careful and penetrating look at the following:

1) the identified critical academic needs

2) the related expected schoolwide learning results (schoolwide learner outcomes)

3) the academic standards

4) what is and isn't working based on the WASC/CDE criteria.

Examples of strategies which will be used for this review are the examination of student work; the observation of students working; the interviewing of students about what they are learning; the review of group test data; and the analysis of feedback from parents, graduates and community.

Expected Outcomes of Self-Study

The *Focus on Learning* self-study process is organized to support ongoing school improvement efforts. The Leadership Team will facilitate the engagement of all the school staff and other shareholders in a self-study through subject area, support, parent, and student Home Groups and interdisciplinary Focus Groups. Through the completion of the self-study the school will have accomplished:

Overview

Focus on Learning: Joint WASC/CDE Process Guide

1. The involvement and collaboration of all staff and other shareholders to support student achievement

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards

3. The gathering and analyzing of data about students and student achievement

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards, and WASC/CDE criteria

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

Flexibility

As long as the school adheres to the *expected outcomes*, there is flexibility in the self- study process. For your assistance, a model is provided. If the school adapts the model to accommodate a particular school community, it should explain how the *expected outcomes* listed above have been met.

The Focus on Learning Process

The *Focus on Learning* process is the work of the school community organized into three types of groups:

1. Leadership team
2. Home Groups (shareholder groups organized by roles/responsibilities)
3. Focus Groups (interdisciplinary groups of shareholders)

Within the Home Groups, participants will analyze student data and achievement in relation to the academic standards, the expected schoolwide learning results and quality of the school program based on the WASC/CDE criteria. The Home Groups will share the results within the Schoolwide Focus Groups.

Within the Focus Groups, participants will analyze student results to decide what is most important to change in order to quickly and substantively improve student learning. The work of each Focus Group is organized around one of the five categories of criteria with emphasis upon the identified student learning needs and related schoolwide learner outcomes. For instance, within a Focus Group concentrating on school culture and student support and the critical learning need of reading (e.g., effective communicator, the learning result) participants will examine the extent to which the school culture and student support contribute to students' high achievement, especially in the area of improved reading.

Each Focus Group must answer the question: What are the implications of the student learning result for this Focus Group? Each Focus Group begins with the analysis of student learning and then the analysis of the criteria to determine what needs to be done in this area in order to promote student learning.

Visit

After careful study of the School Report, a visiting committee composed of fellow educators spends three and one-half days at the school. The purpose of the visit is to provide an outside perspective from educators who are thoroughly familiar with the criteria used by the school.

The visiting committee gives insight to the school through dialogue with the Schoolwide Focus Groups and with the Home Groups about the self-study findings, and by its own review of evidence and student work. The visiting committee and the Leadership Team/Schoolwide Focus Groups collaboratively compare findings. The resulting discussion and written results assist the school in refining the schoolwide action plan with respect to the expected schoolwide learning results and the WASC/CDE criteria.

Follow-up

After the visit, the school refines and implements an action plan for school improvement. The plan integrates the critical areas of follow-up identified by the visiting committee. The school annually reviews progress, and refines the "next steps" in meeting the goals of the action plan. This assessment of progress is always done with respect to evidence that students are accomplishing the expected schoolwide learning results and academic content standards, especially in relation to the critical student learning needs. The governing board and district are involved in the ongoing improvement process and ensure that the follow-up process is integral to district planning and goal setting.