School Site Council

2017-2018
Training Module

1

SSC Responsibilities

1. School districts must assure "that school site councils have developed and approved a plan, to be known as the **Single Plan for Student Achievement (SPSA)** for schools participating in programs funded through the consolidated application process.

2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees…"

2

SSC Responsibilities- cont

3. Any plans required by programs funded through the Consolidated Application AND Local Control Funding Formula (LCFF) funds that the LCAP parent committee allocated to school sites, the WCCUSD Governing Board has delegated the SSCs to allocate those funds.

4. The content of the plan must be aligned with school goals for improving student achievement.

3

SSC Responsibilities-cont

5. School goals must be based upon analysis of verifiable state and school level data, and may include any data voluntarily developed by districts to measure student achievement

6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students.

4

SSC Responsibilities-cont

7. The plan must be reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application and the LCFF, by the school site council

8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.
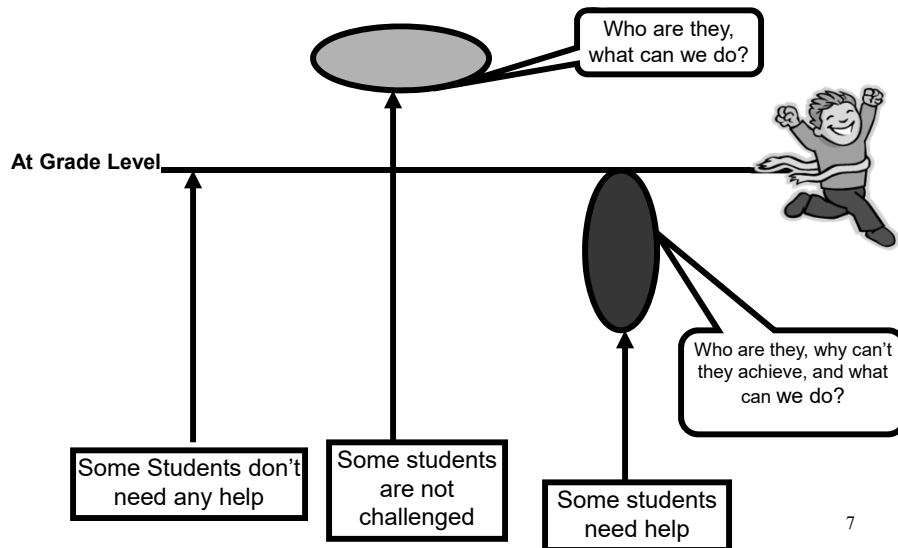
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District Trainings

- All new SSC members are invited to regional SSC Trainings
- Please distribute flyer to corresponding staff, parents and students

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The SSC Is Not:

- A School Management Committee
- A Policy-Making Body
- A Political Organization
- A Personnel Committee
- A Grievance Committee
- A Fund Raising Organization
- An Extension of the PTSA/PTA/PTO

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Composition of the SSC

The school site council shall be composed of the Principal and representatives of:
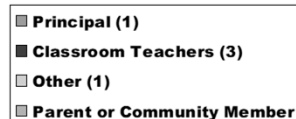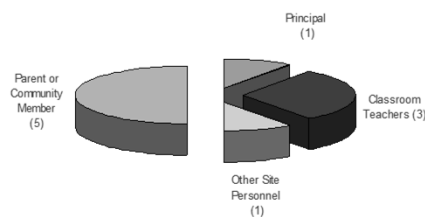
- **teachers** selected by teachers at the school;
- **other school personnel** selected by other school personnel at the school;
- **Parents/Community members** of students attending the school selected by such parents (who are not employed by the district) ;
- and, in secondary schools (specifically High Schools), students selected by students attending the school

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Elementary and <u>Middle School</u> 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.
- Principal is the only non elected member of the SSC.

- **Middle Schools can opt for this composition

Elementary SSC

Principal (1)

Parent or Community Member (5)

Classroom Teachers (3)

Other Site Personnel (1)

- **Principal (1)**
- **Classroom Teachers (3)**
- **Other (1)**
- **Parent or Community Member**

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High School Composition

- Parents or community members and students equally share ½ 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.
- Principal is the only non elected member of the SSC.

Secondary SSC

- Principal (1)
- Classroom Teachers (4)
- Other (1)
- Parent or Community Member (3)
- Students (3)
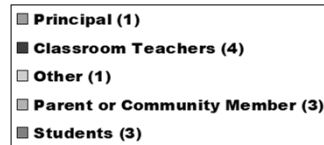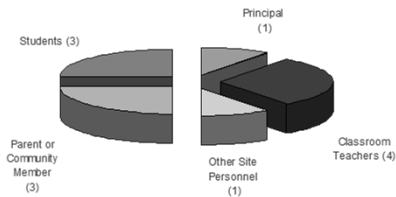
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Election of SSC Members

- Members must be chosen by peers.
- No additional membership qualifications may be required. For example:
    - Adjunct Duty
    - Require Payment to participate
    - Reserving a space for a particular parent/group/grade, etc.
- No seat on the school site council may be reserved or transferred to any group or individual.
- Membership in school site councils is determined by ballot
- SSC members chosen to represent parents may be employees of the school district so long as they are not employed at the school their children attend.

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Election of SSC Officers

In order to conduct business effectively, the school site council should elect officers **once peer elections are completed**. Possible positions include:

- A chairperson/s
- A secretary to record actions taken at school site council meetings and keep school site council records
- A parliamentarian to resolve questions of procedure, often with the help of *Robert's Rules of Order* or similar guide
- Other officers as necessary to perform stated duties in support of the work of the school site council

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SSC Elections Process in September

-Publish results
-Inform all winners of next SSC Meeting

No later then 3 school days

- Inform peer groups of openings

Wait 5 School Days

-Publish Ballots
-Conduct Elections

Wait 5 School Days

District Governing Board Responsibilities

- Approve or disapprove the Single Plan for Student Achievement and its subsequent revisions

- Certify that school plans are consistent with local improvement plans required for federal funding

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The School Principal Is:

1) A voting member of the council
2) Provides information and leadership
3) Administers the approved plan

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Equal Power

- No SSC member can have veto power
- No SSC member can vote more than once
- All votes are equal

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Recommendations

- Whenever a group other than the elected members of the SSC develop ideas around:
  - How to spend school funds
  - How to best address a problem

  These are called recommendations

  The SSC has the right to review and ultimately determine which recommendations it wants to adopt.

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Rules of Order

The council must observe the Greene Act:

1) Meetings must be open to the public

2) The public may address the council on any item _within jurisdiction of the council._

3) Notice of the meeting must be posted at the school site or other accessible place at least 72 hours before the meeting.

4) The notice must specify the date, time, and place of the meeting and the agenda.

5) The school site council cannot act on an item not described on the posted agenda unless, by unanimous vote, it finds a need for action unknown when the agenda was posted.

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Rules of Order –Cont.

6) Questions and brief statements of no impact on students or employees that can be resolved by providing information need not be described on the posted agenda.

7) If these procedures are violated, upon demand of any person, the school site council must reconsider the item at its next meeting, after allowing for public input on the item.

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Public Comment

- All members of the public have the right to speak at your meetings.
- All members of the public have the right to speak as long as their comments are on topics that are within the jurisdiction of the council.
- SSCs have the right to determine:
  - The rules/process for how to facilitate public comment
  - How long to allow members to speak

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Green Act Issues

CAUTION
Don't make these mistakes

- Must send out agenda 72 hours before meeting
- Create specific time for public comment
- Must have a bulletin board
  - Roster
  - Schedule
  - Latest Agenda
  - Latest Minutes

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West Contra Costa Unified School District

SSC Agenda Template

1. **Call to order /Welcome** - Llamado al orden/Bienvenida
2. **Roll call** / Llamado de los miembros
3. **Review of the last minutes** / Revisión de los ultimos minutos
4. **New business** / Temas nuevos
   a. **Attendance** / Asistencia(Example)
      i. Discussion
      ii. Public comment ←
      iii. Vote
   b. **Student Data** / Datos de los estudiantes (Example)
      i. Discussion
      ii. Public comment
      iii. Vote
   c. **SSC Committee Bylaws** / Reglamentos del Consejo Escolar Local
      i. Discussion
      ii. Public comment
      iii. Vote

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SSC Minutes Template

Discussion:

A report was provided by the ILT on the latest CST results which identified the following areas of growth:

- X
- Y
- Z

Public Comment:

Mr. X a guest at the SSC expressed his concerned with the lack of technology based intervention and test prepping.

Ms. X suggested that the SSC should visit X school that has been tackling the same time of academic issues and has been successful.

Vote:

Ms. X motioned to have the ILT produce a recommendation on the best use of intervention materials to use in the learning center to serve the students identified in item X, Y. Students identified in item Z are not part of this motion.

YES:	NO:	ABSTAINED:	N/A:
8	2	0	←

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Quiz Question #1

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True or False?

A 2/3 vote is required by the SSC for an action item to pass.

False

A simple majority is required

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SSC Bylaws

While not required in the statute, bylaws are required for all WCCUSD SSC Councils. CHANGE: All WCCUSD schools will need to use the same template with no modification except for dates of meetings.

SSC bylaws should specify:
1) Means of selecting members and officers
2) Terms of office of members and officers
3) Notice of elections for each peer group
4) Responsibilities of the council
5) A policy of non-discrimination
6) SSC Composition
7) Voting process

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SSC Records

The school site council needs to maintain records of the following:

- Elections
- Official correspondence
- Agendas of school site council meetings
- Evidence of input from school advisory committees
- Minutes of meetings, recording attendance, discussions, recommendations, and actions
- Copies of prior year school plans
- SSC records should be filed in a secure place and made available to the SSC and public

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Key Wording for SSC Minutes

- The SSC reviewed and approved the _____ (insert name of budget), totaling _____.
- The SSC reviewed and approved Round I/II monitoring forms for _____,_____,_____ (insert name of respective SPSA frame).
- The SSC reviewed and approved the _____ (insert year) SPSA or School Plan

⚠️

CAUTION
Don't make these mistakes

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Six Steps for Developing the WCCUSD Single Plan for Student Achievement (SPSA)

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An SPSA IS

A plan for improving the academic performance of all students, with a special focus on the lowest performing students.
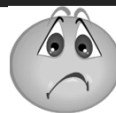
An SPSA IS NOT

A description of the District's CORE programs.

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An SPSA IS

A plan to spend the site LCFF and supplementary categorical funds that come through the Consolidated Application (Title I) and any other mandated supplemental funds (HPSG, Block Grant) that support the plan.
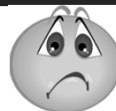
An SPSA IS NOT

A plan for spending unrestricted general funds used for the regular education program which includes textbooks and regular classroom teachers.

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WCCUSD SPSA Process

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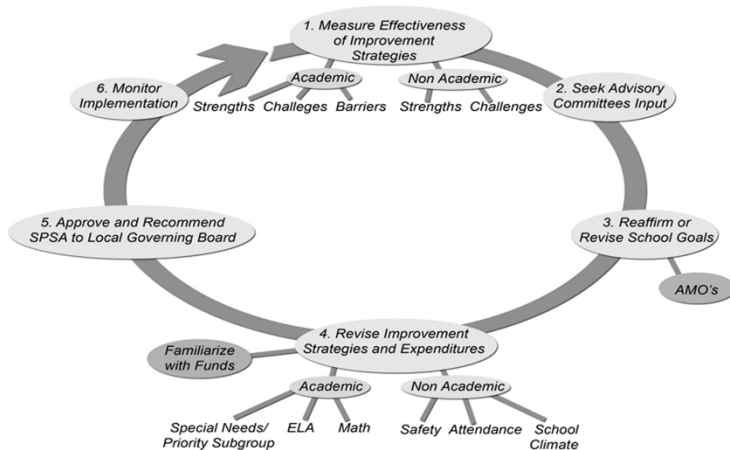
WCCUSD SPSA 17-18 Timeline

August-October	November-December	January
Red Flag Review Plans go to Board for approval	Round 1 Monitoring	-2018-19 allocation -Sites complete "Keep/change/eliminate" staffing chart
Step Five: Recommend the approved WCCUSD SPSA to the governing board	**Step Six-A:** Monitor and evaluate the implementation and effectiveness of the SPSA	**Step Four:** Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.

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WCCUSD SPSA 17-18 Timeline

February	March	April
-Sites complete instructional cycle and collect data -Sites complete Round 2 Monitoring	-Sites complete instructional cycle and collect data -Sites complete Round 2 Monitoring	-Sites align and finalize 2018-2019 SPSAs and budgets -Central staff provide Red Flag feedback to sites
Step One: Analyze student achievement data, summarize conclusions and identify needs **(consults ELACs)** **Step Two:** Measure effectiveness of current improvement strategies to determine critical causes of student underachievement (Reaffirm or revise school goals) **Step Six-B:** Monitor and evaluate effectiveness of the implementation of the WCCUSD SPSA	**Step One:** Analyze student achievement data, summarize conclusions and identify needs **(consults ELACs)** **Step Two:** Measure effectiveness of current improvement strategies to determine critical causes of student underachievement (Reaffirm or revise school goals) **Step Three:** Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA **Step Six-B**: Monitor and evaluate **effectiveness** of the strategies of the SPSA	**Step Three:** Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA **Step Four:** Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.

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WCCUSD SPSA 17-18 Timeline

May	June-June
-Sites respond to Red Flag feedback via SPSA revisions -Sites finalize 2018-19 budgets for review	-Site budgets reviewed and submitted to Fiscal -Final SPSA updates completed by sites -
Step Three: Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA **Step Four:** Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan. **Step Five:** Recommend the approved WCCUSD SPSA to the governing board	**Step Five:** Recommend the approved WCCUSD SPSA to the governing board

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Stakeholder Section

- All SSCs must complete this frame at an SSC meeting.
- It outlines:
    - **Who** will do each of the six steps
    - **How** the SSC will be involved in the process
    - **When** the SSC will monitor the plan (November and March)

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Stakeholder Involvement

		Choose one task management option for each step		
	Task	SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze student data (summative and formative)	Process:	or	Process:
Step 2	Gather input from (check all that apply) ELAC Others:	Process:	or	Process:
Step 3	SPSA strategies development	Process:	or	Process:
Step 4	Budget development	Process:	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process: 38

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Committees Appointed by the SSC

The school site council may appoint committees or individuals to perform tasks to assist the Council in developing, monitoring, or evaluating the SPSA. Such appointed groups may:

- Gather and analyze information
- Propose strategies for improving instruction
- Examine materials, staffing, or funding possibilities
- Draft portions of the SPSA for school site council consideration

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Parts of the SPSA
"Frame"

2014-2015·Single·Plan·for·Student·Achievement·(SPSA)·Goals					LCAP·Alignment	
1.·Content·Area	2.·What·student·needs·have·been·identified·and·what·metrics·were·used·to·measure/identify·progress?	3.·Description·of·2014-15·School·SMART·Goal	4.·Targeted·Pupil·Subgroup(s)	5.·What·Local·Assessment/Metric·will·be·used·to·measure·School·SMART·Goal?	Specify·LCAP·Priority¶	Specify·LCAP·Goal¶

Actions·to·Support·Goal:·(one·action·per·line)		By·When:	Cost:	Site·Funding·Source
1				
2				
3				
4				
5				

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Sample of Completed Frame

2014-2015 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2014-15 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	Specify LCAP Priority (See side A)	Specify LCAP Goal (See side B)
ELA - Elementary	- 15% of students in grades 4-6 scored a 3 or 4 out of 4 on the "cites evidence" portion of the SBAC Rubric on the Spring 2014 WCCUSD writing performance task assessment	- By May of 2014, 50% of students in grades 4 – 6 will score a 3 or 4 out of 4 on the cites evidence portion of the SBAC Rubric on the WCCUSD Spring 2015 writing performance task assessment through the use of explicit instruction and modeling of Close Reading linked to writing	All students	WCCUSD Benchmark and performance task assessments	Student Achievement Implementation of CCSS	1.1 Improve student achievement for all students

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Arrange PD and collaboration hours	Throughout year	$10,000	Title I
2	Purchase informational books for classroom libraries	December 2014	$8,000	LCAP
3	Purchase classroom materials for close reading activities (post-its, highlighters, etc)	December 2014	$3,000	LCAP
4				
5				

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Academic Frames

- English Language Arts
- Math
- Science
- History/Social Science
- Visual Performing Arts
- Special Needs/Priority subgroups:
  – Educationally Disadvantaged Youth
  – Extended Learning
  – Special Education
  – Gifted and Talented
  – English Learners
  – Others
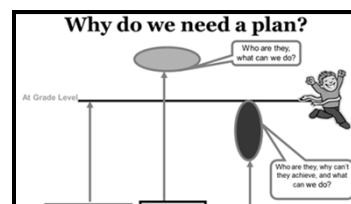
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Non Academic Areas

- Parental Involvement
- Attendance
- Safety
- School-wide climate
- Full Services Community Schools

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1-Step One

Measure the Effectiveness of last year's actions

- Analyze Student Academic **Data**
  - Areas of strength
  - Areas of concern
- Analyze Non Academic Data
  - Areas of strength
  - Areas of concern
- Barriers

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Summative Data

Summative data assessments produce valuable information that is used to make curriculum decisions, direct future instruction, and improve instructional practices from year to year.

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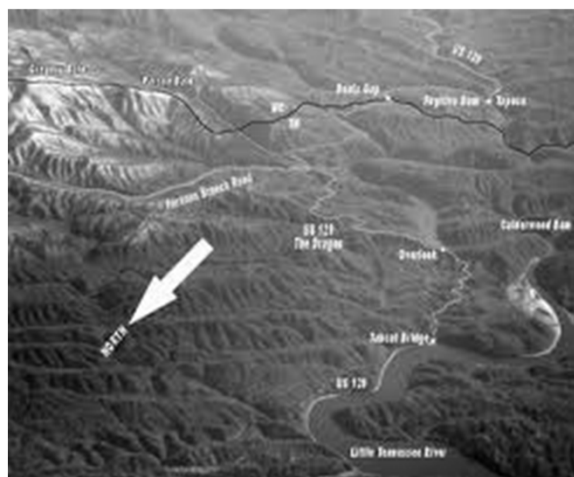
Sample CELDT data

In 2015

In 2016

Prior Performance Level	Number of Students		Current Year Percent Beginning		Current Year Percent Early Intermediate		Current Year Percent Intermediate		Current Year Percent Early Advanced		Current Year Percent Advanced	
	#	%	#	%	#	%	#	%	#	%	#	%
Beginning	12	8.16%	2	16.67%	7	58.33%	3	25.00%		0.00%		0.00%
Early Intermediate	30	20.41%	1	3.33%	6	20.00%	17	56.67%	5	16.67%	1	3.33%
Intermediate	76	51.70%		0.00%	5	6.58%	45	59.21%	23	30.26%	3	3.95%
Early Advanced	27	18.37%		0.00%	1	3.70%	11	40.74%	10	37.04%	5	18.52%
Advanced	2	1.36%		0.00%		0.00%	1	50.00%	1	50.00%		0.00%
Total	147	100.00%	3	2.04%	19	12.93%	77	52.38%	39	26.53%	9	6.12%

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West Contra Costa Unified School District

CELDT domain changes

Current Grade Level	Current Site Name	Last Name	First Name	Student ID	English Proficiency Code	Initial CELDT date	Listening growth	2014 CELDT Listening	2015 CELDT Listening	Speaking Growth	2014 CELDT Speaking	2015 CELDT Speaking	Reading Growth	2014 CELDT Reading	2015 CELDT Reading	Writing Growth	2014 CELDT Writing	2015 CELDT Writing	2015 CELDT Test Date	Student Primary Language
2					EL	09-27-201	Went Down	3	2	Same Score	3	3	Went Down	2	1	Went Down	2	1	07-07-201	Spanish
2					EL	09-26-201	Same Score	2	2	Same Score	3	3	Went Down	2	1	Same Score	1	1	07-08-201	Spanish
2					EL	07-23-201	Same Score	1	1	Same Score	1	1	Same Score	1	1	Same Score	1	1	10-14-201	Spanish
2					EL	09-26-201	Went Down	3	2	Same Score	3	3	Same Score	1	1	Went Down	2	1	07-11-201	Spanish
2					EL	09-13-201	Same Score	2	2	Same Score	3	3	Same Score	1	1	Same Score	1	1	08-27-201	Spanish
2					EL	07-25-201	Growth	4	5	Growth	3	4	Went Down	4	3	Growth	3	4	07-11-201	Vietnamese
2					EL	07-22-201	Growth	2	3	Went Down	2	1	Same Score	2	2	Same Score	2	2	07-11-201	Spanish
2					EL	07-25-201	Same Score	3	3	Growth	2	4	Went Down	2	1	Same Score	2	2	07-09-201	Spanish
2					EL	07-22-201	Same Score	2	2	Growth	2	3	Went Down	2	1	Went Down	2	1	08-25-201	Spanish

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West Contra Costa Unified School District

Grade: 6

	Class	Teacher		Test Date	Rank	GP	SS	GE	PR	NCE	IRL	Est. ORF	ZPD
Average						6.02	563	5.1	27	37.0	4.4		-

PR Distribution Summary

Percentile	Students	Percent
Below 25th	25	47.2
25th to 49th	17	32.1
50th to 74th	7	13.2
75th & Above	4	7.5
Number of Students: 53		

GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	0	0.0
2.0 - 2.9	3	5.7
3.0 - 3.9	16	30.2
4.0 - 4.9	8	15.1
5.0 - 5.9	13	24.5
6.0 - 6.9	6	11.3
7.0 - 7.9	3	5.7
8.0 - 8.9	3	5.7
9.0 - 9.9	1	1.9
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9+	0	0.0

IRL Distribution Summary

IRL	Students	Percent
PP	0	0.0
P	0	0.0
1.0 - 1.9	1	1.9
2.0 - 2.9	2	3.8
3.0 - 3.9	17	32.1
4.0 - 4.9	16	30.2
5.0 - 5.9	7	13.2
6.0 - 6.9	7	13.2
7.0 - 7.9	0	0.0
8.0 - 8.9	2	3.8
9.0 - 9.9	1	1.9
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0
PHS	0	0.0

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West Contra Costa Unified School District

Grade: 6
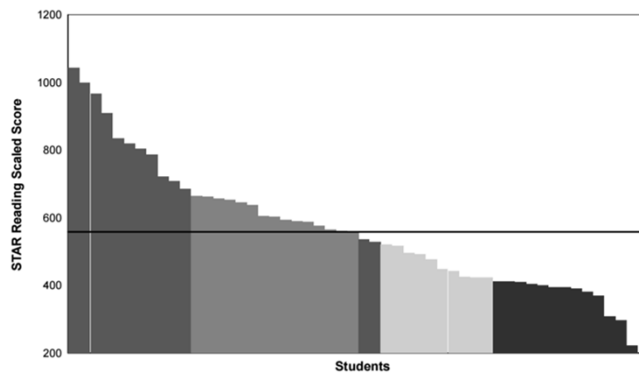
Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
Above Benchmark	At/Above 671 SS	At/Above 50 PR	11	22%
At Benchmark	At/Above 558 SS	At/Above 30 PR	15	29%
Category Total			26	51%
Below Benchmark				
On Watch	Below 558 SS	Below 30 PR	2	4%
Intervention	Below 525 SS	Below 25 PR	10	20%
Urgent Intervention	Below 414 SS	Below 10 PR	13	25%
Category Total			25	49%
Students Tested			51	

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Sample Attendance Data

	School Year	8/20-9/13 Month 1	9/16-10/11 Month 2	10/14-11/08 Month 3	11/11-12/06 Month 4	12/09-01/3 Month 5	1/06-01/31 Month 6	2/03-02/28 Month 7	3/3-3/28 Month 8	3/31-4/25 Month 9	4/28-5/23 Month 10	5/26-6/06 Month 11	School Average 10-11	11-12	12-13	13-14	10-11 11-12	11-12 12-13	12-13 13-14
Bayview	2010-2011	95.88	95.38	93.98	94.14	92.34	93.43	92.76	92.80	94.39	93.16	92.34	93.69						
	2011-2012	96.39	95.53	94.44	93.67	91.27	92.68	93.46	93.30	93.49	94.01	93.71		93.81			0.12		
	2012-2013	96.12	94.84	93.85	93.06	90.16	93.68	93.22	92.82	93.52	94.01	93.16			93.49			-0.32	
	2013-2014	95.41	94.86	92.85	94.00	92.04	96.68	94.50	94.27	93.37	93.77	91.44				93.93			0.43
Chavez	2010-2011	96.53	96.00	94.25	93.08	92.54	94.01	92.98	91.16	93.89	93.71	92.85	93.73						
	2011-2012	96.36	95.24	94.43	93.50	92.39	93.66	93.43	92.88	95.21	93.93	92.78		93.98			0.26		
	2012-2013	96.58	95.95	94.19	93.86	90.19	92.49	93.92	93.74	95.85	94.62	93.18			94.05			0.07	
	2013-2014	96.78	95.58	94.58	93.92	92.51	94.04	93.89	94.37	94.17	95.11	92.88				94.35			0.30
Collins	2010-2011	95.87	95.48	93.83	92.77	91.32	93.20	90.13	91.88	94.13	92.88	91.67	93.01						
	2011-2012	95.48	95.08	95.49	93.62	92.89	94.01	93.59	92.58	94.10	93.43	93.74		94.00			0.99		
	2012-2013	96.02	95.46	94.89	94.32	91.85	93.50	94.31	94.01	95.22	94.00	94.79			94.40			0.40	
	2013-2014	96.98	95.99	94.75	94.09	94.13	93.93	94.93	94.33	94.35	94.29	93.37				94.65			0.25

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Formative Data example

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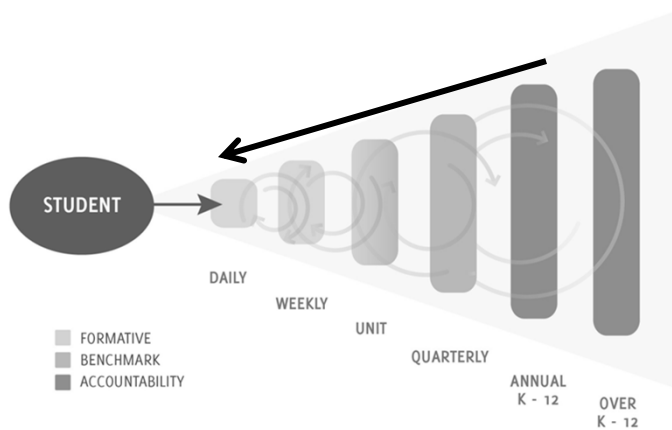
Formative Assessments

- **Formative assessment** is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

-"Benchmarks"

-"Item Analysis"
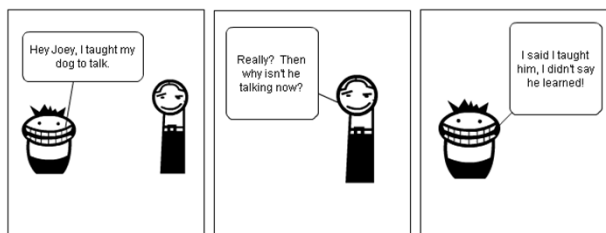
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Barriers

- ❖ Staffing
- ❖ Facilities maintenance and capacity Safety
- ❖ Materials availability
- ❖ Technology
- ❖ Fiscal support
- ❖ Compliance support
- ❖ Curriculum and instruction support
- ❖ Other

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SSC with ELAC Delegation
In Step One

- Must review English learner Data
- Must review English learners attendance pattern
- May review the Language Census

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2-Step Two

Seek Input from Advisory Committees and School Community at-large

❑Conducting a comprehensive needs assessment will support you in getting information from the community at-large.

❑Holding special meetings for all advisory groups to attend.

❑Completing the Stakeholder Involvement Frame

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School Advisory Committees

The SPSA must be developed with the advice, review, and certification of any applicable school advisory committees who have the responsibility to advise the school on the special needs of students and on ways the school may meet those needs. Such groups include:

❑ **English Learner Advisory Committee (ELAC)**

Note: If the SSC does not follow recommendations made by ELAC, an explanation for this must be attached to the plan acknowledging this fact.

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SSC with ELAC Delegation In Step Two

• Must ensure that needs assessment has questions regarding English learners

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3-Step Three

Reaffirm or Revise SMART School Goals

Schools develop SMART goals based on the findings from their data analysis.

What is a SMART Goal?
Specific
Measurable
Attainable
Relevant/Realistic
Time bound

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Attainable & Realistic
SMART Goals

- What % should a school set when creating a SMART goal?

-Review past patterns of growth.

High Expectations vs. Low Expectations
-Is setting a realistic goal = settling?

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What should be Bayview's 2015-2016 Attendance Goal?

	School Year	8/20 -9/13 Month 1	9/16-10/11 Month 2	10/14-11/08 Month 3	11/11-12/06 Month 4	12/09-01/3 Month 5	1/06-01/31 Month 6	2/03-02/28 Month 7	3/3-3/28 Month 8	3/31-4/25 Month 9	4/28-5/23 Month 10	5/26-6/06 Month 11	School Average 10-11	11-12	12-13	13-14	10-11 11-12	11-12 12-13	12-13 13-14
Bayview	2010-2011	95.88	95.38	93.98	94.14	92.34	93.43	92.76	92.80	94.39	93.16	92.34	93.69						
	2011-2012	96.39	95.53	94.44	93.67	91.27	92.68	93.46	93.30	93.49	94.01	93.71		93.81			0.12		
	2012-2013	96.12	94.84	93.85	93.06	90.16	93.68	93.22	92.82	93.52	94.01	93.16			93.49			-0.32	
	2013-2014	95.41	94.86	92.85	94.00	92.04	96.68	94.50	94.27	93.37	93.77	91.44				93.93			0.43
Chavez	2010-2011	96.53	96.00	94.25	93.08	92.54	94.01	92.98	91.16	93.89	93.71	92.85	93.73						
	2011-2012	96.36	95.24	94.43	93.50	92.39	93.66	93.43	92.88	95.21	93.93	92.78		93.98			0.26		
	2012-2013	96.58	95.95	94.19	93.86	90.19	92.49	93.92	93.74	95.85	94.62	93.18			94.05			0.07	
	2013-2014	96.78	95.58	94.58	93.92	92.51	94.04	93.89	94.37	94.17	95.11	92.88				94.35			0.30
Collins	2010-2011	95.87	95.48	93.83	92.77	91.32	93.20	90.13	91.88	94.13	92.88	91.67	93.01						
	2011-2012	95.48	95.08	95.49	93.62	92.89	94.01	93.59	92.58	94.10	93.43	93.74		94.00			0.99		
	2012-2013	96.02	95.46	94.89	94.32	91.85	93.50	94.31	94.01	95.22	94.00	94.79			94.40			0.40	
	2013-2014	96.98	95.99	94.75	94.09	94.13	93.93	94.93	94.33	94.35	94.29	93.37				94.65			0.25

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How to Set up a Goal

- Turn to a partner and share what should be the attendance goal for your school and why?
  Was the goal SMART?

- Is your goal **Specific**?

- Can your goal be **Measured**?

- Is your goal **Attainable/Realistic**?

- Is your goal **Relevant**?

- Is your goal **Time bound**?

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Parts of the SPSA
"Frame"

	2014-2015·Single·Plan·for·Student·Achievement·(SPSA)·Goals¤				LCAP·Alignment¤	
1.·Content·Area¤	2.·What·student·needs·have·been·identified·and·what·metrics·were·used·to·measure/identify·progress?¤	3.·Description·of·2014-15·School·SMART·Goal¤	4.·Targeted·Pupil·Subgroup(s)¤	5.·What·Local·Assessment/Metric·will·be·used·to·measure·School·SMART·Goal?¤	Specify·LCAP·Priority¶¤	Specify·LCAP·Goal¶¤
¤	¤	¤	¤	¤	¤	¤

Actions·to·Support·Goal:·(one·action·per·line)¤		By·When:¤	Cost:¤	Site·Funding·Source¤
1¤	·¤	·¤	·¤	·¤
2¤	·¤	·¤	·¤	·¤
3¤	·¤	·¤	·¤	·¤
4¤	·¤	·¤	·¤	·¤
5¤	·¤	·¤	·¤	·¤

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4-Step Four

Revise Improvement Strategies and Expenditures

Academic Actions	Non Academic Actions
•English Language Arts (ELA) Math •Science •Special Needs/Priority Subgroups	•Safety •Attendance •School Climate

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Slide 65

Budget Allocations Title-I Schools

2017-18
Chavez

Supplemental/Concentration (LCFF) (9670)		Total Allocation
Initial Allocation	$133,645	$167,150
16-17 Direct Carryover	$33,505	

Title I (3010)				
	Site	Parent Involvement	Professional Development	Total Allocation
Initial	$100,009	$2,818	$11,112	$126,133
Augmentation	$10,287	$273		
Direct Parent Involvement Carryover		$1,634		

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Slide 66

Budget Allocations Non Title-I Schools

2017-18
Washington

Supplemental/Concentration (LCFF) (9670)		Total Allocation
Initial Allocation	$81,824	$118,079
16-17 Direct Carryover	$36,255	

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West Contra Costa Unified School District

Allowable Expenditures

Purchasing Guidelines for Categorical Funds

Remember supplement not supplant*!

Instructional Materials	Approvable
General Classroom Supplies	Approvable up to 10% of entire budget
Office Supplies	Not approvable
Toner and Ink	Not approvable
Copiers	Not approvable
PE supplies (balls, jump ropes)	Minimal - needs prior approval
Food for PD	Minimal - needs prior approval
Food for Parent events	Minimal - (eg cookies, water)

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West Contra Costa Unified School District

Balancing act

Funds =   Materials   Student
           Personnel = Achievement
           Programs
           Technology

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SSC with ELAC Delegation In Step Six

- Must review the Annual Language Census

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5-Step Five

❑After appropriate advisory committees have reviewed the proposed WCCUSD SPSA, the SSC must approve it at a meeting for which a public notice has been posted. Use The SSC Recommendations and Assurances Form (Sample Forms S, page 59).

❑ The SPSA may not be operated without SSC and Governing Board approval.

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6-Step Six

The SSC must monitor the effectiveness of planned activities and modify those that prove ineffective.

Monitor Implementation and
Effectiveness of Strategies,
Professional Development, and
Parental Involvement

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Step 6 - Monitoring

Round 1:   **Implementation**

Are you making progress implementing the strategies described in your SPSA?

Round 2-April: **Effectiveness**

Are your strategies effective in increasing your students' academic performance?

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West Contra Costa Unified School District

Monitoring Implementation of SPSA Action Plan – 2007-08   First Round Monitoring

| School: | | Report Completion Date: | |

SPSA Section (eg ELA #1, Math #2): ☐ Academic ☐ Non-Academic
Strategy:

Status of Implementation of Action Plan:

	Yes	No	Partial	N/A	Comments
Required staff hired	☐	☐	☐	☐	
Required material identified	☐	☐	☐	☐	
Required material purchased	☐	☐	☐	☐	
Professional development scheduled	☐	☐	☐	☐	
Collaboration schedule set up	☐	☐	☐	☐	
Parental involvement activities scheduled	☐	☐	☐	☐	
Assessments/Evaluation tools in place (including monitoring of Contract for Services)	☐	☐	☐	☐	
Assessment of availability of funds	☐	☐	☐	☐	

Planned Next Steps:
1.
2.
3.

Additional Support needed:
1.
2.
3.

☐ We have reviewed the SPSA Analysis Form for this strategy.

The SSC has been involved with the monitoring process of this strategy.

Principal Signature:_____ Date:_____

SSC Chair Signature:_____ Date:_____

West Contra Costa Unified School District

Status of Implementation of Action Plan:

	Yes	No	Partial	N/A	Comments
Required staff hired	☐	X	☐	☐	Need hire list from HR
Required material identified	☐	☐	X	☐	Many items on back order
Required material purchased	☐	☐	☐	☐	
Professional development scheduled	☐	☐	☐	☐	
Collaboration schedule set up	☐	☐	☐	☐	
Parental involvement activities scheduled	☐	☐	☐	☐	
Assessments/Evaluation tools in place (including monitoring of Contract for Services)	☐	☐	☐	☐	
Assessment of availability of funds	☐	☐	☐	☐	

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West Contra Costa Unified School District

Final Steps for Monitoring - Round 1

- Complete one monitoring form for each frame in your SPSA.

- Obtain SSC chair and principal signature on each form.

- Make copies of all documents.

- Submit all forms to district.

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West Contra Costa Unified School District

Round 2 Monitoring

School:	Report Completion Date:
SPSA Section *(e.g., ELA #1, Math #2)*: Academic Non-Academic	**Strategy:**

I. Implementation Update:

Current status: Not implemented   Partially implemented Fully implemented
Steps completed to date *(Refer to Round One monitoring form)*:

II. Data Review *(as listed in Monitoring section of SPSA strategy)*

Number of students/grade levels involved *(e.g., 30 students in K-1)*:
Progress measured *(e.g., 30% growth)*:
Data Sources *(e.g., Benchmarks, AR test results)*:
(Attach copies of data reviewed)

III. Has this strategy had impact?

 Yes   Limited   No
Describe:

IV. Recommendations for 2008-09:

Continuation in 2008-09?   Yes, as is   No, discontinue this strategy
                       Yes, with the following adjustments:

V. Cost:

Total expended for this strategy $

 Strategy included a contract of $5,000 or more.

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Uniform Complaint Procedure

The Board of Education recognizes that the district has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs. The district shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging unlawful discrimination based on:

•Race	•Age
•Ancestry	•Gender
•National origin	•Actual or perceived sex, sexual orientation
•Ethnic group	•Color or physical or mental disability
•Religion	

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Uniform Complaint Procedure-cont

Failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

SSC Related:
➢ Election Process
➢ Greene Act Requirements
➢ SPSA Development, Monitoring

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What are two things you can do this year to improve as an SSC

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Meeting Evaluation

How did we do?

+

Δ

What Worked?   **What Needs to Change**

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