

# WELCOME TO SCHOOL SITE COUNCIL TRAINING

- If you would like Spanish interpretation, click on the “Interpretation” icon at the bottom of your screen and select Spanish as the language.
- Si desea una interpretación en Español, haga clic en la imagen de "Interpretación" en la parte de abajo de su pantalla y seleccione Español como idioma.
- Please use the CHAT function for comments and questions.
- Por favor use la función de CHAT para comentarios y preguntas.

# SCHOOL SITE COUNCIL: *ROLES & RESPONSIBILITIES*

Pittsburg Unified School District  
Pittsburg Education Association  
California School Employees Association

2020 - 2021  
Virtual - Zoom



# OUTCOMES FOR TRAINING

- Understand School Site Council roles & responsibilities
- Build awareness of the finance and budget structure for schools
- Be informed of their role in the development of the Local Control Accountability Plan (LCAP)



# LCAP UPDATE

- LCAP is postponed for 2020 – 2021 school year.
- Learning Continuity and Attendance Plan (LCP) replaces the LCAP for the 2020 – 2021 school year.
- LCAP scheduled to resume for the 2022 – 2024 school years.
- Schools that receive Title I funding are still required to have a School Plan for Student Achievement (SPSA).



# AGENDA

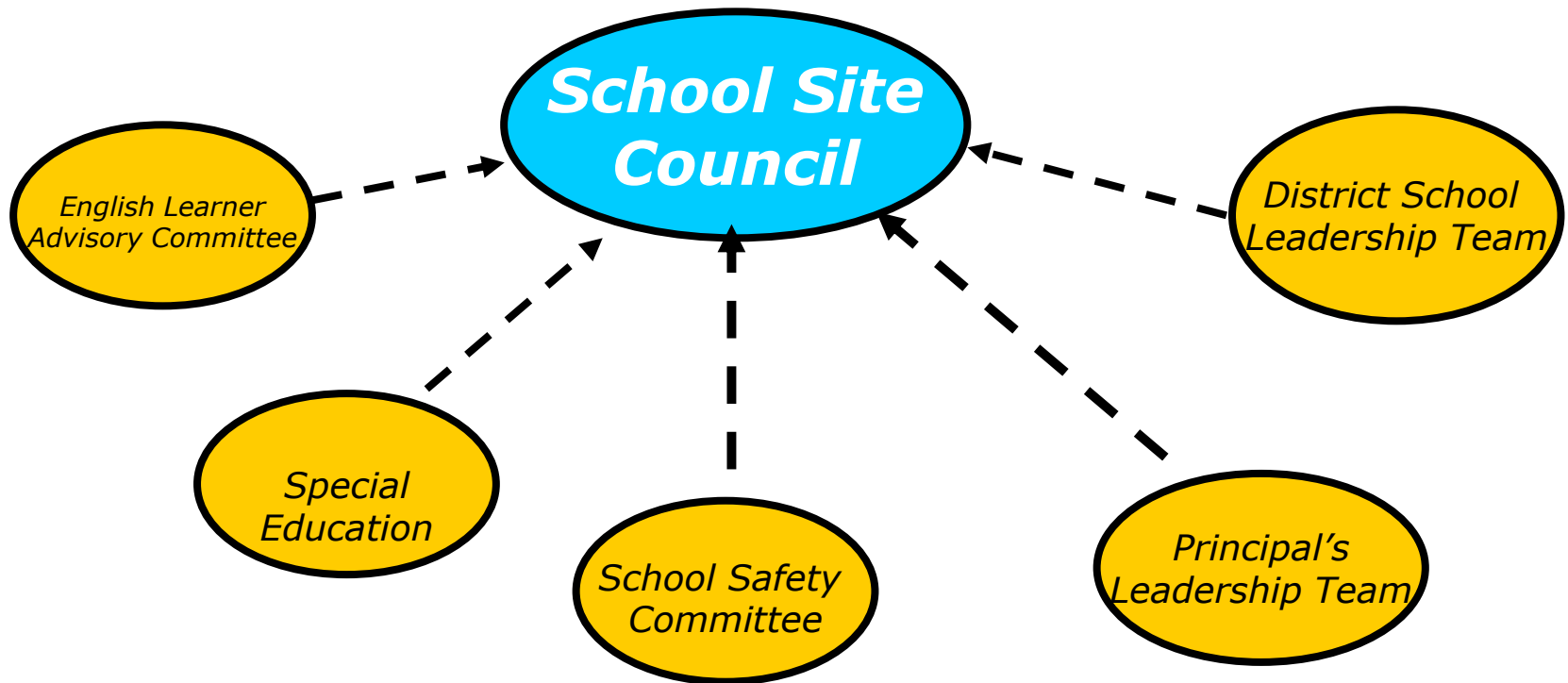
- Functions of SSC
- Composition of SSC
- Bylaws
- SSC Meetings
- School Funding





# **ROLE & FUNCTION OF SCHOOL SITE COUNCILS**

# School Site Council (SSC)



*"Develop the SPSA "with the review, certification and advice of any applicable school advisory committees..." (EC, Section 64001(a))*

# FUNCTIONS OF A SCHOOL SITE COUNCIL (SSC)

- The SSC is not to be viewed as an advisory body whose advice may be accepted or rejected
- Ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices
- Develop a budget aligned to categorical funds requiring decisions from the SSC





# FUNCTIONS OF A SCHOOL SITE COUNCIL (SSC) & THE SCHOOL PLAN



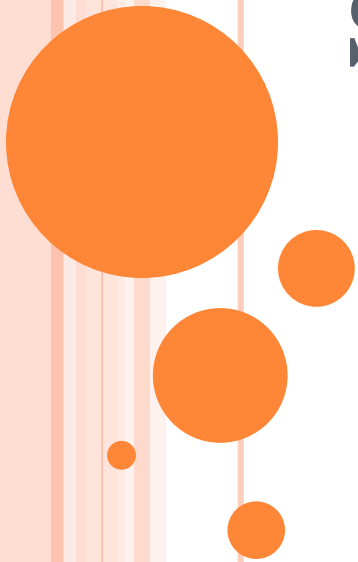
- Develop a comprehensive School Plan for Student Achievement (SPSA)
- Continuous planning, monitoring, and review of effectiveness of the SPSA. (Title I Evaluation of Services sheet)
- Annual review and revision of plan
- Recommend School Plan for Student Achievement to local School Board

# TITLE I EVALUATION DOCUMENT

## LEA Annual Evaluation of Title I Services

Pittsburg Unified		Year : 2017 - 2018			
<p>PUSD Goal #1 Pittsburg Unified will work towards full implementation of the Pittsburg Learning Model which focuses on identifying essential Common Core and behavior standards providing high quality explicit direct instruction pacing guides analyzing data from common assessments and identifying strategic and intensive interventions and enrichment activities.</p>					
3 Year CAASPP DATA					
ELA	<p>2016</p> <p>34% proficient</p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> grade: 34%</li> <li>4<sup>th</sup> grade: 34%</li> <li>5<sup>th</sup> grade: 39%</li> <li>6<sup>th</sup> grade: 25%</li> <li>7<sup>th</sup> grade: 31%</li> <li>8<sup>th</sup> grade: 39%</li> <li>Low Income: 32%</li> </ul>	<p>2017</p> <p>33% proficient</p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> grade: 32%</li> <li>4<sup>th</sup> grade: 32%</li> <li>5<sup>th</sup> grade: 30%</li> <li>6<sup>th</sup> grade: 31%</li> <li>7<sup>th</sup> grade: 29%</li> <li>8<sup>th</sup> grade: 33%</li> <li>Low Income: 30%</li> </ul>	<p>2018</p> <p>34% proficient</p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> grade: 37%</li> <li>4<sup>th</sup> grade: 34%</li> <li>5<sup>th</sup> grade: 35%</li> <li>6<sup>th</sup> grade: 29%</li> <li>7<sup>th</sup> grade: 39%</li> <li>8<sup>th</sup> grade: 30%</li> <li>Low Income: 32%</li> </ul>		
Math	<p>22% proficient</p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> grade: 38%</li> <li>4<sup>th</sup> grade: 28%</li> <li>5<sup>th</sup> grade: 22%</li> <li>6<sup>th</sup> grade: 15%</li> <li>7<sup>th</sup> grade: 17%</li> <li>8<sup>th</sup> grade: 19%</li> <li>Low Income: 20%</li> </ul>	<p>20% proficient</p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> grade: 34%</li> <li>4<sup>th</sup> grade: 28%</li> <li>5<sup>th</sup> grade: 19%</li> <li>6<sup>th</sup> grade: 15%</li> <li>7<sup>th</sup> grade: 14%</li> <li>8<sup>th</sup> grade: 17%</li> <li>Low Income: 18%</li> </ul>	<p>20% proficient</p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> grade: 32%</li> <li>4<sup>th</sup> grade: 25%</li> <li>5<sup>th</sup> grade: 20%</li> <li>6<sup>th</sup> grade: 14%</li> <li>7<sup>th</sup> grade: 16%</li> <li>8<sup>th</sup> grade: 17%</li> <li>Low Income: 18%</li> </ul>		
<p>PUSD Goal #2 Implement professional development and coaching protocols and practices at the site department and grade level with a focus on the implementation of CCSS through the use of adopted texts supplemental materials district identified instructional strategies data analysis and effective planning practices.</p>					
LCAP	Area of Need	Goal:	Actions taken to reach this goal	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
<p>2.1 To ensure students receive high quality instruction, the district's professional development focus and coaching plan will target the integration of CCSS and behavior standards, the CA ELD standards, and formative and summative assessments. Training may include <u>Board Math</u>, <u>Board Language</u>, Universal Design Lessons, Marzano's strategies, units of study, or creating assessments. Teachers working with special education students will be provided targeted professional development in instruction and in the use of materials aligned to the district vision for instruction of SWD students.</p>	<p>Provide professional development to all our staff to implement the core curriculum.</p> <p>Additional professional development opportunities are given to high priority areas (i.e. math) to address our areas of need identified by our data.</p>	<p>Better equip our staff to better support our students.</p>	<p>Conferences/ Professional Development</p> <ul style="list-style-type: none"> <li>Silicon Valley Math Initiative (SMVI)</li> <li>MARS Talks</li> <li>Number Talks</li> <li>August district PD Day</li> </ul> <p>Over forty (40) elementary teachers participated the SVMi institute over the summer. Eight (8) secondary teacher participated in follow up SVMi trainings.</p>	<p>Academic (DIBELS, <del>Ready</del>), attendance and behavioral data are reviewed on a monthly basis at principals meetings.</p> <p>Early Literacy data is reviewed with early literacy coaches, teachers and admin after each benchmark administration. Early literacy coaches progress monitor students regularly between each benchmark.</p>	<p>Recommend the elementary teacher participate in the follow up SVMi trainings similar to the secondary teachers.</p> <p>Review end of year data to determine if we should offer the institute to new elementary and secondary teachers.</p>

# COMPOSITION OF THE SCHOOL SITE COUNCIL



## TWO PRINCIPLES TO REMEMBER



- #1 Parity between school personnel and community members
  
- #2 Each stakeholder group selects its representatives



# PARENT/ COMMUNITY ELIGIBILITY



- Parent is defined as the parent or guardian of a student at the school, unless that parent is a paid employee of the school district working at that site.
- Community is defined as any person having an interest in the local school process and is elected by parents to take one of their slots.




# THE PRINCIPAL



- The principal is an active, voting member of the SSC
- SSC attendance and responsibilities can not be assigned to a vice principal or other designee
- The principal may not veto a decision of the council or make plan or significant budget changes without SSC approval. (*Example- creating or eliminating positions*)

# DEFINITION OF “OTHER SCHOOL PERSONNEL”

- Classified personnel (clerical, instructional assistant, custodian, food services, PAFL, etc.)
  - Administrative personnel (vice principal, assistant principals, etc.)
  - Certificated support staff *not* assigned to a classroom (counselors, coaches, resource teachers, etc.)
  - Itinerant staff (translators, nurse, psychologist, etc.)
- 

SCENARIO: LORENA IS A TEACHER AT MARINA VISTA AND HAS TWO CHILDREN ATTENDING MARINA VISTA.

- Can Lorena be on the School Site Council as a **parent** representative at Marina Vista?
- NO. Lorena cannot be a representative on SSC as a **parent** because Lorena is a paid employee of the school district working at that site.





SCENARIO: LORENA IS A TEACHER AT  
MARINA VISTA AND HAS TWO CHILDREN  
ATTENDING MARINA VISTA.

- Can Lorena be on the School Site Council as a **teacher** representative at Marina Vista?
- Yes. Lorena can be a teacher representative on the School Site Council.



SCENARIO: DEBBIE IS A TEACHER AT MARINA VISTA AND HAS TWO CHILDREN ATTENDING PITTSBURG HIGH SCHOOL.

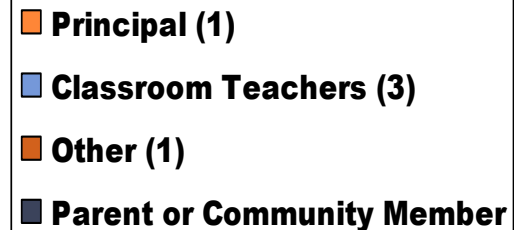
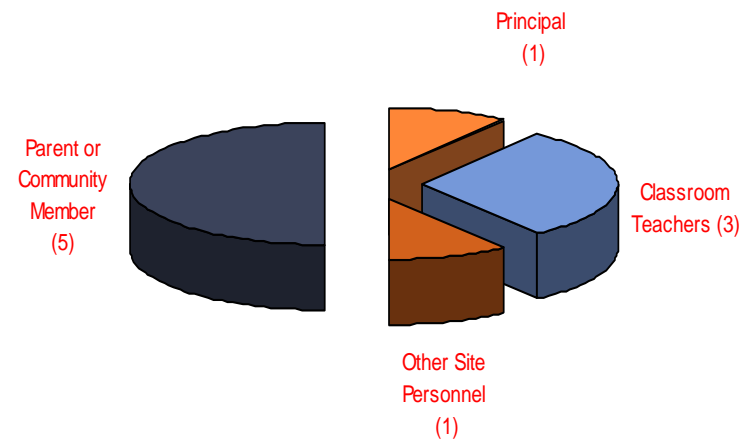
- Can Debbie be on the School Site Council as a **parent** representative at Pittsburg High School?
- YES. Debbie can be on the School Site Council at PHS as a parent representative.



# ELEMENTARY COMPOSITION

- Parent or community membership is equal to school staff membership.
- Classroom teachers must be in the majority of the staff side.
- “Other School Personnel” includes: other administrative positions, other non-classroom teacher positions, and all site classified personnel.
- Smallest council is composed of 10 members.

## Elementary SSC



# OTHER ELEMENTARY SCHOOL SITE COUNCIL SIZES

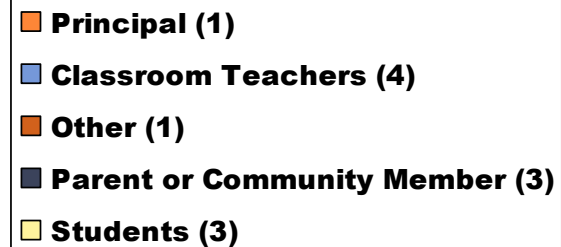
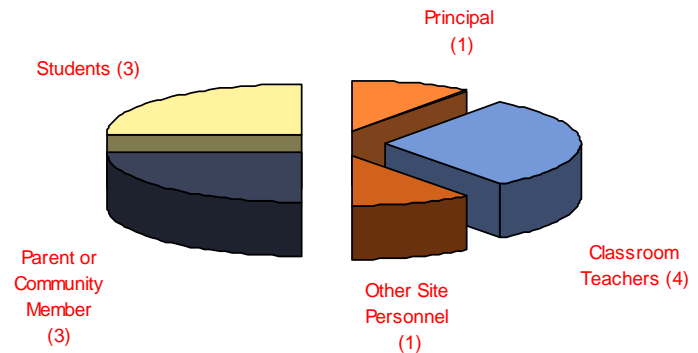
<b>COUNCIL SIZE</b>	<b>PARENTS</b>	<b>PRINCIPAL</b>	<b>OTHER STAFF</b>	<b>CLASSROOM TEACHERS</b>
12	6	1	1	4
14	7	1	1	5
14	7	1	2	4
16	8	1	2	5
16	8	1	1	6

Source: California Institute for School Improvement (CISI)

# SECONDARY COMPOSITION

- Parents or community members and students equally share  $\frac{1}{2}$  of the council.
- Classroom teachers must be in the majority of the staff side.
- “Other School Personnel” includes: other administrative positions, other non-classroom teacher positions, and all site classified personnel.
- Smallest council is composed of 12 members.

## Secondary SSC

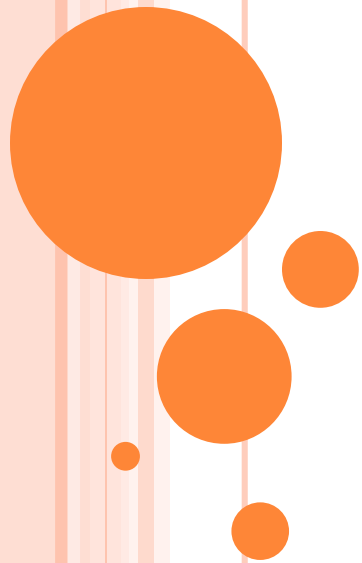


# OTHER SECONDARY SCHOOL SITE COUNCIL SIZES

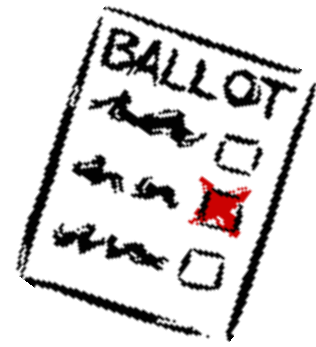
<b>COUNCIL SIZE</b>	<b>PARENTS</b>	<b>STUDENTS</b>	<b>PRINCIPAL</b>	<b>OTHER STAFF</b>	<b>CLASSROOM TEACHERS</b>
16	4	4	1	2	5
16	4	4	1	1	6
20	5	5	1	2	7
20	5	5	1	1	8
20	5	5	1	3	6

Source: California Institute for School Improvement (CISI)

# **ELECTION OF SSC MEMBERS**



# ELECTION OF SSC MEMBERS



- Members must be elected by the group they represent. This includes students.
- Ballots must be kept for 3 years
- It is recommended to have alternates identified in case sites have vacancies to fill during the school year.
- The selection process should result in members that represent the range of socio-economic, racial, ethnic and linguistic groups at the school.
- SSCs should also ensure that parents of students participating in various programs are included.



SCENARIO: I HAVE TWO PARENT VACANCIES FOR SSC FOR THE 2020 – 2021 SCHOOL YEAR. I ONLY HAVE TWO PARENTS WHO HAVE EXPRESSED INTEREST TO BE ON SSC. DO I STILL NEED TO HAVE AN ELECTION?

○ YES

- Ballots must be distributed with both parent names on the ballot.
- Each parent must receive at least one vote.
- Ballots must be kept for three (3) years.



# BYLAWS



- SSC's are encouraged to have procedures for the election of members written in the bylaws.
- It is important that Site Council members understand how vacancies are filled and how many members need to be in attendance for a vote to be taken (quorum)
- Bylaws should also include the procedures used to select officers- chairperson, secretary, etc.
- Bylaws should be updated every other year.



# AGENDA REQUIREMENTS

(GREENE ACT - EC 34147)

- Posted 72 hours prior to meeting
- Includes date, time, location and each item of business
- Provides time for public comment



# MEETING REQUIREMENTS

(GREENE ACT - EC 34147)

- The council cannot act (vote) on any item that was not included on the posted agenda

*Exception: If an action is needed and was not known at the time the agenda was posted, the SSC may, by unanimous vote, add the item on the agenda for action.*

- If these procedures are violated, upon demand of any person, the council must reconsider the item at its next meeting after allowing for public comment on the item

# SAMPLE AGENDA

- I. Call Meeting to Order
- II. Approval of Prior Minutes
- III. Committee Reports
- IV. Public Comment
- V. Unfinished Business
- VI. New Items or Issues for Discussion
- VII. Adjournment



# CONDUCTING THE SSC MEETING



- Sign-in
- Copies of the agenda, previous meeting's minutes, and all other materials (*Minutes must be kept for 3 years*)
- Follow posted agenda
- All members must have an opportunity to speak
- Alternates may not vote and do not count toward a quorum



# CONSIDER THIS....

- One scenario that will be discussed.
- What questions would you want to ask before making a decision?
- What information or data would you want to review before making a decision?



# CONSIDER THIS.....

## Scenario- Supplemental curriculum material

The teachers have asked the School Site Council to approve a supplemental online math program to support students at your site during distance learning. The cost is \$5000.

- What questions would you want to ask before making a decision?
- What information or data would you want to review before making a decision?



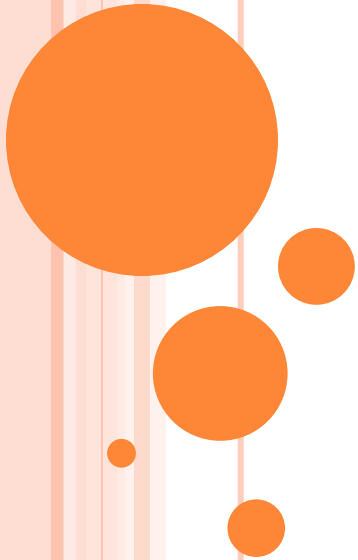


# CRITICAL TOPICS TO DISCUSS

- Parent Involvement Policy
- Uniform Complaint Procedures
- California Assessment of Student Performance and Progress (CAASPP) Results
  
- California Dashboard
  - Chronic Absenteeism
  - Suspension Rate
  - English Learner Progress
    - English Language Proficiency Assessments for California (ELPAC)
  - Graduation Rate
  - College/Career
  - ELA/Math
    - CAASPP
    - District Benchmarks : iReady, DIBELS..etc
  - Local Indicators
    - CA Healthy Kid Survey

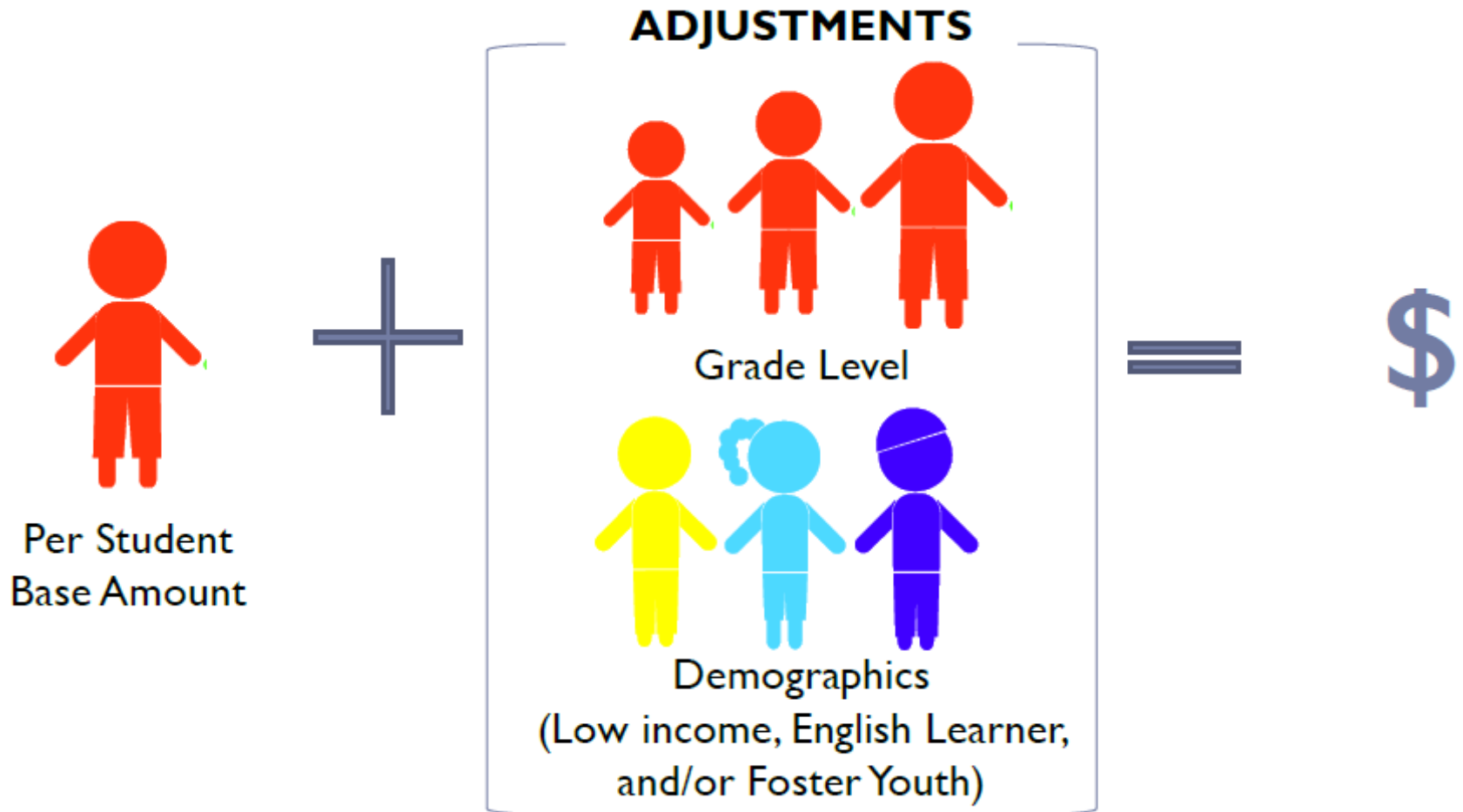


**SHOW ME THE MONEY!**



# OVERVIEW OF NEW FUNDING MODEL

## *LOCAL CONTROL FUNDING FORMULA (LCFF)*



This slide shows images that illustrate how the Local Control Funding Formula works. LCFF provides the same amount of funding per student with two adjustments (1) grade level and (2) demographics.



# FUNDING SOURCES

- Base or General Fund
- Federal Funds
  - Title I\* (Low income student and students performing below proficient)
  - CSI – Comprehensive Support and Improvement
- LCFF - Supplemental/ Concentration

\* Must be included in the School Plan and allocated by SSC.



# LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

LCAP Goal #1	LCAP Goal #2	LCAP Goal #3
Engaging and Rigorous Teaching and Learning	Equity & Access & Success	Student & Family Assets



**School Plan for Student Achievement**

**\*\*\*Developing LCAP 2022 – 2024...with changes**



# DISTRICT ADVISORY COUNCIL (DAC)

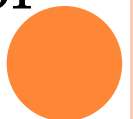
- Representative from each site
- Advisory group to the district
- Meet a few times a year...sometimes with District English Learner Advisory Committee (DELAC)



# WHAT TO TAKE AWAY FROM TODAY'S TRAINING?



- Each stakeholder group selects their own representatives and should bring input from their group to SSC discussions.
- Each SSC member must look at student achievement data with a critical eye before making program decisions or changes.
- Site council input and feedback will be critical in developing the district's Local Control Accountability Plan (LCAP) and the site's School Plan for Student Achievement.



# QUESTIONS?

Contact Your Site Principal or  
SSC Representative

PUSD Website- Educational Services

[www.pittsburg.k12.ca.us](http://www.pittsburg.k12.ca.us)

(925) 473-2316

Pittsburg Education Association

[president@peateachers.org](mailto:president@peateachers.org)

Website- [www.peateachers.org](http://www.peateachers.org)

California School Employee Association

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