SAN DIEGO UNIFIED SCHOOL DISTRICT

FINANCIAL PLANNING, MONITORING AND ACCOUNTABILITY

School Site Council, SPSA and Title 1 Handbook
# Table of Contents

1. Introduction.................................................................................................................. 1  
   - SDUSD Mission Statement......................................................................................... 1.1  
   - Quality School Indicators...................................................................................... 1.1  
   - 20/20 Vision for Educational Excellence................................................................. 1.2  
   - Scope and Purpose of Handbook............................................................................ 1.3  
   - District Support for School Site Councils............................................................. 1.3  
   - Key Departments..................................................................................................... 1.4  
   - Contact Information................................................................................................. 1.5  

2. Developing a School Site Council (SSC)................................................................. 2  
   - What is the School Site Council?.............................................................................. 2.1  
   - Role of the DAC...................................................................................................... 2.1  
   - A. Building and Establishing an SSC ................................................................. 2.2  
       1. Composition...................................................................................................... 2.2  
       2. Membership .................................................................................................... 2.4  
       3. Elections........................................................................................................... 2.5  
       4. Advisory Committees and ELAC...................................................................... 2.6  
   - B. SSC Legal Responsibilities ............................................................................. 2.8  
       1. Categorical Programs and Compliance.............................................................. 2.8  
       2. What is Title I?.................................................................................................. 2.9  
       3. Title I Parent Involvement Policy...................................................................... 2.9  
       4. Title I Parent Meeting ..................................................................................... 2.10  
       5. Home School Compact...................................................................................... 2.10  
       6. Key Logistical Responsibilities of the SSC...................................................... 2.11  
       7. Greene Act Requirements (Ed Code 35147c).................................................... 2.12  
       8. SSC Responsibilities Summary....................................................................... 2.13  
   - C. SSC Timelines..................................................................................................... 2.14  
   - D. Effective Meeting Management...................................................................... 2.16  
       1. SSC Bylaws ...................................................................................................... 2.16  
       2. Agendas........................................................................................................... 2.16  

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Suggested Discussion Topics</td>
<td>2.17</td>
</tr>
<tr>
<td>4. Robert's Rules of Order</td>
<td>2.18</td>
</tr>
<tr>
<td>4. Consensus</td>
<td>2.19</td>
</tr>
<tr>
<td>5. Duties of Officers</td>
<td>2.20</td>
</tr>
<tr>
<td>6. Minutes</td>
<td>2.21</td>
</tr>
<tr>
<td>3. Maintaining the Single Plan for Student Achievement</td>
<td>3</td>
</tr>
<tr>
<td>The SPSA as a Framework</td>
<td>3.1</td>
</tr>
<tr>
<td>A. Supplementing vs. Supplanting</td>
<td>3.2</td>
</tr>
<tr>
<td>B. Key Components of the SPSA</td>
<td>3.3</td>
</tr>
<tr>
<td>C. Systems of Intervention</td>
<td>3.4</td>
</tr>
<tr>
<td>D. Data Driven Decision Making</td>
<td>3.5</td>
</tr>
<tr>
<td>E. Budgeting Strategies</td>
<td>3.6</td>
</tr>
<tr>
<td>F. SPSA Timeline</td>
<td>3.7</td>
</tr>
<tr>
<td>G. Aggregated vs. Disaggregated Data</td>
<td>3.9</td>
</tr>
<tr>
<td>4. Resources</td>
<td>4</td>
</tr>
<tr>
<td>A. Recommended Websites</td>
<td>4.1</td>
</tr>
<tr>
<td>B. FAQ</td>
<td>4.2</td>
</tr>
<tr>
<td>Appendices - Sample Documents</td>
<td>4.3</td>
</tr>
<tr>
<td>Title I Parent Involvement Policy</td>
<td>#1</td>
</tr>
<tr>
<td>Annual Title I Parent Meeting Sample Agenda</td>
<td>#2</td>
</tr>
<tr>
<td>Home School Compact</td>
<td>#3</td>
</tr>
<tr>
<td>Sample Nomination Forms</td>
<td>#4</td>
</tr>
<tr>
<td>Sample SSC Bylaws</td>
<td>#5</td>
</tr>
<tr>
<td>Sample SSC Agenda</td>
<td>#6</td>
</tr>
<tr>
<td>Sample Elementary SSC Minutes</td>
<td>#7a</td>
</tr>
<tr>
<td>Sample Secondary SSC Minutes</td>
<td>#7b</td>
</tr>
<tr>
<td>2014-15 Categorical Spending Guidelines</td>
<td>#8</td>
</tr>
<tr>
<td>Parent Ballot Sample</td>
<td>#9a</td>
</tr>
<tr>
<td>Student Ballot Sample</td>
<td>#9b</td>
</tr>
</tbody>
</table>
Specialized Terms and Websites...............................................#10
Education Acronyms..............................................................#11
Appendices - Sample Documents ............................................#12
Introduction
SUCCESS FOR ALL

SDUSD MISSION STATEMENT
All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

INDICATORS OF A QUALITY NEIGHBORHOOD SCHOOL
1. Access to a broad and challenging curriculum
2. Quality teaching
3. Quality leadership
4. Professional learning for all staff
5. Closing the achievement gap with high expectations for all
6. Parent/community engagement around student achievement
7. Quality support staff integrated and focused on student achievement
8. Supportive environment that values diversity in the service of students
9. High enrollment of neighborhood students
10. Digital literacy
11. Neighborhood center with services depending on neighborhood needs
12. Safe and well-maintained facilities
A 2020 Vision for Educational Excellence

Quality Schools in Every Neighborhood

To prepare our students for the competitive global economy they will face in the years ahead the San Diego Unified Board of Education has developed a focused, long term plan for student achievement. It culminates with graduation of the Class of 2020. Vision 2020 is a community-based school reform plan that engages all parents, staff, students and community members. It will result in a high level of confidence in our public schools. Between now and 2020 we intend to develop a world-class school system for all of our students.

The Board of Education will hold itself responsible for maintaining the focus of the staff and the community on Vision 2020. The Board will review Vision 2020 at the end of each school year to assess progress towards the goals of the vision. The Board designates to the Superintendent the development of the strategic process for the implementation of the goals of Vision 2020.

Vision 2020 will create a school district that:

- Creates improved and broader measures of student achievement.
- Develops schools as neighborhood learning centers.
- Ensures effective teaching in the classroom
- Engages parents and community volunteers in the educational process
- Facilitates communication and support
SCOPE AND PURPOSE OF THE SCHOOL SITE COUNCIL HANDBOOK

The School Site Council Handbook provides School Site Councils (SSCs) with the tools for finding the resources they need to become effective leaders thus improving student achievement. It is intended as a guide for principals, staff, students, parents, and community members so that they may work more effectively together in overseeing the Single Plan for Student Achievement (SPSA).

SCHOOL SITE COUNCILS

The California Department of Education and the San Diego Unified School District have established laws and policies that require and guide School Site Councils. Under California Education Code Sections 52852 and 64001, School Site Councils are required for California schools that participate in specified categorical programs. Additionally, the San Diego Unified School District requires all district schools to establish and maintain a School Site Council.

School Site Councils oversee the Single Plan for Student Achievement (SPSA) and the categorical budgets associated with the plan. The SPSA is a plan that establishes the goals for a school’s student achievement, programs, and funds that the school is using to achieve these goals. School Site Councils support increased student achievement by focusing their work on the development, monitoring, and evaluation of the SPSA and corresponding budgets.

DISTRICT SUPPORT FOR SCHOOL SITE COUNCILS

The Financial Planning, Monitoring and Accountability department oversees federal and state categorical programs, provides guidance and assistance to School Site Councils in effectively carrying out their assigned responsibilities. This support includes:

- Providing district wide training regarding SSC elections, Title I requirements, SSC responsibilities, and budget guidelines.
- Providing customized presentations to SSCs regarding their responsibilities and the role of SSC members.
- Attending SSC meetings upon request to answer questions or clarify issues.
- Assisting SSCs with parliamentary procedures, bylaws, and team-building.
- Providing training and guidance regarding the purpose, components, and legal requirements of the Single Plan for Student Achievement.
- Assisting with the creation and development of the Single Plan for Student Achievement (SPSA).
- Providing guidance around categorical funding and procedures.
- Providing district wide training on the analysis of school performance data to drive student achievement and budget decisions.
KEY DEPARTMENTS

Financial Planning, Monitoring and Accountability

Financial Planning, Monitoring and Accountability provides support and training to schools implementing programs and activities funded through Title I, Title I Parent Involvement, and Quality Education Improvement Act.

Programs Supported:

- Accreditation: Western Association of Schools and Colleges (WASC)
- California Department of Education (CDE) Federal Program Monitoring
- District Advisory Council (DAC)
- School Site Council (SSC)
- Single Plan for Student Achievement (SPSA)
- Title I Schoolwide Program (SWP)
**2014-15 CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Resource Teachers</th>
<th>School Assignments</th>
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<tbody>
<tr>
<td>Dario Gutierrez</td>
<td>(619) 725-7785</td>
</tr>
<tr>
<td><a href="mailto:dgutierrez2@sandi.net">dgutierrez2@sandi.net</a></td>
<td></td>
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<td>All Schools listed in: Areas 1 and 2</td>
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<tr>
<td>Home/Hospital, Riley, TRACE, and Whittier</td>
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<tr>
<td>Dr. Susan JK Weinshanker(619) 725-5614 <a href="mailto:sweinshanker@sandi.net">sweinshanker@sandi.net</a></td>
<td>All Schools listed in: Areas 3 and 4 ALBA</td>
</tr>
<tr>
<td>Mary Johnson</td>
<td>(619) 725-5611</td>
</tr>
<tr>
<td><a href="mailto:mjohnson8@sandi.net">mjohnson8@sandi.net</a></td>
<td></td>
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<tr>
<td>All Schools listed in: Areas 5 and 6</td>
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</tbody>
</table>

Additional resources and information can be found at the Financial Planning, Monitoring and Accountability website

http://www.sandi.net/Page/37313
Developing a School Site Council (SSC)
DEVELOPING A SCHOOL SITE COUNCIL

What is the School Site Council (SSC)?
The California Department of Education and the San Diego Unified School District have established laws and policies that guide SSCs. Under California Education Code Section 52852 and 64001, SSCs are required for any California school that participates in specified categorical programs. Additionally, the San Diego Unified School District requires all district schools to establish and maintain an SSC (Board Report, April 8, 2003).

Why is the SSC necessary?
School Site Councils oversee the Single Plan for Student Achievement (SPSA) and the categorical budgets associated with the plan. The SPSA is a plan that establishes the goals for a school’s student achievement and the programs and funds that the school is using to achieve these goals. School Site Councils support increased student achievement by focusing their work on the development, monitoring, and evaluation of the SPSA and corresponding categorical budgets to supplement the district’s core academic supports. Additional responsibilities include reviewing and/or revising the school’s Title 1 Parent Involvement Policy and the Home/School Compact.

ROLE OF THE DAC

The District Advisory Council for Compensatory Education (DAC) is a district-level committee made up of parents, community leaders and staff who consult with the Board of Education and district staff. Parents are to constitute the majority of the membership on the committee. Additionally, Title I law requires that parents are involved in the development of the Local Education Agency (LEA) Plan and the process of school review and improvement. Parents should also be a part of the annual review of the LEA Plan as well as review of the District Parent Involvement Policy and Guidelines for Implementation. SDUSD combines these two tasks into the responsibilities of the DAC.

The DAC consults with the district and facilitates coordination and cooperation of parents, staff, and community on matters related to Title I programs. The DAC provides a forum for communication, information, and training for the district's SSCs through the DAC representative from ALL school sites in the SDUSD. Activities include reviewing the Consolidated Application, providing input on and reviewing the district's LEA Plan, and reviewing and revising as needed the District Title I Parent Involvement Policy and Guidelines for Implementation.
A. BUILDING AND ESTABLISHING AN SSC

What is the Composition of a School Site Council?
The Board of Education requires that every district school establish and maintain an appropriately configured School Site Council (SSC). In addition, each site should select a representative to serve on the District Advisory Council (DAC).

There are two SSC membership models in effect (Education Code Section 52852), the elementary school model and the secondary school model. Middle schools may choose to implement either model (Education Code Section 33133c).

The information below illustrates the required composition of an elementary SSC. In an elementary school, half of the members must be staff, and half must be parents and/or community members. For elementary schools, the minimum number of members is ten.

<table>
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<tr>
<th>Elementary Model</th>
<th>50% School Personnel</th>
<th>50% Parents/ Community Members</th>
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<td></td>
<td>Principal (automatic member)</td>
<td>Parents must have a child currently enrolled in the school.</td>
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<td></td>
<td>Minimum of three (3) Classroom Teachers</td>
<td>Parent/community members may not be employed at the school site.</td>
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<td></td>
<td>Minimum of one (1) Other School Personnel Representative*</td>
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<td>Classroom teachers must be in the majority.</td>
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<td>Minimum of five (5)</td>
<td>Minimum of five (5)</td>
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*Other School Personnel Representative is defined as follows - At least one staff member who is not a classroom teacher must be included on the SSC.

Example: ELST, office staff, resource teachers, building supervisor.
In a secondary school, half of the members must be staff, one quarter must be parents/community members, and one quarter must be students. For secondary schools, the minimum number of members is twelve (12).

<table>
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<tr>
<th>Secondary Model</th>
<th>50% School Personnel</th>
<th>25% Parents/Community Members</th>
<th>25% Students</th>
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<tbody>
<tr>
<td>Principal (automatic member)</td>
<td>Parents must have a child currently enrolled in the school.</td>
<td>Students must be currently enrolled in the school and shall be elected by the entire student body.</td>
<td></td>
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<tr>
<td>Minimum of four (4) <strong>Classroom Teachers</strong></td>
<td>Parents/community members may not be employed at the school site.</td>
<td>Nomination forms will be made available to students. All students nominated by their peers MUST accept the nomination prior to their name being placed on the official ballot.</td>
<td></td>
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<tr>
<td>Minimum of one (1) <strong>Other School Personnel Representative</strong>*</td>
<td></td>
<td>Once the official ballot has been created, the currently enrolled students will vote for three (3) student members.</td>
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</tr>
<tr>
<td><strong>Classroom teachers must be in the majority.</strong></td>
<td>The three students who receive the most votes will be the student members; the student receiving the next highest number of votes (fourth highest) will be the student alternate</td>
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<tr>
<td>Minimum of six (6)</td>
<td>Minimum of three (3)</td>
<td>Minimum of three (3)</td>
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In both the elementary and secondary models, the minimum number must be met, and the proportional representation of different groups must be maintained.

Middle schools may choose to implement either model (Education Code Section 33133c).

*Other School Representative is defined as follows - At least one (1) staff member who is not a classroom teacher must be included on the SSC.

*Example: ELST, office staff, resource teachers, or custodian.*
School Site Council Membership

School Staff Members

Principal
The principal is an ex officio voting member of the SSC. The principal is accountable for developing the site plan with the SSC and implementing it in partnership with the school staff.

Classroom Teachers
Among staff members on the SSC, a majority must be classroom teachers. Teachers bring practical knowledge about curriculum and instructional strategies, as well as knowledge about the school’s history and culture.

Other School Personnel
At least one staff member who is not a classroom teacher (i.e. ELST, office staff member, resource teacher, custodian) must be included on the SSC. The SSC shall design and conduct elections for these staff members to elect their representatives. Other school representatives bring a different perspective to SSC.

Parents and/or Community Members, Students

Parents and/or Community Members
Parents and/or community members offer a more global view to an SSC. There is no requirement for inclusion of community members. They are permitted but not mandated.

Students (Secondary Model)
In secondary schools, one-fourth of the SSC members must be students. Students bring a different kind of practical experience to the SSC. They are recipients of school services and they offer a range of opinions often distinct from adult perspectives. The school principal is responsible for developing a process where students are able to elect students to the SSC.
Elections: Establishing Your SSC

**THE OVERARCHING PRINCIPLE AND POLICY FOR SSC ELECTIONS IS THAT PEERS ELECT PEERS.**

There are no statutory requirements that specify the process that a school must utilize to select or replace members on the SSC beyond the requirement that each category of council members must select its own members. However, an established procedure ensures smooth transitions. Membership elections may be held in September prior to the year membership begins. One year of membership term is defined as service from November of elected year through October 31st of the next year.

Schools may not require that any seat be filled by a specific representative. The representatives elected represent their entire constituency.

**Parents cannot** be elected based on other subcategories (my child is an EL, Special Ed, GATE) or positions held such as PTO, PTA, Foundation, ELAC, GATE, Booster Clubs, etc. and cannot be automatic members of the SSC due to these positions.

**Classroom Teachers cannot** be elected to represent specific grade levels, departments, or positions such as SDEA or SGT and cannot be automatic members of the SSC due to these positions.

SDUSD requires that each site outline election procedures in its SSC bylaws. The results of the elections, for auditing purposes, must be documented in the SSC binder. Understanding there are no statutory requirements, the following represents an example of how elections can be conducted at your site:

**Sample Election Process: Classroom Teachers and Other Staff**

The principal can schedule a meeting for selection of representatives for classroom teachers and “other” staff members. Nominations can be entertained from the floor and/or a nominations committee can be appointed to come up with a slate of willing candidates, with the principal serving in an advisory capacity to the nominating committee. All nominees must be informed of the duties, responsibilities, and term of office prior to the elections.
Sample Election Process: Parents and Community Members

Parents and community members are selected through a nomination process to serve as parent or community member representatives on the SSC. Section 52852 of the California Ed Code states the council must include parents of pupils attending the school. There is no requirement for inclusion of community members. They are permitted but not mandated.

The principal notifies the parents and community members of a general meeting to nominate parent/community members for the SSC by a posted written notice in an area accessible to the public, typically in the form of an agenda, at least 72 hours in advance. Notice may also include the school site marquee.

Sample Election Process: Students

The student member positions shall be elected by the entire student body. During the month of September, nomination forms will be made available to students. All students nominated by their peers MUST accept the nomination prior to their name being placed on the official ballot.

Once the official ballot has been created, the currently enrolled students will vote for student members. The students who receive the most votes will be the student members; the student receiving the next highest number of votes will be the student alternate.

Advisory Committees

School Site Council members represent the groups who elect them and it is the member’s responsibility to solicit feedback from others. The school site constituency may be comprised of these groups:

* GATE  
* Special Education  
* PTA 
* Governance  
* Instructional Leadership Team  
* ELAC

English Language Advisory Council (ELAC)

If a school has 21 or more English Learner (EL) students, then the parents of EL students at the school must elect an English Language Advisory Council (ELAC). The ELAC must include a percentage of parents of EL students equal to or greater than the percentage of EL students of the school population. Others on the ELAC may include teacher’s aides, other persons, and or community representatives elected by the parents of EL students.

ELAC is responsible for advising the principal and staff on how to address EL issues in the SPSA. The Office of Language Acquisition (OLA) supports the ELAC.
Can an ELAC Combine with the SSC?

Yes - An ELAC can delegate its authority to an SSC

The English Learner Advisory Council has specific concerns regarding targeted students. Once established, this council must conduct at least three meetings to understand and consider its responsibilities before making a formal decision to transfer powers to the SSC. Both councils need to be fully informed regarding program responsibilities before the ELAC turns over its responsibilities to the SSC.

If the English Learner Advisory Committee (ELAC) has voted to have the SSC act as the body responsible for its duties, the SSC must comply with all tasks and legal responsibilities of the ELAC.

The SSC must be provided training outlining the additional legal responsibilities, including advising the principal and staff about issues relating to programs and services for English Learners (ELs), conducting an EL school needs assessment, reviewing and discussing the school’s annual language census, and establishing and following through on plans to make parents aware of the importance of regular school attendance.

The ELAC or the SSC (if it has ELAC authority) also elects or assigns a representative to attend District English Learner Advisory Committee (DELAC) meetings. Training for ELAC members is provided by the English Learner Support teacher at the site or with support from the Office of Language Acquisition (OLA).

ELAC Legal Tasks

Advises the school principal and staff on:
- Program for English Learners
- Efforts to make parents aware of the importance of regular school attendance

Advises the SSC on:
- Development of the Single Plan for Student Achievement

Reviews:
- Annual language census (R-30 LC Report)

Conducts:
- Site English Learner Needs Assessment

Further support for ELAC is provided by the Office of Language Acquisition

Even if an ELAC relinquishes specific decision-making authority to an SSC, the ELAC may continue to meet to fulfill other activities outlined for parent involvement.
B. SSC LEGAL RESPONSIBILITIES

What Guides School Site Councils?
The California Department of Education and the San Diego Unified School District have established codes and policies that guide School Site Councils. Under California Education Code Section 52852, School Site Councils are required for any California school that participates in specified categorical programs, including Title I.

Additionally, the San Diego Unified School District requires all district schools to establish and maintain a School Site Council (SSC, Board Report April 8, 2003). The local governing board may develop policies to regulate or inform School Site Councils and staff in the performance of their duties.

Categorical Programs under the SSC Purview include the following:
The SSC is responsible for overseeing the development of the SPSA in relation to the supplemental categorical programs and associated funding. These funds are used to supplement the core programs already provided by the district in order to close the achievement gap for underperforming student groups as outlined by the guidelines of the categorical programs.

**Basic Program - Title I/Part A: Resource Code 30100**
Part of the Elementary and Secondary Education Act, provides federal money to support economically, disadvantaged students.

**Title I Parent Involvement: Resource Code 30103**
Used to encourage partnerships with parents to improve student achievement and increase parent involvement.

**Title I Program Improvement Supplemental: Resource Code 30106**
Supplemental funds used to implement provisions of Elementary and Secondary Education Act. Funding is provided with the goal to improve student achievement while meeting the state’s standards that will allow the school to exit Program Improvement (PI) status. Schools in PI year 3 receive the funds in preparation for PI Year 4 and then receive it each year in PI thereafter.

**Quality Education Investment Act (QEIA): Resource 74000**
Funds used solely to improve the quality of academic instruction and services to pupils. Limited schools receive these funds that meet the QEIA requirements.
What is Title I?

Title I is a federal fund authorized by the Elementary and Secondary Education Act (ESEA), which has been the largest federal aid program for our nation’s schools since 1965. Title I direct funds to high poverty schools and requires formal parental involvement in school and district planning about the use of these funds. It is used to help students reach proficiency on challenging state academic achievement standards.

Title I funds never replace the state or local funding that schools receive. Such replacement is supplanting, a practice not permitted under federal law. Title I funds are supplemental to the regular program. Some key practices and principles are:

- Provide additional student support using research based methodologies
- Parent involvement makes the difference in student success
- Parents are full partners in the education of their children

Site Title I Parent Involvement Policy

The Title I Parent Involvement Policy (PIP) provides a description of the measures taken at the school site to increase parent participation, including regularly scheduled meetings, newsletters, parent training opportunities, as well as classroom involvement opportunities.

The policy should also describe the plan for sharing student assessment results with parents and how the school will receive and share parental input. The Title I Parent Involvement Policy should ensure a collaborative partnership between schools, parents and the community.

A sample Site Parent Involvement Policy (PIP) can be found in Appendix 1 in the Resources section of this handbook.
Title I Parent Meeting

The Title I Parent Meeting, held in the fall, is an annual meeting held to share with parents information about the Title I program and its requirements. This meeting can be incorporated into the Back to School Night meeting. Topics covered during this meeting should include:

- Improving communication between the school and home.
- Discussing current student assessment data and student progress.
- Providing information about school and district resources for student academic improvement.
- Evaluating the effectiveness of the school’s parent involvement policy to increase parent participation in Title I activities.
- Conferencing with teachers.
- Providing training programs to help parents support and work with their children at home and at school.
- Advocating for teachers and parents.
- Valuing cultural diversity.

*A sample Site Annual Title 1 Parent Meeting Agenda can be found in Appendix 2 in the Resources section of this handbook.

Home/School Compact

The Home School Compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California’s high standards. It should include the following points:

- High quality curriculum
- Safe learning environments
- Parent-teacher conferences
- Description of student responsibilities
- Progress reports
- Parental access to staff
- Parental opportunities to volunteer
- Description of parental responsibilities

*A sample of the Home School Compact can be found in Appendix 3 in the Resources section of this handbook.
Key Logistical Responsibilities of the SSC

Although there are numerous regulations that govern councils at school sites, the following is a short list of some of the key activities a school must carefully implement to stay in compliance with federal, state and district policies and guidelines. SSCs shall:

- Follow district approved election guidelines for SSCs
- Submit a copy of bylaws, Site Parent Involvement Policies and Home School Compacts to the Monitoring and Accountability Reporting Department and keep one on site.
- Submit original SSC Rosters to the Monitoring and Accountability Reporting Department and keep a copy at the school site.
- Review, revise, and approve SSC bylaws after annual SSC elections.
- Post agendas 72 hours in advance of each SSC meeting as required by the Greene Act (Education Code Section 35147c).
- Maintain SSC handbook that contains the following: a copy of bylaws, meeting agendas, minutes, election results, SPSA, and budget justifications.
- Allow school and community members to review each year’s SSC handbook.
- Keep each year’s SSC Handbooks on file for seven (7) years.
Greene Act Requirements (Ed Code§ 35147c and d)

The Greene Act embodies the philosophy that public agencies exist for the purpose of conducting public business, and the public has the right to know how its “collaborative decisions” are being made. Any meeting held by a council:

- 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.

- Shall include notice of the meeting, 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.

- Shall not permit action on any item of business unless that item appeared on the posted agenda or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

- May include questions or brief statements 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.

- Shall, upon demand of any person, reconsider at its next meeting any item acted upon in violation of procedural meeting requirements. Such reconsideration shall first allow 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.

- Shall provide materials to any member of the public who requests materials that are provided to a SSC member.
**SSC Responsibilities in Summary**

The School Site Council is a decision-making group that provides governance and oversight of the academic planning and budgeting process associated with the Single Plan for Student Achievement (SPSA).

<table>
<thead>
<tr>
<th>YOU CAN</th>
<th>YOU CAN NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop the site plan or delegate site plan writing to a site leadership team</td>
<td>• Decide on non-categorical budgets</td>
</tr>
<tr>
<td>• Develop categorical budgets that support the site plan</td>
<td>• Develop Title I budgets without consulting advisory groups</td>
</tr>
<tr>
<td>• Review and analyze student achievement to determine activities for the site plan</td>
<td>• Develop site plan activities based on personal bias or preferences</td>
</tr>
<tr>
<td>• Consult with the ELAC, Title I parents, and other appropriate advisory groups</td>
<td>• Meet behind closed doors or in secret</td>
</tr>
<tr>
<td>• Recommend an approved site plan to the Board of Education</td>
<td>• Authorize any categorical expenditures without a Board approved site plan</td>
</tr>
<tr>
<td>• Approve amendments to the budget within the scope of the approved site plan</td>
<td>• Approve school budget or categorical expenses that are not legal</td>
</tr>
<tr>
<td>• Recommend changes in positions in categorical budgets based on student needs</td>
<td>• Hire, fire, or change personnel or positions</td>
</tr>
<tr>
<td>• Members vote on items to represent the groups who elected them</td>
<td>• Vote without consulting the appropriate advisory committees such as ELAC</td>
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<td></td>
<td>• Conduct electronic meetings and/or voting</td>
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C. SSC TIMELINES

August/September

- Call for nominations (see sample Nomination ballot in Appendix 4)
- SSC Elections
- Prepare for SSC review:
  - Bylaws
  - Title I Parent Involvement Policy
  - Home/School Compact
- Review AYP data (secondary schools)
- Seek school advisory committees’ input
- Conduct annual mandatory Title I Parent Meeting

October

- Review SSC responsibilities
- Attend SSC Training
- Review bylaws and revise as needed
- Annual mandatory Title I Parent Meeting
- *SPSA completion (TBD)*

November

- SSC Rosters due to Financial Planning, Monitoring and Accountability on November 3, 2014
- SSC Bylaws due to Financial Planning, Monitoring and Accountability on November 3, 2014
- Title I Parent Meeting Verification due to Financial Planning, Monitoring and Accountability on November 3, 2014
- Attend SSC Training
- SSC Handbook distribution

December

- Monitor SPSA implementation (TBD):
- Check status of salary transfers and make budget adjustments if necessary.
January
- Discuss and prioritize changes for next year
- Review tentative budget allocations for next year
- Seek other school advisory committees’ input
- Review assessment data
- Community meeting to get input for upcoming school year SPSA
- Attend the SPSA/Categorical Budget training

February
- Analyze student achievement data
- Set goals based on student data
- Seek other school advisory committees’ input
- Decide on SPSA changes and priorities (TBD)
- Allocate categorical funds for next fiscal year
- Review School Accountability Report Card

March
- Monitor student progress and SSC should make the staff and students aware of annual assessments
- Review and begin end-of-year categorical budget balancing

April
- Continue end-of-year categorical budget balancing
- Evaluate the current year’s SPSA using the Assessment and Evaluation Survey

May
- Evaluate the current year’s SPSA using the Assessment and Evaluation Survey
- Continue end-of-year categorical budget balancing

June/July
- Review and finalize end-of-year categorical budget balancing prior to leaving for the school year.
D. EFFECTIVE MEETING MANAGEMENT

Why Do Schools Need SSC Bylaws?
Each School Site Council is required to file a set of rules (commonly known as “bylaws”) under which it will conduct business. The bylaws must reflect federal, state and district policy that govern School Site Councils (SSCs).

The California Department of Education (CDE) has developed a set of sample bylaws that schools can customize to use with their SSCs and then file with Financial Planning, Monitoring and Accountability department.

The Financial Planning, Monitoring and Accountability reviews each school’s bylaws for compliance. School Site Council meetings should be:

1. Carefully planned.
2. Constructive.
3. Run in a fair and orderly manner.

To ensure a fair and orderly meeting, it is important to establish and abide by certain procedures which are a set of rules to govern the council’s actions.

Sample bylaws can be found in Appendix 5 in the Resources section of this handbook.

Agenda
An agenda is a list of items up for committee discussion or review. It lists items that will be considered during the course of the meeting. It should be prepared well before the meeting and sent to the entire membership so that each member can be prepared to discuss the items on the agenda.

Additionally, the agenda must be placed in a common area that the community has access to at least 72 hours in advance of the meeting in order to meet the Greene Act (Ed Code 35147c).

The chairman (he or she) can use the agenda as a guide for timing the action of the meeting. The chairman (he or she) may read the entire agenda quickly so everyone in the room will have a “map” of the meeting. Then, the chairman (he or she) calls for one item at a time for discussion and/or act upon that item.

By following an agenda, the chairman (he or she) will help the members organize their thoughts and plan the actions they want to take.

A sample agenda can be found in Appendix 6 in the Resources section of this handbook.
SUGGESTED DISCUSSION TOPICS

Key Findings - questions to consider when discussing a key finding:

- Is it accurate?
- Is it derived from the data?
- Does it reflect a priority for improving student achievement?

Strategies/Activities - questions to consider when discussing a strategy or activity:

- Is it appropriate?
- Is it based upon data?
- Is it a priority for improving student achievement?

Proposed Expenditures - questions to consider when discussing a proposed expenditure:

- Is it a responsible use of our limited resources?
- Have we funded that item or position before; if so, what evidence is there to prove it was effective?
- Is it necessary to implement the identified strategy?

Means of Evaluating Progress - questions to consider when discussing progress evaluation:

- Is it an efficient means of evaluating progress?
- Will it authentically measure progress in the identified area?
- Is it a reliable means of evaluating progress?

Monitoring - questions to consider when discussing monitoring:

- Is the monitoring activity something that could be efficiently reported to the SSC at regular intervals?
- Are all strategies being monitored?
- What information is being monitored?
ROBERT’S RULES OF ORDER

The SSC may wish to adopt and follow Robert’s Rules of Order as its parliamentary guidelines. These rules should be used to assist in the conduct of the committee’s work and not be allowed to become an obstacle or an end in themselves.

Too many rules may create an unnecessarily formal atmosphere. SSCs should adopt only those rules necessary to keep a meeting moving or settle a disagreement.

Tips on Parliamentary Procedures

- The secretary is responsible for keeping accurate records of all business transacted
- A motion can be postponed until the next regular meeting, but no further
- All persons present at a meeting have an obligation to obey the legitimate orders of the chairman

Quorum

A quorum is 50% of your voting members plus one. If a quorum is not met at the beginning of the meeting, it must be rescheduled. Voting cannot take place without quorum.

Motions

There are three basic rules to handling motions while conducting business:

- Chairman must recognize that a person has the floor
- One motion is considered at a time
- Motions need a second in order to be debated and/or discussed

Steps for Handling a Motion:

1. A member addresses the chairman
2. The chairman recognizes the member
3. The member states the motion
4. Another member seconds the motion
5. The chairman restates the motion, placing it before the SSC for consideration
6. The SSC discusses/debates the motion
7. The chairman takes the vote of present voting members

The chairman announces the result and the results are reflected in the minutes (Monitoring and Accountability Reporting requires votes to be specifically documented for all action items).
**Consensus**

Consensus is useful to determine whether a decision has agreement among the council. Consensus means that members are sufficiently in favor of a decision that no one will become an obstacle to carrying it out. Support and ownership of ideas from team members is needed in order for them to be implemented. Consensus is a process in which members in the group create this support and ownership.

**Operational Definition of Consensus**

- All participants contribute resources, encourage the use of one another's resources and opinions, and view differences as helpful rather than as a hindrance.
- Everyone understands the issue and is able to paraphrase it.
- Consensus does not mean that the decision gives everyone his or her choice; rather, consensus means that members are sufficiently in favor of the decision that no one will become an obstacle to carrying it out.
- All share in the final decision.

**Determining Consensus**

To determine if all group members have reached the mutual acceptance of a decision, the leader or facilitator (or any team member) should ask:

- Is there any opposition to this decision?
  - If no one speaks, the answer may be that everyone agrees with the decision; the questioner should also be alert for non-verbal signs which could indicate opposition.
- Can anyone not live with the decision?
  - If no one speaks, one can conclude that people can support the decision.

The challenge of consensus is leading the discussion so that each group member can make the following statements:

- I've heard your position.
- I believe you've heard my position.
- I've asked for help or accommodation.
- I can support the proposed decision.
DUTIES OF OFFICERS AND MEMBERS

Chairman:
- Is neutral
- Is the gatekeeper of meeting order
- Typically does not make motions but asks for motions
- Focuses business on agenda items
- Allows for one issue at a time
- Allows one person to speak at a time

Vice Chairman:
- Performs the duties of the Chairman in his/her absence
- May be responsible for heading a special sub-committee

Secretary:
- Keeps the minutes of the meeting
- Tracks attendance
- Maintains an accurate list of members
- Maintains SSC notebook (containing minutes, meeting handouts, etc.)
- Ensures that necessary communications go out to officers and members concerning business of interest to either group

DAC and ELAC Representative:
- Train and provide information to SSC members on content and procedure addressed at the monthly DAC/DELAC meetings
- Participate in any school-wide parent needs assessment

All Members:
- Participate fully in council activities
- Present any motion that has bearing on matters concerning the council and expect the right to explain or discuss the motion
- Remain for the entire meeting

All members are equal voting members
**Meeting Minutes**

The meeting minutes serve as “group memory.” They may be requested by any member of the public and should be kept in the official SSC notebook at each school site. When recording the minutes, the committee secretary can, and should ask for clarification when necessary and include that information in the minutes.

In addition, the use of the template provided in Appendix 7 is strongly recommended. Minutes are always on the agenda for approval and should be signed by the principal and SSC chairman once they are approved.

**Minutes are considered legal documents**

*Sample minutes can be found in Appendix 7a and 7b in the Resources section of this handbook*
Maintaining the Single Plan for Student Achievement
MAINTAINING THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

School Site Councils are required at every school as a condition for participation in certain state and federally funded programs. The role of the SSC includes oversight of the school site plan and corresponding categorical (compensatory) budgets, a recognition that all stakeholders (students, parents, community members, teachers, other staff and principals) must contribute to the success of the school.

School principals are the critical leaders at school sites. They are responsible for establishing a vision for improving achievement for all students. Principals are ultimately accountable for ensuring the school goals and budget are focused on meeting the identified needs of all students.

If principals or any other members of the School Site Council are not confident that a school site plan, as drafted, is adequately focused on the needs of all students, they have recourse with the district to ensure that their concerns are heard.

_The plan should be a “living document” that guides decision-making and the work of the school throughout the year._

SPSA as a Framework:
The School Plan for Student Achievement (SPSA) is a school’s framework for continued improvement and the basis for holding schools accountable for improving student achievement. It is the single document that outlines a school’s programs and strategies for improving student achievement, as well the responsibilities for everyone involved in that process. The SPSA is useful for the following purposes:

- To specifically define a school’s target for meeting the District’s primary goals of improving student achievement and closing the achievement gap as defined in the LEA plan.
- To identify and align strategies, programs, services and resources that a school will use to meet its student achievement goals.
- To identify and communicate to the whole school community the roles and responsibilities for implementing the components of the plan.
A. SUPPLEMENTING VS. SUPPLANTING RESOURCES

How do State/Federal Funds Supplement the Base Programs in the District?

Perhaps the most important guiding principle in the proper use of resources provided under Compensatory Education is the concept of “supplementing” and not “supplanting” District effort. Funds provided under the Consolidated Application such as Title, are intended to provide programs to supplement the District effort in order to ensure that every student has equal access to the core curriculum (that is, the basic overall program of instruction required for all students). To assist in providing such access, supplementary resources may be provided to enhance the efforts of the District.

The key to this concept lies in the “efforts of the District.” The District must provide what is called a “base program” of instruction available to every student. This base includes such things as the provision of a teacher, a regular classroom furnished for learning, textbooks, related materials, supplies and equipment to provide basic instruction for all students on a daily basis.

Additional state and federal funds may then be used to provide supplementary materials to enhance this base program so that students who may need it can be provided extra help to achieve what is expected in the core curriculum. Such supplementary support may include additional instructional materials to enhance the basic textbooks and additional personnel, such as an additional teacher or paraprofessional to work with small groups of students requiring greater attention to master given concepts.

However, if items are purchased with funds that replace what should properly be a District effort, such expenditures are considered “supplanting District effort” and are not permissible.

The fundamental concept is that supplementary state and federal funds must supplement the base program offered by the District. If there is difficulty identifying the base program, then the use of supplemental funds may well be supplanting because there is no base program to supplement, and therefore, the supplemental funds replace District effort.

Supplanting is a serious violation of Federal and State program requirements. The District may be required to return all funds found to be used for supplanting.
B. KEY COMPONENTS OF THE SPSA

Key District Strategies:

Key District Strategies are identified from the district goals. In each site plan, the school will base its priorities on student achievement data and other sources of information. The objective for each priority is to identify focused areas of improvement for targeted populations. This is a Federal and State Compliance document.

Area SMART Goals:

Area SMART Goals, are Strategic and specific, Measureable, Attainable, Results-based, and Time-bound. They set guidelines for what needs to be evaluated and to what standards the program will be held. These objectives should be narrow statements based on analysis of data and current conditions.

Short Term Targets:

Short Term Targets are the indicators of progress along the path of the school’s major strategies/action steps. These indicators demonstrate progress toward year-end student achievement outcome.

Description of Monitoring Process:

The monitoring process is directly related to the outcome expected from the stated objective. In basic terms, it is the way progress is monitored. For every goal, a matching assessment is designed and linked specifically to measure the progress towards that goal.

Funding:

Identification of the source(s) of funding to support specific strategic activities is listed in the site plan.
C. SYSTEMS OF INTERVENTION

San Diego Unified School District has identified the key elements – “Response to Instruction and Intervention” that should be included in every school’s site plan. A brief description of these elements is listed below.

Tier 1 - Universal Access (for all students):

All students have access to a common, strong core instructional program (curriculum, instruction, and assessment) that is engaging, rigorous, culturally relevant and standards-based. This core program is flexible and includes strategies for differentiation and English language development.

At the secondary level, this might include literacy strategies across the content areas.

Tier 2 - Strategic Support (for some students):

Tier 2 provides additional layered support in the form of targeted, explicit instructions provided in small groups. These strategies may include additional time for practice.

At the secondary level, targeted instruction may also be delivered in a supplemental support class in literacy or mathematics that is aligned with Tier 1 instruction.

Tier 3 - Intensive Support (for select students):

Tier 3 provides intensive support (push in/out, small group) that is more explicit and specifically designed for individual students.

At the secondary level, students may be placed in an intensive intervention class.
D. DATA DRIVEN DECISION MAKING

There are basic processes all teams need to follow in order to be successful; School Site Councils in particular need to develop specific content knowledge about how to make sound educational decisions for all the students in the school.

The primary objective of the Single Plan for Student Achievement (SPSA) process is to support data-driven decision-making to improve teaching and learning. Underlying this objective is a belief that schools cannot rely on hunches or personal preferences as a basis for developing effective programs. Data and research should be used to help School Site Councils:

- **Assess current performance and conditions** - The district and the state provide data about the achievement levels of students, groups, and schools.
- **Select strategies/actions and programs to meet student needs** - The district provides guidance on research-based strategies and approaches for improving student achievement.
- **Monitor the effectiveness of implemented programs** - In addition to annual district and state assessments, schools can develop their own tools for tracking progress in the classroom.
- **Develop SMART goals** for academic achievement, academic equity, and parent and community involvement.

**Academic Achievement:**

SMART goals should be developed to significantly increase academic achievement and learning for all students, including closing the achievement data. Focus must be on reading and mathematics as measured by the State achievement tests and other assessments as appropriate.

**SMART goal example (TBD based on Smarter Balanced Assessment Consortium):**
- By 6/13/15, 52% of (Name of School) grades 2-5, students will perform at Level 3 or 4 in English Language Arts.
E. BUDGETING STRATEGIES

What Guidelines Does the SSC Use to Allocate the Budget?

After the data and determining strategies, budget decisions are the next important decisions for a School Site Council to make. It is crucial to maintain a strong and clear link between the budget and academic goals and objectives in the SPSA. These decisions can be difficult because funding is almost always constrained and some strategies cost more than others.

One major challenge SSCs face in building budgets is determining how to distribute limited funds, most of which come with spending restrictions, in ways that effectively support all elements of the SPSA that require financial resources.

Steps in budgeting that many SSCs find useful are:

- Identify and prioritize strategies.
- Determine how much each strategy costs.
- Decide which funding source should support each strategy (try starting with the most restrictive funds first).
- Check whether the resulting budget supports a strong site plan.
- Revise the budget and/or SPSA until both are sound and connected to each other.
F. SPSA TIMELINE (TBD)

August/September

- Receive AYP (high schools)
- Analyze new data and information related to student performance, staffing, teacher needs, school needs.

October

- Complete and (SSC) approve all sections of the SPSA
- Schools submit one Recommendations and Assurances documents
- Attend SSC workshops (principals and SSC members) provided by Financial Planning, Monitoring and Accountability

November/December

- Attend SSC workshops (principals and SSC members) provided by Financial Planning, Monitoring and Accountability

January/February (to be determined)

- Monitor student progress and prepare for SPSA adjustments for current school year and budget development for upcoming school year
- By the end of January the principal meets with budget analyst regarding the upcoming year’s site based budget
- Propose expenditures for the upcoming year’s site based budget to improve academic performance. (PI Schools and schools on “watch list” must allocate 10% of Title I funds toward staff development)
- School Site Council SPSA and Budget Training

February

- Monitor student progress and prepare SPSA and budget adjustments for current year
- Principal meet with budget analyst regarding the upcoming year's site based budget.
- Complete and submit upcoming year’s budget via SBB on the due date

March

- Monitor student progress and prepare SPSA and budget adjustments for current year
- Review and begin end-of year budget balancing
April
- Monitor student progress and prepare SPSA and budget adjustments for current year
- Continue end-of-year budget balancing

May
- Review and finalize end-of-year budget balancing
- All Program Improvement Schools should have spent at a minimum 10% of Title I funds for professional development
- Evaluate the Single Plan for Student Achievement using the SPSA Assessment and Evaluation Survey provided by Financial Planning, Monitoring and Accountability

June / July
- Review and finalize end-of-year budget balancing
- All Program Improvement Schools should have spent at a minimum 10% of Title I funds for professional development
- Summarize the evaluations of the Single Plan for Student Achievement provided by SSC onto the Assessment and Evaluation Survey Summary form provided by Financial Planning, Monitoring and Accountability
G. AGGREGATED VS. DISAGGREGATED DATA

Student achievement data is reported for whole populations, or as aggregate data. When data is disaggregated patterns, trends, and other important information is uncovered. Disaggregated data can tell you if professional development for teachers or parental involvement is affecting student performance. You can look at the data by demographic or by schools within a district for example.

Several different ways to disaggregate data include:

- Gender
- Ethnicity
- Special Education
- Socio-Economic Status
- Course Enrollment
- Course Completion
- English Learners

Below are sample questions that can be used when analyzing disaggregated data:

- Is there an achievement gap in reading (or any other subject) among different groups of students? Is the gap growing larger, smaller or staying the same?
- Are male students performing better or worse than female students in math? How will we increase the performance of the lower-performing group of students?
- Are socio-economically disadvantaged or other subgroups disproportionately enrolled in special education classes compared to advanced placement classes? What are the reasons behind the difference and what will we do about it?

Once data has been studied and strengths and challenges identified, the school will need to identify the most urgent and compelling needs. Some schools may find they have instructional challenges in many areas, whereas other schools may be moving student achievement toward the advanced level.

Though a good instructional program will address all of the appropriate content standards, a good school improvement plan will focus a school-wide effort on one or two priority instructional needs.

Assessment is the key to interventions and to effective instruction in general, but even the most reliable and valid assessment system is meaningless until data are correctly interpreted and used appropriately.
Resources
A. RECOMMENDED WEBSITES

Websites/Contacts

San Diego Unified School District

District Directory Assistance
(619) 725-8000

http://www.sandi.net

Financial Planning, Monitoring and Accountability

Financial Planning, Monitoring and Accountability provides support and training to schools implementing programs and activities funded through Title I and Quality Education Investment Act (QEIA).

Phone (619) 725-5609 Fax (619) 725-7055

http://www.sandi.net/Page/37313

Office of Language Acquisition

The Office of Language Acquisition supports effective instructional programs for English Learners (ELs). The department also coordinates and provides assistance to parent committees, including school site-based English Learner Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC).

Phone (619) 725-7264 Fax (619) 686-6772

### B. FAQ

#### SCHOOL SITE COUNCIL - MYTH OR FACT

<table>
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<th>Myth</th>
<th>Fact</th>
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<tbody>
<tr>
<td>The SSC and the Site Governance Team may be combined.</td>
<td>These are two entities with different functions and membership requirements. Although members may serve on both, the SSC and SGT must be individual committees, with separate agendas, meeting times, and minutes.</td>
</tr>
<tr>
<td>The principal is a non-voting member of the SSC.</td>
<td>The principal has one vote.</td>
</tr>
<tr>
<td>The principal has veto power over SSC decisions.</td>
<td>The principal is responsible for implementing the SPSA as approved by the SSC, and he/she may not veto SSC decisions.</td>
</tr>
<tr>
<td>Operational issues and student discipline come under the SSC’s purview.</td>
<td>The SSC oversees the SPSA and categorical budgets associated with the plan. Unrelated issues must be resolved in another forum.</td>
</tr>
<tr>
<td>The “other school personnel” position is filled by a classified employee, and only classified employees vote for the “other school personnel” staff member.</td>
<td>The “other school personnel” position is any NON-classroom teacher. This includes certificated as well as classified persons. “Other school personnel” staff members must vote for “other school personnel” candidates.</td>
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<tr>
<td>SSC meetings are for SSC members only; guests must be invited.</td>
<td>The SSC is a public entity, and meetings must be open to the public.</td>
</tr>
<tr>
<td>SSC records are for school use only.</td>
<td>SSC records should be maintained in the SSC Handbook and the Handbook should be made available for public review upon request. The public may also ask for copies of documents.</td>
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APPENDICES - SAMPLE DOCUMENTS

Title I Parent Involvement Policy .......................................................... #1
Annual Title I Parent Meeting Sample Agenda ..................................... #2
Home School Compact .......................................................................... #3
Sample Nomination Forms .................................................................. #4
Sample SSC Bylaws ........................................................................... #5
Sample SSC Agenda ........................................................................... #6
Sample Elementary SSC Minutes ....................................................... #7a
Sample Secondary SSC Minutes ......................................................... #7b
2014-15 Categorical Spending Guidelines ......................................... #8
Parent Ballot Sample .......................................................................... #9a
Student Ballot Sample ........................................................................ #9b
Specialized Terms and Websites ......................................................... #10
Education Acronyms .......................................................................... #11
SSC Agenda Item Request ............................................................... #12
Title I Parent Involvement Policy

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

- [Your School Name goes here] will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school in a variety of language groups. Topics covered during the meetings will include:
  - Improving communication between the school and home.
  - Providing information about school and district resources for student academic improvement.
  - Evaluating the effectiveness of the school’s parent involvement policy to increase parent participation in Title I activities.
  - Conferencing with teachers.
  - Providing training programs to help parents support and work with their children at home and at school.
  - Advocating for teachers and parents.
  - Valuing cultural diversity.

- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

- The schoolwide parent newsletter is sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. Every attempt is made to communicate with parents in their primary language.

- The parent center is used to advertise parent meetings and training sessions offered at [Name of School], at the District Advisory Council’s (DAC) Harold J. Ballard Parent Center, and throughout the district.

- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

This sample is not an official document.
It is provided only as a sample.
I. The Title I Program:
The Title I Program provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children. The program is intended to help ensure that all students meet challenging state academic standards. The goal of Title I is to provide direct instructional support to students and professional development for teachers, in addition to promoting parent education and involvement.

II. Parent Rights under Title I law, parents have the right to:
- ask for their own meetings and trainings;
- review the results of an annual parent involvement effectiveness survey;
- review the school’s achievement data to determine if Title I services are effective in meeting the goals for student proficiency in state standards;
- review the parent involvement plan in the Single Plan for Student Achievement (SPSA);
- review and modify the site Title I Parent Involvement Policy and Home/School Compact;

III. Parent Involvement at Our School:
The School Site Council (SSC) provides parents with the opportunity to be involved in the academic program of the school. The SSC develops, monitors, and evaluates the Single Plan for Student Achievement (SPSA); implement programs and services that support students.

(Describe other opportunities for parent involvement at your site, such as PTA/PTO, a school foundation, parent meetings and trainings, a Parent Center on your campus, etc.)

IV. School Achievement Data:
Schools analyze and review schoolwide performance data, the California English Language Development Test (CELDT) and for high schools, graduation rates and California High School Exit Examination scores (CAHSEE). They use the data to align the curriculum to state and district academic standards and adjust their instructional practices based on the findings of the assessment data.

(Provide parents with the most current data, and explain how the data were used to develop the goals and strategies in the Single Plan for Student Achievement.)
V. Single Plan for Student Achievement:
Parents should receive information about the school’s curriculum, specifically the English/Language Arts and math programs, and the assessments used to measure student progress in those programs.

(Discuss the goals and planned strategies of the school site plan.)

VI. Title I Expenditures:
Schools are allocated Title I funds based upon the percentage of students receiving free or reduced-price lunch. Schools in the San Diego Unified School District receive Title I funds if 40 percent (40%) or more of the student population is eligible for the free or reduced-price lunch program. Schools in the San Diego Unified School District are ranked according to this percentage, and receive a certain amount of money per student.

Title I funds must supplement, not supplant, district funding. One percent (1%) of that amount is allocated for parent involvement. Schools in Program Improvement must allocate a minimum of 10 percent (10%) of their Title I funds for professional development.

(Describe the Title I budget, the expenditures that have been allocated for the 2014-15 school year, and how the funds support increased student achievement.)

VII. Title I Parent Involvement Policy:
The Title I Parent Involvement Policy communicates how the school will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the Title I program at the school.

(Review your current Title I Parent Involvement Policy, how it was developed, and how it is reviewed and revised as needed on an annual basis.)

VIII. Title I Home/School Compact:
The Title I Home/School Compact describes the responsibilities of the school, the parent, and the student for improved student achievement.

(Review your current Home/School Compact, how it was developed, and how it is reviewed and revised as needed on an annual basis.)
[NAME OF SCHOOL]

HOME/SCHOOL COMPACT
(This is provided only as an example)

[Name of school] and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California’s high standards.

This Home/School Compact is in effect during school year ________________.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS
(This is provided only as an example)

SCHOOL RESPONSIBILITIES
The [enter name of school] will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California’s student academic achievement standards as follows:

   (Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.)

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.

   (Describe when the parent-teacher conferences will be held.)

3. Provide parents with frequent reports on their child’s progress.

   (Describe when and how the school will provide reports to parents.)

4. Provide parents reasonable access to staff.

   (Describe when, where, and how staff will be available for consultation with parents.)

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

   (Describe when and how parents may volunteer, participate, and observe classroom activities.)
PARENT RESPONSIBILITIES

We, as parents, will support our child’s learning by:
(Describe the ways in which parents will support their children’s learning.)

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my child’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

Optional additional provisions
(This is provided only as an example)

STUDENT RESPONSIBILITIES (revise by grade level, as appropriate)

We, as students, will share the responsibility to improve our academic achievement and achieve California’s high standards:
(Describe the ways in which students will support their academic achievement.)

✓ Do my homework every day and ask for help when I need it.
✓ Read at least 30 minutes every day outside of school time.
✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

*Please note that signatures are not required.

This sample Home/School Compact is NOT an official document. (This is provided only as an example.)
School Site Council Parent Nominations

Would you be interested in serving on the ABC Elementary School Site Council next year as a parent representative? To nominate yourself or a fellow parent, you may submit your/his/her name in writing to the school office by Friday, September 5, 2014.

School Site Council is composed of equal numbers of staff and parent representatives who serve a two-year term. They meet eight times a year to oversee the implementation of various programs in the school, including state and federally-funded programs. The School Site Council is a governing body that is responsible for deciding how to spend approximately $35,000 of categorical money to improve the instructional program here at ABC Elementary. Each school in the district receives a different amount of money, based on enrollment. The School Site Council members work together, to set goals, for improving student achievement at the school and allocating the funds to accomplish those goals.

For the coming school year, we have two parent openings. Please contact one of our current members if you have questions. Parents are Rich Xxx, Jim Xxx, and Sharon Xxx.

Our first meeting for newly elected members will be Thursday, November 7th, from 3:15-4:15 pm in the school library. The council will determine future meeting times and dates at our first meeting. This is a two-year position. The membership term is November 1, 2014 through October 31, 2016.

Agendas for meetings are posted in our office window at least 72 hours prior to the meeting and we post the minutes on our website. All parents and members of the public are welcome to attend.

Working together we make a difference for our students!

Elementary School Site Council Nomination

Nominee: _________________________________________

Phone Number: ____________________________________

(Optional) Brief Personal Statement to be written on ballot: ______________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Received on: ______________________________
Appendix 5

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

The following outline is provided as a “SAMPLE” to assist the School Site Council in developing its own bylaws.

No claim of completeness is made.

Please create Bylaws specific to your school site.

SCHOOL SITE COUNCIL BYLAWS
2014-15

ARTICLE I

Duties of the School Site Council:

The School Site Council of _____________________________ School, hereinafter referred to as the council, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees.

- Develop and approve the SPSA and related categorical expenditures in accordance with all state and federal law and district regulations.

- Recommend the SPSA and categorical expenditures to the SDUSD Board of Education for approval.

- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.

- Make modifications to the SPSA whenever the need arises.

- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities or related categorical expenditures.

- Regularly evaluate the progress made toward school goals to raise the academic achievement of all students.

- Carry out all other duties assigned to the council by the SDUSD Board of Education and by state law.
ARTICLE II

MEMBERS

Section A: Composition*
The council shall be composed of _______ members, selected by their peers, as follows:
✓ Classroom teachers (must be the majority of staff composition)
✓ Other school personnel
✓ Principal (ex officio member)
✓ Parents or community members
✓ Students (secondary)

*Elementary schools must have a minimum of ten (10) members
*Secondary schools must have a minimum of twelve (12) members.
*No subcategory representation (EL, GATE, PTA, PTO, SDEA, SGT, K-1, 2-3, etc.) is allowed.

The school principal shall be an ex officio member of the council. The principal or his/her designee shall attend all SSC meetings; however, only the principal may vote on actions. Council members chosen to represent parents may be employees of the school district as long as they are not employed at the school site.

Section B: Term of Office
Council members shall be elected for ______ year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member’s current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights
Each member of the council is entitled to one vote and may cast that vote on any matter submitted to a vote of the council.

Absentee (proxy) and any electronic ballots shall not be permitted.

Section D: Termination of Membership
The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairman.

Section E: Transfer of Membership
Membership on the council may not be assigned or transferred.
Section F: Vacancy
Any vacancy on the council occurring during the term of a duly elected member shall be filled by: 
*The following are examples (Select one)*

A. Regular elections

B. Appointment by two-thirds of the council for the period of time until the next regular election

C. The seating of a previously elected alternate member to fill the remainder of the term of the vacant seat.

D. Other – Please describe in detail

ARTICLE III

ELECTIONS OF COUNCIL MEMBERS

- The school principal is a standing member of the council.

- Classroom teacher elections will be held in September:
  - The classroom teacher membership will be elected into rotational positions of two years.
  - Nominations and elections are conducted by classroom teachers.
  - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.

- “Other” school personnel elections will be held in September.
  - The “other” staff membership will be elected into rotational positions of two years.
  - Nominations and elections are conducted by “other” school personnel.
  - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.

- Parent/Community Member representative elections will be conducted in September.
  - Nominations and elections will be conducted by the school office staff.
  - Announcement of the nominations will be included in the May, June, and September issues of the school newsletter, website. The announcement will also be posted on the School Marquee.
  - Nominations will be accepted in September.
  - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.

- Students.
  - The student member positions shall be elected by the entire student body.
  - During the month of September, nomination forms will be made available to students.
– All students nominated by their peers MUST accept the nomination prior to their name being placed on the official ballot.
– Once the official ballot has been created, the currently enrolled students will vote for three (3) student members.
– The three students who receive the most votes will be the student members; the student receiving the next highest number of votes (fourth highest) will be the student alternate.

All election ballots and result records will be maintained at the school site for seven (7) years.

**ARTICLE IV**

**OFFICERS**

**Section A: Officers**
The officers of the council shall be a chairman, vice-chairman, secretary, and other officers the council may deem desirable.

*The chairman shall:*
- Collaborate with the principal in developing agendas and reviewing minutes prior to posting.
- Preside at all meetings of the council.
- Sign all letters, reports, and other communications of the council.
- Perform all duties incident to the office of the chairman.
- Have other such duties as are prescribed by the council.

*The vice-chairman shall:*
- Represent the chairman in assigned duties.
- Substitute for the chairman in his/her absence.

*The secretary shall:*
- Keep minutes of all regular and special meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council and to the following other persons: ________________________________.
- Provide all notices in accordance with these bylaws.
- Keep a register of the names, addresses, and telephone numbers of each member of the council, the chairmen of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairman or the council.

**Section B: Election and Terms of Office**
The officers shall be elected annually, at the __________________________ meeting of the council, and shall serve for one year, or until each successor has been elected.
Section C: Removal of Officers
Any officer may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy
A vacancy in any office shall be filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.

ARTICLE V

COMMITTEES

Section A: Sub-committees
The council may establish and abolish sub-committees of their own membership to perform duties as shall be prescribed by the council. At least one member representing teachers and one member representing parents shall make up the sub-committee. No sub-committee may exercise the authority of the council.

Section B: Other Standing and Special Committees
The council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the council. No such committee may exercise the authority of the council.

Section C: Terms of Office
The council shall determine the terms of office for members of a committee.

Section D: Rules
Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section E: Quorum
A majority (51% or greater) of the members of the committee shall constitute a quorum, unless otherwise determined by the council. The act of a majority of the members present shall be the act of the committee, provided a quorum is present.

ARTICLE VI

MEETINGS OF THE COUNCIL

Section A: Meetings
The council shall meet regularly on the ___ school day of each month. Special meetings of the council may be called by the chairman or by a majority vote of the council.
Section B: Place of Meetings
The council shall hold its regular meetings at a facility provided by the school, unless such facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairman or by majority vote of the council.

Section C: Notice of Meetings
1. Written public notice of all meetings shall be given at least 72 hours in advance of the meeting.
2. Changes in the established date, time, or location shall be given special notice.
3. All meetings shall be publicized in the following venues:
   __________________________, __________________________, and __________________________.
4. All required notices shall be delivered to council and committee members no less than 72 hours, and no more than _______ days in advance of the meeting, personally, or by mail or via e-mail.

Section D: Quorum
The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established.

Section E: Conduct of Meetings
Meetings of the council shall be conducted in accordance with the rules of order established by California Education Code Section 35147 (c) and with Robert’s Rules of Order or an adaptation thereof approved by the council.

Section F: Meetings Open to the Public
All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

ARTICLE VII
AMENDMENTS

An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least ______ days prior to the meeting at which the amendment is to be considered for adoption.
AGENDA

Legal Requirements (Check topics to be covered at this meeting):

<table>
<thead>
<tr>
<th>SSC Business</th>
<th>SPSA</th>
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</thead>
<tbody>
<tr>
<td>Title I Parent Involvement Policy, Home School Compact</td>
<td>SPSA Goal Review</td>
</tr>
<tr>
<td>SSC Bylaws</td>
<td>SPSA Target Progress</td>
</tr>
<tr>
<td>DAC, ELAC Merger</td>
<td>Modifications for SPSA/Goals, Strategies, Funding</td>
</tr>
<tr>
<td>Uniform Complaint Procedures</td>
<td>Assessment and Evaluation Survey for SPSA</td>
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<tr>
<td>Attendance</td>
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<tr>
<td>Parent Education Opportunities</td>
<td>Budget -</td>
</tr>
<tr>
<td>SSC Survey (end of year)</td>
<td>Funding Updates (District Information)</td>
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<tr>
<td></td>
<td>Modifications to Categorical Funding based on Target Updates</td>
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</tbody>
</table>

Data Review -

<table>
<thead>
<tr>
<th>AYP Data</th>
<th>DAC &amp; ELAC -</th>
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<tbody>
<tr>
<td>CST Data</td>
<td>EL Program</td>
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<tr>
<td>Quarterly Target Data Review</td>
<td>Reports</td>
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<td></td>
<td>Training</td>
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<th>ITEM</th>
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<th>ACTION REQUESTED OF SSC MEMBERS</th>
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<tbody>
<tr>
<td>1. Call to Order</td>
<td>Sally Chen: SSC Chairperson</td>
<td>Informational</td>
</tr>
<tr>
<td>2. SSC Business</td>
<td>Action Item: Approval of minutes for November 13, 2014; Sally Chen, SSC Chairperson.</td>
<td>Voting</td>
</tr>
<tr>
<td>3. Data Review</td>
<td>Informational: Jane Doe, Principal</td>
<td>Voting</td>
</tr>
<tr>
<td>4. SPSA</td>
<td>Informational: John Alford, Teacher member</td>
<td>Informational</td>
</tr>
<tr>
<td>5. DAC and ELAC</td>
<td>Informational: Sally Chen, DAC Representative</td>
<td>Informational</td>
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<tr>
<td>ELAC Report</td>
<td>• Informational: Melina Escalante, ELAC Representative</td>
<td>• Informational</td>
</tr>
<tr>
<td>6. Public Comment</td>
<td></td>
<td>• Informational</td>
</tr>
</tbody>
</table>

Next Scheduled ___________________________ SSC Meeting: ___________________________ (Date)

4-5 p.m., Room __________

Date Posted: ___________________________

(must be 72 hours before meeting)
SAN DIEGO UNIFIED SCHOOL DISTRICT
Future Elementary School
SSC Meeting

Date: December 11, 2014

Meeting Minutes

Members present:

Staff

- Jane Doe, Principal (Permanent Member)
- John Alford, Classroom Teacher (1st of 2-year term)
- Melina Escalante, Classroom Teacher (2nd of 2-year term)
- Harriet Nguyen, Classroom Teacher (2nd of 2-year term)
- Sam Marston, Other Staff Personnel (1st of 2-year term)

Parents/Community Members

- Sally Chen, Parent/DAC Rep (2nd of 2-year term)
- George Rivers, Parent (2nd of 2-year term)
- Patricia Ruiz, Parent (1st of 2-year term)
- Cynthia Smith, Parent (1st of 2-year term)
- John Ortega, Community Member (2nd of 2-year term)

Quorum was met

Guests: Richard Stone, Leticia Williams

### Item

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<tr>
<td>1. Call to Order</td>
<td>Sally Chen: SSC Chairperson</td>
<td>Meeting was called to order at 3:35 p.m.</td>
</tr>
<tr>
<td>2. SSC Business</td>
<td>Action Item: Approval of minutes for November 13, 2014; Sally Chen, SSC Chairperson. Action Item: Melina Escalante, Bylaw Committee chair</td>
<td>Minutes from November 13, 2014 were reviewed. Approval of the minutes moved by Ortega, seconded by Escalante. Motion passed. Bylaw Committee recommendations are as follows: 1.) remove the electronic voting clause (mandatory per district bylaw sample), 2. Use the method of appointing to fill SSC member vacancies during the school year, was discussed. John Ortega moved to approve the 2014-15 Future Elementary bylaws. Motion seconded by George Rivers. Motion passed 8-1.</td>
</tr>
<tr>
<td>3. Data Review</td>
<td>Informational: Jane Doe, Principal</td>
<td>School benchmark reports were distributed to all members and results analyzed from multiple perspectives. Additionally, a report was produced analyzing student progress longitudinally over the past 2 years. This will allow us to document progress while we work through the changing curriculum (CCSS).</td>
</tr>
<tr>
<td>4. SPSA</td>
<td>Informational: John Alford, Teacher member</td>
<td>John Alford provided all members with an SPSA monitoring form/table. The table links progress with expenditures. The SSC will continue to develop the form over the year to streamline progress monitoring and hopefully support next year’s SPSA revisions. After reviewing Benchmark I data, the SSC discussed adjusting the ELA SMART goal up 2 percentage points since we have already met our targets. Sam Marston moved to approve the new SPSA goals for 2014-15. Motion seconded by Patricia Ruiz. Motion passed 9-0.</td>
</tr>
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- Action Item: Approval of Minutes
- Approval of Bylaws
- Benchmark I Results
- Monitoring the SPSA
- Review 2014-15 Goals
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<td>5.</td>
<td>Budget</td>
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<td></td>
<td>- Budget Transfer within 30100</td>
<td>Action Item: Jane Doe, Principal</td>
</tr>
<tr>
<td></td>
<td>- Expense Transfer from 00000 to 30100</td>
<td>Jane confirmed with her Budget Analyst that all of the salary transfers had been completed for the school. Due to FTE adjustments we have $10,000. We are now able to use these funds. Our priorities were reviewed, and Patricia motioned to use these funds towards priority #2 and #3, after school tutoring and EL Coordinator hourly. <strong>Budget Transfer 30100</strong> From: 2010 30100 00 1109 4760 1110 01000 0000 - $10,000 (ELST surplus salary) To: 2010 30100 00 1157 4760 1110 01000 0000 - $7,000 (after school tutoring of sixth grade ELs Below Basic) To: 2010 30100 00 2151 4760 1110 01000 0000 - $3,000 (EL Coordinator hourly to provide interventions and assessments of EL students) Motion seconded by Harriet. Passed unanimously. <strong>Expense Transfer from 00000 to 30100</strong> Five teachers attended professional development for CCSS in the month of October. The charges for these days were incorrectly charged to 00000 (amount $670). Sally motioned to move these expenses to Title I where they were allocated in the SPSA. From: 2010 00000 00 1192 1000 1110 01000 0000 (visiting teachers) To: 2010 30100 00 1192 1000 1110 01000 0000 (visiting teachers) Motion seconded by Harriet. Passed unanimously.</td>
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<td>6.</td>
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<td>DAC: Sally Chen reported the DAC New Member Orientation is scheduled for December 16 @ 4:30 PM. The Title I Ranking Report was shared at the November DAC meeting and distributed. Currently our school has 40% free and reduced lunch and therefore receives Title I funding. The report identifies the scaled funding for all schools in the district. <strong>Informational:</strong> Sally Chen, DAC Representative <strong>DELAC:</strong> Melina Escalante shared information from the September 2014 meeting.</td>
</tr>
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<td></td>
<td>- ELAC Report</td>
<td>Informational: Melina Escalante, ELAC Chairperson There was no public comment.</td>
</tr>
<tr>
<td>7.</td>
<td>Public Comment</td>
<td></td>
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Meeting Adjourned at 4:35 p.m. Minutes recorded by Jane Dawes, Clerical Staff Member
SAN DIEGO UNIFIED SCHOOL DISTRICT
Future Middle School
SSC Meeting

Meeting Minutes

Members present:

Staff
- Jane Doe, Principal (Permanent Member)
- John Alford, Classroom Teacher (1st of 2-year term)
- Melina Escalante, Classroom Teacher (2nd of 2-year term)
- Harriet Nguyen, Classroom Teacher (1st of 2-year term)
- Sam Marston, Classroom Teacher (2nd of 2-year term)
- Garry Moon, Other School Representative (1st of 2-year term)

Parents/Community Members
- Sally Chen, Parent/DAC Rep (2nd of 2-year term)
- George Rivers, Parent (1st of 2-year term)
- Patricia Ruiz, Parent (2nd of 2-year term)

Students
- Sam Student (1st of 2-year term)
- Betsy Student (1st of 2-year term)
- Juan Student (2nd of 2-year term)

Guests: Richard Stone, Leticia Williams

Meeting Minutes

Minutes from November 13, 2014 were reviewed. Approval of the minutes moved by Ortega, seconded by Escalante. Motion passed.

Bylaw Committee recommendations are as follows: 1) remove the electronic voting clause (mandatory per district bylaw sample), 2) use the method of appointing to fill SSC member vacancies during the school year, was discussed. John Ortega moved to approve the 2014-15 Future Elementary bylaws. Motion seconded by George Rivers. Motion passed 8-1.

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<td>5.</td>
<td><strong>Budget</strong>&lt;br&gt;• Budget Transfer within 30100&lt;br&gt;• Expense Transfer from 00000 to 30100</td>
<td>• Action Item: Jane Doe, Principal&lt;br&gt;• Jane confirmed with her Budget Analyst that all of the salary transfers had been completed for the school. Due to FTE adjustments we have $10,000. We are now able to use these funds. Our priorities were reviewed, and Patricia motioned to use these funds towards priority #2 and #3, after school tutoring and EL Coordinator hourly.&lt;br&gt;&lt;br&gt;<strong>Budget Transfer 30100</strong>&lt;br&gt;From: 2010 30100 00 1109 4760 1110 01000 0000 - $10,000 (ELST surplus salary)&lt;br&gt;To: 2010 30100 00 1157 4760 1110 01000 0000 - $7,000 (after school tutoring of sixth grade ELs Below Basic)&lt;br&gt;To: 2010 30100 00 2151 4760 1110 01000 0000 - $3,000 (EL Coordinator hourly to provide interventions and assessments of EL students)&lt;br&gt;• Motion seconded by Harriet. Passed unanimously.&lt;br&gt;• <strong>Expense Transfer from 00000 to 30100</strong>&lt;br&gt;• Five teachers attended professional development for CCSS in the month of October. The charges for these days were incorrectly charged to 00000 (amount $670). Sally motioned to move these expenses to Title I where they were allocated in the SPSA.&lt;br&gt;From: 2010 00000 00 1192 1000 1110 01000 0000 (visiting teachers)&lt;br&gt;To: 2010 30100 00 1192 1000 1110 01000 0000 (visiting teachers)&lt;br&gt;• Motion seconded by Harriet. Passed unanimously.</td>
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<td>There was no public comment.</td>
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</table>

Meeting Adjourned at 4:35 p.m.  
Minutes recorded by Jane Dawes, Clerical
CATEGORICAL SPENDING GUIDELINES 2014-15

All categorical budgets MUST be for direct services that impact student achievement. Students must be considered first. You must be able to answer the questions:

- Are these expenditures based on what is good for students at our school, not what is good for the adults?
- Do these expenditures provide supplementary services that would not be provided absent categorical funds?
- Do position allocations for categorical funds match the proportion of each position actually performing direct, supplementary services to students?
- Do these expenditures directly affect each student in progressing to proficiency on the Common Core State Standards?
- Does this categorical funding allocation help us reach our area goals?

RATIONALES FOR CATEGORICAL SPENDING MUST BE CLEARLY DESCRIBED IN THE SPSA.
# CATEGORICAL SPENDING GUIDELINES 2014-15

<table>
<thead>
<tr>
<th>Resource #</th>
<th>Resource Name</th>
<th>Allowable Expenses</th>
<th>Non-allowable Expenses</th>
</tr>
</thead>
</table>
| 30100      | Title I Basic   | - **Required:** Program Improvement schools must allocate 10% of Title I funds for Professional Development.  
- Equipment –directly related to support student achievement in the Common Core State Standards.  
- Instructional Materials  
- Non-Instructional Supplies and Expenses to support supplemental services/programs for students.  
- Travel for professional development (must be pre-approved).  
- Conferences for professional development.  
- Field Trips (in support of common core instruction).  
- Substitutes to provide support for professional development (for classroom teachers).  
- Hourly time (classroom teachers and classified staff working directly in supplemental services/programs for students).  
- ELST  
- AVID teachers and tutors.  
- CSR teachers  
- Parent Involvement  
- Extended Day/Year Programs  
- Nursing time including Health Tech  
- Counseling time  
- Librarian time | - Vice Principals  
- Clerical positions  
- Network Tech-unless working directly with students on intervention programs/activities.  
- Copier contract  
- Community Service assistant  
- Campus security  
- Noon Duty  
- Meals  
- Athletic equipment  
- Medical supplies |
<table>
<thead>
<tr>
<th>Resource #</th>
<th>Resource Name</th>
<th>Allowable Expenses</th>
<th>Non-allowable Expenses</th>
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<tbody>
<tr>
<td>30100</td>
<td>Title I Basic</td>
<td>• Push-in teacher</td>
<td>• Custodial supplies</td>
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<tr>
<td></td>
<td></td>
<td>• Subject-specific resource teachers</td>
<td>• Building improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• CAHSEE prep teacher</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Classroom teachers who provide <strong>qualitatively different instruction to underperforming students.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Parent Academic Liaison</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Pupil Advocate</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Assistants (guidance, classroom, library, etc.)</td>
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<tr>
<td></td>
<td></td>
<td><strong>IF working directly with students on intervention programs or activities—MUST be clearly articulated in SPSA.</strong></td>
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</tr>
<tr>
<td>30103</td>
<td><strong>Title I Parent Involvement</strong></td>
<td>• Materials for parent meetings and training</td>
<td>• <strong>Copier contract</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conferences and workshops for parents</td>
<td>• <strong>Same as for Title I Basic.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communications with parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Light refreshments</td>
<td></td>
</tr>
<tr>
<td>30106</td>
<td><strong>Title I Program Improvement Supplemental</strong></td>
<td>• <strong>Same as for Title I Basic</strong></td>
<td>• <strong>Same as for Title I Basic.</strong></td>
</tr>
<tr>
<td></td>
<td>(PI schools in Years 4 &amp; 5 only)</td>
<td>• <strong>Required</strong> to set aside 10% of allocation for staff professional development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Expenditures must be directly related to addressing student achievement in English Language Arts and/or Mathematics.</td>
<td></td>
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<tr>
<td>74000</td>
<td><strong>Quality Education Investment Act (QEIA)</strong></td>
<td>• QEIA requirements</td>
<td></td>
</tr>
</tbody>
</table>
PARENT /COMMUNITY MEMBER BALLOT

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

☐ John Doe
John Doe is the father of 3 children attending _____ Elementary School. He served on the _____ SSC four years ago as the Chair. Professionally, Mr. Doe is President and CEO of The Mailbox Store. John also coaches his children’s sports teams in his spare time.

☐ Peggy Martin
Peggy Martin is the mother of 2 children attending _____ Elementary School. She volunteers daily in her children’s classrooms and is a member of the PTA. During her free time she runs an animal rescue mission from her home.

☐ Tanya Spendell
Tanya has 2 children, one entering kindergarten and one graduating to middle school at the end of this school year. The difference in ages between her children allow for a broad and current perspective of children’s interests and needs. Additionally, Tanya has served on various school committees over the years. Tanya is professor at UCSD.
Student Member Ballot

Student elections for School Site Council will be held during period ___.
Please vote for 2 candidates by marking the corresponding box with an “X”.

☐ Joseph Vans
Joseph is a tenth grader who is an avid skateboarder. He is currently participating in the National Skateboard Championships. He has taken an active part with the Special Olympics student committee over the last year.

☐ Peggy Hawk
Peggy has attended ___________ high school since ninth grade. She is the current chess club champion. She is a member of the Culinary School for Exemplary Cooks. On weekends she volunteers with the Humane Society rescuing unwanted pets.

☐ Tanya Aero
Tanya is a junior who has actively participated in the _________ high school drill team. She has played the lead in the Shakespeare’s “Midsummer Night’s Dream” for the past three years. On the weekends, she teaches drama at the Junior Theater Company.
### SPECIALIZED TERMS AND WEBSITES

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Stands For</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA</td>
<td>Average Daily Attendance</td>
<td><a href="http://www.cde.ca.gov/ds/fd/ec/">http://www.cde.ca.gov/ds/fd/ec/</a></td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
<td><a href="http://www.usdoj.gov/crt/ada/adahom1.htm">http://www.usdoj.gov/crt/ada/adahom1.htm</a></td>
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<tr>
<td>API</td>
<td>Academic Performance Index</td>
<td><a href="http://www.cde.ca.gov/ta/ac/ap">http://www.cde.ca.gov/ta/ac/ap</a></td>
</tr>
<tr>
<td>AYP</td>
<td>Adequate Yearly Progress</td>
<td><a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a></td>
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<tr>
<td>BTSA</td>
<td>Beginning Teacher Support and Assessment</td>
<td><a href="http://www.btsa.ca.gov">http://www.btsa.ca.gov</a></td>
</tr>
<tr>
<td>CAHSEE</td>
<td>California High School Exit Examination</td>
<td><a href="http://www.cde.ca.gov/ta/tg/hs/">http://www.cde.ca.gov/ta/tg/hs/</a></td>
</tr>
<tr>
<td>CBEDS</td>
<td>California Basic Educational Data System</td>
<td><a href="http://www.cde.ca.gov/ds/dc/cb/">http://www.cde.ca.gov/ds/dc/cb/</a></td>
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<tr>
<td>CDE</td>
<td>California Department of Education</td>
<td><a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a></td>
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<tr>
<td>CELDT</td>
<td>California English Language Development Test</td>
<td><a href="http://www.cde.ca.gov/ta/tg/el">http://www.cde.ca.gov/ta/tg/el</a></td>
</tr>
<tr>
<td>COE</td>
<td>County Office of Education</td>
<td><a href="http://www.cde.ca.gov/re/sd/co/index.asp">http://www.cde.ca.gov/re/sd/co/index.asp</a></td>
</tr>
<tr>
<td>CSAM</td>
<td>California School Accounting Manual</td>
<td><a href="http://www.cde.ca.gov/fg/ac/sa">http://www.cde.ca.gov/fg/ac/sa</a></td>
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<tr>
<td>CSIS</td>
<td>California School Information Services</td>
<td><a href="http://www.csis.k12.ca.us/site-map-cata.asp">http://www.csis.k12.ca.us/site-map-cata.asp</a></td>
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<td>CSR</td>
<td>Comprehensive School Reform</td>
<td><a href="http://www2.ed.gov/programs/compreform/2pager.html">http://www2.ed.gov/programs/compreform/2pager.html</a></td>
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<tr>
<td>CSR</td>
<td>Class Size Reduction</td>
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<tr>
<td>Acronym</td>
<td>Stands For</td>
<td>Web Address</td>
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<td>CTC</td>
<td>Commission on Teacher Credentialing</td>
<td><a href="http://www.ctc.ca.gov">http://www.ctc.ca.gov</a></td>
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<td>EC</td>
<td>Education Code</td>
<td><a href="http://www.leginfo.ca.gov/calaw.html">http://www.leginfo.ca.gov/calaw.html</a></td>
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<tr>
<td>ELAP</td>
<td>English Language Acquisition Program</td>
<td><a href="http://www.cde.ca.gov/fg/aa/ca/englishlang.asp">http://www.cde.ca.gov/fg/aa/ca/englishlang.asp</a></td>
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<tr>
<td>EPC</td>
<td>Essential Program Components</td>
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<tr>
<td>ESLRs</td>
<td>Expected Schoolwide Learning Results</td>
<td><a href="http://www.acswasc.org/">http://www.acswasc.org/</a></td>
</tr>
<tr>
<td>FPM</td>
<td>Federal Program Monitoring</td>
<td><a href="http://www.ncpublicschools.org/program-monitoring/">http://www.ncpublicschools.org/program-monitoring/</a></td>
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<tr>
<td>FOL</td>
<td>Focus on Learning</td>
<td><a href="http://www.acswasc.org/process_ca_comprehensive.htm">http://www.acswasc.org/process_ca_comprehensive.htm</a></td>
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<tr>
<td>FTE</td>
<td>Full-Time-Equivalent</td>
<td><a href="http://data1.cde.ca.gov/dataquest/gls_fte.htm">http://data1.cde.ca.gov/dataquest/gls_fte.htm</a></td>
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<tr>
<td>GATE</td>
<td>Gifted and Talented Education</td>
<td><a href="http://www.cde.ca.gov/sp/gt/">http://www.cde.ca.gov/sp/gt/</a></td>
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<tr>
<td>GED</td>
<td>General Educational Development</td>
<td><a href="http://www.cde.ca.gov/ta/tg/gd">http://www.cde.ca.gov/ta/tg/gd</a></td>
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<td>IEP</td>
<td>Immigrant Education Program (NCLB, Title III)</td>
<td><a href="http://www.cde.ca.gov/sp/el/t3">http://www.cde.ca.gov/sp/el/t3</a></td>
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<td>IEP</td>
<td>Individualized Education Program</td>
<td><a href="http://www.calstat.org/iep/">http://www.calstat.org/iep/</a></td>
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<tr>
<td>LC</td>
<td>Language Census</td>
<td><a href="http://www.cde.ca.gov/ds/dc/lc/">http://www.cde.ca.gov/ds/dc/lc/</a></td>
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<td>LEA</td>
<td>Local Educational Agency</td>
<td><a href="http://www.cde.ca.gov/nclb/sr/le/">http://www.cde.ca.gov/nclb/sr/le/</a></td>
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<td>LEP</td>
<td>Limited English Proficient</td>
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<tr>
<td>NAEP</td>
<td>National Assessment of Educational Progress</td>
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<tr>
<td>NAGB</td>
<td>(National Assessment Governing Board)</td>
<td><a href="http://www.nagb.org">http://www.nagb.org</a></td>
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<tr>
<td>Acronym</td>
<td>Stands For</td>
<td>Web Address</td>
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<td>NCLB</td>
<td>No Child Left Behind</td>
<td><a href="http://www.cde.ca.gov/nclb/">http://www.cde.ca.gov/nclb/</a></td>
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<td>NRT</td>
<td>Norm-referenced Test</td>
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<td>PI</td>
<td>Program Improvement</td>
<td><a href="http://www.cde.ca.gov/ta/ac/ti/programi">http://www.cde.ca.gov/ta/ac/ti/programi</a></td>
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<td>PSAA</td>
<td>Public Schools Accountability Act</td>
<td><a href="http://www.cde.ca.gov/ta/ac/">http://www.cde.ca.gov/ta/ac/</a></td>
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<td>PTA</td>
<td>Parent Teacher Association</td>
<td><a href="http://www.pta.org">http://www.pta.org</a></td>
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<tr>
<td>R-FEP</td>
<td>Re-designated Fluent-English-Proficient</td>
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<td>ROCP</td>
<td>Regional Occupational Centers and Programs</td>
<td><a href="http://www.cde.ca.gov/ci/ct/rp/">http://www.cde.ca.gov/ci/ct/rp/</a></td>
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<td>RSDSS</td>
<td>Regional System for District and School Support</td>
<td><a href="http://www.cde.ca.gov/sp/sw/ss/s4directory.asp">http://www.cde.ca.gov/sp/sw/ss/s4directory.asp</a></td>
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<tr>
<td>SABE/2</td>
<td>Spanish Assessment of Basic Education</td>
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<td>SARC</td>
<td>School Accountability Report Card</td>
<td><a href="http://www.cde.ca.gov/ta/ac/sa">http://www.cde.ca.gov/ta/ac/sa</a></td>
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<td>SEA</td>
<td>State Education Agency</td>
<td><a href="http://www.cde.ca.gov/">http://www.cde.ca.gov/</a></td>
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<td>STAR</td>
<td>Standardized Testing and Reporting</td>
<td><a href="http://www.cde.ca.gov/ta/tg/sr">http://www.cde.ca.gov/ta/tg/sr</a></td>
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<td>UCP</td>
<td>Uniform Complaint Procedures</td>
<td><a href="http://www.cde.ca.gov/re/cp/uc">http://www.cde.ca.gov/re/cp/uc</a></td>
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<td>WASC</td>
<td>Western Association of Schools and Colleges</td>
<td><a href="http://www.acswasc.org/">http://www.acswasc.org/</a></td>
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## EDUCATION ACRONYMS

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<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AB</td>
<td>Assembly Bill</td>
</tr>
<tr>
<td>A-G</td>
<td>required high school courses to be eligible to enter UC or CSU</td>
</tr>
<tr>
<td>AMO</td>
<td>Annual Measurable Objective</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement (Courses)</td>
</tr>
<tr>
<td>APR</td>
<td>Academic Progress Report</td>
</tr>
<tr>
<td>ARI</td>
<td>Analytical Reading Inventory (grades 4-8)</td>
</tr>
<tr>
<td>ASB</td>
<td>Associated Student Body</td>
</tr>
<tr>
<td>AVID</td>
<td>Advancement Via Individual Determination</td>
</tr>
<tr>
<td>BOE</td>
<td>Board of Education</td>
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<tr>
<td>CAC</td>
<td>Citizens Advisory Committee; also Community Advisory Committee; Contract Administration Committee; California Administrative Code</td>
</tr>
<tr>
<td>CACE</td>
<td>California Association for Compensatory Education</td>
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<tr>
<td>CAC SE</td>
<td>Citizens Advisory Committee for Special Education</td>
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<tr>
<td>CalWORKs</td>
<td>California Work Opportunity and Responsibility to Kids</td>
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<tr>
<td>CAPA</td>
<td>California Alternate Performance Assessment</td>
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<td>CCACC</td>
<td>Community/Citizens Advisory Committee/Council</td>
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<td>CHSPE</td>
<td>California High School Proficiency Examination</td>
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<td>COLA</td>
<td>Cost-of-Living Adjustment</td>
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<td>ConAPP</td>
<td>Consolidated Application</td>
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<td>CPIE</td>
<td>Center for Parent Involvement and Education</td>
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<td>CPU</td>
<td>Certificated Personnel Unit (e.g., teacher)</td>
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<td>CRT</td>
<td>Criterion Reference Test</td>
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<td>CSR</td>
<td>Comprehensive School Reform</td>
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<td>CST</td>
<td>California Standards Test</td>
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<td>CSTP</td>
<td>California Standards for the Teaching Profession</td>
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<td>CSU</td>
<td>California State University System</td>
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<td>California Teachers Association</td>
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<td>DAC</td>
<td>District Advisory Council for Compensatory Education</td>
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<td>DELAC</td>
<td>District English Learner Advisory Committee</td>
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<td>DMT</td>
<td>District Mathematics Test (grades 5-10)</td>
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<td>DOE</td>
<td>Department of Education</td>
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<td>DRA</td>
<td>Developmental Reading Assessment (grades K-3, 4-English Learners)</td>
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<td>DRP</td>
<td>Degrees of Reading Power</td>
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<td>DWA</td>
<td>District Wide Applications</td>
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<td>EAOP</td>
<td>Early Academic Outreach Program</td>
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<td>EAP</td>
<td>Early Assessment Program</td>
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<td>EDL</td>
<td>Spanish version of DRA</td>
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<td>EIA</td>
<td>Economic Impact Aid</td>
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<td>EL</td>
<td>English Learner</td>
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<td>ELA</td>
<td>English Language Arts</td>
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<td>ELD</td>
<td>English Language Development</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>Acronym</td>
<td>Description</td>
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<tr>
<td>F/RPM</td>
<td>Free/Reduced-Price Meals</td>
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<td>GPA</td>
<td>Governor's Performance Award program; also Grade Point Average</td>
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<tr>
<td>HSDP</td>
<td>High School Diploma Program</td>
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<td>ICOC</td>
<td>Independent Citizens' Oversight Committee</td>
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<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
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<td>ILS</td>
<td>Integrated Life Skills</td>
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<tr>
<td>IRI</td>
<td>Informal Reading Inventory (periodically grades 9-10)</td>
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<td>IT</td>
<td>Information Technology</td>
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<td>MDTP</td>
<td>Mathematics Diagnostic Testing Project (Algebra Readiness Test)</td>
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<td>NCES</td>
<td>National Center for Education Statistics</td>
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<td>NEA</td>
<td>National Education Association</td>
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<td>NEP</td>
<td>Non-English Proficient</td>
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<td>NPR</td>
<td>National Percentile Rank</td>
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<td>NSLP</td>
<td>National School Lunch Program</td>
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<tr>
<td>PAC</td>
<td>Parent Advisory Council/Committee; also Principal's Advisory Council</td>
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<td>PALs</td>
<td>Parent Academic Liaisons</td>
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<td>SARB</td>
<td>School Attendance Review Board</td>
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<tr>
<td>SB</td>
<td>Senate Bill</td>
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<td>SBE</td>
<td>California State Board of Education</td>
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<td>SCE</td>
<td>State Compensatory Education</td>
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<td>SDCOE</td>
<td>San Diego County Office of Education</td>
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<td>SDCS</td>
<td>San Diego City Schools</td>
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<td>San Diego Education Association</td>
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<td>SDPU</td>
<td>San Diego Parent University</td>
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<td>SDSCPA</td>
<td>San Diego School of Creative and Performing Arts</td>
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<td>SDSU</td>
<td>San Diego State University</td>
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<td>SDUSD</td>
<td>San Diego Unified School District</td>
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<td>SE</td>
<td>Special Education</td>
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<td>SELPA</td>
<td>Special Education Local Planning Area</td>
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<tr>
<td>SERP</td>
<td>Supplemental Early Retirement Plan</td>
</tr>
<tr>
<td>SES</td>
<td>Supplemental Educational Services (under NCLB) or Socioeconomic Status</td>
</tr>
<tr>
<td>SGT</td>
<td>Site Governance Team</td>
</tr>
<tr>
<td>SIP</td>
<td>School Improvement Program or Site Initiated Placement</td>
</tr>
<tr>
<td>SIS</td>
<td>Student Information Services/System</td>
</tr>
<tr>
<td>SPSA</td>
<td>Single Plan for Student Achievement</td>
</tr>
<tr>
<td>SSC</td>
<td>School Site Council</td>
</tr>
<tr>
<td>TAP</td>
<td>Targeted Assistance Program; also Teaching as a Priority</td>
</tr>
<tr>
<td>UCSD</td>
<td>University of California San Diego</td>
</tr>
<tr>
<td>USD</td>
<td>University of San Diego</td>
</tr>
<tr>
<td>USDOE</td>
<td>United States Department of Education</td>
</tr>
<tr>
<td>VEEP</td>
<td>Voluntary Ethnic Enrollment of Education</td>
</tr>
<tr>
<td>YRS</td>
<td>Year-Round School/Schedule</td>
</tr>
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San Diego Unified School District
Financial Planning & Development
Financial Planning, Monitoring and Accountability Department

Sample School Site Council
Agenda Item Request

The School Site Council (SSC) is a decision-making body made up of parents, school staff, and students (secondary). The responsibilities of the SSC include the development and oversight of the Single Plan for Student Achievement (SPSA) and the categorical budgets associated with that plan. The SSC meets the first Tuesday of each school month at 4 p.m. in the school library. If you would like to have an item placed on the agenda, please complete this form and someone will be contacting you within five (5) working days.

Date submitted: __________________ Submitted by: ________________________________

Phone: ___________________________ E-mail: ________________________________

Agenda Item Topic: __________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

For Office use

Received by: __________________________ Date Received: __________________________

___ Accepted, will be on the SSC Agenda for ________________________________

___ Denied because _________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________