

BERKELEY UNIFIED SCHOOL DISTRICT

HANDBOOK FOR SCHOOL SITE COMMITTEES

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BERKELEY UNIFIED SCHOOL DISTRICT
BYLAWS FOR
SCHOOL GOVERNANCE COUNCILS (SGC)

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BERKELEY UNIFIED SCHOOL DISTRICT
BYLAWS FOR
SCHOOL GOVERNANCE COUNCILS (SGC)

I. Purpose and Philosophy

The success of a school and the students it serves comes through the shared responsibility of the staff and entire school community.

II. Charge of the School Governance Council

A School Governance Council (SGC), composed of the school's principal, teachers, staff members, parents/guardians, residents, or community members, shall be established at each pre-K-12 school site or designated program in accordance with California law, local statute, and policies and bylaws adopted by the Board of Education.

Each School Governance Council shall develop a *Single Plan for Student Achievement (School Plan)* which shall be focused on improving student learning and shall direct the revenues from the *Berkeley Public Schools Educational Excellence Act of 2006* (BSEP/Measure A), together with State and Federal Program funds allocated to the school such as Title I, EIA, SIP, and other funds, to implement the Board-approved *School Plan*.

The School Governance Council shall have as its major responsibility the monitoring and evaluation of the elements of the *School Plan* to ensure that BSEP funds, Title I, EIA, SIP, and other resources, are improving student success and being spent appropriately. The School Governance Council shall insure that the BSEP/Measure A funds in the *School Plan* are clearly delineated from all other funds in the Plan. At least annually, the School Governance Council must formally review the Plan goals, outcomes, expenditures and data, before submission to the Board of Education for annual approval.

The School Governance Council shall also have as its responsibility the recommendation of alternative methods of class size reduction at the school, should this be necessary or desirable in a particular year (pursuant to Section 3.A.ii, *Berkeley Public Schools Excellence Act of 2006*). In such an instance the recommendation shall be forwarded to the Board of Education for action.

Responsibilities of the District

As per Board policy, the Superintendent or designee will provide training and information to the members of School Governance Councils that will facilitate their ability to collaboratively analyze data, design measurable goals, and

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develop, monitor, and evaluate programs. This training will include a written handbook distributed to all School Governance Council members.

The District will also make available regularly to the Principal and the School Governance Councils revenue and expenditure reports, including an annual revenue and expenditure report, to enable the School Governance Council to prepare its *Single Plan for Student Achievement*. The District will provide student data to the Principal to be shared with the SGC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan*.

The District will also make available to the BSEP Planning & Oversight Committee (P&O) information needed to demonstrate that SGCs are properly constituted and also actively and properly involved in the development, monitoring, and evaluation of the *School Plan*.

Responsibilities of the School Principal

A principal's leadership is critical to the success of the School Governance Council. The greater the principal's ability to engage and involve the SGC and other members of the community in planning, program and budget development, the more effectively student learning will be improved at that site.

The principal is a voting member of the School Governance Council, and vital to the success of the planning and implementation of the *School Plan*. By law, the principal has no administrative authority over the SGC and therefore may not veto decisions made by the SGC nor make changes to the *School Plan* after it has been approved by the School Governance Council. Because it is the principal's responsibility to implement the *School Plan*, the School Governance Council should give weight and consideration to the principal's view.

The principal has the following duties with respect to the development of the School Plan:

- Provide vision, leadership and information to the School Governance Council.
- Provide student data to the SGC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan*.
- Provide clear revenue and expenditure information for the SGC to use in developing a realistic and accountable *School Plan*.
- Administer the school-level activities of the approved *Single Plan for Student Achievement*.
- Ensure that District guidelines with respect to hiring, procurement of materials and conflict of interest are followed.
- Together with members of the previously elected SGC, ensure that elections for the School Governance Council are open, widely publicized, and timely.

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Responsibilities of School Governance Council Members

The School Governance Council must demonstrate that they have disseminated information about their work widely in the school community and that they have solicited input from all groups *and individuals* included in their community. While the School Governance Council may not, in every case, include members representing each group comprising the school community, the elected members must consider the needs of the children of all the various school groups and individuals, and must demonstrate the means by which the needs of all children have been considered in developing and implementing the *Single Plan for Student Achievement*. All members of the school community must have opportunities to bring their interests and concerns before the SGC.

School Governance Council members are strongly encouraged to attend the annual SGC orientation meeting, and other workshops provided by District staff relevant to the SGC's charge and responsibilities.

Responsibilities of School Governance Council Chair/Co-Chairs

Responsibilities of the SGC Chair/Co-Chairs:

- Preside over the meetings of the School Governance Council.
- Make arrangements for an alternate Chair or Co-Chair to preside over any meetings which the Chair is unable to attend.
- Communicate regularly with the school's Planning and Oversight Committee Representative.
- With the SGC membership, publicize the upcoming SGC election each year, via a welcoming letter to parents and staff, announcements and tables at PTA meetings and Back-to-School Night, encouraging parents and staff to participate on the School Governance Council.
- Attend SGC orientations and training meetings as provided by District staff.

And, in collaboration with the Principal:

- Set the SGC meeting agendas.
- Assure the SGC's compliance with the Brown Act (e.g. SGC meeting notices and agendas widely disseminated to the school community at least 72 hours in advance of the meeting, meeting minutes kept, records properly kept, etc.).
- Submit the SGC election report and membership roster, and the contact information for school's Planning and Oversight Committee Representative(s) to the appropriate District office.
- With the support of District staff, guide the SGC to analyze student data, assess school needs, review school budgets, and develop school goals and the *Single Plan for Student Achievement*.
- Submit any requested changes to the *School Plan* in the required manner.
- With the SGC membership, publicize the role and work of the School Governance Council and the contents of the *School Plan* throughout the year.

SCHOOL GOVERNANCE COUNCIL BYLAWS

III. Election and Term of Office of School Governance Council Members

Election Period and Term of Office

A well-publicized election to the School Governance Council shall be conducted by each school during September each year, with the elections completed by October 1. The term of office is October 1 through September 30 of the following year. Staggered two year terms are allowed if the site so chooses, with the terms ending September 30. To ensure a fully constituted School Governance Council throughout the school year, non-voting Alternates from each represented group (parents, classified and certificated staff, and students for 9-12 schools) shall also be elected at this time. Elected alternate members should attend all meetings, so that they may be prepared to fully participate as voting members should the need arise. In the absence of voting members, Alternates may be counted for the quorum and may vote in their place. A School Governance Council member may be re-elected for subsequent terms, without limit.

Parent Election

Parents/guardians, residents, or community members shall be elected from the school at large, in an election conducted by the Principal or designee and outgoing School Governance Council members.

Recruitment of candidates and election of members should be conducted in such a manner as to promote a SGC which reflects the ethnic, linguistic, socioeconomic and programmatic composition of the site. As an example, members might be those from diverse ethnic backgrounds, and those participating in special programs such as bilingual education, special education, gifted and talented, and compensatory education. To this end, efforts should be made to ensure that information is disseminated and the election process is made accessible to all members of the school community. Parents nominated for re-election may not be involved in the supervision and oversight of the election process, i.e., chairing the election meeting, counting the votes, distributing fliers, and so forth.

Staff Elections

Representatives of the teachers, selected by teachers, and other school personnel, selected by other school personnel, shall constitute staff representatives to the School Governance Council. They shall be selected using the school's normal process for selecting committee members, as coordinated by the Principal. This process shall be completed during the month of September.

Student Election

Student members of the BSEP Site Committee shall be elected from Berkeley High School. Student members of the School Governance Council shall be elected from Berkeley Technology Academy (B-Tech) and the Independent Study Program. Non-voting student representatives to the School Governance Council may be elected from the three Middle Schools.

SCHOOL GOVERNANCE COUNCIL BYLAWS

Composition & Quorum Requirements

The size, composition and quorum requirements of the School Governance Council vary by school type (see page 14).

Conduct of Elections

For suggestions about how to conduct a School Governance Council election see Appendix.

IV. Selection of Planning & Oversight Committee Representative(s)

Upon completion of the School Governance Council election, the SGC shall select the school's Representative(s) to the district-wide BSEP Planning and Oversight Committee (P&O Committee). The number of P&O Committee Representatives varies by school type (see chart). An equal number of Alternates shall be chosen by the SGC to represent the school in the absence of the Representative(s).

Planning and Oversight Committee Representatives need not sit on the school's School Governance Council, but they are required to communicate regularly with the SGC. It is generally expected that Planning and Oversight Committee Representatives will have a definite connection to the school that they represent, such as being a parent or staff member at that school.

The term of office of Planning and Oversight Committee Representatives is one year, from October 1 until September 30 of the following year. There is no limit to the number of terms, consecutive or interrupted, which Planning and Oversight Representatives may serve.

For more details regarding the responsibilities of Planning and Oversight Committee Representatives, see the *BSEP Planning and Oversight Committee Bylaws*.

Submission of SGC Roster

Upon completion of the School Governance Council election and the selection of the school's Planning and Oversight Committee Representative(s), the Principal or Chairperson shall submit an election report and membership roster of the School Governance Council and the P&O Representatives to the appropriate District office.

V. Operations of the School Governance Councils

The School Governance Councils are governed by the State of California Brown Act and these Bylaws. School site rules consistent with these Bylaws should be established by individual sites to cover such operating agreements as:

- the term and election procedures of SGC members and officers
- the SGC's regular meeting times

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- quorum requirement if the size of the SGC exceeds the minimum
- minimum attendance required of members
- other operating agreements.

Meeting notice, time and place

School Governance Council meetings shall be in a public place, open to the public, and noticed at least 72 hours in advance (preferably longer). Such notice could be given in the Principal's bulletin, on the school e-tree, sent home with students where appropriate, etc. The day and time of SGC meetings shall be agreed upon among the Council members (both parents and staff). Meeting times should be regular, preferably set times, (for example, the first Tuesday of each month at a particular time), and a calendar of meetings should be established at the first meeting and then published, to allow maximum community participation.

Election of officers

The SGC needs to elect officers with stated responsibilities and authority, including:

- Chair or co-Chairs to preside over SGC meetings. If co-Chairs are elected, at least one should be a parent. It is strongly recommended that the principal not be the Chair.
- Secretary, to insure meeting minutes are recorded.

Filling Vacancies

Every effort should be made to have a complete SGC. Alternates fill in automatically when there is a vacancy. In the event that a vacancy occurs and there is no Alternate, consideration should be given to the need for representation from the entire school community.

Accessible meetings

Effort should be made to arrange child care for meetings, if requested by the participants. Likewise, effort should be made to provide an interpreter in the event that non-English speaking individuals wish to participate in School Governance Council meetings.

Conduct of meetings

School Governance Council meetings are public meetings; the regulations and procedures governing meetings of other public bodies (such as the Brown Act and Roberts Rules of Order) generally apply to meetings of the School Governance Council. SGC meetings should be conducted in an open, civil manner.

Rules of Order

School Governance Council meetings must operate according to the following rules:

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- Meetings must be open to the public.
- The public may address the SGC on any item within the jurisdiction of the SGC.
- Notice of the meeting must be posted at the school site at least 72 hours before the meeting (preferably longer).
- The notice must specify the date, time, and place of the meeting and the agenda.
- The SGC cannot take action on an item not described on the posted agenda.
- Questions and brief statements of no impact on students or employees that can be resolved by providing information need not be described on the posted agenda.
- If these procedures are violated, upon demand of any person, the SGC must reconsider the item at its next meeting, after allowing for public input on the item.

Voting

Although reaching consensus in decision-making is desirable, when a vote is taken it must be open and recorded; secret ballots are not permitted.

Record keeping

The School Governance Council shall maintain records of the following:

- elections
- official correspondence
- agendas of SGC meetings
- evidence of input from school advisory committees and groups
- minutes of meetings, copies of current and prior year *School Plans*.

All records pertinent to a funded project must be retained for three years. SGC records must be kept available for public review upon request.

After each SGC meeting a School Governance Council “Meeting Summary Report” recording attendance, discussions, recommendations, and actions shall be submitted to the District office.

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Annual Timeline of School Governance Council Activities

Tasks	Responsible	Date
Conduct elections for School Governance Council (SGC) at each school site	School Principal and outgoing SGC Chair person or designee	September 30
Collect SGC membership, election data, and select P&O Rep(s); submit to District Office for review	School Principal and SGC Chair or designee	mid-October
Participate in orientation / training	All new and returning SGC members; District staff coordinate	Fall-Winter
Review each SGC to certify the election and compliance with the guidelines; submit membership rosters to the Board of Education	District staff with P&O Committee representatives	October – November
Conduct regular meetings of the SGC to review all pertinent information about the effectiveness of the strategies adopted in the <i>School Plan</i> ; submit minutes of meetings	SGC Chairperson & School Principal; District staff to implement budget changes	ongoing
Collect and review student evaluation data from prior year and draw conclusions; prepare a report for the Board	Each SGC with school's Principal and District staff support	October thru December
Review school's student data analysis with selected School Board members & Educational Services Department staff	SGC Chairperson, members and Principal	January
Solicit input from school community re: the status, performance, and needs of the students and school	SGC Chair and members	January
Discuss funding priorities and possible new programs for the new year; develop (every 3 years) or revise the school's Action Plans and Strategies to meet the three year Goals	Each SGC	February-March
Develop budgets based on the Action Plans of the <i>Single Plan for Student Achievement</i>	Each SGC	March
Submit the <i>Single Plan for Student Achievement</i> with budgets for administrative review	Each SGC	March-April (deadline varies)
Adopt each school's <i>Single Plan for Student Achievement</i> (after 2 readings)	School Board	May-June
Prepare recruitment activities for election of next year's SGC members	Each SGC	May-August
Publish BSEP Annual Plan, including Site Plans	District Staff	June-September

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VI. Development of the *Single Plan for Student Achievement (School Plan)*

The Single Plan for Student Achievement involves a continuous development, implementation, and monitoring cycle, shown in the following six steps:

- Step One: Measure effectiveness of improvement strategies at the school
- Step Two: Seek input from school advisory committees/school community
- Step Three: Reaffirm or revise school goals
- Step Four: Review improvement strategies and expenditures
- Step Five: Recommend the approved School Plan to the School Board
- Step Six: Monitor implementation of the School Plan.

These six steps are elaborated in the *Guide and Template for the Single Plan for Student Achievement, A Handbook for School Site Councils*, published by the California Department of Education.

Soliciting Input from School Community

Prior to plan development, the School Governance Council shall solicit input from members of the school community, advisory groups, teachers, administrators, parents and students, when appropriate, regarding the status, performance and needs of the students and school. Such solicitation may come through surveys, informational meetings, and the exchange of information with other sites.

All Students versus Targeted Groups of Students

The *Single Plan for Student Achievement* must benefit all the children at a school, although particular site funds may be targeted toward special purposes. Not every program that a site develops must directly benefit every child. Site decisions related to program development and financial allocations should consider qualitative and quantitative data that may determine the needs of each school.

Two Readings of School Plan and Budget

To ensure a more collaborative process in development of the *School Plan*, the budget presented by the Principal to the SGC must be presented for review and discussion at a meeting of the SGC at least one week prior to the meeting where the vote for approval of the entire plan will take place. Therefore, the final approval of the *School Plan*, including final budget allocations, may not be approved by a vote of the Council at the same meeting at which it was presented for the first time.

Conflict of Interest

A "Conflict of Interest" occurs when a School Governance Council member or an individual in the member's immediate family **stands to gain financially from adoption of a particular proposal** submitted to the School Governance Council. Avoidance of a "conflict of interest" position should be taken into account during the election of School Governance Council members, e.g., personnel paid by

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funds to be allocated by the SGC should not be elected to the School Governance Council, since funding for their position will need to be reconsidered and approved each year by the School Governance Council.

When a "conflict of interest" occurs, the "Interested Member" must resign from the Council and be replaced by an Alternate.

An exception to the above-stated rule shall exist in the case of programs that are generally available to a substantial number of teachers at the school. If needed, arbitration of conflict of interest disputes shall be conducted by the Superintendent or designee.

Delineation of BSEP/Measure A funds in the School Plan

The School Plan must clearly delineate the use of the BSEP/Measure A revenues from all other revenues in the Plan.

VII. Mid-year Changes to the School Plan

Any of the following factors may indicate a need to amend the *School Plan* during the school year:

- A major service or activity proves ineffective, and students are at risk.
- Material changes occur that affect the academic programs.
- Staff, equipment, or materials essential to the *School Plan* cannot be procured.
- 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 SGC may amend the *School Plan* at any time, in accordance with Board policy and SGC Bylaws. Whenever the SGC makes a material change to the Plan, the School Board must approve the change.

VIII. Dispute Resolution & Accountability

Because the School Board, administration, and School Governance Council have separate but related responsibilities for the *School Plan*, they need to work cooperatively. Every effort should be made to resolve disputes regarding the development and implementation of the *School Plan* and SGC compliance issues. Should an impasse occur, several remedies are available:

- The School Governance Council or an individual member of the SGC may communicate with the Educational Services Office in an effort to clarify policy or resolve a dispute.
- The P&O Committee or its designee may offer support to a School Governance Council seeking clarification.
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.

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- The School Governance Council may appeal to the School Board to resolve issues of planning or implementation, to clarify an issue in doubt, or to establish a needed policy.
- The administration may recommend that the Board not approve a Single Plan believed to be flawed.
- The School Board may develop policies to regulate or inform School Governance Councils and staff in the performance of their duties.

IX. Berkeley High School BSEP Committee and School Governance Council

Effective in the 2007-08 school year, each school except Berkeley High School combined the former BSEP Site Committee and School Site Council into a single body, the School Governance Council. At Berkeley High, due to its size and complexity, the BSEP Committee remains a discrete committee, focused on the school's BSEP/Measure A Site Discretionary Funds. The Berkeley High School Governance Council acts as the School Site Council (SSC), allocating state and federal categorical funds.

The Berkeley High School BSEP Committee shall be composed of elected parents, community members, students, staff, and teachers. The charge of the Berkeley High BSEP Committee is to develop a budget to allocate BSEP/Measure A School Site Discretionary Funds for the personnel, services and materials required to deliver effective activities leading to improved student performance as outlined in the *Single Plan for Student Achievement*. The BSEP Committee's proposed Plan and Budget will be sent to the Berkeley High School Governance Council where it will receive a vote to approve or disapprove. If disapproved, the BSEP Committee will subsequently submit another Plan and budget for approval.

In the event that the BHS School Governance Council rejects the BSEP Committee recommendations in whole or in part, the BSEP Committee shall have an opportunity to respond directly to the concerns of the SGC, and if the BHS SGC insists on changes contested by the BSEP Committee, the Plan shall be forwarded to the Board with a written BSEP Committee response to the proposed changes to their recommendations.

The BHS BSEP Committee will have at least two joint meetings with the School Governance Council: one in the fall, once both new committees are constituted, to review the Berkeley High School *Single Plan for Student Achievement (SPSA)* for the current year, and once in the Spring when the School governance Council is considering adopting the budget proposed by the BSEP Site Committee. Additional meetings will be scheduled as needed to insure collaborative planning. Toward this end, the SGC shall notify the BHS BSEP Site Committee when revisions to the Single Plan are taking place.

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The BHS BSEP Committee composition, quorum, and P&O Representative allocation is shown on the *SGC Composition, Quorum & P&O Representation Chart* (attached following).

Regarding elections:

- Parents/guardians, residents, or other community members will be elected in September at the first PTSA meeting of the school year. Such members may not all reside in the same BUSD attendance zone, or have children who all attend the same BHS Small School or Program,
- Student members will be elected by the student body during the spring prior to the school year in which they will serve,
- Administrative/Classified staff will be appointed by the Principal,
- Teacher members will be elected by the certificated staff.

The BHS BSEP Committee will elect one parent, one student member, and Alternates for each to non-voting seats on the School Governance Council.

At least two of the four BHS P&O Committee Representatives shall be parents or community members.

X. Amendment or Suspension of Bylaws

Amendment or suspension of these bylaws must be authorized by the School Board. These bylaws shall remain in effect until amended or rescinded by the Berkeley School Board.

School Governance Council Composition, Quorum & P&O Committee Representation

School/Program Type	Parent* Members	Staff Members	Student Members	Minimum Size	Quorum**	P&O Committee Representatives
Elementary	6 parents + 2 Alternates (elected at large)	6 staff + 2 Alternates (includes Principal & at least 1 Classified staff member)	N/A	12	7 = quorum** At least: <ul style="list-style-type: none"> • 3 parent members & • 3 staff members 	1 + Alternate(s)
Middle	6 parents + 2 Alternates (elected at large)	6 staff + 2 Alternates (includes Principal & at least 1 Classified staff member)	2 students may serve as non-voting members	12	7 = quorum** At least: <ul style="list-style-type: none"> • 3 parent members & • 3 staff members 	2 + Alternate(s)
Berkeley High BSEP Committee	5 parents + 2 Alternates (elected at large)	5 staff + 2 Alternates (includes Principal or designee & at least 1 Classified staff member)	5 students + 2 Alternates	15	8 = quorum** At least: <ul style="list-style-type: none"> • 2 parent members • 2 staff members & • 2 student members 	4 (minimum 2 must be parents/community) + 2 Alternates
B-Tech	2 parents (+ Alternate)	4 staff (+ Alternate) (includes Principal or designee; Classified staff optional)	2 students (+ Alternate?)	8	5 = quorum** At least: <ul style="list-style-type: none"> • 1 parent member • 2 staff members & • 1 student member 	1 + Alternate(s)
Independent Study Program	3-4 parents (+ Alternate) (parents + students = 5; minimum 1 student)	5 staff (+ Alternate) (includes Principal or designee; Classified staff optional)	1-2 students (+ Alternate) (parents + students = 5; minimum 1 student)	10	6 = quorum** At least: <ul style="list-style-type: none"> • 2 parent members • 2 staff members & • 1 student member 	1 + Alternate(s)
Pre-K Program	4 parents (+ Alternate)	4 staff (+ Alternate) (includes Principal or designee and both Certificated & Classified staff)	N/A	8	5 = quorum** At least: <ul style="list-style-type: none"> • 2 parents + 2 staff 	1 + Alternate(s)

* Per Measure A of 2006 Section 5-B-ii: "Parents/guardians, residents, or community members."

**Quorum must include Principal or designee.

**BERKELEY HIGH SCHOOL
SCHOOL SITE COUNCIL BYLAWS**

**Board of Education
Adopted August 4, 2010**

Rev. 10/09/13

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BHS School Site Council (SSC) Bylaws

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BHS School Site Council (SSC) Bylaws

I. Name of the Committee

Berkeley High School shall establish a School Site Council (SSC) as is required by Education Code for any school participating in the programs funded through the Consolidated Application process, and may include any other school program it chooses to include.¹

The SSC shall be established in accordance with California law, local statute, and policies and bylaws adopted by the Board of Education.

II. Purpose and Philosophy

The purpose of the California public school system is to provide for the academic development of each pupil and prepare each pupil, to the extent of his or her ability, to become a lifelong learner, equipped to live and succeed within the economic and societal complexities of the 21st century. The success of a school in achieving this goal, and the success of the students it serves, comes through the shared responsibility of the staff and the entire school community.

III. Charge of the School Site Council

The primary charge of the SSC is to develop a *Single Plan for Student Achievement* (SPSA)². The purpose of the *Single Plan for Student Achievement* (herein after called the *School Plan*) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The SPSA involves a continuous development, implementation, and monitoring cycle.

In the comprehensive high school, the WASC/CDE protocol, *Focus on Learning*³ serves as the basis for the SPSA. Both WASC and SPSA share the goal of improving instructional programs. The purpose of WASC accreditation is “to provide high quality learning opportunities ...with the added requirement ... of continual self-improvement.” The WASC process guides the school into an ongoing improvement process that includes implementation, assessment and refinement of the school wide action plan on an annual basis. Appropriate reports and reviews throughout the normal six-year cycle of accreditation support this process.” (See Appendix A⁴)

¹ California Education Code, 2008, Section 52800, Thomson & West, Section 64001(a).

² *A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils*, Overview of the Single Plan for Student Achievement, California Department of Education, November, 2006, p. 1

³ *Focus on Learning*, Joint WASC/CDE Process Guide, 2009 Edition, Updated Fall 2009. California Department of Education and Western Association of Schools and Colleges.

⁴ Ibid, pp. 3-7.

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IV. Overview of the Single Plan for Student Achievement⁵

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the *Single Plan for Student Achievement* (SPSA). The stated purpose of the SPSA is to “improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index.”

This legislation requires that schools participating in programs funded through the consolidated application process assure that school site councils develop and approve a *Single Plan for Student Achievement*. Schools may also include any other school program they choose to include. ⁶

A. Requirements of the School Plan⁷

1. The *School Plan* must be developed with the review, certification, and advice of any applicable school advisory committees.
2. The *School Plan* must be developed to be in alignment with the District’s goals, objectives and policies.
3. School goals must be based on “an analysis of verifiable student data, including the Academic Performance Index ... and the English Language Development test ... and may include any data voluntarily developed by the school or district to measure student achievement.
4. The *School Plan* must address how the Consolidated Application funds (and other funds as determined) will be used to “improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index...”.
5. The *School Plan* must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council...”
6. The *School Plan* must be reviewed and approved by the BUSD Board of Education annually “whenever there are material changes.”

B. Contents of the School Plan

The contents of the *School Plan* shall include all of the following:⁸

⁵ A Guide and Template for The Single Plan for Student Achievement, California Department of Education, November, 2006, p. 1.

⁶ EC 64001 (a)

⁷ EC 64001 (a, d, f)

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- 1) Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student.
- 2) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language students will understand; and instruction of educationally disadvantaged students, gifted and talented students, and students with exceptional needs.
- 3) A staff development 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 expenditure of funds available to the school through the school-based state and federal categorical programs and other funds available to the school for the benefit of the students.⁹

The SSC shall annually formally review the goals, student outcomes, expenditures and program data of the *School Plan*, and make any necessary modifications in the Plan to reflect changing needs and priorities before submission of the Plan to the Board of Education for annual approval.

V. Responsibilities of School Site Council

A. Responsibilities of the SSC Members

1. Developing the School Plan

The responsibility of the SSC is to develop the *School Plan*. The SSC is responsible, annually, to evaluate, monitor, revise and approve the following elements of the *School Plan*:

- WASC Plan.
- Expenditure Plan for all state or federal categorical funds (such as EIA).
- ELAC Committee's Plan for expenditure of EL funds.
- School Safety Plan.
- BSEP Site Plan for the expenditure of BSEP School Discretionary funds.

The *School Plan* may include review of other programs, expenditure budgets or factors related to improving the academic performance of the students as determined by the SSC annually.

In summary, the process for developing the *School Plan* is:¹⁰

⁸ EC 52853

⁹ Ibid (7)

¹⁰ Guide to the *Single Plan for Student Achievement*, California Department of Education, Nov. 2006, p.11

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- Step One: Measure effectiveness of improvement strategies at the school
- Step Two: Seek input from school advisory committees/school community
- Step Three: Reaffirm or revise school goals and align with District goals.
- Step Four: Review improvement strategies and expenditures
- Step Five: Approve and recommend the approved *School Plan* to the District's Board of Education
- Step Six: Monitor implementation of the *School Plan*.

[See Exhibit 1: a process timeline for developing the SPSA¹¹.]

2. Annual SSC Orientation

SSC members must participate in an annual SSC orientation meeting, and other workshops provided by District staff relevant to the SSC's charge and responsibilities.

3. Soliciting Input and Disseminating Information

The SSC must demonstrate that it has disseminated information about its work widely in the school community and has solicited input from all groups and individuals included in their respective constituent groups. The principal shall make meeting space available outside of regular class hours so that SSC parents, students, teachers, and classified staff can each host regular meetings with their constituent groups.

While the SSC may not, in every case, include members representing each group comprising the school community, the elected members must consider the needs of the children of all the various school groups and individuals, and must demonstrate the means by which the needs of all children have been considered in developing and implementing the *School Plan*. All members of the school community must have opportunities to bring their interests and concerns before the SSC.

Annually, the SSC recommends the *School Plan* to the District's Board of Education for adoption. The recommended *School Plan* must be transmitted with an Assurances Letter, signed by the Principal and SSC Chair(s), which confirms for the Board of Education that the SSC has properly executed its responsibilities.

¹¹ Ibid., p. 5

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B. Responsibilities of the School Principal

The principal is a voting member of the SSC, and is vital to the success of the planning and implementation of the *School Plan*. A principal's leadership is critical to the success of the SSC. The greater the principal's ability to engage and involve the SSC and other members of the community in planning, program and budget development, the more effectively student learning will be improved at that site.

By law, the principal has no administrative authority over the SSC and therefore may not veto decisions made by the SSC nor make changes to the *School Plan* after it has been approved by the SSC. Because it is the principal's responsibility to implement the *School Plan*, the SSC should give weight and consideration to the principal's view.

The principal has the following duties with respect to the development of the *School Plan*:

- Provide vision, leadership and information to the SSC.
- Provide student data to the SSC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan*.
- Provide clear revenue and expenditure information for the SSC to use in developing a realistic and accountable *School Plan*.
- Administer the school-level activities of the approved *School Plan*.
- Ensure that District guidelines with respect to hiring, procurement of materials and conflict of interest are followed.
- Together with members of the previously elected SSC, ensure that elections for the SSC are open, widely publicized, and timely.

C. Responsibilities of the Governing Board

The local governing board adopts policies for the development and implementation of the *School Plan* consistent with the law. Acting upon the recommendation of the School Site Council, the Board votes on the approval of the *School Plan* and all subsequent revisions of it. The Board also must certify that the *School Plan* is consistent with local educational agency plans and initiatives. The *School Plan* must have Board approval to authorize expenditures proposed in the *School Plan*.¹² The Board must provide assurances to the CDE that the SSC of any school participating in programs funded through the consolidated application process has developed the SPSA in accordance with the law.

(See Exhibit 2: "Recommendations and Assurances.")¹³

¹² *A Guide and Template for The Single Plan for Student Achievement*, California Department of Education, November 2006, p. 6

¹³ EC 60001(a)

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In the event that the governing board does not approve the School Plan in part or whole, the Plan shall be remanded back to the BHS SSC for modification.

D. Responsibilities of the Administration

The district and school administration, which may include an appointed leadership team, is responsible for implementing the SPSA. Administration of the SPSA includes assigning, directing, and supervising project staff; purchasing materials and equipment and accounting for project funds.¹⁴

As per Board policy, the Superintendent or designee will provide, annually, training and information to the members of the SSC to facilitate its ability to collaboratively analyze data, design measurable goals, and develop, monitor, and evaluate SPSA programs. The District will provide a written handbook of guidelines and information relevant to the SSC's charge and disseminate it to the SSC members.

Annually, the District will provide student data to the SSC in a format that allows the data to be used as a basis for decision-making in developing the *School Plan*.

The District will also make available regularly to the Principal and the SSC revenue and expenditure reports, including an annual report of revenue and expenditure to enable the SSC to prepare its *School Plan*).

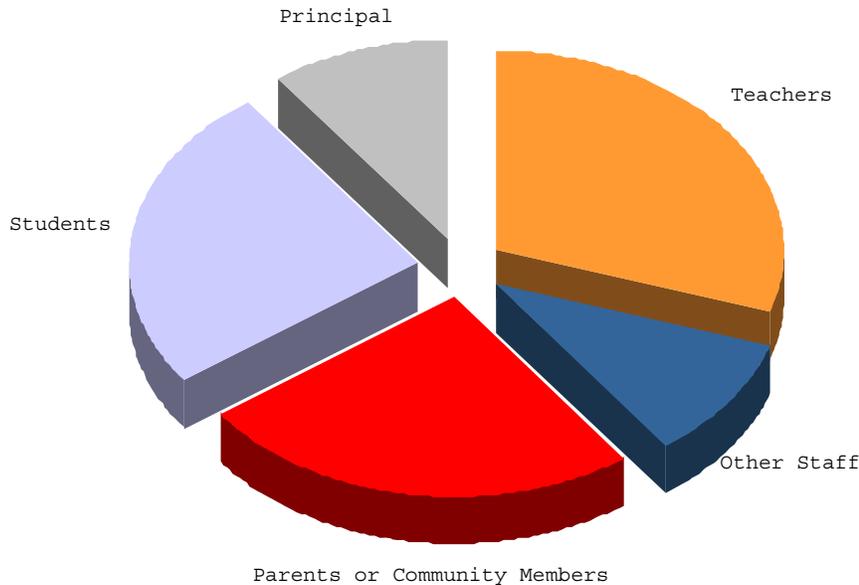
VI. Organizing the School Site Council

A. Composition of the SSC

The SSC shall be composed of the principal and representatives of: teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents elected by such parents and students elected by students attending the school. Classroom teachers shall comprise the majority of the school staff.

¹⁴ EC Section 64001(h)

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The size and composition of the BHS SSC shall be as follows:

Membership = 16 persons

School

Principal
1 Classified Staff

Parents, Students, Community

4 Parents or Community:
4 Students

6 Certificated Staff¹⁵

designated as follows:
1 from the Small Schools
1 from Academic Choice
1 from International Baccalaureate
1 Non-affiliated with
Small Schools or Programs
2 At large
4 Alternates

Parents, Student, Community

designated as follows:
1 from the Small Schools
1 from Academic Choice
1 from International High School
1 At Large
2 Alternates

NOTE: Co-membership (two persons sharing one seat) shall not be permitted.

¹⁵EC 52852: May include counselors, psychologists, and/or library personnel so long as classroom teachers comprise the majority of the school staff.

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VII. Elections

A well-publicized election to the SSC shall be conducted during September each year with the elections completed by October 1.

Recruitment of candidates and election of members should be conducted in such a manner as to promote an SSC which reflects the ethnic, linguistic, socioeconomic and programmatic composition of the school. It is strongly desirable that members represent the diversity of the student population of the school, as well as those students who are participating in special programs such as instruction for second language students, special education, gifted and talented, and compensatory education.

To this end, efforts should be made to ensure that information about the mission and role of the SSC is widely disseminated and that the election process is made accessible to all members of the school community.

No parent, teacher or classified staff person nominated for re-election may be involved in the supervision and oversight of the election process, i.e., chairing the election meeting, counting the votes, and so forth.

A. Parent Elections

Parents/guardians, residents, or other community members shall be elected in September, no later than September 30. Parents/guardians, residents, or community members shall be elected from the school at large. The Principal shall work with key parent organizations such as the PTSA and outgoing parent SSC members to conduct elections. The District's and High School's Parent Outreach staff and the District's Public Information staff will assist the school in its efforts to recruit candidates who represent the student body of BHS and to expand and diversify participation in the elections.

B. Teacher Elections

Teacher members shall be elected by teachers no later than September 30th.

C. Classified Staff Elections

Classified staff shall be elected by their peers in the fall no later than September 30th.

D. Student Elections

Student members of the SSC shall be elected from Berkeley High School in the spring prior to the school year in which they will serve.

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E. Alternates

Alternates may only participate in the absence of an elected member.

For students and parents, the next two persons obtaining the highest number of votes may be designated as non-voting Alternates for those two groups.

For teachers, there may be one non-voting alternate from each of the following subgroups: Small Schools, AC, IB, At Large group.

F. BSEP and ELAC Committee Liaisons to the SSC

To enhance coordination between the SSC and the ELAC, and the SSC and the BSEP Site Committee in developing the *School Plan*, each Committee shall appoint at least one member of their respective Committees to serve as a non-voting Liaison to the other Committee.

G. The Principal on the SSC

The Principal is a de facto member of the SSC; s/he may appoint another administrator as his/her designee.

H. Term of Office

The term of office of the SSC shall be October 1 through September 30 of the following year. An SSC member may be re-elected for subsequent terms, without limit.

VIII. Operations of the School Site Council

A. Election of officers

The SSC needs to elect officers with stated responsibilities and authority, including:

- **Chair or Co-Chairs** to preside over SSC meetings. If Co-Chairs are elected, at least one should be a parent. It is strongly recommended that the principal not be the Chair.
- **Secretary:** to ensure that meeting minutes are recorded and submitted to the District Office in a timely fashion and to maintain other documents as required. Due to the volume of work required by the BHS SSC, and to ensure the timely posting of meeting notices and minutes, the school may choose to retain a staff person who may be compensated to serve as the SSC Recording Secretary. Said person shall be non-voting and shall not engage in the SSC deliberations. In the event that the SSC retains a Recording Secretary who is compensated, the SSC shall nevertheless select a Secretary from among its membership to serve as a liaison between the SSC and the Recording Secretary.
- **Parliamentarian:** to resolve questions of procedure with the help of Robert's Rules of Order or similar guide.

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B. Responsibilities of School Site Council Chair/Co-Chairs

- Preside over the meetings of the SSC.
- Make arrangements for the Co-Chair to preside over any meetings which the Chair is unable to attend.
- With the SSC membership, publicize the upcoming SSC election each year, via a welcoming letter to parents and staff, announcements and tables at PTA meetings and Back-to-School Night, encouraging parents and staff to participate on the School Governance Council.
- Attend SSC orientations and training meetings as provided by District staff.
- Represent the SSC in presenting its recommendations and concerns to the School Board and to the public. The recommendations and opinions presented are to represent those of the Committee as a whole (not the Chair's nor any individual member's opinion), as shall be discerned by discussion and direction of the SSC at a legally convened meeting.
- Sign, on behalf of the SSC, the annual "Recommendations and Assurances" letter which transmits the SSC's approved *School Plan* to the Board of Education for adoption. (See Exhibit 2: "Recommendations and Assurances")

IX. Open Meeting Laws and Rules of Order

The SSC is governed by the State of California "Open Meeting Law"¹⁶ and these Bylaws as follows.

A. Open Meeting Law

The SSC shall meet regularly and as often as needed to accomplish its duties. The day and time of SSC meetings shall be agreed upon among the SSC members (both parents and staff) and, preferably, shall be at a set time. A calendar of meetings should be established at the first meeting and then published, to allow maximum community participation. SSC meetings must operate according to the following rules:

- Meetings must be open to the public.
- Notice of the meeting must be posted at the school site at least 72 hours before the meeting (preferably longer). Such notice shall be given in the Principal's bulletin, on the school e-tree, and posted by the Secretary in an identified place for meeting notices.
- The notice must specify the date, time, and place of the meeting and the agenda.

¹⁶ EC 35147

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- The SSC cannot take action on an item not described on the posted agenda unless, by unanimous vote, it finds a need for action unknown when the agenda was posted.
- The public may address the SSC on any item within the subject matter jurisdiction of the SSC.
- Questions and brief statements of no impact on students or employees that can be resolved by providing information need not be described on the posted agenda.
- If these procedures are violated, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item.

B. Information in Spanish

Information in the Spanish language about the SSC agendas, minutes and the School Plan shall be made available upon request. Meeting notices shall include the contact point to obtain the requested information in Spanish. Spanish translation of the SSC meetings shall also be provided upon the request of interested parties.

C. Accessible meetings

SSC meetings shall be open to the public and conducted in the City of Berkeley in a place which is accessible to the public. Effort should be made to provide an interpreter for the meeting in the event that non-English speaking individuals wish to participate in SSC meetings.

D. Quorum Requirements

A quorum of SSC members must be in attendance to approve any action of the SSC. A quorum shall consist of no fewer than “one half plus one” of the total number of SSC members, that is, at least 9 SSC members. In addition, the quorum shall further require that no fewer than four (4) staff (including the principal or designate), two (2) parents/community members, and two (2) students are in attendance.

In the absence of voting members, Alternates may be counted for the quorum and may vote in their place.)

E. Removal from Membership on the SSC

In the event that an SSC Member should fail to attend three or more SSC meetings, s/he may be considered to have relinquished his/her post by a majority vote of the SSC.

F. Filling Vacancies

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Every effort should be made to have a complete SSC. In the event of a vacancy, an Alternate shall be selected from the same group which held the original seat (i.e., teacher, parent or student). In the event that a vacancy occurs and there is no Alternate, an interim election shall be conducted by the same group which held the original seat.

G. Conduct of meetings

SSC meetings are public meetings; the regulations and procedures governing meetings of other public bodies (such as Roberts Rules of Order) generally apply to meetings of the SSC. SSC meetings should be conducted in an open, civil manner.

H. Voting

When a vote is taken, it must be open and recorded; secret ballots are not permitted. Although reaching consensus in decision-making is desirable, a majority vote (one-half + 1) of those present is required to approve Action Items.

I. Record keeping

Public records require safekeeping. SSC records should be filed in a secure place which shall be available to the SSC members. Federal law requires that all records pertinent to a funded project be retained for three years.¹⁷ SSC records must be made available for public review upon request. The SSC shall maintain records of the following:

- Elections
- Official correspondence
- Agendas of SSC meetings
- Evidence of input from school advisory committees and groups
- Minutes of meetings, recording attendance, discussions, recommendations, and actions
- Copies of current and prior year *School Plans*
- Documentation required to modify the School Plan

After each SSC meeting, minutes shall be completed in a timely manner and made accessible to the public in both electronic and printed copy. A "Meeting Summary Report" recording attendance, discussions, recommendations, and actions shall be submitted to the appropriate District office in a timely manner.

J. Soliciting Input from the School Community

¹⁷ *Code of Federal Regulations, Section 34, Part 74.53*

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Prior to developing the *School Plan*, the SSC shall solicit input from members of the school community, advisory groups, teachers, administrators, parents and students, when appropriate, regarding the status, performance and needs of the students and school. Such solicitation may come through surveys, informational meetings, and the exchange of information with all the stakeholders in the school.

K. All Students versus Targeted Groups of Students

The *School Plan* must benefit all the children at the school, although particular school funds may be targeted toward special purposes. Not every program that the school develops must directly benefit every child. The school's decisions related to program development and financial allocations should consider qualitative and quantitative data that may determine the needs of all the school's students.

X. Conflict of Interest

"Conflict-of-interest" laws are based on the notion that members of a body responsible for making decisions about public funds, owe their paramount loyalty to the public, and that personal or private financial considerations should not be allowed to enter the decision making process."¹⁸

"A public official has a financial interest in a decision within the meaning of Government Code Section 87100 if it is reasonably foreseeable that the decision will have a material financial effect, distinguishable from its effect on the public generally, on the official, or a member of his or her immediate family."¹⁹

The "public interest" of the SSC is to identify and allocate resources, without personal bias, to educational programs which lead to improving the achievement of the students for whom they are responsible to provide an education. A conflict-of-interest thus occurs when a SSC member participates in making a particular decision in which s/he or an individual in the member's immediate family stands to gain financially from adoption of that particular decision.

The SSC shall enforce "conflict of interest" laws in accordance with applicable regulations in Government Code, Education Code and in policy adopted by the Board of Education. The District shall provide training annually to the SSC about the "conflict of interest" regulations.

Avoidance of a "conflict of interest" position should be taken into account during

¹⁸ *Conflicts of Interest*, Office of the Attorney General, Preface by Bill Lockyer, Attorney General, January 1, 2004

¹⁹ Government Code Section 87103.

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the election of SSC members, e.g., personnel paid by funds to be allocated by the SSC should not be elected to the SSC since funding for his/her position will need to be reconsidered and approved each year by the SSC. When a conflict-of-interest occurs during the course of the SSC's term, the "interested member" must resign from the SSC and be replaced by an Alternate.

An exception to the above-stated rule shall exist in the case of programs that are generally available to a substantial number of teachers at the school.

If needed, arbitration of "conflict of interest" disputes alleged by an individual or the SSC shall be resolved through the dispute resolution procedures approved in these Bylaws.

XI. Approval of the *School Plan* and Budget(s)

A. Two Readings of Plan and Budget

The SSC must have two readings of the *School Plan* and budget(s) prior to taking action to approve. The budget presented by the Principal and the final reports from the Standing or Special Committees (e.g., ELAC Committee, School Safety Committee, BSEP Site Committee) to the SSC must be presented for review and discussion at meetings of the SSC at least one week prior to the meeting where a vote for approval of these budgets and/or reports will take place. The final approval of the *School Plan*, including final budget allocations, may not be approved by a vote of the SSC at the same meeting at which it is presented for the first time.

B. Mid-year Changes to the School Plan

The SSC may amend the *School Plan* at any time, in accordance with Board of Education policy and SSC Bylaws. Whenever the SSC makes a material change to the *School Plan*, the Board of Education must approve the change. Any of the following factors may indicate a need to amend the *School Plan* during the school year:

- A major service or activity proves ineffective, and students are at risk.
- Loss of funding or other material changes occur that affect the academic programs.
- Staff, equipment, or materials essential to the *School Plan* cannot be procured.
- 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.

XII. School Site Council Subcommittees

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The SSC may establish or abolish subcommittees of its own membership to assist the SSC in developing, monitoring, or evaluating the *SPSA*. Such appointed groups may be charged with gathering and analyzing information, proposing strategies for improving instruction, examining materials, staffing or funding possibilities, or drafting portions of the *School Plan* for SSC consideration.

For example, a subcommittee may be tasked with reviewing and recommending goals for the *School Plan* or to study the student data in depth and provide the Committee as a whole with a synthesis of the most relevant student data. Other tasks which may be delegated to a subcommittee include investigating and reporting on a successful program operating at another school or considering unsolicited proposals from any individual or group.

Subcommittee members may be appointed by the SSC Chairperson(s) with the advice and consent of the SSC. At least one member representing teachers and one member representing parents shall make up any SSC subcommittee. No subcommittee may exercise the authority of the SSC.

XIII. Standing and Special Committees

The *School Plan* must be developed with the advice, review, and certification of any applicable school advisory committees.²⁰ The School Safety Committee, the English Language Learner Advisory Committee (ELAC) and the Program Evaluation Committee shall be considered Standing School Advisory Committees of the SSC. Other Standing School Advisory Committees may be established as required by state or federal law, by the decision of the SSC or by policies of the District's Board of Education. All School Advisory Committees shall have the responsibility to advise the school, through the SSC, on how to meet the needs of students for whom state and federal funds are allocated. Each of these Standing Committees shall develop its own Bylaws which shall be in conformance with the SSC Bylaws.

A. The SSC and the School Safety Committee

The SSC is charged to write and develop a comprehensive School Safety Plan relevant to the needs and resources of the school. The SSC may delegate this responsibility to a School Safety Committee.²¹ At Berkeley High School, due to the magnitude of the charge of this Committee, the School Safety Committee shall be considered a Standing Committee.

The charge of the School Safety Committee shall be to write, evaluate and

²⁰ EC Section 64001 (a)

²¹ EC 32280-32289,

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update annually a comprehensive school safety plan that addresses the safety concerns of Berkeley High School identified through a systematic planning process. In developing the School Safety Plan, the School Safety Committee shall consult with a representative from the City of Berkeley law enforcement agency, the Alameda County probation agency, the City of Berkeley Public Health and Mental Health agencies and the BHS Student Health Center.

The members of the School Safety Committee shall be appointed by the SSC; The School Safety Committee shall be made up of the following members:

- The Principal or the principal's designee.
- One teacher who is a representative of the recognized certificated employee organization.
- One parent whose child attends the school.
- One classified employee who is a representative of the recognized classified employee organization.
- Other members, as desired. Joint membership on the SSC and the School Safety Committee of some members is desirable.

The School Safety Committee shall annually review its charge and the existing goals and strategies in the *School Plan* related to the charge of the School Safety Committee, and will develop recommendations for improving school climate and safety. The SSC shall annually review and approve the School Safety Plan developed by the School Safety Committee, and shall integrate those recommendations into the *School Plan* prior to presenting the approved *School Plan* to the Board of Education for adoption.

If the SSC modifies the School Safety Plan, the School Safety Committee and the SSC shall meet in an attempt to resolve the proposed modifications prior to the *School Plan* being presented to the Board of Education for adoption. In the event that agreement about the SSC proposed modifications is not achieved, the School Safety Plan shall be presented to the Board of Education as approved by the SSC.

B. English Learners Advisory Committee (ELAC)

In compliance with California Education Code,²² BHS shall have an English Language Learners Advisory Committee (ELAC) which shall be a Standing Committee. Although the law allows the ELAC to designate its charge to the SSC, at BHS, due to the large number of EL students and their families, the ELAC shall be considered a Standing Committee. In compliance with this provision of the law, this designation shall be renewed every two years by a vote of a properly convened ELAC.

²² EC Section 52176

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The charge of the ELAC shall be to assist in the school's language census and needs assessment of ELL students, and to develop recommendations for the expenditure of any funds allocated for educational services for the English Language Learner population at BHS. The ELAC should also be responsible for identifying ways to make parents aware of the importance of their students' regular school attendance.

The ELAC Committee is open to all parents/guardians of ELAC students. The law does not describe a mandated size for the ELAC. The only requirement is that the percentage of parents/guardians of English learners serving on the ELAC must be the same as the percentage of English learners in the school.²³

To enhance coordination between the SSC and the ELAC in developing the *School Plan*, each Committee shall appoint at least one member of their respective Committees to serve as a (non-voting) Liaison to the other Committee.

A *Plan* for services to EL students shall be developed annually by the ELAC. The ELAC plan shall be presented to the SSC annually for approval, and the ELAC recommendations shall be incorporated into the SSC's *School Plan*. The ELAC must approve the *School Plan* prior to the SSC approving the *School Plan* to be presented to the Board of Education for adoption.

C. Program Evaluation Advisory Committee

It is the responsibility of the SSC to modify those activities approved in the *School Plan* which have proved ineffective in leading to the improvement of student performance. To that end, the SSC, in conjunction with the school's and district's administration, shall appoint a Standing Committee for Program Evaluation to perform the function of monitoring the effectiveness of the activities of the adopted School Plan.

The members of this Committee shall be appointed annually, no later than October 15th. The members shall be appointed by agreement of the High School Principal and the Chair or co-chairs of the SSC. The Superintendent shall appoint someone from the district office to participate in the Committee. Members may include teachers, parents, school and district administrators and external consultant(s). Every effort shall be made to appoint members to the Committee who can provide an objective evaluation of the programs to be evaluated.

²³ *The Administrator's Guide to English Learner Advisory Committees, 2007-08.* School Innovations & Advocacy, 2007. www.sia-us.com

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The charge of the Committee is to work closely with the district's Office of Evaluation and Assessment (BEA) to develop a plan for evaluation of the programs identified in the *Single Plan for Student Achievement*. Committee members may also assist in preparing student and program data in formats which are understandable to the members of the SSC, and in disseminating the information to other interested individuals or groups. The findings of this Committee shall be brought to the whole SSC on a regular and timely basis.

XIV. The SSC and the BSEP Site Committee

A. A Discrete Committee

The BHS BSEP Site Committee shall remain a discrete committee from that of the SSC, due to the size and complexity of the charge of each of the Committees. The charge of the BHS BSEP Site Committee is to consider BHS' *School Plan* and to develop an Annual Plan for the expenditure of BSEP School Discretionary Funds for the personnel, services and materials required to deliver effective activities leading to improved student performance as described in the *School Plan*.

B. BSEP Site Committee and the SSC

To enhance coordination between the SSC and the BSEP Site Committee in their work, each Committee shall appoint two members of their respective Committees to serve as a (non-voting) Liaison to the other Committee.

The BHS BSEP Site Committee will have at least two joint meetings with the School Site Council: one in the fall, once both new committees are constituted, to review the BHS *School Plan* for the current year, and once in the spring when the SSC is considering adopting the budget proposed by the BSEP Site Committee. Additional meetings may be scheduled as needed to insure collaborative planning. Toward this end, the SSC shall notify the BHS BSEP Site Committee when revisions to the *School Plan* are taking place.

C. BSEP Budget Approval by SSC.

The BSEP Site Committee's recommended *Annual Plan for the expenditure of BSEP School Discretionary funds* shall be submitted to the BHS SSC where it will receive a vote to approve or disapprove.

If approved, the BSEP Site Committee's *Annual Plan for the expenditure of the BSEP School Discretionary funds* shall be submitted to the Board of Education for adoption.

In the event that the BHS SSC rejects the BSEP Site Committee's *Annual Plan* budget recommendations in whole or in part, the BSEP Site

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Committee shall have an opportunity to respond directly to the concerns of the SSC. The SSC will observe the following process in developing its response to the rejection of the BSEP *Annual Plan* budget recommendations:

- The response should be focused exclusively on those items for which the BSEP funding in the current year was reduced or eliminated (“considered but not recommended”).
- If the SSC’s recommendation is to fund an item which was reduced or eliminated in the BSEP recommendation, then an item or items of an equivalent amount in the funded budget must be reduced or eliminated so that SSC recommended budget is balanced as was the budget recommended by the BSEP Site Committee.
- The SSC’s recommendation shall be approved by a simple majority vote (50% + 1) of the SSC.
- The SSC shall deliver a written response to the BSEP Site Committee which details the revised budget recommendation and comments on the rationale for its changes in the recommendation.
- The BSEP Site Committee shall then consider the SSC’s recommendations and either support or reject them. After consideration, the BSEP Site Committee shall refer its reconsidered budget to the SSC.
- If disagreement about the budget recommendations persists between the SSC and the BSEP Site Committee, then the recommendation of each of the Committees and the recommendation of the School Principal shall be submitted, with a written rationale from each Committee and the School Principal, to the Board of Education for adoption.

The BSEP Site Committee at Berkeley High shall be responsible for oversight of the expenditure of BHS BSEP School Discretionary funds.

XV. Dispute Resolution

Because the School Board, administration, and SSC have separate but related responsibilities for the *School Plan*, they need to work cooperatively. Every effort should be made to resolve disputes regarding the development and implementation of the *School Plan* and SSC compliance issues. Should an impasse occur, remedies available are:

- A.** Individuals may file a formal complaint, only about an alleged violation of process, under the district’s *Uniform Complaint Procedure for Categorical Programs*.

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- B.** If the SSC is in dispute within itself or with the school's implementation of the School Plan, then the following process for assistance in resolving the dispute may be observed:
- 1) Designated representatives of the SSC may request assistance from the Educational Services Office in an effort to clarify policy or resolve a dispute.
 - 2) If resolution is not reached, the complaint may be brought to the Superintendent to arbitrate.
 - 3) If the SSC is not satisfied with the Superintendent's decision, the decision may be appealed to the Board of Education. The Board of Education may establish a rule on the issue involved, and/or may remand the issue back to the SSC with guidelines to resolve the issue.

XVI. Amendment or Suspension of Bylaws

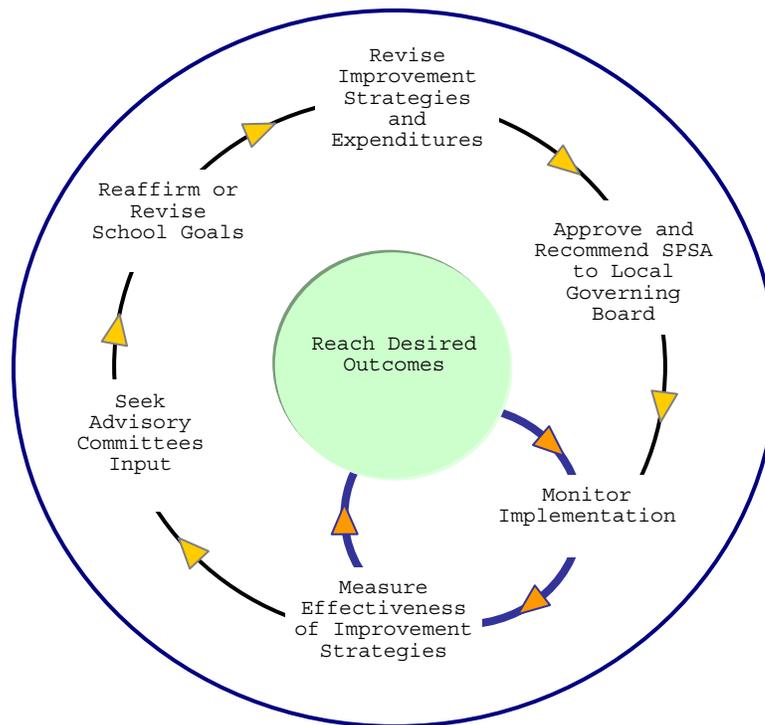
Amendment or suspension of these Bylaws must be authorized by the BUSD Board of Education. These Bylaws shall remain in effect until amended or rescinded by the BUSD Board of Education.

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EXHIBIT 1

ACTIONS REQUIRED OF THE SCHOOL SITE COUNCIL²⁴

The graphic below represents the cycle of actions required by the School Site Council in the development, implementation, and revision of the SPSA.²⁵



²⁴ EC Section 64001

²⁵ A Guide and Template for the Single Plan for Student Achievement, p. 5

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Exhibit 2: RECOMMENDATIONS AND ASSURANCES BHS SCHOOL SITE COUNCIL SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)		FY <hr style="width: 50px; margin: 0 auto;"/>
I. SUMMARY OF SCHOOL GOALS: <ul style="list-style-type: none"> • • 		
SCHOOL SITE COUNCIL MEMBERS: (Quorum is 13)		
Staff	Parents/Community*	Students*
(Principal)	1) Chair	1)
(Classified)	2)	2)
1) (Teachers)	3)	3)
2)	4)	4)
3)	5)	5)
4)	6)	6)
5)	7)	7)
6)		
7)		
8)	Teacher 9)	Teacher 10)
*A quorum of the School Site Council consists of: 13		
ELAC Committee Chair _____ <div style="display: flex; justify-content: space-around; width: 100%;"> (Name) (signature) (Date) </div>		
School Safety Committee Chair _____ <div style="display: flex; justify-content: space-around; width: 100%;"> (Name) (signature) (Date) </div>		
BSEP Site Committee Chair _____ <div style="display: flex; justify-content: space-around; width: 100%;"> (Name) (signature) (Date) </div>		

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RECOMMENDATIONS & ASSURANCES

The School Site Council recommends this *School Plan* and its related expenditures to the District's governing Board for approval, and assures the Board of the following:

1. The Berkeley High School Site Council is correctly constituted, and was formed in accordance with District applicable state law, governing board policy and local statute.
2. The BHS School Site Council reviewed its responsibilities under state law and District governing board policies.
3. The BHS School Site Council members do not have a conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Site Council stands to benefit financially from any decision of the Council.
4. This Single Plan for Student Achievement is based on an analysis of student academic performance, as well as other benchmarks of student achievement. The Committee believes that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
5. The BHS School Site Council sought and considered all recommendations from the following committees, before adopting this School Plan:
 - English Learner Advisory Committee (ELAC)
 - School Safety Committee
 - BHS BSEP Site Committee
6. This School Plan was reviewed and approved by the BHS English Learner Advisory Committee on _____
7. This school plan was adopted by the BHS School Site Council on _____.

ELAC Committee Chair	Signature	Date
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BSEP Site Committee Chair	Signature	Date
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Principal	Signature	Date
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BHS School Site Council Chair:	Signature	Date
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Director, Curriculum & Instruction	Signature	Date
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Assistant Superintendent, Educational Services	Signature	Date
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APPENDIX A

An excerpt from ***Focus on Learning: Joint WASC/CDE Process Guide***
by

California Department of Education and
Western Association of Schools and Colleges
2009 Edition, Updated Fall 2009

Focus on Learning: Overview

Rationale

Focus on Learning Joint Process WASC/CDE is an ongoing school improvement process that assists a school in an in-depth look at what currently exists and what needs to be improved in relation to student learning and the school's program. Basic concepts addressed in this process focus upon student success in meeting expected schoolwide learning results and academic standards (i.e., what all students should know and be able to do by graduation). They are:

1. How are the students achieving?
2. Is the school doing everything possible to support high achievement for all its students?

Through the *Focus on Learning* process a school fulfills the requirements for Accreditation and forms the basis for the Single Plan for Pupil Achievement through use of a single set of curriculum-driven criteria for high schools.

School Improvement Cycle

The accreditation process is an ongoing, perpetual cycle of assessment, planning, implementing, monitoring, and reassessment: The process is guided and assisted by self-study, visit, and follow-up. Annually, schools are expected to summarize the degree to which all students, including disaggregated subgroups, are accomplishing the expected schoolwide learning results and state or local academic content standards. In addition, schools must review the progress on the current schoolwide action plan in relation to student achievement and make appropriate revisions. Every six years, a school conducts an in-depth self-study to examine overall progress accomplished since the last self-study and the effectiveness of its current program based on the WASC criteria in relation to student achievement. This results in a written summary of findings supported by evidence and the development of an updated schoolwide action plan for the next three to five years. The completed school report is sent to the visiting committee members for careful study at least four to five weeks prior to the visit. Using the results

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of the visit, the school modifies and implements its action plan and so continues the cycle of improvement.

WASC Six-Year Cycle for Schools²⁶

Below is the WASC six year cycle that demonstrates the ongoing improvement cycle.

Year Six – Past Cycle:

Completion of Self-Study/Visit/Refinement of Strategic Plan

New Cycle

Year One: Profile update, progress Report, refinement of Schoolwide Single Plan for Student Achievement

Year Two: Profile update, Progress Report, refinement of Schoolwide Single Plan for Student Achievement

Year Three: Profile update, Midterm Progress Report (one-day review), refinement of Schoolwide Single Plan for Student Achievement

Year Four: Profile update, Progress Report, refinement of Schoolwide Single Plan for Student Achievement

Year Five: Review of all profile data, Progress Report, Progress and Programs Analysis (beginning of next self-study), revision of annual Academic and Financial Plan

Year Six: Completion of self-study, including refinement of Schoolwide Single Plan for Student Achievement, full self-study visit, including revision of Schoolwide Single Plan for Student Achievement after the review of Visiting Committee Report

(continued on next page)

²⁶ Focus on Learning, p.4

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Importance of School's Vision, Expected Learning Results (Schoolwide Learner Outcomes)

An essential element of systemic school improvement is the collective vision on the part of the school's shareholders for all students: what should students know and be able to do upon exit from the school? What does it mean to be an educated person? What is the most effective preparation of students for their future? The expected schoolwide learning results should address the identified critical academic needs of the students.

This vision provides the school's foundation for establishing expected schoolwide learning results and academic standards which drive the instructional program and the support operations of the school.

Importance of School's Academic Standards

Academic content and performance standards, whether those adopted locally or by the State Board of Education, define what students should know and be able to do in each curricular area and the level at which students are expected to demonstrate this knowledge and grade-level expectations for performance. In a standards-based educational system, schools determine the benchmarks for student work that meet these standards, provide appropriate instruction, and use multiple assessment measures to identify the level of achievement for all students. This approach assists the schools in defining the quality accomplishment of the complementary, more global expected schoolwide learning results and the degree to which all students are achieving them.

Criteria

The criteria are research-based guidelines for school improvement that focus on student achievement of the expected schoolwide learning results and academic content standards. A school will examine all aspects of its program against these five categories.

1. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
2. Standards-based Student Learning: Curriculum
3. Standards-based Student Learning: Instruction
4. Standards-based Student Learning: Assessment and Accountability
5. School Culture and Support for Student Personal and Academic Growth

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Importance of Data Analysis

The self-study revolves around an in-depth gathering of data and information that will enable a school to take a careful and penetrating look at the following:

- 1) the identified critical academic needs
- 2) the related expected schoolwide learning results (schoolwide learner outcomes)
- 3) the academic standards
- 4) what is and isn't working based on the WASC/CDE criteria.

Examples of strategies which will be used for this review are the examination of student work; the observation of students working; the interviewing of students about what they are learning; the review of group test data; and the analysis of feedback from parents, graduates and community.

Expected Outcomes of Self-Study

The *Focus on Learning* self-study process is organized to support ongoing school improvement efforts. The Leadership Team will facilitate the engagement of all the school staff and other shareholders in a self-study through subject area, support, parent, and student Home Groups and interdisciplinary Focus Groups. Through the completion of the self-study the school will have accomplished:

Overview

Focus on Learning: Joint WASC/CDE Process Guide

1. The involvement and collaboration of all staff and other shareholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards
3. The gathering and analyzing of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards, and WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

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Flexibility

As long as the school adheres to the *expected outcomes*, there is flexibility in the self-study process. For your assistance, a model is provided. If the school adapts the model to accommodate a particular school community, it should explain how the *expected outcomes* listed above have been met.

The Focus on Learning Process

The *Focus on Learning* process is the work of the school community organized into three types of groups:

1. Leadership team
2. Home Groups (shareholder groups organized by roles/responsibilities)
3. Focus Groups (interdisciplinary groups of shareholders)

Within the Home Groups, participants will analyze student data and achievement in relation to the academic standards, the expected schoolwide learning results and quality of the school program based on the WASC/CDE criteria. The Home Groups will share the results within the Schoolwide Focus Groups.

Within the Focus Groups, participants will analyze student results to decide what is most important to change in order to quickly and substantively improve student learning. The work of each Focus Group is organized around one of the five categories of criteria with emphasis upon the identified student learning needs and related schoolwide learner outcomes. For instance, within a Focus Group concentrating on school culture and student support and the critical learning need of reading (e.g., effective communicator, the learning result) participants will examine the extent to which the school culture and student support contribute to students' high achievement, especially in the area of improved reading.

Each Focus Group must answer the question: What are the implications of the student learning result for this Focus Group? Each Focus Group begins with the analysis of student learning and then the analysis of the criteria to determine what needs to be done in this area in order to promote student learning.

Visit

After careful study of the School Report, a visiting committee composed of fellow educators spends three and one-half days at the school. The purpose of the visit is to provide an outside perspective from educators who are thoroughly familiar with the criteria used by the school.

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The visiting committee gives insight to the school through dialogue with the Schoolwide Focus Groups and with the Home Groups about the self-study findings, and by its own review of evidence and student work. The visiting committee and the Leadership Team/Schoolwide Focus Groups collaboratively compare findings. The resulting discussion and written results assist the school in refining the schoolwide action plan with respect to the expected schoolwide learning results and the WASC/CDE criteria.

Follow-up

After the visit, the school refines and implements an action plan for school improvement. The plan integrates the critical areas of follow-up identified by the visiting committee. The school annually reviews progress, and refines the “next steps” in meeting the goals of the action plan. This assessment of progress is always done with respect to evidence that students are accomplishing the expected schoolwide learning results and academic content standards, especially in relation to the critical student learning needs. The governing board and district are involved in the ongoing improvement process and ensure that the follow-up process is integral to district planning and goal setting.

**Best Practices
For
Site Committees**

Best Practices for School Site Committees

This document is a companion to the Bylaws of the Berkeley Unified School District (BUSD) School Governance Councils (SGCs) and the Berkeley High School (BHS) School Site Council (SSC)¹. The bylaws address key elements of the purpose, charge, formation and conduct of these school committees. Each committee should also develop **operating agreements** and **group norms** consistent with the bylaws. Some appropriate topics are listed below.

An agreed-upon framework for interaction decreases the potential for misunderstandings or conflict, and increases the inclusivity and effectiveness of committee operations and decision-making.

Plan to begin each school year with a review of the purpose of the SGC, and a discussion of the past practices for meeting conduct. Consider adjustments to the operating rules and norms at any point in the year, if it could lead to increased participation and improved decision-making. Each year brings new participants, new perspectives, and a different set of issues, and an openness to process improvement is a hallmark of an effective SGC.

- 1. Recruitment and Elections**
- 2. Meeting Time, Place and Calendar**
- 3. Meeting Management Practices**
- 4. Committee Orientation and Training**
- 5. Communication Guidelines and Norms**
- 6. Participation and Teamwork**
- 7. Decision-making**
- 8. Monitoring and Developing the Annual School Site Plan**
- 9. Community Engagement and Transparency**

Committee Operating Agreements and Group Norms

1. Recruitment and Elections

Recruitment of candidates and election of members “should be conducted in such a manner as to promote a SGC/SSC which reflects the ethnic, linguistic, socioeconomic and programmatic composition of the site.”¹ It is important to find a variety of ways to reach out to, inform and engage a diverse group of potential candidates, as well as develop methods of conducting elections that effectively involves the school community.

Recruitment may include:

- Personal outreach to individuals or to specific groups
- Flyers, newsletters, email and phone blasts
- A general interest meeting to recruit for a variety of parent/staff/student groups such as the SGC, the PTA, the ELAC
- Drumming up interest the preceding spring
- Including recruitment information with summer mailings.

Elections should be conducted so as to promote broad participation by the school community and a clear understanding of candidates’ perspectives.

Election tips:

- Schedule a candidate forum, or at least candidate introductions at a PTA meeting held before or at the same time as elections, so that voters may hear directly from the candidates
- Brief candidate statements should be available in print, on the school website, and/or along with the ballots
- Provide a template for the candidate statement – helpful for those who are new to this kind of involvement
- Translate candidate statements and ballots into Spanish, as needed.

Voting may take place:

- at a special election meeting, or
- via ballots sent home with students and returned over a period of days, or
- online (with some safeguards).

¹ BUSD School Governance Council Bylaws adopted April 23, 2008; BHS School Site Council Bylaws adopted September 15, 2010 and revised October 9, 2013

2. Meeting Time, Place, Calendar, Agenda

Meeting Time & Place:

- During candidate recruitment: Publicize the normal committee meeting day and time.
- After the election: Adjust days and times so that all members' schedules are taken into account.
- Meetings must be held in a place accessible to any member of the public
- Meetings should be regular, preferably at set times, (for example, the first Tuesday of each month at a particular time).

Meeting Calendar:

- Should be established at the first meeting and then publicized widely, to allow maximum community participation.

Meeting Agenda:

- Established in advance by Chairperson and Principal
- Posted no less than 72 hours in advance to inform the school community of the items to be discussed (per Brown Act, “Open Meeting Law”)
- Publicized on school e-newsletter, principals’ newsletter, school website, bulletin boards, etc.
- Includes times for each item
- Includes a time slot for comments from the public (usually at either the beginning or end of the meeting). (Public means anyone who is not an elected member of the committee.)
- Is voted on at the beginning of each meeting.

3. Meeting Management Practices

Rules for conducting meetings have been developed by many different individuals and groups over a period of many years. For example, *Robert’s Rules of Order* was first published in 1870 and was based on the rules and practices of Congress. Since then, there have been elaborations and interpretations from literally hundreds of commentators, leading to complex and often contradictory regulations.

The SGC:

- May choose to use Robert’s Rules, or a modified version thereof, to conduct its business, as long as the group has shared access to a clear set of procedures for setting agendas and conducting its business.
- Should not assume that everyone is familiar with how to make or second a motion – make this part of the orientation and provide a handout on meeting procedures.
- Should include at the end of each agenda a brief item called “for the good of the order,” a time for positive comments and suggestions aimed at improving the work of the group.

4. Committee Orientation and Training

Each fall the district conducts an orientation and training for new and returning members of the SGC and other school site committees. Each SGC, guided by the Principal and Chairperson, should also carry out its own orientation and ongoing committee training throughout the year.

Site Committee Orientation should include;

- Review of the committee's Bylaws and the operating agreements (group norms)
- Overview of the current school site plan & budget
- Essential school-wide student performance data.

SGC members:

- Will need to draw upon school and district expertise in the areas of data interpretation, educational programs, and budgeting
- Will need training and orientation in data interpretation, educational programs, and budget development
- Should learn to interpret student and school performance data to identify student needs as the basis for planning
- Will need a basic familiarity with continuing and new educational programs
- Will need to develop a shared understanding of how to distribute budget resources to the activities and programs agreed to in the site plan.

5. Communication Guidelines and Group Norms

Communication guidelines should reflect an awareness of, and respect for, the cultural and linguistic diversity of members. The group's meeting norms can be affirmed at the beginning of each meeting and new agreements may be added to the list over time. They might include:

- We have thoughtful discussions that are focused on the needs of students,
- We are responsible for supporting the learning of all of our school's students,
- We speak respectfully to each other,
- We assume positive intent,
- We do not engage in ad hominem (personal) attacks,
- We look for opportunities to find points of agreement or compromise,
- We step up to the discussion when we have something to contribute,
- We step back knowing that it's important to hear voices other than our own,
- We are careful and considerate listeners,
- We avoid side conversations,
- We make statements based on evidence and research rather than anecdote,
- We build upon each other's ideas to create the strongest conclusions.

6. Participation and Teamwork

The SGC is only as strong as the commitment of the individual members to their roles and responsibilities, along with their shared commitment to the work of the team. Members should commit to:

- Arrive on time,
- Attend regularly,
- Be present – not “multi-tasking” by doing other work at the meetings,
- Come to meetings prepared - read, research, talk to constituents,
- Ask questions for clarification,
- Be willing to raise and discuss challenging issues that may affect the school’s ability to achieve the results for students outlined.

The Principal and Chairperson should work together to:

- Act as facilitative leaders in decision-making;
- Ensure that all SGC members have the information they need to make timely decisions;
- Draw upon SGC members’ individual skills and areas of expertise to enhance discussions in both substantive and procedural questions,
- Provide opportunities for the SGC to assess itself, as for instance share perceptions of how well meetings and committee work are accomplishing the SGC goals,
- Identify ways to improve meetings and decision-making,
- Resolve problems and conflicts effectively.

7. Decision-Making

The SGC is responsible for decisions that support all students’ learning outcomes, and must align decisions with site and district goals. Before making decisions, planned discussions and presentations should ensure that a variety of ideas and issues are considered and addressed.

Consensus versus Voting:

- A collaborative process leading to consensus is desirable.
- “Consensus” is a decision making process that works to include the voice of all persons responsible for making the decision.
- SGCs are encouraged to use consensus decision-making during the course of their discussions of recommendations and proposals.
- Straw votes may be taken during discussion.
- If consensus cannot be reached at the point when the decision must be made, and after every effort has been made to reach consensus, a vote should then be taken and the majority opinion prevails.
- Voting must be open -- no secret ballots.
- Methods of achieving consensus and/or coming to a vote should be part of each school site committee’s operating agreements.

8. Monitoring & Developing the Annual School Site Plan

The SGC meetings should include monitoring the implementation of the current year's Site Plan, updating the Plan as needed, and developing the Site Plan for the coming school year. In order to both develop and monitor the effectiveness of the school site plan, the SGC must agree on how to review multiple various forms of student performance data.

The SGC should commit to:

- Reviewing the programs in the Site Plan, including raising constructive questions or concerns about the activities or programs that are not being implemented, or that are not showing signs of progress toward student goals.

The Principal should:

- Review proposed changes or adjustments to the Site Plan and budget throughout the year with the SGC so that questions and concerns can be addressed in a continuous cycle of inquiry.

9. Community Involvement and Transparency

The SGC acts on behalf of the school community, and seeks input from school constituencies (teachers, parents, students). The SGC also informs the school community of its activities and outcomes. This is achieved by making sure that:

- Meetings are open to the public, with time set aside for “public comment” at each SGC meeting.
- Meetings are well publicized, in accordance with a statute commonly referred to as the “Brown Act”, which guarantees the public’s right to attend and participate in meetings of local legislative bodies.
- The agenda and supporting materials are circulated at least 72 hours in advance of each meeting (e.g. posted on a school bulletin board as well as email or other newsletters).
- Meeting minutes are recorded and distributed to all SSC members and publicly posted at the school.

In addition to publicizing the agenda and minutes, and allowing for public comment, the SGC should plan for community meetings, surveys and other means of both sharing information and gathering feedback about the School Site Plan. This process must also incorporate input and viewpoints from the English Language Advisory Committee (ELAC), as well as other groups in the school community.

Conduct of School Governance Councils

Berkeley Unified School District

Financial Conflict of Interest and the

- **School Governance Council**
- **BSEP Committee**
- **School Site Council**

“Financial Conflict-of-interest” laws are based on the notion that members of a body responsible for making decisions about public funds, owe their paramount loyalty to the public, and that personal or private financial considerations should not be allowed to enter the decision making process.”¹

“A public official has a financial interest in a decision within the meaning of Government Code Section 87100 if it is reasonably foreseeable that the decision will have a material financial effect, distinguishable from its effect on the public generally, on the official, or a member of his or her immediate family.”²

The “public interest” of the School Governance Council, Berkeley High School BSEP Committee, and BHS School Site Council is to identify and allocate resources, without personal bias, to educational programs which lead to improving the achievement of the students for whom they are responsible to provide an education. A conflict-of-interest thus occurs when a SGC/BSEP/SSC member participates in making a particular decision in which s/he or an individual in the member’s immediate family stands to gain financially from adoption of that particular decision.

The SGC/BSEP Committee/SSC shall enforce “conflict of interest” laws in accordance with applicable regulations in Government Code, Education Code and in policy adopted by the Board of Education. The District shall provide training annually to the SGC/BSEP Committee/SSC about the “conflict of interest” regulations.

Avoidance of a “conflict of interest” position should be taken into account during the election of SGC/BSEP/SSC members, e.g., personnel paid by funds to be allocated by the SSG/BSEP/SSC should not be elected to the BSG/BSEP Committee/SSC, since funding for his/her position will need to be reconsidered and approved each year by the SGC/BSEP Committee/SSC. When a conflict-of-interest occurs during the course of the SGC/BSEP/SSC’s term, the “interested member” must resign from the council and be replaced by an Alternate.

An exception to the above-stated rule shall exist in the case of programs that are generally available to a substantial number of teachers at the school.

If needed, arbitration of “conflict of interest” disputes alleged by an individual or the SGC/BSEP Committee/SSC shall be resolved through the dispute resolution procedures approved in the committee Bylaws.

¹ *Conflicts of Interest*, Office of the Attorney General, Preface by Bill Lockyer, Attorney General, January 1, 2004

² Government Code Section 87103.

Berkeley Unified School District

Annual Financial Conflict of Interest Disclosure Statement

If you, or an immediate family member, have a financial interest that is connected in any way to the business of this committee, over the course of the year, then you will not qualify to serve on it. The exception, as described below, shall be for any teacher who is paid by funds allocated by this committee for hourly work in the school's afterschool academic intervention/tutoring program.

Name (please print): _____

Member of (indicate one): School Governance Council
 BSEP Site Committee (BHS)
 School Site Council (BHS)

Serving as a (indicate one): Parent
 Teacher
 Principal
 Classified Staffperson

School: _____

School Year: _____

I hereby state that neither I, nor any member of my immediate family (i.e. spouse, domestic partner, children, siblings, or parents) stands to benefit financially from any decision taken by the school committee on which I serve.

I understand that there is an exception to this policy for teachers who are paid for hourly work in their school's afterschool academic intervention/tutoring program. Although funding for this program may have been allocated by the site committee on which they serve, because this work is available to a substantial number of teachers at the school, this does not constitute a conflict of interest.

In submitting this form I certify that I have read the Berkeley Unified School District Financial Conflict of Interest policy for members of the School Governance Council, Berkeley High BSEP Committee, and BHS School Site Council (printed on the reverse side of this form), and certify that I am in compliance, to the best of my knowledge, with this policy.

Signature

Date

Robert's Rules: What You Should Know

by Christy Forhan, PTO

The genius of Robert's Rules is that they work well for groups of all sizes and types. Used with a little assertive leadership, they keep a meeting organized and flowing.

1. **Conduct business one item at a time.** Jumping around from one item to another can be confusing, and it generally delays progress on any of the items.
2. **Let committees do their work.** Your general meeting is to resolve the major issues. Save everybody's time by letting committees deal with the smaller details.
3. **Don't allow crosstalk.** Require all speakers to address the chairperson. This helps you keep control and ensures everyone will hear the business at hand.
4. **Limit discussion to the topic at hand.** Keep things focused, and don't be shy about asking speakers to deal only with the current topic.
5. **Cut off discussion when it becomes redundant.** For controversial issues, setting a time limit for each speaker can help. When discussion becomes circular, summarize the points on each side and ask for anything new—or shut off discussion by calling for a motion.

An orderly, well-run meeting is better for the officers and it's better for those attending. You'll get more business done in a shorter time, and everyone will be happier. As for the terms and procedures you find in Robert's Rules, there are a few fundamentals that you should know.

Agenda

The agenda is a detailed list of specific items, in the sequence in which they will be covered. Use a consistent order of business from meeting to meeting and distribute hard copies of the agenda to attendees. Post the agenda ahead of time at the school and on your website so members know what issues will be discussed at the upcoming meeting. And be specific. Don't just list "unfinished business." State what items of unfinished business will be covered.

A typical order of business for a regular parent group meeting might be:

1. Welcome
2. Approval of minutes (from last meeting)
3. President/Chair's report
4. Treasurer's report
5. Principal's report
6. Committee reports
7. Unfinished business
8. New business
9. Announcements (including date and time of the next meeting)
10. Adjournment

Motion

A motion is a formal way to propose something on which the group should vote. The proposer says, “I move that...” and clearly states what is being considered. Someone else “seconds” the motion. Guided by the president, the group discusses the motion until they are ready to vote. Finally, the president asks for an indication of “all those in favor” followed by “those opposed.” There is no need to ask for “abstentions” (those who choose not to vote at all), because abstentions are not counted toward the outcome of the motion.

Quorum

A quorum is the minimum number of members required to conduct business at a meeting. This number is stated in the group’s bylaws.

Minutes

The minutes are the permanent record of the business conducted during a meeting, typically prepared by the group’s secretary. They include details such as the date, time, and location of the meeting, whether a quorum was present, and the presiding officer. Specific motions and their outcomes (but not exact vote counts) are also included in the minutes. Discussion is not documented in the minutes. The minutes for each meeting are presented for the assembly’s approval or amendment at the next meeting.

Tabling a Motion

If it is clear that a motion cannot or should not be voted upon at the current time, it is typical to postpone (“table”) it until the next meeting. Technically there should be a new motion to table the current motion, but most groups can agree to delay discussion without layers of parliamentary procedure. Often, it helps to appoint a committee or a member to study the issue and report back to other members at the next meeting. This tactic can save time on circular debate, especially when all of the facts aren’t available.

Adjournment

Adjournment is simply a formal way to close a meeting so everyone knows the session has come to an end. The time of adjournment is recorded in the meeting minutes.

Developing the Annual Site Plan

Suggested SGC Agenda Month-to-Month

This is a sample list of SGC meeting agenda items that may be useful in meeting the obligations of the SGC over the course of the school year.

All Meetings

Required:

- Post the Agenda 72 Hours Before Each Meeting
- Establish Quorum
- Approve Minutes
- Indicate "Action" On The Agenda For Any Votes
- Budget Decisions Require Two Meetings: Presentation and Vote
- Include Public Commentary/Open Forum
- Post Minutes

Suggested:

- Assign timekeeper
- Post the agenda and minutes widely, i.e. school website, e-tree, and bulletin boards
- Include guest speakers on the agenda, i.e. Literacy Coach, After-school Director, ELAC and or PTA reps

SEPTEMBER - Outgoing SGC

- Prepare for SGC election
- Review remaining or pressing budget issues

OCTOBER - Establish New SGC; Review Any Carryover Monies

- Round Robin Introductions
- Appoint secretary *pro tem* for the meeting
- Establish group norms
- SGC Orientation: purpose of SGC, best practices, provide working copies of the Site Plan to each committee member and review
- Review carryover monies, and remaining Wish List from prior SGC
- Announce upcoming District Trainings

- Elect Officers: Chair or Co-Chairs, Secretary
- *Select P&O rep and alternate (do not need to be SGC members), DELAC rep, and SAC rep
- Create calendar of meetings for the year (one or more meetings per month)
- Decide on SGC-School communications to inform school community about SGC meetings and topics; assign tasks (which may include selecting SGC-PTA liaison, SGC teacher liaison, using fliers, etc.)

* Reps can report back on district meetings to their SGC through a written summary for inclusion in the minutes to save SGC meeting time, if preferred.

NOVEMBER - Review and Monitor Current Action Plans; Analyze School Data; Set Direction for Needs Assessment

- SGC Chair shares feedback on district chair training
- Report on SGC-School communications
- Review and analyze School Data (demographics, state and local test score assessments, attendance, discipline)
- Budget Update. Example: vote on carryover proposals from Oct. meeting
- Create Subcommittees and goals with time for break-out groups and report outs to initiate subcommittee work.
 - Monitoring Action Plans* – develop plan/assign tasks: school tour, interview staff, measure participation, assess outreach, track student progress, overall response, etc.
 - Needs Assessment** – develop plan/assign tasks: facilitated group meeting(s); online and hard copy surveys; timeline; survey staff, parents, students?
- Needs Assessment Subcommittee - prepare draft of plan/surveys by next meeting

*Action Plans - listed under Goals in the Site Plan; e.g., parent education, better advertised school rules, BEST incentive program, home-school communications, etc.

**Needs Assessment – Collecting of input from the school community to assess needs (for example – positive discipline, more tutoring, etc.) in order to help inform the Site Plan.

DECEMBER – Monitor Site Plan; Complete School Data Analysis; Review Needs Assessment Plan and Survey Drafts

- Further review and analyze School Data
- Further review Site Plan, with reporting from Action Plan subcommittee and update on new Action Plan(s) funded by carryover monies
- Review first draft of Needs Assessment plan and any survey(s)
- Subcommittee break-outs and report backs

JANUARY– Monitor Site Plan; Finalize and Adopt Needs Assessment Plan/Survey(s)

- Finalize and adopt Needs Assessment plan and any survey(s).
- Review SGC-School communications to publicize upcoming meetings on Needs Assessment data
- Subcommittee work/reports
- Develop strategies for Action Plans identified as needing additional support or adjustments, if applicable
- Needs Assessment Subcommittee – implement Needs Assessment plan by February SGC meeting.

FEBRUARY – Begin Review of Needs Assessment Data; Identify Trends and Priorities; Review Safety Plan

- Review school survey data and community input
- Develop SGC and Site Plan priorities based on survey results, test score data, input from Action Plan Subcommittee and all SGC members.
- Review budget implication of priorities and consider outside revenue sources if needed: grant opportunities, PTA, direct fundraising, etc.
- Consider creating a Finance Subcommittee to research outside funding
- Review Safety Plan
- Subcommittee work/reports

MARCH– Adopt Site Plan Priorities and Action Plans; Adopt Safety Plan

- Review budget allocation for next year and adopt Site Plan priorities and Action Plans discussed at prior meeting to inform Site Plan revision. (Consider inviting a PTA rep to present draft of PTA budget)
- Further review and discuss possible Site Plan revisions; consider creating a Site Plan Subcommittee to assist the principal in revising the Site Plan if desired
- Adopt Safety Plan
- Review SGC-School communications for upcoming meetings to finalize and vote on Site Plan
- Subcommittee work/reports, with grant updates

MARCH or APRIL (Extra Meeting) – Review and Edit Site Plan Draft and Budget

- Review and edit Site Plan draft and budget
- Subcommittee work/reports

- Consider inviting a guest to facilitate Site Plan and budget discussion

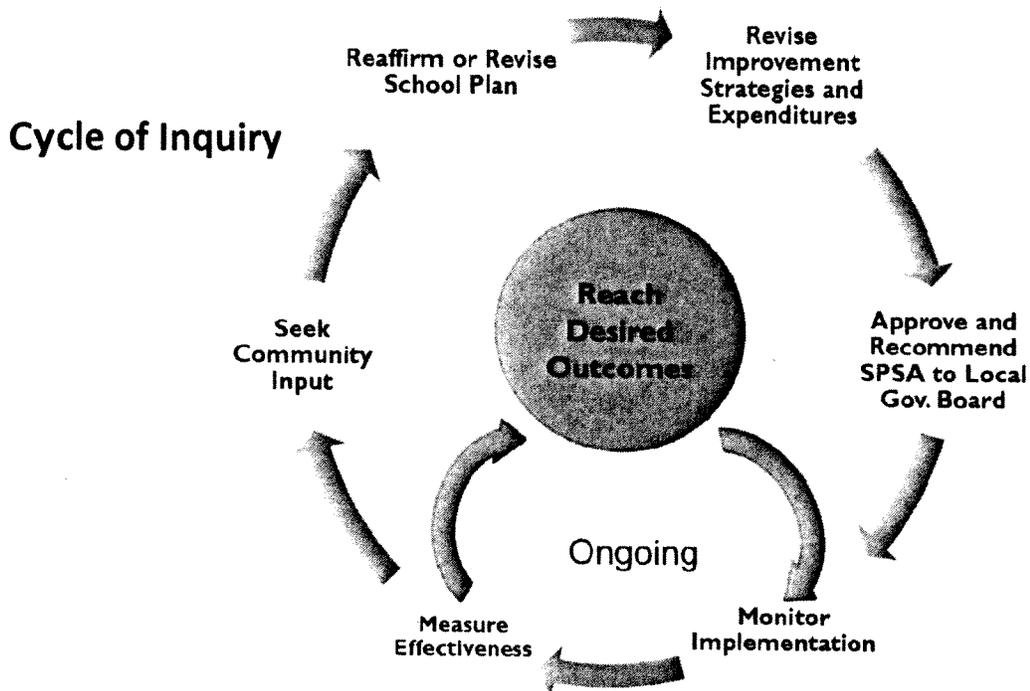
APRIL – Adopt Final Site Plan and Budget

- Review and adopt final Site Plan and budget
- Create Wish List of items that could not be funded, in priority order, should carryover or other monies appear

MAY – Budget Reconciliation; Plan Fall Elections

- Budget updates.
- Follow-up on PTA and other possible funding (grants, etc.) of Site Plan priorities
- Plan fall election, take sign-ups for tasks

Roles and Responsibilities of SGC



- Conduct an annual analysis of State and local data in order to understand current student achievement and other data that impacts students' success. **[Fall]**
 - Examples include: CST data, Local ELA, Math and Writing assessments, Attendance, Suspensions and Expulsions, English Learners' progress on learning English (CELDT results)
- Review the previously adopted Single Plan for Student Achievement (SPSA) to ensure the goals and activities described support the needs of students to be served by categorical funds. If the data shows greater need in an area not identified in the previously adopted plan, the plan can change to meet the needs of students. **[Fall]**
- Develop a written data analysis to be presented to the board using data from the Berkeley Evaluation and Assessment Office (BEA) and other sources. **[January – Submitted to Board as Data Analysis]**
- Survey and engage with all parents and advisory groups about the needs of their students. This includes working with ELAC to develop specific goals based on the needs of English Learners. ELAC must be consulted on EL needs, review and comment on any expenditures using EIA-EL funds. **[Spring – Prior to Site Plan Development]**
- Conduct a needs assessment; based on current data and previous goals, success, or lack thereof, of previously adopted strategies, and current needs. **[Spring – Prior to Site Plan Development]**

- Develop goals, aligned to the District’s Goals that outline strategies, and expenditures to be included in the revised Single Plan for Student Achievement. These strategies should reflect the current needs of students to ensure student success. **[Feb. -April]**
 - All goals must be based on the most recent data available to the school site.
 - All goals should be “SMARTe”:
 - Specific Measurable Attainable Relevant Time Bound for Equity
 - Goals that should be included are: academic, school climate, parent involvement
- Approve the Single Plan for Student Achievement as a committee and submit to Governing Board for Approval. **[April-May]**
- Additionally, SGC must annually review, revise, and re-adopt the Parent Compact. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. **[Submitted with Site Plan, can be reviewed and revised any time]**

Ongoing documentation required to be kept in an SGC binder at the school site and submitted to District on a monthly basis:

- All meeting announcements including Spanish versions
- Copies of sign in sheets
- Minutes of the meeting that reflects any decisions made at the meeting. Any vote on expenditures requires the item be discussed at 2 meetings prior to the vote
- One meeting annually must identify that the Parent Compact is being discussed/reviewed.
- Any budget changes require a site plan addendum be submitted before the changes can be made in the schools’ plan. Changes of more than 10% require Board approval.

SAMPLE

I. Consolidated School Plan for Educating The Whole Child

School Name: Emerson Elementary School	School Year: 2013-2014
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Summary of School Goals:

1. Increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessments.

2. Implement strategies to engage students in their learning and interventions to eliminate barriers to student success, ensuring that all systems are culturally and linguistically responsive to the need of our students and their families.

3. Establish partnerships with our families and community to increase academic success for all students.

Site Committee Representatives:	
Parents/Community	Staff

Signatures required for the following:

BSEP Planning & Oversight Committee Representative: _____

DELAC Representative (District English Learner Advisory Committee): _____

II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on . NA
8. This school plan was adopted by the School Governance Council on 3/20/13.

Principal	Signature	Date
School Governance Council Chair	Signature	Date
Director, Curriculum & Instruction	Signature	Date
Director, Berkeley Schools Excellence Program	Signature	Date
Co-Superintendent, Educational Services	Signature	Date

VIII. Planned Improvements in Student Performance (continued)

Goal #2: STRATEGIES TO PROMOTE STUDENT SUCCESS

Goal Statement:

Emerson Elementary School will implement strategies to engage students in their learning and interventions to eliminate barriers to student success.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders
Special Education Students
Students defined as "at-risk" through excessive absences or suspensions
African-American Students (to address disproportionality)

Anticipated annual performance growth for each group:

- 2.1 Reduce the number of students with ten or more total absences by 10% of the 2011-2012 percentages (enrollment reported as of June).
- 2.2 Reduce the number of African-American students identified for special education services with a specific focus on reducing the percentage of African-American students who are found eligible as specific learning disabled (SLD).
- 2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:
RTI / ULSS Snapshot Meetings
Positive Behavioral System (PBS) Meetings
Other Collaboration / Staff Meetings
Teacher / Parent / Student Conferences

Group data to be collected to measure academic gains:

PowerSchool Attendance Information
Special Education Information System (SEIS) Reports
PowerSchool / Student Services Suspension Report
PowerSchool PBS Report

Total Expenditures in this Goal: \$122,232

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. With support from Literacy Coach and Resource teacher, under-performing or struggling students will be identified by reviewing performance data during snapshot/screening, RTI2 (Response to Intervention and Instruction)/ULSS (Universal Learning Support Systems), intervention, and grade level and parent meetings. The team will identify target areas of intervention for individuals and particular groups of students and will formulate intervention goals and plans. Literacy Coach will work with teachers during team and staff meetings to track the progress of students throughout the school year. The progress of all students will be monitored during team, staff, snapshot, and RTI2/ULSS meetings.</p> <p>RTI coordinator will be paid hourly to plan, schedule, and facilitate SST meetings to coordinate support through the RTI2 model. Meetings will include Family Engagement and Equity coordinator and Public and Mental Health representatives as needed.</p> <p>Teachers and staff will provide targeted after school instruction to children in need and an after school bus will be provided to improve access to interventions.</p> <p>A classroom teacher will be paid hourly to coordinate BUILD, SAGE and math tutors assigned to identified students. In collaboration with Literacy Coach, tutors will be trained in best tutoring practices. Intervention materials will be purchased as needed.</p> <p>Kids' World staff will provide a safe and enriched learning environment for students from all grade levels. Enrichment opportunities will be provided for all students and Kids' World staff will communicate with classroom teachers about homework and needed skill development. BUILD, SAGE, and tutors may further support the homework hour by working with individual Kids' World students. Key Kids' World staff will attend PBIS trainings and will implement PBIS in the after school program.</p>	<p>August 2013 - June 2014</p>	<p>1102: Certificated – Monthly</p>	<p>Literacy Coach .25 FTE (Title I FTE .17 EIA-SCE FTE .08)</p>	<p>Title I 17,552 EIA-SCE 8,280</p>
		<p>1116: Certificated – Hourly</p>	<p>Teacher hourly BSEP - 3,000 Curriculum planning EIA/LEP 2,000 BUILD/T hourly - 3,000 EIA/ELL</p>	<p>BSEP 3,000 EIA-LEP 5,000</p>
		<p>4300: Instructional Materials & Equipment</p>	<p>materials and supplies</p>	<p>BSEP 2,000</p>
		<p>2146: Tutors – Hourly</p>	<p>ELA and math tutors</p>	<p>BSEP 23,000</p>
		<p>5800: Contracted Services</p>	<p>BUILD Tutors \$2,500</p>	<p>BSEP 2,500</p>
<p>2. Emerson teachers and staff will ensure that all students receive a well rounded instructional program including weekly art and music instruction from credentialed teachers. Art instruction will be standards based and will be correlated with classroom instruction. Music classes will include vocal, rhythm, and instrumental instruction dependent on grade level.</p>	<p>August 2012 - June 2013</p>	<p>1102: Certificated – Monthly</p>	<p>Art Teacher - FTE .40</p>	<p>PTA 39,500</p>
		<p>4300: Instructional Materials & Equipment</p>	<p>PE, Art, and Discovery Zone supplies</p>	<p>BSEP 200</p>
		<p>5800: Contracted Services</p>	<p>PE Coach - contract with Berkeley/Albany YMCA</p>	<p>PTA 17,000</p>
		<p>5751: BUSD Buses</p>	<p>Afterschool Buses</p>	<p>BSEP 3,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>Students will participate in physical education, cooking/nutrition, and gardening classes which will focus on building life long habits of health, well being, and sustainability.</p> <p>A collaboration between Kids' World and the PTA will provide additional opportunities for enrichment such as chess, circus arts, basketball, baseball, and guitar classes.</p> <p>Materials will be provided for art, physical education, and other classes. An alternative to the yard play, the Discovery Zone, will be implemented and supplied by the PTA. Additional staffing and materials for the Discovery Zone may be provided with carryover funds when available.</p>				
<p>3. Implementation of School-wide Positive Behavior Interventions and Support (PBIS). The school's classroom rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity towards all student's emotional health as well as cultural and linguistic differences. Staff will use equity rubric to reflect on and improve school wide practices and procedures.</p> <p>Whole school and classroom behavior expectations will be posted, explicitly taught, reviewed, and recognized.</p> <p>Staff will implement the use of the "Uh Oh" referral to track minor student behaviors that require some type of response. Office referrals will be used for more problematic student issues.</p> <p>PBIS team leader will coordinate activities and will call the team together to meet regularly to monitor progress and to review student data and identify problem areas. Data will be shared at staff meetings so that practices can be adjusted and interventions provided. Individual Behavior Plans will be written in a proactive manner for identified students.</p> <p>PBIS, attendance, and citizenship certificates will be awarded at monthly all school meetings.</p> <p>Kids' World staff will attend PBIS trainings with credentialed staff and will implement PBIS in the after</p>	<p>August 2011- June 2012</p>	<p>1116: Certificated – Hourly</p> <p>4300: Instructional Materials & Equipment</p>	<p>Teacher Planning</p> <p>Citizenship Awards, attendance awards, and other related supplies.</p>	<p>EIA-LEP 400</p> <p>BSEP 200</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
school program.				
4. Teachers will continue to use strategies, materials, and instruction that engage and support all learners. Teachers will meet to collaborate on the planning and evaluation of Culturally Responsive lessons and Culturally Responsive materials will be purchased to support instruction. Additional planning time will be provided for teachers if funding becomes available. Teachers will continue to the Welcoming Schools curriculum to ensure that all students and families feel safe and secure at school. Teachers will meet plan and then teach lessons from the three Welcoming Schools units focusing on bullying, family diversity and gender stereotyping.		1116: Certificated – Hourly	Collaboration time for teachers to plan and evaluate CRTL and Welcoming school curriculum and instruction.	EIA-LEP 400
		4300: Instructional Materials & Equipment	Materials and supplies	BSEP 200

	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$34,100	\$17,552	\$56,500	\$5,800	\$8,280	\$0	\$0

BERKELEY UNIFIED SCHOOL DISTRICT
Guide to School Governance Council Funds

Categorical Programs are programs for which **funding is restricted to specific purposes**. These purposes are governed by a unique set of laws and controlled by language found in the budget item governing the program. The chart below provides guidance on how to appropriately use each of the different funding sources to support the “*Single Plan for Student Achievement*.”

Funding Source	Title I, A	BSEP / Measure A School Discretionary Funds	PTA Funds
Funding Description	<p><u>Helping Disadvantaged Children Meet State Standards</u> A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards.</p> <p><i>Note: All uses of Title I funds must be based on scientifically - based research and data that verify actions resulting in increased student achievement.</i></p>	<p>A local tax to support the <i>Single Plan for Student Achievement</i> by enhancing student learning in all areas-academic as well as enriched experiential learning</p>	<p>Funds raised by site PTAs to support its goals and in keeping with state PTA guidelines.</p>
Students to be served	<p>Students who are Far Below Basic, Below Basic & Basic on CST, including English Learners & Special Education students</p>	<p>All students (Grades pre-K - 12)</p>	<p>All students (Grades pre-K - 12)</p>
Examples of Allowable Expenses	<ul style="list-style-type: none"> • Reading/Math/ELD Coaches • Capacity building/professional development • Parent Training/education opportunities • Support personnel 	<p>Direct services & materials for students:</p> <ul style="list-style-type: none"> • Arts & science • Academic tutoring/counseling • Athletics & student activities • Before & after-school programs <p>SGC materials, support</p>	<p>Direct services & materials for students:</p> <ul style="list-style-type: none"> • Arts & science • Academic tutoring/counseling • Athletics & student activities • Before & after-school programs • Field trips, assemblies, • Noon directors and other personnel
Examples of expenditures NOT Appropriate for funding source	<ul style="list-style-type: none"> • Supplanting general funds • Strategies that are not based on scientifically based research or have no data to support increased student achievement • Regular teacher • Prep Time • Food for staff meetings 	<ul style="list-style-type: none"> • Administrative costs • Regular teacher (includes funding additional sections) • Prep Time • Food for staff meetings • Gifts of public funds & other items forbidden by California Ed Code 	<p>Contact the Berkeley PTA Council, or refer to guidelines established by the California PTA.</p> <p>http://www.capta.org/sections/finance/fundraising.cfm</p>

**Summary of BSEP School Site Discretionary Funds
Annual Plans for FY 2013-14
For Board adoption June 26, 2013**

ARTS MAGNET

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	Literacy Coach	21,000	.25 FTE
	RtI Teacher/Coordinator	48,500	.50 FTE
Non-Salaried Categories	Mental Health Counseling contract	21,500	Bay Area Children First (BACF)
	Reserve for Personnel Variance	3,132	
TOTAL FY 14 Allocation		94,132	
SGC Carryover Priorities*	Instructional Materials	10,000	
	Teacher Hourly - Prof. Dev.	3,850	
	Cal Corps BUILD Tutors	2,500	
FY 13 Carryover Estimate*		15,000	

CRAGMONT

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	Hourly Teaching - Intervention	7,800	
Classified	Instructional Specialist - K & 3 Dance	14,000	.24 FTE
	Parent Liaison	45,000	.80 FTE
	Hourly Tutors	5,000	268 hours
	Non-Salaried Categories	Instructional Materials	7,500
	Mental Health Counseling contract	16,000	Bay Area Community Resources (BACR)
	Reserve for Personnel Variance	1,628	
TOTAL FY 14 Allocation		96,928	
SGC Carryover Priorities*	Instructional Materials		
	Teacher Hourly - Intervention		
	Tutor Hourly		
	Contracted Services (Assemblies, etc.)		
FY 13 Carryover Estimate*		5,000	

EMERSON

		FY 13-14 Budget	FTE/hours/Vendor	
Certificated	Literacy Coach	17,550	.17 FTE	
Classified	Hourly Teaching	1,000		
	Hourly Curriculum Development - Planning & RtI Coordination	3,000	98 hours	
	Athletic Coach Stipends	2,000	3 Stipends	
	Hourly Tutors - English Language Arts & Math	23,000	696 hours	
	Non-Salaried Categories	Instructional Materials	13,650	
		Tutoring Contract	2,500	Cal Corps BUILD Contract
	Transportation - Afterschool Bus	3,000		
	Reserve for Personnel Variance	1,404		
TOTAL FY 14 Allocation		67,104		
SGC Carryover Priorities*	Instructional Materials			
FY 13 Carryover Estimate*		5,000		

* SGC Carryover Priorities may exceed Estimated Carryover amounts and will be finalized in Fall 2013.

Summary of BSEP School Site Discretionary Funds
Annual Plans for FY 2013-14
For Board adoption June 26, 2013

JEFFERSON

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Teacher - Literacy Coach	31,800	.31 FTE
	Teacher - RtI	21,000	.23 FTE
	Teacher - English Language Dev.	7,600	.10 FTE
	Hourly Teaching - Afterschool Intervention	9,000	249 hours
	Hourly Curriculum Development - Parent Literacy Workshop	1,200	39 hours
	Non-Salaried Categories	Instructional Materials	3,000
	Reserve for Personnel Variance	4,455	
TOTAL FY 14 Allocation		78,055	
SGC Carryover Priorities*	Afterschool Bus		
	Hourly Teaching - Intervention		
FY 13 Carryover Estimate*		3,000	

JOHN MUIR

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Literacy Coach	8,500	.10 FTE
	Hourly Teaching - RtI/SST		
	Coordinator	2,000	
Classified	Instructional Specialist - Cooking & Gardening	10,000	TBD
	Instructional Assistant	30,000	2 @ .40 FTE each
Non-Salaried Categories	Mental Health Counseling contract - P	8,000	
	Reserve for Personnel Variance	2,080	
TOTAL FY 14 Allocation		60,580	
SGC Carryover Priorities*	Noon Supervision	up to \$9,000	
	Mental Health contract	up to \$4,000	
FY 13 Carryover Estimate*		10,000	

LECONTE

		FY 13-14		
		Budget	FTE/hours/Vendor	
Certificated	Literacy Coach	6,500	.07 FTE	
	Hourly Teaching & Curric. Dev. - Subs for Peer Observations, RtI, Student Clubs, Prof. Dev. Workshops, Events	13,550	11 Sub days, 202 hours Hrly Teaching, 130 hours Curric. Dev.	
	Classified	Instructional Specialist - Garden*	21,000	.35 FTE
		Hourly Tutors	4,200	302 hours
Non-Salaried Categories	Noon Directors	11,550	2 @ 360 hours each	
	Instructional Materials	3,250		
	Mental Health Counseling contract	3,300		
	Field Trip Admissions	2,500		
	Transportation	3,000		
	Reserve for Personnel Variance	9,671		
TOTAL FY 14 Allocation		78,521		

* Pending elimination of Inst. Specialist - P.E. position.

Summary of BSEP School Site Discretionary Funds
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LECONTE (continued)

SGC Carryover Priorities* Teacher Curric. Dev. Hourly -
Common Core Planning &
Collaboration
Instructional Materials (including PE)
Contracted Services - Counseling
Assemblies

FY 13 Carryover Estimate* **20,000**

MALCOLM X

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Teacher - RtI	5,000	.05 FTE
	Teacher - K-2 Music	18,000	.20 FTE
	Teacher - Curriculum Coordinator	32,200	.33 FTE
Classified	Instructional Specialist - Dance	16,000	.30 FTE
	Instructional Specialist - Drama	28,500	.36 FTE
	School Service Aide	8,150	.18 FTE
	Reserve for Personnel Variance	3,990	

TOTAL FY 14 Allocation **111,840**

SGC Carryover Priorities* Instructional Specialist - Garden
Teacher Hourly - Project Connect
Parent Education Support

FY 13 Carryover Estimate* **13,000**

OXFORD

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Teacher - Literacy Coach	25,000	.25 FTE
	Teacher - Reading Recovery	18,600	.25 FTE
Classified	Instructional Assistant	10,600	.33 FTE
Non-Salaried Categories	Instructional Materials	3,500	
	Mental Health Counseling contract	11,000	Bay Area Community Resources (BACR)
	Parent Education contract	3,000	
	Reserve for Personnel Variance	1,695	

TOTAL FY 14 Allocation **73,395**

SGC Carryover Priorities* Teacher Curriculum Development
Hourly - Collaboration
Instructional Materials

FY 13 Carryover Estimate* **10,000**

* SGC Carryover Priorities may exceed Estimated Carryover amounts and will be finalized in Fall 2013.

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ROSA PARKS

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	Teacher - English Language Dev., Reading Recovery, Afterschool Hourly Teaching & Substitutes - Afterschool Reading, K-2 Spanish	11,350	.13 FTE
	Reading Intervention, Math Intervention, Small Groups	29,000	805 hours
	Teacher Sub Days for Prof. Dev.	2,000	10 Sub Days
Classified	Instructional Specialist - K-2 Dance	12,500	.2145 FTE
Classified	Noon Directors	1,000	69 hours
Non-Salaried Categories	Instructional Materials	12,000	
	Accelerated Reader contract	1,600	
	Mosaic Project contract	9,000	
	Parent Education P.L.A.N. contract	4,600	
	Family Resource Center Tutor & Parent Outreach contract	8,000	Rosa Parks Collaborative - Lifelong Learning Westerbeck
	Professional Dev. Contract	1,800	
	Garden Program - contract	5,000	
	Older Adult Mentors - contract	2,500	Experience Corps
	Field Trip Admissions	9,000	
	Reserve for Personnel Variance	5,199	
TOTAL FY 14 Allocation		114,549	
SGC Carryover Priorities* To be determined by SGC Fall 2013			
FY 13 Carryover Estimate*		5,000	

THOUSAND OAKS

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	Teacher - Literacy Coach	36,750	.45 FTE
	Teacher - RtI Coordinator	18,650	.20 FTE
	Teacher - Literacy Support	3,000	.0297 FTE
	Teacher - Spanish Support	18,650	.20 FTE
Classified	Instructional Assistant - Bilingual	6,000	.135 FTE
	School Service Aide	14,850	.35 FTE
	Reserve for Personnel Variance	6,950	
TOTAL FY 14 Allocation		104,850	
SGC Carryover Priorities* Mental Health Counseling contract up to \$34,000 TOTAL FY 14 Allocation			
FY 13 Carryover Estimate*		40,000	

WASHINGTON

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	Teacher - English Language Developr	32,750	.50 FTE
Classified	Instructional Specialist - P.E.	63,000	.73 FTE
	Reserve for Personnel Variance	8,401	
TOTAL FY 14 Allocation		104,151	
SGC Carryover Priorities* Teacher Curric. Dev. - EL Prof Dev. Berkeley Mental Health contract Art Program			
FY 13 Carryover Estimate*		9,000	

* SGC Carryover Priorities may exceed Estimated Carryover amounts and will be finalized in Fall 2013.

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EARLY CHILDHOOD EDUCATION

		FY 13-14	
		Budget	FTE/hours/Vendor
Classified	Instructional Specialist - Dance	11,000	.15 FTE
	Classified Hourly - Bookbag Program	13,000	720 hours
Non-Salaried Categories	Instructional Materials	8,500	\$200/Classrm, Tech & Bookbag
	Mental Health Counseling contract	21,850	Bay Area Children First (BACF)
	Movement Program contract	14,000	YMCA
	Field Trip Admissions	7,550	
	BUSD Bus - field trips	9,450	
	Reserve for Personnel Variance	2,025	
TOTAL FY 14 Allocation		87,375	
SGC Carryover Priorities*	YMCA contact (additional)	7,706	
	YMCA contract (July & August)	up to 10,000	
	Garden Program		
FY 13 Carryover Estimate*		40,000	

KING

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Vice Principals for RtI	95,500	3 @ .25 FTE each
	Counselor	50,200	.60 FTE
	Substitutes for AVID Teachers - field trips	2,000	19 Sub Days
	Curriculum Development - Early Back	10,000	350 hours
Non-Salaried Categories	Buses for AVID field trips	3,800	
	Software contract - IXL Web Curric.	3,600	
	Accelerated Reading contract	2,400	
	Nikao Youth Svcs Mentoring contract	32,400	
	Stiles Hall Mentor/Tutor contract	2,000	
	Reserve for Personnel Variance	3,140	
TOTAL FY 14 Allocation		205,040	
SGC Carryover Priorities*	Teacher Hourly	2,000	
	Substitutes for Prof. Dev.	1,600	
	Instructional Materials	8,000	
	Noon Director	7,000	
FY 13 Carryover Estimate*		10,000	

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LONGFELLOW

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Teacher - Computer	16,000	.20 FTE
	Teacher - Music	10,000	.04 FTE
	Counselor	29,000	.40 FTE
	Hourly Teaching - Extended Day Arts	5,500	148 hours
	Hourly Teaching - Project SMILE	1,000	27 hours
	Classified	Athletic Stipends	4,500
Noon Directors		6,000	418 hours
Non-Salaried Categories	Professional Development Books	1,500	
	Instructional Materials	10,000	
	Inst. Materials: AVID, Common Core,	3,700	
	Technology Equipment	5,000	
	Other Contracted Services	12,500	Writer Coach Connection
	BUSD Buses for AVID field trips	4,800	
	Reserve for Personnel Variance	2,107	
TOTAL FY 14 Allocation		111,607	
SGC Carryover Priorities*	Afterschool Arts Enrichment Academic Support		
FY 13 Carryover Estimate*		6,700	

WILLARD

		FY 13-14	
		Budget	FTE/hours/Vendor
Certificated	Teacher - Read 180 Literacy Program	22,000	.22 FTE
	Teacher - Music	4,000	.04 FTE
	Counselor	13,500	.13 FTE
Classified	Instructional Specialist - Athletics	25,650	.40 FTE
	Instructional Specialist - Garden	7,150	.10 FTE
Non-Salaried Categories	Instructional Materials	800	
	WriterCoach Connection contract	4,500	Community Alliance for Learning (CAFL)
	Youth Support Program - VISTA Volunteer contract	10,000	Bay Area Community Resources (BACR)
	Greening Project - Americorps contract	28,000	Bay Area Community Resources (BACR)
	Reserve for Personnel Variance	3,463	
TOTAL FY 14 Allocation		119,063	
SGC Carryover Priorities*	Hourly Teaching & Curriculum Dev. Athletic Coach Stipends Instructional Materials & Equipment Professional Development YSP Prog. - 2nd Semester contract	10,000	
FY 13 Carryover Estimate*		10,000	

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INDEPENDENT STUDY

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	Teacher - Curriculum Coordinator - K-8 Facilitator	2,700	75 hours
	Hourly Teaching: Study Skills Mentoring, K-8 Art Seminars	4,450	Study Skills Mentor - 110 hours K-8 Art Seminars - 12 hours
Classified	Instructional Specialist - Garden	5,000	134 hours
	Hourly Tutors	15,000	1,044 hours
Non-Salaried Categories	Instructional Materials & Equipment	5,000	Books, Art, Garden, Technology
	Reserve for Personnel Variance	2,800	
TOTAL FY 14 Allocation		34,950	
* SGC Carryover Priorities*	Teacher Hourly - K-12 Seminars		
	(arts & sciences)	4,000	
	Teacher/Tutor Hourly - Mentoring	10,000	
	Teacher Curric. Dev. Hrly - Prof. Dev.	6,000	
	Field Trips	4,500	
	Instructional Materials		
FY 13 Carryover Estimate*		26,000	

BERKELEY TECHNOLOGY ACADEMY

		FY 13-14 Budget	FTE/hours/Vendor
Classified	Student Welfare & Attendance Specialist for On-Campus	30,000	.47 FTE
	Suspension		
	Reserve for Personnel Variance	4,950	
	TOTAL FY 14 Allocation	34,950	
SGC Carryover Priorities*	Student Academic Project Support		
	Field Trips for Career Pathways		
	Computer Software & Hardware		
	Instructional Materials		
FY 13 Carryover Estimate*		900	

BERKELEY HIGH SCHOOL

		FY 13-14 Budget	FTE/hours/Vendor
Certificated	College-Career Advisor - Certificated	73,450	.91 FTE
	Teacher on Special Assignment - Academic Resources Coordinator for Academic Choice Program	17,700	.20 FTE
	Counselor - Intervention Coordinator	46,800	.60 FTE
	Student Learning Center: Teacher on Special Assignment - Student Academic Support Coordinator	90,700	.80 FTE & 1,180 hours
	Tutors		
	Hourly Teaching - Outsiders' Club		
	Special Ed College Prep	6,160	352 hours

* SGC Carryover Priorities may exceed Estimated Carryover amounts and will be finalized in Fall 2013.

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BERKELEY HIGH SCHOOL (Continued)

Classified	College-Career Advisor - Classified	73,450	.91 FTE
	Instruct. Specialist - Dance & Drum	38,200	.53 FTE
	Program Assistant - Volunteer Coord.	52,000	.67 FTE
	Parent Liaison - Parent Resource Ctr.	30,700	.53 FTE
	English Learner Intervention Program:		
	Home-School Liaison - Bilingual EL Tutors & Mentors	45,400	.53 FTE & 1,159 hours
	Instructional Media Technician	44,000	1.0 FTE
	Student Welfare & Attendance Officer for On-Campus Intervention	66,100	1.0 FTE
	Program Assistant - Student Court Coordinator	30,000	.53 FTE
	Clerical Hourly - BSEP Committee Support & Supplies	2,500	
	Non-Salaried Categories		
	Instructional Materials - Small Schools, Depts., Programs	45,000	
	Athletic Equip. - football pad repair	7,625	
	Music Program Support - instruments, master classes, festivals	5,100	
R.I.S.E. Scholars contract	10,000		
Reserve for Personnel Variance	20,173		
TOTAL FY 14 Allocation	705,058		
SGC Carryover Priorities*			
Tutors EL & SLC - \$3,000 each	6,000		
Outsiders' Club	6,160	up to \$12,320 total	
R.I.S.E. Scholars contract	2,500	up to \$12,500 total	
Instructional Materials	55,000	up to \$100,000	
FY 13 Carryover Estimate*	70,000		

* SGC Carryover Priorities may exceed Estimated Carryover amounts and will be finalized in Fall 2013.

**Berkeley Schools
Excellence
Program
(BSEP)**

Berkeley Public Schools Educational Excellence Act of 2006: From Measure A to the Classroom

Smaller Class Sizes, Expanded Course Offerings, and Counseling Services

(66% of Net Tax Revenue)

Class sizes are reduced by funding more than 125 classroom teachers each year— nearly 1/3 of BUSD classroom teachers .

District-wide average student-teacher ratio of 26:1 @ elementary school; 28:1 at middle and high school; 18:1 @ continuation high school. K-3 class sizes are reduced to @ 20:1, as long as State Class Size reduction funds are provided for that purpose.

Expanded course offerings and program support are provided by funding additional teachers at the secondary level.

Counseling services are provided at each middle school.

Enhance Student Learning by providing programs designed to improve the academic proficiency of all students through effective instruction, a challenging and engaging curriculum, and addressing the needs of the whole child

(25% of Net Tax Revenue)

School Site Discretionary Funds provide personnel, material and services for site-based programs such as arts and sciences instruction, academic tutoring and counseling, athletics and student activities, and before and after-school programs.

(10.25% of Net Tax Revenue)

School Governance Councils decide how to spend these funds, presenting recommendations to the School Board for adoption as part of the Annual Site Plan.

School Libraries, Music, Visual and Performing Arts, and Parent Outreach Programs (14.75% of Net Tax Revenue)

K-12 School Libraries and specialized libraries are staffed and provided with books, materials, services, and equipment. (7.25 % of Net Tax Revenues)

Music and Visual and Performing Arts are supported with 4th-8th grade teachers and staff, professional development, musical instruments and materials, services and equipment. (6.25 % of Net Tax Revenues)

Parent Outreach Programs offer parent education and promote greater parent involvement. (1.25% of Net Tax Revenue)

The Measure allows flexibility among these three purposes, allowing up to 10% of the allocation for one or more purpose to be redistributed to another, not to exceed 15% over the designated allocation.

Professional Development, Educational Program Evaluation & Technology for Schools

(9% of Net Tax Revenue)

Professional Development funding provides support for District teachers and staff.

The Measure does not specify the division of the 9% allocated to this and the following two purposes.

Educational Program Evaluation provides assessment of the effectiveness of the District's educational programs in improving student achievement.

Technology funding provide and maintains computers and technology in schools.

“Available Revenues” is the amount of money provided by the Measure after deduction of authorized collection charges by the county or city for collection of the tax, and two percent (2%) of revenues are allocated for public information, translation services for District families and support of the Planning and Oversight Committee.

Berkeley Schools Excellence Program (BSEP)

Since 1986, a community's response to school funding shortages.

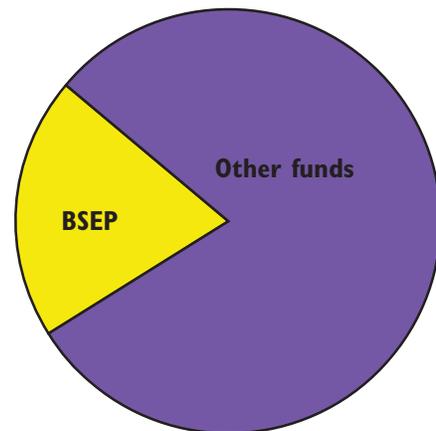
A community response to school funding shortages in the wake of Prop. 13, the *Berkeley Schools Excellence Program* (BSEP), has made a huge difference in the quality of our children's education since 1986. With a successful twenty-year history, this special local tax was on Berkeley's November 2006 ballot as Measure A, the Berkeley Public Schools Educational Excellence Act of 2006, where it won the approval of close to 80% of the voters, and was extended for 10 years.

What do these local BSEP funds provide?

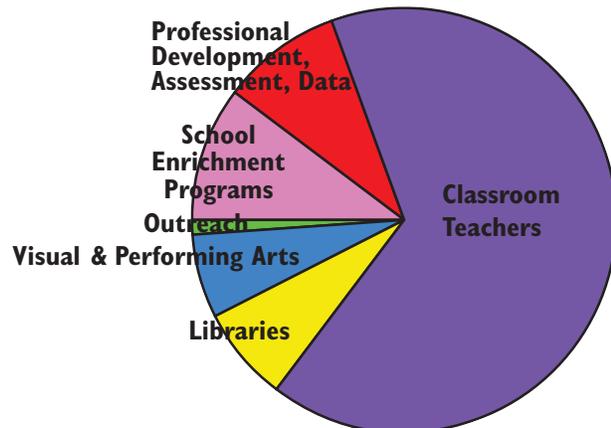
Local tax funds are integral to educating Berkeley's children. They pay for:

- 30% of the classroom teachers — about 140 teachers create smaller classes
- the music program in grades 4-8 — teachers and instruments
- well-staffed libraries in every school
- library books and materials
- computer equipment, software and technicians in the schools
- an evaluation office to assess the effectiveness of the District's educational programs
- outreach to families to support greater parent involvement in their children's education
- educational programs that make each school special - such as arts and science programs, athletics, counseling, and many others

BSEP is about 22% of Berkeley Unified's budget:



BSEP funds provide:



Thoughtful Oversight of BSEP Funds

Among the cities that have created local tax initiatives to supplement their schools' budgets, Berkeley's BSEP Measure is unusual in that it specifies the purposes for which the funds may be used, and requires extensive community involvement in planning and overseeing the expenditures. The BSEP Planning and Oversight (P&O) Committee, comprised of parent representatives from each school, meets regularly to review the implementation of the Measure, and to ensure that BSEP funds are spent in compliance with the Measure. An outside audit is also mandated by the Measure, providing an additional layer of assurance that funds are being spent according to the voters' wishes.

The Future of BSEP : Thanks to the generosity of Berkeley voters in passing Measure A of 2006, these funds will continue to support and strengthen our schools through June 2017.

What does the BSEP tax pay for?

■ Teachers – Class Size Reduction

66% (\$15.7 million)

The bulk of the BSEP tax money goes to keeping class sizes as small as possible, so teachers can give maximum individual attention to students. In 2011-12, class sizes throughout the district average 20 in grades kindergarten through 3rd grade, 26 in grades 4-5, and 28 in grades 6-12. BSEP pays for over 30% of Berkeley's classroom teachers. Providing K-3 classes of 20, as well as other intensive programs, such as middle school math classes no larger than 20 students, would be impossible without BSEP.



■ School Enrichment Programs

10.25% (\$2.4 million)

This portion of the BSEP funds, approximately \$233/student, goes directly to each school to provide programs chosen by the School Governance Council (SGC), which is comprised of parents, staff, and the principal. These programs encompass both academic and enriched experiential learning, in such areas as art, science, PE, after-school tutoring, counseling, sports, student activities, and much more. The SGC is also responsible for allocating state and federal monies at the school, so that all the school's site-based funds can be spent according to a comprehensive plan to support the achievement of all students. At the Berkeley High, with its much larger enrollment, a separate BSEP Committee develops the BSEP site budget, which is submitted to the BHS School Site Council for approval.



■ Visual and Performing Arts Programs

6.25% (\$1.5 million)

BSEP is the sole source of funds for the 4th through 8th grade music program. Music teachers provide instrumental music education for all children in grades four and five, and for many in grades six through eight as "0" period classes. Instruments are loaned to every music student without charge. BSEP funds also support other visual and performing arts, as well as concerts and festivals.



■ School Libraries

7.25% (\$1.7 million)

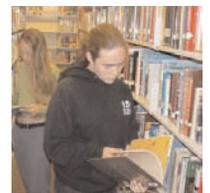
Every school has a well-staffed and well-stocked library. BSEP is the sole funding source for the district library program, providing books, computers, electronic databases and other materials, librarians in all middle schools and the high school, library media technicians in the elementary and middle schools, and a district-wide library coordinator.



■ Parent Outreach

1.25% (\$300,000)

The district is committed to supporting students' families in their efforts to have greater access to and involvement in their children's education. BSEP monies support an office dedicated to these goals, focusing particularly on addressing and removing barriers so that underserved families can better participate in their students' education.



■ Professional Development, Educational Program Evaluation, and Technology for Schools

9% (\$2.2 million)

These funds are dedicated to providing professional development for the District's teachers and staff, to assessing the effectiveness of the District's educational programs for improving student achievement, and to providing and maintaining computers and technology in schools.



Public Information and Oversight

Before the BSEP tax revenues are distributed for the purposes described above, two percent of the revenues received by the District from this tax are allocated to providing written communications to parents and the community, maintaining the district website, translation, and to supporting the citizens' oversight committee, the BSEP Planning and Oversight Committee.

More information can be found on the web at www.berkeley.net.

Projected amounts for the 2013-14 School year.

**English Learner
Advisory
Committees
(ELAC)**