

SSC and ELAC Committee Handbook



OUR VISION

Clovis Unified School District strives to be America's benchmark for excellence in education.

OUR MISSION

The mission of the Clovis Unified School District is to be a quality educational system providing the opportunity for all students to reach their potential in mind, body and spirit.

OUR AIMS

<u>AIM I:</u> Maximize Achievement for ALL Students	<u>AIM II:</u> Operate with Increasing Efficiency and Effectiveness	<u>AIM III:</u> Develop, Sustain, and Value a Quality Workforce
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OUR BELIEFS

- All children can learn, and we can teach all children.
- Everyone is a reader and a teacher of reading.
- Our values must be more than words.
- Hard work promotes achievement.
- It's people, not programs.
- United as Americans, we value our diversity and our differences.
- We hold ourselves accountable to achieve high standards.
- Success is an individual journey of continuous achievement.
- Education is a partnership between the school, the family and the community.

CUSD CATEGORICAL FUNDING PROGRAM **INFORMATION FOR THE 2023-2024 SCHOOL YEAR**

On an annual basis Clovis Unified School District (CUSD) submits the Application for Funding Categorical Programs. Consolidated Application and Reporting System commonly called the CARS. The application is submitted in two (2) parts: Part I, which contains program and demographic information, is submitted by June 1 each year; and Part II, which contains the budget information and additional program data, is submitted by January 31 each year. The categorical programs included in the application are Title I, Part A – Improving Academic Achievement, Title I, Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals, and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Essentially, these funds are designed to assist students in mastering state standards.

Clovis Unified Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community. CUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child's education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Clovis Kids!

CUSD is proud and pleased to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the CUSD include:

School Site Council (SSC)

English Learner Advisory Committee (ELAC)

District Parent Advisory Committee (PAC) and School Advisory Committee (SAC)

District English Learner Advisory Committee (DELAC)

District Indian Education Parent Advisory Committee (IPAC)

School and District level School Assessment Review Team (SART)

Intercultural and Diversity Advisory Council (IDAC)

We encourage all parents and guardians to become involved with their child's education, at the classroom level, the school-wide level as well as the district level. Each site's School Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level parent committees provide input into each site's SPSA and to the District's Local Control Accountability Plan (LCAP). If you would like additional information on any of the District Parent Advisory

Committee, please call your child's school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you or go to: <http://www.cusd.com/supplementalservices>.

These school committees meet on a quarterly basis. The committees are comprised of administration, staff and parents. Students are also involved at the intermediate and secondary level.

Listed below are several parent committees that assist with categorical programs and funding. For more information, please call your school or go to: <http://www.cusd.com/supplementalservices>.

School Site Council (SSC): All schools receiving categorical funds are required to form a SSC. The SSC is composed of parents, students at the secondary level and school personnel and is responsible for developing, implementing, and evaluating the Site's School Plan for Student Achievement programs. Members serve for two years and are elected by their peers.

Parent Advisory Committee (PAC) & School Advisory Committee (SAC): The entirety of the SSC acts as the SAC. The SAC serves as an advisory committee for the purpose of advising schools regarding supplemental education programs and acting as a liaison for their school community. They serve to share information and comments both at the district and site level. These education programs are supplemental education opportunities provide to students who are disadvantage, English Learners, Foster Youth and/or at-risk. The SSC has approved to designate our SSC pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee.

English Learner Advisory Committee (ELAC): All schools enrolling 21 or more English Learners are required to form an ELAC. The ELAC is composed of parents and school personnel. The ELAC provides input and makes recommendations to the principal, staff and SSC regarding services for English Learners as well as conducts an annual survey. Members serve for two years.

District English Learner Advisory Committee (DELAC): Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently the DELAC bylaws require each DELAC representative to be 1) a parent/guardian of an EL or former EL (i.e., a reclassified fluent English proficient student) currently enrolled at the site he/she represents, and 2) elected to serve as the DELAC representative by the site ELAC.

The following is an overview of the categorical funding and programs in CUSD. These funds are further discussed and outlined in each school's SPSA

and at the committee meetings.

Rationale

General District funds provide support for the district's base/core curriculum program. Some children have special characteristics, not reflective of the general school population, that affect their success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified, and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs.

Philosophy

All CUSD schools offer students all of their students the same kinds of high-quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential.

Categorical Program Descriptions

1. **Expanded Learning Opportunities Program (ELOP)**: The Expanded Learning Opportunities Program fund is an ongoing funding source from the state. Funding allocation is determined by the district's enrollment of Unduplicated Pupils (UPP). Unduplicated Pupils are students classified as English Learners, Foster/Homeless Youth, or eligible for Free/Reduced meals. The purpose of ELOP is to complement existing programs by providing students with more access to expanded learning programs which occur before school, after school, or during intersessions (summer/winter/spring breaks). ELOP focuses on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences
2. **Title I, Part A (Improving the Academic Achievement)**: A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.

3. **Title I, Part A, Title X, Part C, Education for Homeless Children and Youths:**
Title I, Part A funds to provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. This reservation requirement is not formula driven.
4. **Title I, Part D: Local Delinquent Programs:**
A funded program that serves students who are neglected, delinquent, or at-risk, including programs involving collaboration with locally operated correctional facilities.
5. **Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals)** - A federal-funded program focused on teacher and principal training and recruitment programs.
6. **Title III (Language Instruction for English Learners (ELs) and Immigrants)** - A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and Immigrants and helping these students meet the same challenging State standards required of all other students.
7. **Title VI (Indian Education Formula Grant)** - A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging State standards required of all other students.

The goal of the CUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns, or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. During the fall each school will send additional information about these activities. At the district level, we encourage you to become involved with our DELAC. We encourage and look forward to your involvement in the programs we offer our learning community.

If you have any questions, please call your child's school or the CUSD Department of Supplemental Services @ 327.0680, additional information may be found @ <http://www.cusd.com/supplementalservices>.

Purpose and Use of Federal Funds

The purpose of these federal title funds is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by:

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.
- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.
- (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education.

SPSAs are developed, written, reviewed and approved annually by the school's SSC. The plan is designed to improve the effectiveness of the school program and increase student learning for all learners and address the four above stated criterion. Each plan is/was based on an assessment and analysis of the school's capability to meet the educational needs of each pupil and indicated specific objectives and steps necessary to achieve such objectives, including intended outcomes. SPSAs for student achievement, funding and professional development are critiqued for alignment to student and staff needs, correctness and compliance by the Department of Supplemental Services, Area Superintendents, and then submitted to the Board for approval on an annual basis. The District's Board Policy and Administrative Regulation #6190 define the policy and procedures for monitoring and evaluating categorical aid programs.

During the 2022-2023 school year; thirty-four elementary schools, five intermediate schools, five high schools, and the alternative education schools participated in consolidated categorical aid funded programs in CUSD. For the 2023-2024 school year; CUSD will serve seventeen Title I Schools. In addition, CUSD serves several private schools that reside within the CUSD and neighboring boundaries. They receive equitable services and ongoing professional development.

The various sources of funding for evaluation and monitoring purposes were as follows:

- **Title I – Improving the Academic Achievement of the Disadvantage**
- **Title III – Language Instruction for LEP Students and Immigrant Students**
- **Title VI Indian Education**

Categorical School Funding

Not all schools receive the same categorical funding sources. Funding is based upon student enrollment and program needs and participation requirements. SSC continue to be informed and trained as to the new funding streams, issues of compliance and areas of focus relative to student and school needs.

Each of the seventeen (17) schools receiving Title I, Part A funds complete an Annual Evaluation of their Title I Program for the 2022-23 school year. This is in addition to the annual Title I Parent Survey. This evaluation affords the site to evaluate, review and reflect on their program from an internal point of view collaborating with all stakeholders both classified, certificated, parents and district departments. Whereas the Parent Survey provides valuable information from the parents' perspective on many critical issues concerning the Title I Program. The annual evaluation addresses ten (10) quality indicators of an effective Title I Program. These include but are not limited to; participation rate, expenditures, staff development opportunities, parent participation and education, student achievement and recommendations for continued improvement. Based upon a comprehensive analysis of data and information, schools are asked to articulate what appeared to work and list any program modifications and changes that may be projected. Schools are committed to promoting excellence and high expectations for all students and work to ensure meaningful involvement in decision-making by students, teachers, parents, and community members. The evaluations are shared with staff, community members, district department and all Area Superintendent as well as the district Superintendent and presented and reviewed with staff members and at the Annual Title I Parent Meeting as well as the school site council.

SECTION I
SCHOOL
SITE
COUNCIL
(SSC)
INFORMATION



SCHOOL SITE COUNCIL (SSC) OVERVIEW

One of the principal tenets of these programs was that those individuals closest to the students should be more involved in making significant decisions affecting the instructional program of the school. The SSC was selected to be the vehicle by which the school community would come together to chart the school's path to improvement.

The SSC is uniquely suited to carry out this function since it is representative of all segments of the school community. Being composed of the principal, teachers, other school personnel, parents, and the secondary level students; it provides a forum for all the major players in the school to come together to identify common goals and establish a plan to achieve these goals. The SSC's success depends upon both the ability and willingness of all those involved in the process to work together in a cooperative manner to develop an effective curricular and instructional program in which all students may attain higher levels of academic competence.

The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access and success in that program. This core program should embody the district's curriculum, which itself should reflect the state frameworks and curriculum standards. As the SSC goes about allocating the available supplemental resources, it should strive to keep its focus on establishing and maintaining a comprehensive and ongoing strategy to improve curriculum and instruction. The SSC should not limit its vision to using the supplemental resources to meet the demand of the moment or to purchase a single fixed solution to be used in perpetuity. Instead, it should establish and maintain a vision of the skills and knowledge students will need to be successful at each stage of their school career and determine what supports can be provided to enable such success to occur. Additionally, the SSC should maintain flexibility in its allocation of resources in order to enable the school to continually address the changing needs of the school.

The SSC is charged with the task of developing and approving a school plan for using the supplemental resources to increase the student's understanding of and success in learning the core curriculum. The school's improvement effort should also be coordinated with the district's effort to upgrade its curriculum offerings and quality of instruction in order that both the school, through the SSC, and the local governing board, through the district office, become part of a single improvement effort. The unified effort requires that the staff of the district office and the SSC establish and maintain formal lines of communication to ensure that they engage in efforts that support and reinforce a common goal.

“School Site Councils: Their Composition, Role, and Responsibilities”

Authorization for School Site Councils (SSC)

- Clovis Unified School District Policy, Administrative Regulation, And Exhibit #0420
- School Site Council Bylaws

Specific California Education Code Requirements for School Site Councils

52852. School Site Council: Composition. A SSC shall be established at each school which participates in school-based program coordination. The council shall be composed of the principal and representative of: 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.

Type	Membership Category	Elementary Minimum	Secondary Minimum
School	Principal	1	1
School	Classroom Teachers	3	3
School	Other Staff	1	1
Community	Parents	5	3
Community	Students	0	2
Total	Members	10	10

At the elementary level council shall be constituted to ensure parity (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 compromise the majority of persons represented under category (a). The min. number of members is 10.

Existing school wide advisory groups or school support groups may be utilized as the SSC if those groups conform of this selection.

An employee of a school who has a student in attendance of the same school, may NOT be a staff representative on the SSC.

The principal MUST serve as a representative on the committee.

52852.5 Duties of the Governing Board. The governing board of each school district shall:

- a) Ensure that the principal of every school receives information covering the provisions of this article, and provides such information to teachers, other school personnel, parents, and, in secondary schools, pupils.
- b) Adopt policies to ensure that, prior to a school beginning to develop a plan pursuant to Section 52853, a School Site Council as described in Section 52852 is established at the school site. The board shall ensure that all interested persons, including, but not limited to, the principal, teachers, other school personnel, parents, and in secondary schools, pupils have an opportunity to meet in public to establish the council.
- c) Ensure that funds coordinated pursuant to this article are used to supplement, not supplant, existing state and local fiscal efforts and that schools which receive the funds shall have base expenditures comparable to non-participating schools.

52853. Development and Content of School Plan.

- a) The School Site Council shall develop a school plan School Plan for Student Achievement (SPSA) which shall include all of the following:
 - 1) Curricula, instructions strategies, and materials responsive to the individual needs and learning styles of each pupil.
 - 2) Instructional and auxiliary services to meet the special needs of non- English-speaking or limited- English-speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.
 - 3) A staff developed program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
 - 4) Ongoing evaluation of the educational program of the school.
 - 5) Other activities and objectives as established by the council.
 - 6) The proposed expenditures of funds available to the school through the programs described in Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school through the programs described in Section 52851 shall include, but not limited to, salaries and staff benefits for persons providing services for those programs.
 - 7) The proposed expenditures of funds available to the school through the federal improving America's School Act of 1994 (IASA) (20 United States Code 6301 et sec.), and its amendments.

If the school operates a state- approved school wide program pursuant to 6314 of Title 20 of the USC in a manner consistent with the expenditures of funds available to the school pursuant to 52851, employees of the school wide program may be deemed funded by a single cost objective.

- b) The School Site Council shall annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.

52855. Plan Approval. The school district governing board shall review and approve or disapprove school plans. A school plan shall not be approved unless it was developed and recommended by the School Site Council. If a plan is not approved by the governing board, specific reasons for that action shall be communicated to the council. Modifications to any school plan shall be developed, recommended, and approved or disapproved in the same manner.

Responsibilities of the School Site Council

Legislative Requirements

1. Develop and approve the school plan (a comprehensive program plan designed to improve the effectiveness of the school program). (Education Code 52034, 52855, 54722)

CCR Title 5, 3930... Each school receiving consolidated application funds as defined in 3900 (b), (c), (d), (h), and (i) shall develop a comprehensive program plan for students who will receive additional services from these funds. Each plan shall be based on assessment of school capability to meet the educational needs of each pupil, specify objectives, and indicate steps necessary to achieve such objectives, including intended outcomes. This comprehensive plan shall account for **all program services** for participating students, including at least those provided by district and by consolidated application program funds.

2. Annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities. (Education Code 52021, 52853, 54726)
3. Recommended the approval of the school plan as revised to the District Governing Board. If the school plan is not approved by the Board, specific reasons for that action shall be developed, recommended, and approved or disapproved in the same manner. (Education Code 52034, 52855, 54722)

Other Responsibilities

1. Meet on regular basis to become informed, share information, discuss needs and successes, and plan program improvements.
2. Participate in the monitoring and evaluation of the school plan programs. Participate as necessary in Federal Program Monitoring (FPM)
3. Develop a system for ongoing communication with parents, community members, the school staff, and the District.
4. Plan and approve one-time site expenditures allocated in the annual state budget.

Laws, Regulations, and Policies that Apply to All Schools and Committees

- The **State Legislature and Governor** establishes laws that govern the operations of all school districts in California. These laws are contained in the Education Code.
- The **State Board of Education** sets forth the policies and procedures for all school districts in California. These appear in Title 5 of the California Code of Regulations.
- The **School Board** sets the policies of the district.
- The **district and school administration** make the decisions which are consistent with Board policies regarding the operation of the schools and the implementation of the educational programs.
- All **contractual agreements** with employee groups must be followed.
- Each SSC should have a set of **bylaws** that guide SSC operations.

Characteristics of Effective School Site Councils

- Recognizes its responsibilities and carries them out in an efficient manner.
- Has a diverse composition.
- Communicates with the broader school community.
- Has a clear understanding of its purpose and goals.
- Makes progress toward its goals with a maximum of efficiency and a minimum of wasted effort.
- Is able to look ahead and plan ahead.
- Has achieved a high degree of inter-communication.
- Is able to initiate and carry on effective problem solving.
- Is objective about its own functioning; can face its problem and make modifications as needed.
- Maintains a good balance with rational behavior.
- Strikes an appropriate balance between group productivity and the satisfaction of individual needs.
- Provides for sharing of leadership responsibilities by group members.
- Provides an atmosphere in which members freely express their feelings and points of view.
- Has a high degree of cohesiveness or solidarity but not to the point of stifling individuality.
- Makes intelligent use of diverse/ different abilities of its members.
- Faces reality and sticks to issues that are vital to its members.
- Is not dominated by its leader or by any of its members.
- Recognizes that the end result is often the result of available means.
- Recognizes the values and limitations of democratic methods.

The Purpose of School Site Council Meetings

- To carry out the legislative requirements of an SSC.
- To discuss issues and programs and make decisions.
- To improve communication.
- To develop leadership.
- To develop the School Site Plan and set goals.
- To share information and educate the group.
- To improve overall organizational productivity and effectiveness.
- To become more informed about categorical programs.

Operating the School Site Council (Bylaws)

Each SSC should define for itself in writing the way it will be organized and the rules under which it will conduct business. The most common method of doing this is by drawing up a set of **bylaws**. These rules relating to the way in which the members will act will vary depending upon local circumstances, but it is likely that when an SSC is formed the members will need to make decisions regarding each of the main areas outlined below.

- Name of Council
- Role of Council
- Membership of the SSC
- Officers of the SSC
- Committees of the SSC
- Meetings of the SSC

These decisions would be developed into a written set of bylaws by which the SSC would operate. The original bylaws should be approved by the majority of the SSC providing there is a quorum present. For on-going SSC's, the bylaws should be periodically reviewed in order to ensure that all sections remain applicable. Revisions to the bylaws may be made when the need arises. All revisions should be approved by the majority of the SSC providing there is a quorum present. A copy of the SSC's bylaws should be included in the school Site Plan and be on file at the school for public review.

SSC Failure To Obtain A Quorum At Your Meeting

Follow all procedures for informing your community of upcoming SSC/ELAC Meeting

- Open meeting and establish a quorum, reflect in minutes
 - If quorum is established, continue the meeting
 - If no quorum, state "no quorum" and reflect in the minutes
 - With no quorum, you may continue the meeting for "information" only. No agenda items may be approved (budget, purchases, expenditures, SPSA, etc.)
 - Open discussion on an additional meeting date, time and place and reflect in minutes
 - Discuss way to increase attendance and reflect in the minutes
 - Follow all procedures for informing your community of upcoming SSC/ELAC Meeting
- 2nd/Make-up Meeting
- Open meeting establish a quorum
 - If quorum is established, continue the meeting
 - If no quorum, state "no quorum" for 2nd meeting and reflect in minutes

- You may make personal phone contacts or meet with members at another time
- Obtain signatures on sign in sheets and provide all meeting documents
- State in minutes, agenda items will be discussed at the next quarter's meeting

Decision Making Guidelines

1. Decisions must be legal.
2. Decisions must be compliant with the laws and regulations for each categorical program.
3. Decisions must follow District Board Policy.
4. Decisions must be within the budget.
5. Decisions must be ethical.

Sample Agendas

To assist the SSC in meeting all legislative requirements, the Department of Supplemental Services has developed sample SSC meeting agendas to be used for the orientation meeting and one for each of the quarter meetings. These are in the *Categorical Handbook for School Site Council and English Learner Advisory Committee Procedure* and emailed to the site on an annual basis. *These agendas have also been translated into Spanish and Hmong to better serve our community.* Items may be added to these agendas to personalize them to the school site. It is recommended that items not be deleted from these agendas.

The Role of the School Site Council Chairperson

1. Is elected by a majority (more than half of the members) to serve as the leader of the group.
2. Presides over all SSC meetings.
3. Assures the agenda is prepared. Assists in preparing the agenda.
4. Leads orderly discussions that offer each member a chance to speak for or against a motion.
5. Encourages members to participate in meetings and activities of the SSC.
6. Makes sure a set of bylaws exist and are being used.
7. Signs the SPSA assuring that the SSC have been involved in planning.
8. May make suggest motions.
9. Enters into discussions to help clarify or summarize.
10. Delegates tasks to other SSC members.
11. Have readily available key documents of the SPSA.
12. Begins and ends meetings on time.
13. Schedules additional meetings, if necessary.
14. Sets the climate of the meetings as accepting, non-judgmental.

The Role of the Principal with the School Site Council

1. Works closely with the SSC chairperson to plan SSC meetings and activities.
2. Serves as a primary resource to the SSC.
3. Interprets state, district, and school policies/ regulations.
4. Informs the SSC about all school programs and parent groups and encourages parent participation.
5. Is a voting and participating member of the SSC.
6. Provides leadership for the SPSA revisions and budget development.
7. Provides leadership for the implementation of the SPSA programs.
8. Assists the SSC in establishing an environment that encourages participation

9. Provides training for the SSC to work effectively.
10. Arranges for a meeting room and other logistical needs.
11. Maintains a responsibility for instructional leadership and operation of the school.

A School Site Council (SSC) is Not:

- A school management committee
- A political organization
- A grievance committee
- A personnel committee
- A fund-raising organization
- An extension of the SART Committee or Parent Club
- A social group

Special Skills and Information Needed for SSC Members

- Knowing your local school: SSC members should review a profile of the school population, applicable board policies and procedures, the school's curriculum and instructional programs, specially-funded school programs, and the school's communication network.
- Understanding terms used in school programs. Section IV *Glossary of Terms* and Section V *Glossary of Acronyms* in this training guide should be helpful.
- Understanding objectives and how and why they are written.
- Understanding how and why the SPSA is developed, organized, and implemented.
- Understanding how the budget plan is developed.
- Understanding how to conduct a needs assessment. Understanding the various kinds of assessment data and the various student achievement tests used in the various categorical programs.
- Understanding the school structure and how the school is organized.
Understanding the communication system at the school.

Funding Sources and Types of Programs Included in the Consolidated Application for Reporting System (CARS)

State Funds

1. The 2014–15 California Department of Education (CDE) budget package replaces the previous K–12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs. For county offices of education (COEs), the LCFF creates separate funding streams for oversight activities and instructional programs.

The goal of the LCFF is to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. The LCFF creates funding targets based on these student characteristics.

As part of the LCFF, school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) using a template adopted by the California State Board of Education (SBE). In addition, the SBE is required to adopt evaluation rubrics to assist LEAs and oversight entities in evaluating strengths, weaknesses, areas that require improvement, technical assistance needs, and where interventions are warranted.

Federal Funds

1. Title I, Part A (Improving the Academic Achievement of the Disadvantaged)

A federal-funded program whose purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach proficiency on the state content standards and assessments. The intent of the funding is to meet the educational needs of the low-achieving students enrolled in the highest poverty schools.

Non-Public nonprofit schools may receive their equitable share of Title I funds.

2. Title II, Part A (Improving Teacher Quality)

A federal-funded program to provide funds to districts to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in schools.

It holds districts and schools accountable for improvement in student academic achievement. All CUSD schools benefit from these funds. Non-Public nonprofit schools may receive their equitable share of Title II funds.

3. Title III (Limited English Proficiency Student Program/Immigrant Funds)

A federal-funded program to be used to ensure that all limited English proficient (LEP) students, referred to as English Learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Non-Public nonprofit schools may receive their equitable share of Title III funds.

EXAMPLES OF ALLOWABLE/QUESTIONABLE EXPENSES

Categorical funds (Title I, Title III, etc. are tied to improved student achievement in state standards (e. g., English-language arts, mathematics). State and federal categorical funds are designed to supplement the core instructional program and may be used for all curricular areas. These funds are intended to be used to assist in closing the achievement gap for our children.

Examples of allowable and questionable expenses can be found below:

ALLOWABLE	QUESTIONABLE (VARIES BY PROGRAM)
Teacher To reduce class size	Teacher for classroom, replacing district effort
Resource Teachers – extra	Substitute for classroom illness
Academic Coach – for PD	Stickers, gifts, rewards, incentives
Release time for planning or professional development or conferences	School supplies (toilet paper, cleaners, custodial)
Extra hours for planning/professional development	Textbooks (unless additional to supplement)
Food for parent meetings (reasonable)	Conferences not tied to improvement of academics
Cost of surveys, Mailings, postage	Playground equipment
Computers and media equipment	Furniture (e.g., staff lounge)
Intervention	Issues related to school safety (district responsibility)
Supplemental supplies	
Parent education and training	
Parent Community Liaison	

Expenditures Must:

1. Be reflected in the SPSA and address the intent of the SPSA to reach all SPSA Goals;
2. Be used to improve the instructional program;
3. Be evidenced-based;
4. Address needs of specified students or program goals;
5. Supplement, NOT supplant or take the place of the district's effort;
6. Be reasonable and appropriate;
7. Be competitive or cost effective in terms of price;
8. Be developed/approved by the council and approved by the school board;
9. Not be used as a "gift" to employees, parents, or students, and
10. Use at least 85% of the funds for direct services to students.

Listed on the next page you will find a funding chart presenting each site's categorical funding they receive.



2023-2024 CATEGORICAL FUNDED PROGRAMS

SCHOOL	TITLE I Part A	TITLE III – EL	TITLE III – Immigrant
Bud Rank Elementary		X	
Cedarwood Elementary		X	
Century Elementary		X	
Clovis Elementary	X	X	
Cole Elementary	X	X	
Community Day School Elementary & Secondary	X	X	
Copper Hills Elementary		X	
Cox Elementary	X	X	
Dry Creek Elementary		X	
Fancher Creek Elementary	X	X	
Ft Washington Elementary		X	
Freedom Elementary		X	
Fugman Elementary		X	
Garfield Elementary		X	
Gettysburg Elementary		X	
Jefferson Elementary	X	X	
Liberty Elementary		X	
Lincoln Elementary	X	X	
Maple Creek Elementary		X	
Miramonte Elementary	X	X	
Mt View Elementary	X	X	
Nelson Elementary	X	X	
Oraze Elementary		X	
Pinedale Elementary	X	X	
Reagan Elementary		X	
Riverview Elementary		X	
Red Bank Elementary		X	
Sierra Vista Elementary	X	X	
Tarpey Elementary	X	X	
Temp Kutner Elementary	X	X	
Valley Oak Elementary		X	
Weldon Elementary	X	X	
Woods Elementary		X	
Young Elementary		X	
Alta Sierra Intermediate		X	
Clark Intermediate		X	
Granite Ridge Intermediate		X	
Kastner Intermediate		X	
Reyburn Intermediate		X	
Buchanan High School		X	
Clovis East High School		X	
Clovis High School		X	
Clovis North High School		X	
Clovis West High School		X	
Gateway High School	X	X	

No Schools were eligible for Title III Immigrant funding this year

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

Requirements for Establishing the SPSA

The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates, including programs funded through:

- The Consolidated Application
- Other school programs the council chooses to include [EC sections 41507, 41572, 64001 (a), (d), (f)].
- A school that included the provisions of any state and federal categorical programs in a single, comprehensive plan shall be deemed to have complied with the planning requirements of these programs (CCR Title 5 3930).

Program Requirements for the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. For example:

- Schools operating school-wide or targeted assistance programs under ESSA, Title I shall use strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice.

Role of the SSC in the SPSA

Each site must create a School Site Council (SSC). An election must take place each year in the fall. This requires that an **elected** SSC develop the school plan and recommend it to the local governing board for approval (EC 52853). The SSC must consult school advisory committees, such as the English Learner Advisory Committee; and obtain appropriate input of the school community. The SSC may appoint planning committees, and may accept plan and expenditure proposals from all sources. The local governing board may not approve a school plan unless it is recommended by the SSC (EC 52855).

The School plan is also the contract that exists between the school and the governing board and controls how the supplemental funds provided by the special programs will be expended. This contract can only be modified with the agreement of both the SSC and the governing board. Accordingly, it is important that the school plan be clear and precise in order that everyone knows not only what is to be done but why it is to be done as well.

If the SSC cannot agree on a school plan that can be recommended to the local governing board or if the governing board will not approve the plan in which it is sent to it by the SSC, there is no approved plan to guide the expenditure of the appropriate funds or the implementation of planned activities. Therefore, no expenditure of the funds can be made. The cited Education Code sections make it clear that the SSC and local governing board each have distinct and defined tasks in the process of improving the quality of the school. Until each has completed its assigned tasks, the school cannot begin to improvement process. It is also clear from the above language that

there needs to be a continual dialogue between the SSC and the governing board to ensure that both are engaged in a common effort that is supportive of a common goal. In most cases, district office personnel will serve as the intermediary between the governing board and the SSC.

SPSA Purpose

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in Section 64000 will be used to improve the academic performance of all pupils as established by the state academic dashboard. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

To set school goals, the SSC needs to carefully review district priorities as stated in the LCAP, assess both state and local quantitative and qualitative student achievement data to evaluate instructional program effectiveness, and come to consensus about solutions.

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school.

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

Per EC Section 64001.4, district and school leaders shall use these data analyses to create specific, measurable, achievable, relevant, and time-bound goals that can be easily measured to evaluate student progress toward closing the achievement gap. Such analyses should be conducted in a timely manner and include all major stakeholders.

Legal Requirements for the SPSA

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's CARS process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures. SPSA requirements are also included in the Categorical Program Monitoring process.

EC Section 64001 establishes the following requirements for school plans:

1. School districts must assure that SSCs have developed and approved the SPSA for schools participating in programs funded through the CARS process and any other school program they choose to include.
2. Any plans required by programs funded through the CARS and Elementary and Secondary Education Act (ESEA) program improvement (PI) must be consolidated into a single plan. Schools may add other funding sources.
3. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the CARS, by the SSC."
4. School goals must be based upon "an analysis of verifiable state data, including the API and the California English Language Development Test" and may include any data voluntarily developed by districts to measure student achievement. In addition, schools should include an analysis of school progress on the AYP and other measures of student achievement.
5. The content of the plan must be aligned with school goals for improving student achievement.
6. School plans must be developed with the review, certification, and advice of any applicable school advisory committees.
7. The SPSA must address how CARS funds will be used to improve the academic performance of all students to the level of the performance goals, as established state dashboard.
8. The SPSA must align with the LCAP and be submitted for approval to the LEA governing board, which may return it to the SSC for revisions as deemed necessary.
9. The SPSA must be reviewed and approved by the governing board of the LEA "whenever there are 'material' changes that affect the academic programs for students covered by programs" funded through the CARS.

Implementing and Monitoring The SPSA

Once the plan is approved and implemented, the SSC is responsible for monitoring the effectiveness of planned activities and modifying those that prove ineffective. At least annually, the SSC must evaluate the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data for the following year's plan.

Schools continue to monitor their SPSA throughout the year with their School Site Councils (SSC). In addition to the site's Annual School SPSA Evaluation and Monitoring Report, schools complete a comprehensive Mid-Year Monitoring Report to evaluate the progress of the SPSA relative to Goals and Objectives, Personnel, Materials and Supplies, Budgets and Expenditures as well as reviewing student progress and achievement using formative assessments administered throughout the school year.

SPSA Monitoring should follow the calendar of events established by the SPSA to verify timely implementation and achievement of objectives critical to the success of the plan, such as:

- Assignment and training of highly qualified staff to positions identified in the plan

- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- Review of the calendar for initial and ongoing assessments to measure student performance against benchmarks indicated in the plan
- Verification of evidence of progress made toward SPSA goals

As the implementation of planned activities unfolds, the SSC should verify the success of each major event for identified students and share this information with advisory committees and other interested parties

Mid-year Changes to the SPSA

Any of the following factors may indicate a need to amend the SPSA during the school year:

- A major service or activity proves ineffective, and students are at risk of not meeting achievement goals
- Staff, equipment, or materials essential to the plan cannot be procured (e.g., unfilled positions, or materials that could not be supplied)
- Material changes occur that affect the academic programs
- School boundaries or demographics suddenly change
- An activity is found to be non-compliant with state or federal law
- A planned activity is not supported by staff, parents, or students

The SSC may amend the plan at any time. Any revisions that would substantively change the academic programs funded through the CARS must be reviewed and approved by the local governing board.

On-going evaluation and monitoring are completed by the school and are presented and reviewed by the SSC and ELAC.

The SPSA serves as the organizer for an individual school's improvement process. The plan should be developed with a deeper understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient at state standards. It is critical that each school's SPSA:

- Builds on a premise that students are capable of learning with effective instruction
- Includes school goals aligned with activities and goals included in the LCAP to maximize school reform efforts
- Is based on verifiable data analysis
- Focuses on student achievement and academic interventions
- Implements high leverage school improvement actions
- Directs resources where they will most directly improve student academic achievement
- Ensures that all resources are aligned to serve identified students' needs
- Uses research-based strategies
- Implements strategic coordination of resources

To set school goals, the SSC needs to carefully review district priorities as stated in the LCAP, assess both state and local quantitative and qualitative student achievement data to evaluate instructional program effectiveness, and come to consensus about solutions.

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data. Summarize conclusions and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student "school" underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources.
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

School Plan for Student Achievement Format

The precise format and content of each site's School Plan for Student Achievement will differ. The plan is the description of the decisions made by the SSC, with the goal being a high-quality instructional program. Each plan shall be based on assessment of school's capability to meet the educational needs of each pupil, specify objectives, and indicate steps necessary to achieve such objectives, including intended outcomes. The requirements for Site Plan contents are stated in Educational Code 52853 for 1115 for Title I, in PL 103-382 2208 for Title II, and in Educational Code 44670.1-44671.5 for Staff Development (SB 1882). In Clovis Unified School District, the designed Site Plan templates incorporated all program requirements into one comprehensive plan.

As a whole, the plan will represent a logical, sequential, and systematic approach to strengthening school programs and instruction. The School Site Plan is a working document and should be in the hands of teachers, parents, and other adults in the school. Each element of the school plan should be directly connected to specific elements of the plan. For example, the SSC should only allocate some portion of the school's funds for staff development to increase the variety of strategies that teachers can effectively use to assist students to improve their problem-solving ability in mathematics, if the program analysis has shown that teachers need to expand their instructional strategies. Thus, the school plan is not only the document in which **justifies** the various improvement strategies and the expenditure of the schools' fiscal resources.

Annually, schools will complete, update, and revise their SPSA and the program contents as necessary to meet the changing needs of the students and to insure continual school improvement. A new budget must be developed and approved annually. Education Code 52021, 52853, and 54726 states that the SSC shall annually review the SPSA, establish a new budget, and, if necessary, make modifications in the plan to reflect changing needs and priorities. All plans are approved by the SSC and the Governing Board on an annual basis.

SECTION II

***Parent
ADVISORY
COMMITTEE
(PAC)
INFORMATION***

Clovis Unified School District **School Advisory Council (SAC) and Parent Advisory Council (PAC)**

Overview

Clovis Unified School District (CUSD) has designated our School Site Council (SSC) established pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee (SAC). One member of the SAC designates one member from the school SSC to serve as a voting member on the Parent Advisory Committee (PAC). SAC serves an advisory committee for the purpose of advising schools regarding their specific categorical programs and the role of developing the LCAP in the creation of a plan that will make a meaningful difference in the lives of our students.

The PAC is to be elected by parents of pupils in the district who are participating in the Compensatory Education program. Parents are to constitute the majority of the membership on the committee. Additionally, Title I law requires that parents be involved in the development of the LCAP and the process of school review and improvement. Parents should also be a part of the annual review of the LCAP as well as review of the district parent involvement policy. CUSD combines these two tasks into the responsibilities of the PAC. A school district may designate a School Site Council (SSC) established pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee (SAC).

Membership

Each school designates one member from the school SSC to serve as a voting member on the PAC. PAC representatives are advocates for their school who are committed to attend PAC meetings regularly, provide informed input to discussions and decisions, and share information regularly with their SSCs. PAC representatives serve as the liaison between the PAC and the SSC, ensuring two-way communication and information.

Responsibilities

The PAC consults with the district and facilitates coordination and cooperation of parents, staff, and community on matters related to EIA-SCE and Title I programs. The PAC provides a forum for communication, information, and training for the district's SSCs through the PAC representative. Activities include reviewing the Consolidated Application, providing input on and reviewing the district's LCAP, and reviewing and revising as needed the district Title I Parent Involvement Policy. You may contact your child's school for additional information or below for any district information.

We invite you attend our district's Parent Advisory Committee (PAC) Meetings. Meetings are held at the Professional Learning Center located at 361 N. Clovis Ave. Suite 101. Clovis, Ca. 93612

Contact Information

Clovis Unified School District,
Department of Supplemental Services
361 N. Clovis Ave. Suite 101
Clovis, CA 93612
Phone: 559.327.0680

SECTION III

***ENGLISH
LEARNER
ADVISORY
COMMITTEE
(ELAC)
INFORMATION***

ENGLISH LEARNER AND ADVISORY COMMITTEE (ELAC) INFORMATION

OVERVIEW

In addition to the School Site Council (SSC), other school or district councils or committees are required under certain circumstances. A major difference between the SSC and advisory committees is that the District Governing Board is the final decision-making body regarding programs with advisory committees. The advisory committee has no program or budget authority, but makes recommendations to the school and Board for consideration. The SSC should be aware of the other advisory committees and should develop a means for good communication, since the decisions of the SSC will affect the students throughout the school. Such advisory committees in the Clovis Unified School District Learner Advisory Committee, the District Migrant Education Parent Advisory Council, the School and District level SART, and the District Indian Education Parent Advisory Committee.

English Learner Advisory Committee (ELAC)

Whenever there are 21 or more EL students at a school site, there shall be a functioning English Learner Advisory Committee (ELAC) that has met **all** of the following:

1. Has been elected by the parents or guardians of the English learners at the school site. The first step is to determine the number of parents/guardians of English learners that need to be on the committee. Other parents/guardians of students at the school may serve on this committee as long as they were elected by the parent/guardians of English learners. The number of ELAC parent/guardian members must equal or more than the number of school staff members. There is no requirement, but it is recommended that the majority of the ELAC members must be parents/guardians of English learners. ***The requirement is that the percentage of parents/guardians of English learners in the school serving on the ELAC must be the same as the percentage of English learners in the school.*** (example below)

# of ELs Enrolled in School	Total School Enrollment	% of ELAC Enrollment
125	700	18%

2. Has advised the principal and staff on:
 - a. The development of a detailed plan for English learners submitted to the governing board.
 - b. The development of the schools needs and annual needs assessment.
 - c. Administration of the schools language census (RL 30-LC form).
 - d. Efforts to make parents aware of the importance of regular school attendance.
3. Has had an election of members in which all parents of English learners have had an opportunity to vote and in which the parents or guardians of English Learners elect the parent members of the committee.
4. Has had the opportunity to elect at least one member of the district's EL advisory committee [District English Learner Advisory Committee (DELAC)]

- or participated in a proportionate regional representation scheme when 31 or more parent advisory committee [ELACs] in the district.
5. Has received training materials and training appropriate to assist parent members in carrying out their legal responsibilities.

(EC 62002.5, former EC 52176; 5 CCR 4312)

Purposes of the English Language Advisory Committee (ELAC)

To provide parents of English learners the opportunity to:

1. Participate in the school's needs assessments of students, parents and teachers.
2. Advise the principal and school staff on the school's program for English Learners.
3. Provide input on the most effective ways to ensure regular school attendance.
4. Advise the school on the annual language census.
5. Advise the School Site Council on the development of the School Improvement Plan.

ELAC Composition

English Learner Parent Members:

1. The percentage of parents of English Learners in the ELAC must be at least equal to the percentage of English Learners in the school.
2. Other Committee Members:
 - A. Principal or Designee
 - B. Teachers of English learners
 - C. Resource Teachers
 - D. Instructional Aides
 - E. Other parents

ELAC Members' Duties

1. Follow your school's ELAC bylaws when conducting meetings and carrying out other responsibilities. (School sites are responsible for creating their ELAC bylaws.)
2. Advise the principal and school staff of the needs of English learners, including programs, instruction and support needs.
3. Advise the School Site Council on the development of the School Improvement Plan and the English learner budget.
4. Review the R-30 Language Census each spring.
5. Receive information and recommend actions to support regular school attendance.
6. Assist with the development of the school needs assessments.
7. Elect a representative to the District English Learner Advisory committee (DELAC).
8. Send and receive information to/from DELAC.
9. Send and receive information to/from the School Site Council.
10. Participate in training provided by the school and the district

School Responsibilities to the ELAC

1. Hold elections for ELAC parent members.
2. Hold elections for ELAC officers.
3. Provide sufficient ongoing training for elected ELAC officers.
4. Facilitate regular ELAC meeting.
5. Ensure that all legally required functions of the ELAC are completed each school year.
6. Facilitate correspondence between ELAC and DELAC.
7. Facilitate communication between the ELAC and other leadership groups, such as the School Site Council (SSC) and the Parent Teacher Association (PTA).
8. Maintain minutes of all ELAC meetings and a record of attendance.
9. Support ELAC meetings by:
 - a. Establishing convenient meeting times.
 - b. Providing translation of all notices.
 - c. Providing translation during meetings and childcare, if needed.

Roles of ELAC Officers

Chairperson:

- Develops agendas with help from the principal.
- Conducts the ELAC meetings.
- Follows the duties that are determined in the local ELAC bylaws.

Vice Chairperson:

- Assists the chairperson in conducting the ELAC meetings.
- Conducts ELAC meetings in the absence of the chairperson.
- Follows the duties that are determined by the local ELAC bylaws.

DELAC Representative:

- Attends DELAC meetings.
- Serves as liaison between ELAC & DELAC.

ELAC Meeting Procedures

Two –Year Committees

In Clovis Unified School District, both the school and the district level English Learner Advisory Committees are elected for two years. This facilitated better communication and collaboration regarding the needs of EL students at school sites.

Sample Agendas

To assist the ELAC in meeting all legislative requirements, the Department of Supplemental Services has developed sample ELAC meeting agendas to be used for each of the quarterly meetings. These agendas are in located in DocuShare for easy access. Items may be added to these agendas to personalize them to the school site. It is recommended that items not be deleted from agendas.

CUSD English Learner (EL) Master Plan

The CUSD *EL Master Plan – A guide to Services for English Learners* describes the services for EL students. The plan contains information about student identification, program placement, instructional services, staffing, professional development, supplemental resources, parent notification, advisory committees, and program evaluation. The EL Master Plan should be used as a guide when discussing and/or planning a program for EL students. The EL Master Plan is reviewed and revised on a regular basis.

District English Learner Advisory Committee (DELAC)

Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC) or subcommittee of an existing district committee that has met **all** of the following:

1. Has had the opportunity to advise the governing board on at least the following tasks:
 - a. A timetable for and development of a master plan of education programs and services for English Learners, taking into consideration the school site plan for English Learners.
 - b. Conducting a district-wide needs assessment on a school –by-school basis.
 - c. Establishment of a district program, goals, and objectives for programs and services for English Learners
 - d. Development of a plan to ensure compliance with applicable teacher or aide requirements.
 - e. Administration of the language census.
 - f. Review of and comment on the written notification of initial enrollment as per CCRT Title 5 11303 (a)
 - g. Review of and comment on any related waiver request.
 - h. Review of and comment on the district reclassification procedures.
2. Has received training materials and training, developed in full consultation with the committee, appropriate to assist parent members in carrying out their responsibilities.

[EC 62002.5, EC 33051 (a), former EC 52176; 5 CCR 4312, 5, CCR 11303 (a)]

English Learner Advisory Committee A Checklist for Parent Involvement

Have you been informed and advised of your child's status?

- _____ Home language and initial testing procedures?
- _____ Pupil placement in EL services?
- _____ Remedial or other integration programs?
- _____ Right of parents to have access to student records.
- _____ School policies and requirements
- _____ Core curriculum for graduation?

Parent involvement in the English Learner Advisory Committee (ELAC) at the School Site. Have you been informed or trained on legal requirements?

- _____ How the committee is formed?
- _____ Number of EL students in the school? In the district?
- _____ Percentage of minority membership in the ELAC? In the school staff?
- _____ Procedures for selecting ELAC members? ELAC officers?
- _____ Are parents of EL students on the ELAC?
- _____ The bylaws for the ELAC? Do you have a copy?
- _____ Preliminary procedures?
- _____ State and federal funding sources and amounts?
- _____ Development of budget for EL student services?
- _____ Students' needs assessment?
- _____ Parents' needs assessment?
- _____ Budget for training, conferences, workshop speakers, meeting expenses, etc.?
- _____ Officers' responsibilities?
- _____ School Site Council and ELAC relationship?

Parent Involvement in the District English Learners Advisory Council. Have you ever been informed or trained on legal requirements?

- _____ Formation of the DELAC, percentage of membership, parents in official Capabilities?
- _____ Development of bylaws?
- _____ Development and implementation of the Master Plan for English Learners?
- _____ State and federal laws and guidelines?
- _____ Budget development for English Learners?
- _____ Language identification, assessment, and establishment of program goals and Objectives?
- _____ Program evaluation and program reviews, the State's monitoring program?
- _____ Pertinent documents in establishment of the English Learners program of EL Services?
- _____ Parents' rights and appeal procedures, how complaints are handle?

SECTION IV

***PUBLIC
MEETING
LAWS***

PUBLIC MEETING LAWS

Historical Background

1. Pre-Brown Act Amendments of 1993

“Legislative body” meant:

“Any advisory commission, advisory committee or advisory body of a local agency, created by charter, ordinance, resolution, or by any similar formal action of legislative body of a local agency.”

School Site Councils are created by law rather than action of the local governing Board and are empowered decision-making bodies rather than advisory bodies of the local governing board, thus were not subject to the definition and not subject to the Brown Act.

2. Brown Act Amendments, Statutes of 1993 were

amended by” Chapter 1136 [AB 1426

(Burton)]

Chapter 1137 [SB 36 (Kopp)]

Chapter 1138 [SB 1140 (Calderon)]

New definition of “legislative body” includes”

*“the governing board of a local agency or **other local body created by state or federal law.**”*

School Site Councils and other required committees **were now** subject to all of the Brown Act requirements and limitations as to what could be discussed during meetings if not on the agenda. Requirements included very formal, technical rules regarding content of agendas and what could and could not be discussed, as well as criminal penalties for violation of its provisions.

3. Statutes of 1994, Chapter 239 [SB 355 (Greene)]

Amendments to the Education Code that exempt School Site Councils, as well as various other committees established by law, from the Brown Act, **created new requirements for the conduct of meetings for these councils and committees.**

Meeting and Agenda Requirements for School Site Councils and Other Advisory Committees

1. **What did SB 355 do?**

It added 35147 to the California Education Code, relating to meetings of various statutory created councils and advisory committees.

2. **What does 35147 do?**

It exempts various listed councils and committees from the Educational Code sections regarding governing board meetings, the Ralph M. Brown Act Open Meeting Law, and the Bagley- Keene Open Meeting Act, and **creates new meeting and agenda requirements.**

3. **Which councils and advisory committees are required to follow the new requirements of SB 355 and 35147?**

- a. 52012- School Site Councils responsible for developing school improvement plans (SIP)
- b. 52065- American Indian Advisory Committees
- c. 52176- English Learner Advisory Committees (ELAC)
- d. 54425 (b)- Compensatory education district wide advisory committees
- e. 5444.2- Migrant Education Parent Advisory Councils
- f. 25 USC 11503, 2604- Parent involvement programs for Title I

What Are the New Requirements?

1. Meetings

- a. Must be open to the public.
- b. 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.
(Allow for public input at the meeting.)

2. Notice/ Agenda

- a. A notice/agenda of the meeting must be posted at the school site or other appropriate place accessible to the public.
- b. The notice/agenda must be posted at least 72 hours before the meeting.
- c. The notice/agenda must include the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
(Post the flyer/notice and agenda at least 72 hours before the meeting at the school site or other appropriate place accessible to the public.)

3. Conduct of the meeting

- a. Councils or committees may not take any action on any items of business unless that item was on the proposed agenda, unless the members, by unanimous vote of those present, 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.
(Avoid taking action on items not on the agenda, except under certain necessary circumstances.)

- b. 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.
- c. Any materials provided to a School Site Council or advisory committee shall be made available to any member of the public who requests the materials under the Public Records Act.

(Provide public access to all materials discussed and/or distributed at the meeting.)

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

(Provide reconsideration at the next meeting on any item that was acted upon in violation of the law.)

How to Conduct a Meeting and Go Home Feeling Good About It

- Begin and end on time.
- Always use written agendas with time schedules.
- Follow Robert's Rule of Order.
- Involve **all** members of the council/ committee.
- Use meetings for making decisions.
- Use motions to focus the group's attention on important issues.
- Prioritize business items and limit discussions to important ones.
- Restate outcome of each agenda item for clarity of action and responsibility for follow-up
- Collect statements from participants about effectiveness of the meeting. Use the input to improve the next meeting.

Robert's Rules of Order in 7 Easy Steps

1. Only one subject (motion) may be before the group at one time

Motions should be made during appropriate times, such as after a presentation, or during new business.

Exception: Multiple subjects may be raised during an informal brainstorming session that precedes a formal motion.

2. Seconding the motion

If a motion does not get a second, the motion dies. If a friendly amendment is made to the motion, the mover of the original motion decides whether to accept the amendment. Any motion amended or not, must have a second, prior to discussion of the motion.

3. Speaking order

The mover of the motion speaks first...and last.

4. Speaker rights

Each item presented for consideration is entitled to full and free debate. All members have equal rights.

5. Majority Rules

After a motion is discussed, someone can make the motion to "call the motion" or vote on it. It can also be voted on to "table the motion," or postpone discussion. The rights of the minority must be preserved, but the will of the majority must be carried out.

6. Re-opening subjects (motions) already discussed

After a vote has been taken on a motion, someone who voted with the majority on the underlying vote can make the motion to re-open the subject. It requires a two-thirds vote of the members present to re-open a subject.

7. Quorum

A majority of the membership constitutes a quorum. Meetings may be held to discuss issues with an absence of a quorum, but motions will be held until the next meeting that achieves a quorum.