



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

School Site Council (SSC) and Parent Advisory Committee

Member Handbook

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School Site Council Member Handbook

Introduction

This training handbook is meant to be used for training School Site Council and advisory committee members and/or ensuring that School Site Councils and advisory committees operate according to legal requirements. The handbook includes legal references and resources to use as references and in training councils and advisory committees in their roles and responsibilities and to support councils in carrying out their responsibilities.

Most states and many other countries have some form of joint decision-making process including parents and school staff that is similar to what we have in California under the School Site Council model. School Site Councils are one part of the comprehensive parent involvement program that should be taking place in all schools.

Decision-making as a part of parent involvement is included as one of the eight state priorities established in California by the Local Control Funding Formula (LCFF) in 2013. The State Priority on Parent Involvement explicitly states that districts need to make efforts “to seek parent input in decision-making for the school districts and each individual school site”. School Site Councils are a vehicle that provide parents a role in building their capacity as partners in decision-making at the school site.

In addition, this aligns to the SMMUSD Family Engagement Framework. School Site Councils fit under Type 5, *Decision-Making*, in the framework below.

Joyce Epstein Framework for Parent Involvement

1. Parenting
2. Communicating
3. Volunteering
4. Learning at Home
5. **Decision-Making**
6. Collaborating with Community

It is important to consider School Site Councils within this broad spectrum of roles for parent involvement in our schools, and to understand the need to build parents’ capacity to participate in school decision making.

The establishment and composition of School Site Councils is addressed in EC 52852 under the requirements for School Based Coordinated Programs (SBCP). Subsequent EC sections (52853–52863) address requirements for School-Based Coordinated plans and the involvement of the SSC in development of those plans. The elimination of most state categorical programs in 2013, with the passage of legislation implementing the Local Control Funding Formula, eliminated the need for the primary purpose of the SBCP, to allow for consolidation of state categorical funds. However, the SSC continues to have a significant role in school decision making and the SBCP related education code continues to define the composition of this body.

The role of the SSC is addressed in EC 32281 regarding development of the School Safety Plan and in EC 64001 related to the development of the Single Plan for Student Achievement (SPSA). Currently, the development, monitoring and evaluation of the SPSA is the primary role of the council.

Requirements related to School Site Councils are among the most common non-compliant findings in Federal Program Monitoring (FPM) reviews. The two key areas of non-compliance are the composition of the council and the role of the council in developing the Single Plan for Student Achievement.

School plans were designed to be developed with input from required advisory committees. Understanding this design is helpful in comprehending the SSC composition requirements. We will address the current status of advisory committees in the following section.

School Site Council requirements are also frequently found non-compliant in program monitoring because council members are unable to describe how they were involved in the development of the plan or may even indicate that they were simply asked to approve a plan for which they had no input. Training for SSC members is a critical part of ensuring that SSC members are able to effectively participate in school plan development and that they are able to articulate how they were involved in the process.

School Site Council Selection and Composition

The composition of the School Site Council is a frequent area of non-compliance in Federal Program Monitoring (FPM). It is important to review SSC membership not only at the beginning of the year, but throughout the year in case the membership changes, to ensure that it continues to adhere to the requirements in education code. One common reason for non-compliance in SSC composition is the desire on the part of school leaders to ensure that certain groups or individuals are included on the council. Even education code “encourages” a broad representation on the council, but the composition requirements are very clear and the process requires “selection” of members by their peers. Therefore, while it may be desirable to achieve a council with a particular mix of groups and/or individuals, that cannot be achieved by “saving seats” for representatives of particular groups. It is important to understand both the composition requirements and the selection process.

Some of the key concepts to keep in mind regarding SSC selection and composition are:

- Parity – *This refers to having equal numbers of certain groups. There must be “parity” between school staff and parents at elementary and “parity” between school staff and parents/students at secondary.*
- Peer Selection – *Representatives from each required group must be selected by all members of that group.*
- Teacher majority – *Teachers must be in the majority on the staff side of the council.*

Composition (from EC 65000)

Composition of the SSC is specified in the California EC Section 65000, effective January 2019. The following excerpts from this education code section address the basic SSC composition requirements:

The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; school personnel who are not teachers selected by school personnel who are not teachers at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a).

Middle Schools may follow the composition requirements for elementary or secondary levels.

SSC Composition Options

MEMBERS	#	#	#
Principal (or designee)	1	1	1
Classroom teachers	3	4	4
Other staff	1	1	2
▪ In Elementary, parents/community ▪ In Secondary, parents/community and students.	5	6	7
Total members	10	12	14

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment, is not disqualified by virtue of this employment from serving as a parent representative on the school site council established for the school that his or her child or ward attends.

Selection Process

The means of selecting SSC members is not specified in law, except that members must be chosen by peers. No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual. Membership in most school site councils is determined by ballot, but could be decided in an open meeting by voice vote.

To ensure broad support for the selection process, and to avoid controversy over the selection of SSC members, board policy, or SSC bylaws may specify:

- The means of selecting members and officers
- Terms of office for members and officers
- The notice of elections for each peer group
- The responsibilities of the SSC and time commitment involved
- A policy of nondiscrimination, as may occur by limiting membership to a select group

Many schools elect members for a two-year term, with elections for half the members held in even years and half in odd years. This practice ensures that the SSC will not be composed entirely of new members each year. Some schools assure additional continuity by electing non-voting alternate members, who are seated as voting members by the SSC in the event of a midterm vacancy on the school site council.

School Site Council Selection & Composition Checklist

The School Site Council must meet composition requirements outlined in education code section 52852. The council must be composed of the principal, teacher representatives selected by teachers at the school, other school personnel selected by other school personnel at the school (defined in by-laws or district policy), parents and/or community members selected by parents of students enrolled in the school, and at the secondary level, students selected at large by students enrolled in the school.

There must be parity between school staff and parent/community or parent/community/student members and teachers must be in the majority among staff members. To ensure your SSC is correctly constituted, please complete this checklist and keep it with SSC documents.

SSC members were selected by their peers:

- ☐ SSC teacher members were selected by classroom teachers.
- ☐ SSC “other” school members were selected by “other” employees at the school as defined in bylaws or district policy (excluding classroom teachers and the principal).
- ☐ SSC parent/community members were selected by parents of students enrolled at the school.
- ☐ SSC student members were selected by a vote of all students enrolled in the school.

Composition:

- ☐ Half the SSC membership is composed of school staff members.
- ☐ Classroom teachers comprise the majority of the school staff membership.
- ☐ Half of the SSC membership is comprised of parents and/or community members, and, at the secondary level, students.
- ☐ Parents on the committee are not employed at the school. (Employees who are parents of students at the school may serve as staff representatives; employees of the district who are not employed at the school may serve as parents.)

- ☐ No SSC seats have been reserved for any individual, group or position not identified and selected by their peers. (e.g.: assistant principal, union representative, student council president, parent of EL student, parent of GATE student)
- ☐ No additional criteria has been required to serve on the council.

School _____
School District _____
School Year _____

**SCHOOL SITE COUNCIL
PARENT CANDIDATE NOMINATION FORM**

Name of person making nomination:

Address: _____

Phone (home/business) _____ email _____

I am the parent/guardian of _____, who is currently enrolled at this school.
(Name of student)

**I wish to nominate _____ for an elected
position as a parent / community member on School Site Council.**

Please check:

- ☐ The person I have nominated is NOT an employee at this school.
☐ The person I have nominated IS an employee at this school

Nominee Information (Complete 1 or 2):

- 1) _____ is the parent/guardian of _____ who is currently enrolled at this school.
(Name of person nominated) (Name of student)
- 2) _____ is a community member in this school's attendance area representing _____.
(Name of person nominated) (Community business or Non-profit organization)

Contact information for nominee:

Address: _____

Phone (home/business): _____ email: _____

Nominator's signature

Date

Thank you for your nomination for school site council.
You will be notified when your nomination has been received.

_____ School

_____ School District

SCHOOL SITE COUNCIL PARENT SELF-NOMINATION FORM

☐ wish to declare my candidacy for an elected position as a parent/guardian representative on the _____ School Site Council.

Name: _____

Address: _____

Home phone: _____ Business phone: _____

Email: _____

I am the parent/guardian of _____, who is currently enrolled at this school.
(name of student)

Please check:

€ I am not an employee at this school.

€ I am an employee at this school.

Candidate's signature

Date

Thank you for your nomination to school site council.
You will be notified when your nomination has been received.

School Site Council
ELECTION PROCEDURE POLICY (BYLAWS)
SAMPLE

1. Elections shall occur within the first thirty days of the start of each school year.
2. Each parent/guardian seeking election must be nominated or self-nominated in writing, must have a child enrolled in the school and must declare that he or she is not employed at the school.
3. Each parent/guardian of a student enrolled in the school shall be entitled to one vote for each vacant parent/community membership on the School Site Council.
4. An election committee shall be appointed by the School Site Council in May to help plan the election process, gather nominations and run the election. No one standing for election, or the spouse of anyone standing for election, shall be a member of the election committee.
5. The election committee shall:
 - a. Provide nomination forms;
 - b. Ensure all parents of students enrolled in the school are notified of election procedures and election date(s), location, and time at least fourteen days in advance of the election;
 - c. Request a profile from all candidates and make these available to the electorate;
 - d. Determine election process (ballots, voice vote, in person, mail-in) and conduct the election;
 - e. Count the ballots or determine outcome of voice vote;
 - f. Help the principal notify all candidates of the results;
 - g. Keep all results and related information confidential as appropriate.
6. Only the names of the successful candidates shall be made public. A list of candidates and the vote results will be kept on file by the council for use in the event that a vacancy on the council occurs in which case the person with the next highest number of votes will fill the vacancy.
7. All individuals standing for election shall be notified of results before the results are released to the school community.
8. The School Site Council shall help the principal ensure that the names of new members are publicized to the school community within thirty days of the election.
9. At the first meeting of the new School Site Council at the beginning of the year, the council shall set dates, times and locations for its meetings throughout the year.

School Site Council & Advisory Committee Procedural Meeting Requirements

"The Greene Act"
Education Code §35147(c)

1. Any meeting held by a council or committee 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.
2. Notice of the meeting shall be posted at the school site, or other appropriate place accessible to the public, as 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.
3. The council or committee may not take any action on any item of business unless that item appeared on the posted agenda or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.
4. Questions or brief statements made at a meeting by members of the council, committee, or public that do not have a significant effect on pupils or employees in the school or school district or that can be resolved solely by the provision of information need not be described on an agenda as items of business.
5. If a council or committee violates the procedural meeting requirements of this section and upon demand of any person, the council or committee shall reconsider the item at its next meeting, after allowing for public input on the item.
6. Any materials provided to a school site council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.

Parliamentary Procedures Roberts' Rules of Order

Parliamentary Procedures Can Help

The business of a meeting may be handled by consensus, but often it needs to be handled using formal motions as all action must be recorded as part of the legal minutes of the meeting. Here are some simplified steps that will introduce the group to using motions.

Note: A copy of *Roberts Rules of Order, Simplified*, should be made available to the group.



STEPS IN MAKING A MOTION

1. Obtain the floor

- Wait until the previous speaker is finished
- Rise and address the chair. Say, "Mr. Chairman" or "Madam Chairwoman."
- Give your name.

2. Make your motion

- Speak clearly and concisely.
- State your motion in the affirmative. Say, "I move that we do,", instead of "I move that we do not"

3. Wait for a second

- Another member must second by saying, "I second the motion," or the chair will call for a second by members of the group who can legally vote.
- If there is no second, the motion will not be considered.

NOTE: Motions made at the direction of a board or committee (of more than one person) do not require a second.

4. The chair states your motion

- a. The chair states, "It is moved and seconded that....."
- b. After the motion is stated, debate and voting can occur.
- c. Your motion is now "property of the assembly" and you cannot change it without consent of the members.

5. Expand on your motion

- As the maker of the motion, you are allowed to speak first.
- Always direct your comments to the chair, not the members.
- Stay on the subject and avoid personal attacks.
- State your reasons in a brief, well-organized manner that covers all points in support of your motion.
- You may speak again after all other speakers are finished.

6. The chair “puts” the question

- After a period of time has been allowed for discussion, the chair asks the members, “Are you ready for the question?”
- If there is no further debate, or if a motion to stop debate is adopted, the chair says, “We are now ready for the vote.”
- The chair restates the motion as it now reads.
- The vote is taken by voice, by show of hands, or by written ballot.
- The chair announces the results.

NOTE: Once the motion is the property of the group, it can be amended by anyone who is a voting member. Up to two amendments may be made to a main motion. If someone wants to make another amendment, that person must wait until the second one of the two amendments before the members has been voted on.

Robert's Rules of Order

MEETING PROCEDURES

GENERAL

Local committee and council meetings should be (1) carefully planned, (2) constructive and interesting, and (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 committee's actions.

The committee members may wish to adopt and follow *Robert's Rules of Order* as their parliamentary authority. Remember that these rules, if adopted, are to assist the committee's work. They should not be allowed to become an obstacle or an end in themselves. Too many rules may create an unnecessarily stiff, formal atmosphere. **Only the rules that are necessary to carry out a program need be adopted.** They should only be used to keep a meeting moving or settle a disagreement.

DUTIES OF OFFICERS AND MEMBERS

Chairperson

1. Knows the basics of parliamentary procedure; be thoroughly familiar with the Bylaws; understand the purposes of the Advisory Council/Committee.
2. Becomes thoroughly familiar with school programs, staff, and the officers; get to know as many of the members as possible.
3. Be in charge of the meetings and maintain order.
4. Ensures that agendas for meetings are adequately prepared.
5. Helps ensure that all sides of an issue get a fair hearing.
6. Be the official representative for the Committee/Council (unless delegated to someone else); provide signatures when necessary.
7. Shows appreciation to officers, members, school staff and guests for service to the Committee/Council.
8. Although the above duties are the primary responsibility of the Chairperson, it is always understood and to be expected that school staff will be available for assistance in the performance of these duties.

Vice Chairperson

1. In the absence of the Chairperson, performs the duties of the Chairperson.
2. May be responsible for heading a special sub-committee.

Secretary

1. Keeps minutes of the meeting:
 - a. Writes only the important items such as motions.
 - b. When recording a motion, write only the motion and not the discussion. Motions that do not pass need not be recorded. It is only necessary to write the name of the one who makes the motion, not the one who seconds.
2. Makes note of officers present and/or absent.
3. Reads the minutes of the previous meeting.
4. Reads important correspondence; if it is lengthy, report the main ideas.
5. Maintains an accurate list of members, their addresses, and phone numbers.
6. Maintains a file of minutes and other documents important to the Committee/Council.
7. In conjunction with school staff, ensures that necessary communications go out to officers and members concerning business of interest to either group. Arranges for other correspondence to get done as necessary.

Parliamentarian (if applicable)

1. Ensures the smooth operation of the meetings through the implementation of the established Bylaws.
2. Determines when refinements to the Bylaws are needed and will seek approval through the SSC/SAC/ELAC.

Voting members

1. Participate fully in all committee/council activities.
2. Obtain the floor before speaking.
3. Stick to the topic being discussed until it is resolved.

4. Respond to the Chairperson when a call to order is made.
5. When debating an issue, stick to the issue and DO NOT BRING PERSONALITIES INTO THE DEBATE.
6. Be punctual to meetings.
7. Remain for the entire meeting.
8. To present any motion that has bearing on matters concerning the committee/council and expect the right to explain or discuss the motion.
9. To question procedures if they are being violated.

ORDER OF BUSINESS

The following is the order of business typically used by an organization:

1. Call to order
2. Reading the minutes of the previous meeting (and their approval)
 - a) Approval of agenda
 - b) Committee reports
2. Special reports (other reports from outside groups, etc.)
3. Old business (business pending)
4. New business
5. Set date for next meeting
6. Adjourn meeting

THE AGENDA

An agenda is a list of items up for committee discussion. It tells everyone attending the meeting when each item will be considered during the course of the meeting. So that each member can be prepared to discuss the items on the agenda, it should be prepared well before the meeting and sent to the entire membership. The chairperson must see that important things are not overlooked.

The chairperson can use the agenda as a guide for timing the action of the meeting. S/he may read the entire agenda quickly so everyone in the room will have a “map” of the meeting. Then, s/he calls for one item at a time and completes discussion and acts upon that item. By following an agenda, the chairperson will help the members organize their thoughts and plan the actions they want to take.

GLOSSARY

The following terms are used in connection with formal meetings, and knowledge of their use will be helpful in understanding parliamentary procedures.

Particular attention should be given to the term “motion” as this is a very important part of parliamentary procedure and should be thoroughly understood by all committee members.

ABSTAINNot voting one way or the other on a motion.

ADJOURNTo end the meeting.

ADOPTTo approve or accept.

APPOINTTo assign a person to a job or position.

CAUCUSA meeting or organization of leaders in order to decide policy, candidates, and/or plans. Or a meeting of a special interest group or power group.

CHAIR.....Position held by chairperson or leader of group.

COMMITTEEA small group that studies, reports on, and recommends part of the organization’s program.

DEBATE.....Argument or discussion of something that is open to question.

GENERAL CONSENTA silent, unanimous vote; if even one member objects, the motion must be voted.

MAJORITYOne more than fifty percent.

MAJORITY OPINION..... The decision of most of the voting members of a group or committee.

MINUTESOfficial record of a meeting.

MOTION.....A motion is really an idea, usually about something a member wants the committee or the local Board of Education to do, which is expressed formally so that every member knows what is being proposed and can vote for or against the motion. A motion is made by a member obtaining the floor and saying, “I move that ...” and then stating the action s/he proposes to have taken.

NOMINATE	To recommend a person for election (nominations do not require a second).
PENDING	Undecided; still before the group.
PETITION.....	A formally drawn request, often bearing the names of a number of people, which is addressed to a person or a body of persons in power, soliciting some sort of right or favor or other benefit.
POINT OF ORDER.....	A motion that asks the chairperson to say whether the meeting or part of it is being conducted properly.
QUESTION.....	Another name for a motion.
QUORUM.....	The minimum number of members who must be present for a legal, official meeting (one more than fifty percent of voting members).
RESCIND	To take back; withdraw.
RESOLUTION	Another name for a motion; a policy statement.
SECOND.....	A sign from at least one other voting member of the committee who thinks a motion should be considered and is willing to second it so that it can be.
SPECIAL COMMITTEE (or Ad Hoc).....	A committee that is appointed or elected to handle only a specific thing; a temporary committee.
SUB-COMMITTEE.....	A smaller committee formed within a committee.
TABLE.....	To put off discussion or vote on a motion to a later time or to another meeting.
UNANIMOUS VOTE	When everyone votes the same way.
VETO.....	To disapprove.

SPECIFIC PROCEDURES

The following is a list of common items frequently used when following accepted parliamentary procedures in a meeting. It is only a brief outline intending to show committee members how to accomplish certain items through the use of parliamentary procedures.

IF YOU WANT TO . . .

1. Stop the meeting for a short time to take a break.

2. Set a time for the next meeting.

3. Ask someone to speak louder, or open a window, or call attention to something concerning the comfort and well-being of the people at the meeting.

4. Bring a discussion back to the subject or get to the main part of the agenda.

The above actions can be taken at any time during the meeting. They must be acted upon immediately. Points 3 and 4 are not debatable and need no second because there is really nothing to disagree about.

IF YOU WANT TO . . .

5. Correct a mistake that is against the bylaws of the group.

6. Get more information on the business being discussed.

7. Question the chairperson's decision.

8. Discuss something without having to stick to the rules.

9. Stop a motion YOU have made.

YOU SAY TO THE CHAIRPERSON . . .

1. I move that we recess.

2. I move we fix the time of the next

3. I rise to a question of personal privilege.

4. I call for the orders of the day.

YOU SAY TO THE CHAIRPERSON . . .

5. I rise to a point of order.

6. Point of information.

7. I appeal the decision of the chair.

8. I move that we suspend the rules.

9. I wish to withdraw the motion.

Points 5 through 9 are not debatable and can be made and voted on at any time except during a time when one of the first four points (1, 2, 3, or 4) is being considered. Points 5, 8, and 9 need no second. Point 8 requires a vote of 2/3 to pass.

10. Have a motion put aside until later.

10. I move we table the motion.

11. Bring up a motion that has been tabled.

11. Point of information.

12. End (or limit) a discussion.

12. I move we close (or limit) debate.

13. Put something off until another meeting.

13. I move we postpone this matter.

14. Ask a committee or a member (whatever committee is involved) to study an idea or recommendation.

14. I move we refer (or recommit) this to

15. Change or add to someone else's amend a motion only twice.) motion.

15. I wish to amend the motion. (You can

Points 10 through 15 can be made when no other motions are being considered. All require a second. Points 10, 11, and 12 are debatable. Point 12 requires a vote of 2/3 to pass. (Preceding text adapted from *Robert's Rules of Order*, with a guide and commentary by Rachel Vixman, Jove Publications, 1967).

ROBERT'S RULES OF ORDER

Parliamentary Procedure

The following is a very simplified overview of the rules to be followed in conducting a meeting.

I. The Chairperson calls the meeting to order. The Chairperson states:

“The _____ Advisory Committee/Council will now come to order.”

II. Members respond. A quorum is determined (fifty-one percent of total voting members).

Lack of quorum: discussion may be conducted but no vote may be taken.

III. Approval of the minutes for the last meeting occurs. When appropriate, a member approves minutes: “I move that the minutes be approved as written.”

IV. Another member seconds the motion: “I second the motion.”

V. The Chairperson asks for a voice vote: “All of those in favor say ‘aye.’ All those against say, ‘nay.’”

VI. The Chairperson asks if there is any old business to be considered. Pending Committee reports can be presented here.

VII. Business for the day is considered. The agenda is taken step by step.

VIII. Motions are made in the following manner:

A. The person has to be recognized by the Chairperson: “May I have the floor?”

B. After receiving approval, the speaker says: “I move that . . .”

C. Motions must be seconded before vote can occur: “I second the motion.”

D. The Chairperson asks for discussion of motion: “All in favor say ‘aye.’ All opposed say ‘nay.’”

E. The Chairperson asks for a vote on the motion: “All in favor say ‘aye.’ All opposed say ‘nay.’”

IX. Adjournment of the meeting is accomplished by Chairperson: “Are there any other items for discussion? If not, this meeting is adjourned.”

CODE OF ETHICS

A member shall consider the best interests of all students.

A member shall be guided by the school's and the school board's mission statements.

A member shall act within the limits of the roles and responsibilities of a school site council, as identified by the school's operating guidelines, the school board, and California Department of Education.

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A member shall become familiar with the school's policies and operating practices and act in accordance with them.

A member shall maintain the highest standards of integrity.

A member shall recognize and respect the personal integrity of each member of the school community.

A member shall treat all other members with respect and allow for diverse opinions to be shared without interruption.

A member shall encourage a positive environment in which individual contributions are encouraged and valued.

A member shall acknowledge democratic principles and accept the consensus of the council.

A member shall respect the confidential nature of some school business and respect limitations this may place on the operation of the school council.

A member shall not disclose confidential information.

A member shall limit discussions at school council meetings to matters of concern to the school community as a whole.

A member shall use established communication channels when questions or concerns arise.

A member shall promote high standards of ethical practice within the school community.

A member shall declare any conflict of interest.

A member shall not accept any payment or benefit financially through school council involvement.

School and District Advisory Committees

It is important to understand the roles of the various committees and how they should function together. School Site Councils (SSC) and advisory committees have specific mandated functions. The School Site Council is referred to as a governance body because it has decision-making authority. The decisions of the Council are subject to the approval of the local school board. The SSC is designed to include representation from various stakeholders at the school. Because SSC members are elected by the peer group they represent, they may or may not reflect the various student populations in the school. Advisory committees have a key role in providing advice to the Council through the lens of particular student groups. One of the roles of school-level advisory committees is to advise the School Site Council on the development of the Single Plan for Student Achievement. Therefore, advisory committees may be required based on program funding or minimum numbers of students in particular groups. However, schools may establish additional committees to address the needs of other student populations. Districts must ensure there are processes in place to allow an opportunity for advisory committees to provide input on school plans. In addition to school-level advisory committees, there are also requirements for district-level advisory committees with specific responsibilities for providing advice at the district level regarding the needs of particular student groups.

The requirements for English learner school and district-level advisory committees were established by the Chacon-Moscone Bilingual-Bicultural Education Act of 1976. Because the Local Control Funding Formula (see description later in this section) eliminated Economic Impact Aid (EIA), it had been unclear whether the education code requirements for the District English Learner Advisory Committee (DELAC) and school-level English learner advisory committee (ELAC) were still mandatory. In 2016, CDE indicated that the ELAC and DELAC requirements are still in effect and continue to be monitored through the FPM process. In November 2016, CDE issued a letter stating that the ELAC and DELAC continue to be required.

School-level English learner Advisory Committee (ELAC)* Requirements

The school-level English Learner Advisory Committee (ELAC) is an advisory group that provides advice to the SSC on the development of the school plan and to the principal on programs and services for English learners. The requirement for an ELAC is in education code and is triggered when a school has 21 or more English learners. It is important to ensure that these bodies maintain documentation to demonstrate they are fulfilling their responsibilities.

The percentage of parents of English learners on the committee must be at least the same as that of English learners at the school. The parents or guardians of English learners elect the parent members of the school advisory committee. Each school-level committee shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

The school must provide all ELAC members appropriate training and materials to assist each member to carry out his or her legally required advisory responsibilities, and such training is to be planned in full consultation with ELAC members. Economic Impact Aid-Limited English

Proficient and/or district funds may be used to cover costs of training and attendance of ELAC members and costs associated with child care, translation services, meals, and other reasonable expenses.

The purpose of the ELAC is to *advise the principal and school staff on programs and services for English learners* and the *School Site Council on the development of the Single School Plan for Student Achievement*. The ELAC also assists the school on other tasks including advising the principal and school staff on the school's program for English learners and assists with:

- The school's needs assessment.
- The school's annual language census
- Efforts to make parents aware of the importance of regular school attendance.

The ELAC may delegate its responsibilities to the School Site Council, but only if the following conditions are met:

- An ELAC must first be elected and informed of its responsibilities.
- The ELAC may vote to delegate its responsibilities over to the SSC for a period of up to two years.
- **The parent composition of the SSC must meet ELAC composition requirements.**
- The SSC must vote on whether they accept this responsibility.
- After the specified period (not to exceed two years), an ELAC must be elected again.

District English Learner Advisory Committee (DELAC)*

The District English Learner Committee (DELAC) is required when a district has more than 50 English learners. The district Consolidated Application includes a signature line for the DELAC chairperson certifying that the application was developed with review and advice of the committee.

Each school-level English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one member to the District English Learner Advisory Committee, except that school districts with more than 30 school advisory committees may use a system of proportional or regional representation.

District English Learner Advisory Committees shall *advise the school district governing board*, at a minimum, on the following tasks:

- (1) Development of a district master plan for education programs and services for

English learners. The district master plan will take into consideration the school site master plans.

- (2) Conducting of a district wide needs assessment on a school-by-school basis.
- (3) Establishment of district program, goals, and objectives for programs and services for English learners.
- (4) Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- (5) Administration of the annual language census.
- (6) Review and comment on the school district reclassification procedures.
- (7) Review and comment on the written notifications required to be sent to parents and guardians pursuant to this subchapter.

School districts shall provide all members of school district and school advisory committees with appropriate materials and training which will assist them in carrying out their responsibilities.

The Consolidated Application must contain the certification of the DELAC chairperson that the committee had an opportunity to review portions of the application that apply to English learners.

**Refer to CCR § 11308 for regulations for ELACs and DELACs.*

Local Control Funding Formula (LCFF)

The passage of the legislation implementing the Local Control Funding Formula (LCFF) establishes a role for parent advisory committees in the development of the Local Control and Accountability Plan (LCAP). Education code 52063 requires that districts establish two distinct parent advisory committees to review and comment on the LCAP prior to submission to the local board: the Parent Advisory Committee and the English Learner Parent Advisory committee.

The *Parent Advisory Committee* must be composed of a majority of parents or guardians of pupils and include parents of pupils to whom the definitions of education code 42238.01 apply. These include parents or guardians of students eligible for free or reduced price lunch, English learners and foster youth. The *English Learner Parent Advisory Committee* must be composed of a majority of parents and is required for those districts whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners.

Education code 52063 specifies that a district is not required to establish a new committee for either of these groups if an existing committee meets the new requirements. As noted above, these committees must include parents of students identified in education code in the legislation as the target populations. Since this includes low-income students as well as English

learners and foster youth, the composition of the previous District Advisory Committee may meet these requirements or may be reconfigured to meet these requirements. Therefore, the DAC previously required for EIA/SCE programs may serve this purpose.

The District English Learner Advisory Committees (DELAC) would also meet the requirements for the district English learner Parent Advisory Committee required to be established to review and comment on the LCAP. Some of the requirements for the two committees differ somewhat. Whereas a DELAC is required for districts with more than 50 English learners, the English Learner advisory committee required for the LCAP is based on a district having at least 15 percent English learners and at least 50 English learners. Also, the DELAC has additional responsibilities related to programs for English learners.

Education code 52062(a)(1) and (2) require the superintendent to present the LCAP and Annual Update to each of the required committees and respond in writing to any comments received from the committees prior to the public hearing and adoption of the LCAP by the local school board.

PARENT ADVISORY COMMITTEES

Committee	Level (District or School)	Responsibilities	Composition Selection Requirements
LCAP Parent Advisory Committee (PAC)	District	Provides advice to the governing board and superintendent regarding the Local Control Accountability Plan (LCAP). PAC shall review and comment , when the Superintendent presents the LCAP to the committee. The superintendent shall respond. In writing, to comments received from the committee.	• Composed of majority and include parents/guardians, low-income & Foster parents. • District determines the selection process for members.
District English Learner Advisory Committee (DELAC)	District	DELAC advises the local governing board on: • Programs and services for English Learners (ELs). • Development of a district master plan for services for ELs taking into consideration Single Plan for Student Achievement (SPSA). • Conducting districtwide needs assessment on a school-by-school basis. • Establishment of district program goals and objectives for ELs. • A plan to ensure district compliance with teacher/aide requirements • Administration of the annual language census • Review and comment on district reclassification procedures • Review and comment on written notifications sent to parents	• Required when a district has a significant number of ELs. • Composed of a majority of parents/guardians of ELs. • Members are elected by the parents/guardians of ELs. • Each school's ELAC must provide an opportunity to elect at least one member to be a site representative on DELAC. • School Districts with a significant number of ELs may use a system of representation.
English Learner Advisory Committee (ELAC)	School	• Advises the School Site Council (SSC) on the development of the SPSA. • Advises the principal and staff on the school's program for English learners. • Assists in the development of the school's: • Needs assessment • Language Census Report • Efforts to make parents aware of the importance of regular school attendance	• Required when school has a significant number of ELs. • Members are elected by the parents/guardians of ELs. • Parents of ELs must constitute the same percentage of the committee as the percentage of ELs represent in the school.

ELPAC and DELAC may serve as one committee provided all the required responsibilities from both committees are addressed.

Relationship of District Plans to the School Plan for Student Achievement (SPSA)

In developing the Single Plan for Student Achievement (SPSA), School Site Councils should be aware of two required district level plans that have relevance for the SPSA. The first is the Local Control and Accountability Plan (LCAP). The LCAP is a district level plan required by state law addressing the use of funds allocated to districts through the Local Control Funding Formula (LCFF). The plan must address actions and services for all students in each of eight state priority areas and additional actions and services for low-income pupils, English learners, redesignated English learners, and foster youth. These groups are referred to in the plan as “unduplicated students” because the students generate additional funding for districts and that number is based on an unduplicated count of students in those groups. The use of these funds must be described in the LCAP and therefore, School Site Councils do not have purview over the use of the funds as they do for Title I school-level funds, however districts often apportion funds to school sites to be used to support actions in the LCAP, and some districts ask schools to include those actions in their school plans. Therefore, it is important for School Site Councils to be aware of what school level actions and services are described in the LCAP so they can ensure that Title I funds are used in a coordinated manner to provide additional services to supplement services provided through district funds. In addition, districts are required to review SPSAs from school sites in developing the LCAP to ensure actions and services in the LCAP are consistent with strategies in school plans. This process ensures that school-level needs are reflected in the LCAP. The guide provided in this section includes additional information regarding the LCAP.

Another district level plan that School Site Councils need to be aware of is the LCAP Federal Addendum. The LCAP Federal Addendum will supplement the LCAP to describe how the LEA will address provisions for federal programs that are not outlined in the State Priority areas. In this plan, LEAs describe their approach to maximizing the impact of federal investments in support of underserved students. LEAs explain their strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP and describe their efforts to align the use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs. This narrative response in the LCAP Federal Addendum along with the consolidated application for ESSA funds and the LCAP collectively serve as the LEA Plan which is required for Local Education Agencies (school districts, charter schools and county offices) that receive funds through the Elementary and Secondary Education Act (ESEA), which includes Title I funds.

The Single Plan for Student Achievement has always been required to be consistent with the federal Local Education Agency (LEA) Plan. In recent years, with the addition of the LCAP, districts have been moving toward aligning school plans with that plan which focuses on the state priority areas. Moving forward, schools should have a clearer picture of how to ensure such alignment as the LCAP, LCAP Federal Addendum and the Consolidated Application are companion documents that provide a more coherent description of state and federal programs. School Site Councils should request information regarding the content of each of these documents from district staff and request their assistance to ensure the SPSA is aligned with the district’s LEA plan. Single school districts and charter schools may use the LCAP to serve as the SPSA, provided the LCAP meets federal school planning requirements and the stakeholder requirements for the LCAP established in EC 52062(a).

School Plan for Student Achievement

The primary responsibility of the School Site Council (SSC) is the development of the School Plan for Student Achievement (SPSA). School plan requirements and the SSC's role in the development of the SPSA are described in EC 64001. An optional template for the School Plan for Student Achievement is available at: <https://www.cde.ca.gov/re/lc/> or in this section of the binder.

EC 64001 stipulates that the SPSA is to include all funds allocated to sites through the Consolidated Application (Con App) and any other funds the school chooses to include. Currently that usually includes only Title I funds since they are the only Con App funds required to be allocated to school sites. However, districts may allocate other district level funds such as Title II or Title III to sites and then they would be included in the SPSA.

Development, monitoring and evaluation of the SPSA is the focus of the work of the SSC. To do this work effectively, SSC members need considerable training and support. There is no specified timeline for plan development or approval. The plan should be based on an analysis of data and an understanding of the resources available to the school. Because this information is available at different times of the year, there is no "perfect" timeline for plan approval. Whatever the approval cycle, it is important to consider all the tasks required to complete the plan and the training needed to enable SSC members to effectively develop the plan. Based on all the required tasks, schools should develop a plan calendar for developing, monitoring and evaluating the plan. This process is cyclical so once the plan is completed, SSCs should be involved in monitoring implementation and then evaluating the effectiveness of the plan. Based on that evaluation, changes should be considered for the following year's plan. A sample calendar is included in this handbook. As you will see from that sample, an effective plan development process means that councils need to meet monthly for most of the year.

It is important to remember that the SPSA must be approved by the local school board annually. Schools are not authorized to spend Title I funds, or other funds required to be included in the SPSA, without board approval. If the local board does not approve a plan it should be sent back to the SSC for changes. School boards may not make changes to the plan, but rather should indicate areas of concern and send it back to the council for revision.

Legal Requirements for School Site Council Agenda Items to be Addressed Annually

SPSA Cycle of Continuous Improvement

- ☐ Analyze student achievement data
- ☐ Measure the effectiveness of current improvement strategies
 - o Analyze the current implementation of instructional program for **ELA**
 - o Analyze the current implementation of instructional program for **Math**
 - o Analyze the current implementation of instructional program for **English Learners**
- ☐ Identify goals and key improvements
- ☐ Define SPSA timelines, personnel responsible, expenditures and funding sources
- ☐ Review and approve proposed SPSA. Recommend to Local Governing Board for approval.
- ☐ Review implementation and evaluate effectiveness of planned activities
- ☐ Monitor SPSA Implementation

Additional Agenda Items

- ☐ Draft or Review Bylaws
- ☐ Advisory Committee Input
- ☐ Training
- ☐ School Safety Plan
 - (unless delegated to another committee that meets the same requirements)
- ☐ School-Parent Compact
- ☐ Parent and Family Engagement Policy
- ☐ Uniform Complaint Procedures (UCP)
- ☐ _____
- ☐ _____

School Site Council (SSC)
(School Name) **School**

AGENDA for SSC Meeting of _____ (date)

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

1. Training	8. Safety Plan
2. Parent Involvement Policy	9. SPSA Development
3. Uniform Complaint Procedures	10. SPSA Budget
4. Parent Education Opportunities	11. SPSA Review / Recommend
5. Consolidated Programs Overview	12. Needs Assessment
6. Home-School Compact	13.
7. Assessment/Curriculum/ Program Effectiveness	14.
	15.

I. Welcome and Introductions

II. Call to Order

(Open the meeting and state the time. Count the members present. Indicate if a quorum is met. A quorum is 51% of the total School Site Council membership. If a quorum is not met, the meeting can proceed as an informational meeting only; items may not be voted on.)

a. Approval of Minutes

(The minutes are either approved and seconded as read or approved and seconded with corrections.)

III. Public Comment (This section is for the public to comment on any subject. Limit time to 3 minutes per person. This section may be placed after the Call to Order or at the end of the Agenda. The Council members do not respond to comments.)

IV. Committee Reports (This section includes correspondence and various committee or advisory committee reports. Each report could conclude with a motion that the Council must address.)

V. Legal Requirements

(List the topic to be addressed from the numbered list above.)

VI. Unfinished Business

(This section includes any issue that was not concluded, postponed, or tabled during the prior meeting. The chairperson and principal would add these items to this section of the agenda.)

VII. New Business

(This section identifies any new issues before the Council. Include any announcements in this section.)

VIII. Adjournment

(A motion to adjourn may be made at any time of the meeting. The Council should establish a timeline for its meetings. If the business cannot be completed, a special meeting of the Council should be called to address the remaining agenda items)

(Insert School Name Here)

SCHOOLSITE COUNCIL MEMBERSHIP

School Year: _____

Education Code Section 64001 requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the School Site Council. The current make-up of the council is as follows:

Names of Members (include titles of SSC Officers)	Prin cipa l	Clas sroo m Teac her	Oth er Sch ool Staf f	Parent or Comm unity Memb er	Sec ond ary Stu den t
Numbers of members of each category					

At elementary schools the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of school staff personnel.

At secondary schools the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school, other community members and students. Classroom teachers must comprise a majority of school staff personnel.

_____School

_____Date and Time of Meeting

School Site Council Sign In

Role	Member Name <i>Elected date*</i>	Signature	Phone	Email
Parent				
Parent				
Parent				
Parent				
Parent				
Principal				
Teacher				
Teacher				
Teacher				
Other				

Other Attendees– Non-Voting

*member names and elected date can be pre-typed in to facilitate sign in.

GUIDELINES FOR RECORDING THE MINUTES

An official record must be kept of the proceedings of the meeting of the month. Minutes should contain pertinent actions and information.

MINUTES SHOULD CONTAIN:

- ❖ Date, place and time of meeting
- ❖ Roster of persons/member/officer title in attendance
- ❖ All motions, whether adopted or rejected
- ❖ The name of the person making the motion; the name of the person who seconded the motion
- ❖ Points of the order and appeals, whether sustained or lost
- ❖ Elections: names of nominees and election results should be recorded
- ❖ Name of secretary or recorder submitting minutes for review
- ❖ Minutes should reflect SSC approval or approval with revisions
- ❖ Minutes should be kept on file for reference and review

_____ SCHOOL
SCHOOL SITE COUNCIL MINUTES

Attendance for **(date)**

	<u>Name</u>	<u>Title</u>	<u>Officer</u>		<u>Name</u>	<u>Title</u>	<u>Officer</u>
		Principal				Parent	
		Teacher				Parent	
		Teacher				Parent	
		Teacher				Parent	
		Staff				Parent	

Meeting Called to Order:

Meeting was called to order at 00:00 a.m. _____ led us in the flag salute.

Minutes: Name of Secretary/Recorder submitting for review

Minutes were read by _____. _____ moved that the minutes be accepted (as corrected).
_____ seconded the motion. Minutes were approved.

Principal's Report:

Name of Principal

- .

Title 1 Program (if applicable):

Name of Principal

- .

English Learner Program:

Name of Principal or Designee

- .

Teacher's Report:

Names of Teachers

- .

DELAC Report: Name of DELAC Representative

Parents were given an update report on _____.

Public Comment:

No public comment

Adjournment:

Meeting adjourned at 00:00 a.m.

School Plan for Student Achievement (SPSA) Parent Input				
How are School Site Councils involved in the ongoing monitoring and annual evaluation of the				
	Timeline	Activity	Source	Questions to Ask
D E V E L O P I N G A N D R E V I S I N G T H E S C H O O L P L A N		Step 1: Measure effectiveness of improvement strategies at the school	Section 1- Data Analysis: Evaluation pages of School Plan	- Were the interventions implemented? - What does the data show? - How did our students do? - Did students demonstrate improvement from the intervention?
		Step 2: Seek Input from School Advisory Committees (ELAC)	Needs Assessments: Parents Teachers	- What are the results from the surveys? - What are the needs for students, parents, and teachers? - What are the recommendations based on the data?
		Step 3: Reaffirm or Revise School Goals	Smart Goals in Evaluation pages	- Were the goals met? - Is the current goal appropriate? If not, what is the new goal?
		Step 4: Revise Improvement Strategies and Expenditures	Section 2: Interventions to Meet Standards: Strategic/Intensive Interventions/ Common Pages	- Will the improvement strategies be effective in meeting the goals? - What are the recommendations to meet the goals? Based on the analysis, would you recommend: --Continue the intervention? --Eliminate the intervention? --Continue the intervention with the following modifications?
A P P R O V A L		Step 5: Recommend the Plan to the Governing Board for approval	School Plan- Section 4	- School Site Council meeting(s) to recommend the Plan to the governing board for approval - Signature page completed

M O N I T O R I N G		Step 6: Monitor Implementation of the Plan	School Plan- Section 3: SSC Meetings and Topics	● How will the School Plan interventions be implemented throughout the school year? ● How will the SSC be informed of: ● Implementation of interventions? ● Student achievement as a result of interventions?
--	--	---	--	--

School Site Council Training Pre Test

Circle all answers that apply.

1. What is a School Site Council?

- a. A parent meeting to provide input on school activities.
- b. A group of teachers to provide input on school activities and the SPSA.
- c. The superintendent, principal and a group of teachers to develop the SPSA.
- d. A group of people elected to represent parents, teachers, administration and other staff to develop a SPSA.

2. What is the minimum number of members that must be on a school site council (elementary and secondary)?

- a. 6
- b. 8
- c. 10
- d. 12

3. Which of the following membership groups *must* have parity?

- a. Staff & Parents/Community
- b. Staff & Students
- c. Staff & Parents/Community/Students
- d. Teachers & Parents

4. Which of the following statements is true?

- a. Individuals may self-nominate.
- b. Parent members may be employees at the school site.
- c. Members must be selected by their peer group.
- d. Elected student body members are automatically members of SSC.

5. School site councils must observe the rules of order as specified in the:

- a. Greene Act
- b. Brown Act
- c. Roberts Act
- d. None

6. Which of the following records need *not* be maintained by the SSC?

- a. Minutes of meetings
- b. Achievement/discipline records of student members
- c. Election ballots
- d. Copies of prior year school plans
- e. Agendas

7. The principal may veto council decisions under certain circumstances.

True or False?

8. Development of an SPSA must include the following actions:

- a. Identifying a process for evaluating and monitoring the implementation of the SPSA
- b. Use of the required SPSA template, provided on California of Education (CDE) website.
- c. Approval of the district superintendent
- d. Administration of a comprehensive needs assessment
- e. Parent Survey results

9. The SPSA must include:

- a. Proposed expenditures
- b. District State Indicator results identified on the CA Dashboard
- c. Evidence-based strategies, actions or services
- d. Goals set to improve pupil outcomes, based on the needs assessment

10. Who can make changes to the SPSA?

- a. The principal
- b. The SSC
- c. The Superintendent
- d. The local governing board

11. Who recommends the SPSA for approval to the local governing board?

- a. The school principal
- b. The School Site Council
- c. The local superintendent
- d. All of the above

12. What is the role of the local governing board with the SPSA?

- a. Certifies that school plans are consistent with local improvement plans required for federal funding.
- b. Includes the budgeted expenditures aligned to the strategies and actions.
- c. Adopts policies for the development and implementation of the SPSA consistent with the law.
- d. Approves or disapproves the SPSA and subsequent revisions.

This handbook was adapted from materials created by State and Federal Programs Unit of the
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