

SCHOOL SITE COUNCIL PROCEDURES AND RESOURCE GUIDE (Draft)

August 20, 2014

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DRAFT SCHOOL SITE COUNCIL PROCEDURES AND RESOURCE GUIDE

I. Preamble

Oakland Unified School District (OUSD or the District) continues its comprehensive efforts to improve teaching and learning for all students in every school. Over the past two years, the District has launched several complementary initiatives designed to help all schools make effective decisions in support of the District's priority to become a full service community school district comprised of safe, healthy and supportive schools delivering high quality, effective instruction that prepares all students for college, career and community. The District has directed these initiatives to help lay the foundation for equity and quality upon which all schools can build effective instructional and support programs.¹

The time has now come to build on that foundation by empowering school governance teams, comprised of principals, staff, parents, students and community members to develop their Community Schools Strategic Site Plans (CSSSP) and budgets around a vision of high quality teaching and accelerated student achievement. Accelerated student achievement is needed because a substantial number of OUSD students are more than a year behind in their academic achievement; they need more than one year of academic gains in order to achieve at grade level standards. Academic outcomes for our students also reveal achievement gaps for a number of underserved populations. Accelerated achievement is needed for these students to reach academic standards and close the gap with other students.

The Site Governance Administrative Regulations (SGAR) along with this School Site Council Procedures and Resource Guide (Guide) seek to provide our schools with needed flexibility and authority to determine how to achieve the District's and sites' core priorities. There is no one-size-fits-all site governance structure; but in pursuit of common outcomes the SGAR and Guide establish common standards and practices for which all schools, District staff, the Superintendent, and the Board of Education are accountable. The SGAR and supporting Guide focus site decision-making on the schools' continuous improvement process, including: the cycle of inquiry, the site's Theory of Action and program strategies, Balanced Scorecard data, the School Quality Review (SQR) process, the CSSSP and the categorical budget.

High functioning School Site Councils (SSCs) already operating in the District have been a resource in developing the Guide. The Guide are not intended to displace these efforts; rather, they are intended to promote high functioning SSCs district-wide while allowing site-level flexibility to achieve accelerated student achievement. Regardless of form, as long as they meet legal requirements and the guidelines laid out in this Guide, sites are empowered to design site governance models that suit their communities. Through regular self- and external assessments, and the District's SQR processes, sites will demonstrate their operations within the standards established in these regulations and all relevant Board Policies.

¹ For definitions of terms used in these regulations, including "equity" and "accelerated student achievement," please see Definitions section beginning on p. 33.

In crafting the SGAR and the accompanying Guide, the District is guided by the six School Quality Standards:

1. Quality learning experiences for all students
2. Safe, supportive and healthy learning environments
3. Learning communities focused on continuous improvement
4. Meaningful student, family and community engagement/partnerships
5. Effective school leadership and resource management
6. High quality central office that is in service of quality schools

II. Board Policies on Site Governance and Related Topics

A. Site Governance Policy (BP 3625)

Business and Non-instructional Operations

School Governance

The Board of Education is responsible for fostering conditions that enable every school in the Oakland Unified School District (OUSD or the District) to create learning environments that make more effective teaching and learning possible.

The Board of Education believes that those closest to students at a school - employees, parents, students, community members - are generally in the best position to know the specific academic, social, and emotional needs of their students, and how best to address those needs.

The Board of Education, within the context of established OUSD strategic priorities, performance accountability standards, and collective bargaining agreements, believes that empowering school governance teams to align and manage resources to effectively address the specific needs of their students is a necessary and fundamental condition to enable every school to make more effective teaching and learning possible.

Therefore, the Board of Education hereby establishes its intent to:

1. Provide school governance teams increased decision-making responsibility and authority to:
 - a. Engage their entire school community - employees, parents, students, and community members - in a continuous process of school improvement.
 - b. Establish a coherent Theory of Action and program strategy to improve student attendance, academic achievement, and wellness based on a specific understanding of the needs and conditions of their students.
 - c. Align and manage resources - people, programs, money, and time - to their school's established Theory of Action and program strategy.
2. Ensure the Superintendent provides meaningful support, guidance, and feedback to school governance teams - commensurate to the unique needs of each team - to foster their effectiveness in the performance of their decision-making responsibilities and authorities.

3. Ensure the Superintendent reports each year to the Board of Education individual school outcomes for student attendance, academic achievement, and wellness, using established OUSD student and school performance assessments.
4. Strengthen the ability of school governance teams, through established collective bargaining protocols and agreements, to determine the composition of their employee teams.
5. Allocate funding to schools in a manner that:
 - a. Equitably distributes financial resources based on the different needs and life circumstances of students.
 - b. Maximizes the percentage of all OUSD revenues to be distributed to schools.
6. The Governance Team will be the School Site Council.
Adopted 4/25/12; amended 8/14/13A

B. Related Policies and Standards

1. Quality School Development (BP 6005, 2013):

The Board mandated school quality improvement process requires school governance teams to develop three-year school quality improvement plans (CSSSP). The development process shall identify evidence-based or promising strategies and practices to meet identified student needs and include a resource utilization plan describing how the school will align its resources to achieve their school quality improvement goals.

2. OUSD Strategic Plan: Community Schools, Thriving Students (2011)

The District's 5-year strategic plan (2011), establishes five clear goals towards the vision that all students will graduate from high school and as a result are caring, competent, and critical thinkers, fully-informed, engaged and contributing citizens, and prepared to succeed in college career and community. These goals are: (1) safe healthy and supportive schools; (2) preparation for success in college and careers; (3) high quality and effective instruction; (4) building the full service community district; and (5) accountability for quality.

3. Quality School Standards and School Quality Review (SQR) Process:

The District has issued a set of School Quality Standards to support district-wide consistency, transparency and accountability. Schools will participate in an on-going cycle of inquiry based on these standards to support continuous improvement and engage with District staff, every three years, in a SQR process designed to build school site capacity to achieve their strategic goals in alignment with District priorities.

4. Balanced Scorecard:

The Balanced Scorecard is a tool to measure progress towards strategic goals at the school site and District levels. The District adopted this management tool to include broad stakeholder participation in the assessment of school performance based on the school's strategic goals.

5. Standards for Meaningful Family Engagement (Board Resolution No. 1112-0730, 2012)

The Standards for Meaningful Family Engagement describe six expected areas of development for all school sites including: parent/caregiver education, communication, parent volunteering; home learning; shared power and decision making; and community collaboration and resources.

6. Student Engagement Standards (2007)

Student Engagement Standards detail expectations for students, sites and the District for supporting student engagement in all OUSD schools. Site standards address student engagement in planning, decision making and access to and relationships with decision makers. District standards address support for a diverse, district-wide student engagement body, involvement of students in District level policy making, and support for adults participating in youth-adult decision-making.

7. Parent Involvement Policy (BP 6020, 2004, 2006, 2007, 2014)

The Parent Involvement Policy establishes a framework for how the District will meet statutory requirements to engage parents at the site and district levels and support them as full partners in their children's education. The policy identifies actions the District will take to involve parents in the process of school review and improvement; to build schools' and parents' capacities for parent involvement; to provide materials and training to help parents work with their children to improve academic achievement; to provide parents with a range of opportunities for involvement; and to provide professional development for staff to enhance understanding of effective family engagement.

III. Definition, Purposes and Principles of Site Governance

A. Definition of Governance

Governance is composed of two important elements: leadership and decision making. **Leadership** is a process of influence in which a person or group can enlist the aid and support of others in the accomplishment of shared outcomes for student achievement. **Decision making** is the process resulting in the selection of a course of action from among several alternatives related to the Theory of Action and program strategies, the Community School Strategic Site Plan (CSSSP) and the categorical budget. Effective governance provides cohesive policies and guidance for consistent management, inclusive processes and quality decisions that produce a pattern of student achievement.

Effective governance is more than making good decisions according to the policy and regulations. At the heart of effective governance is providing leadership in establishing a culture and climate in the school built around important values of positive relationships, respect, cooperation, and caring. It includes engaging the school community and providing the leadership to develop a powerful vision and Theory of Action for the school and ensuring that vision and Theory of Action are understood and guide decision-making throughout the school.

B. Purposes

The central purpose of **site governance** is to provide leadership and decision making to achieve the results of student achievement in college, career and community. In order to realize this purpose, school site governance teams must focus on continuous improvement using the established District tools including:

1. The Balanced Scorecard;
2. Evidence based cycles of school-wide inquiry/cycles of assessment and data inquiry
3. The School Quality Standards and School Quality Review (SQR) process;
4. The Community Schools Single Strategic Site Plan (CSSSP); and
5. The Categorical Budget.

The School Site Council (SSC) should focus its attention and decision making on these processes and tools and how they can be leveraged to close the achievement gaps and accelerate student achievement at the school site.

C. Principles for Site Governance

In the course of using the tools and processes identified above for accelerating student achievement, site governance team members and other site stakeholders may reasonably differ on how best to achieve student achievement. In order to provide guidance to site governance teams and to resolve differences of opinions, the following principles for site governance are offered.

Decisions should be:

1. in the best interest of accelerated student achievement
2. In the best interest of Full Service Community Schools that serve the whole student
3. aligned with data and priorities established through the cycle of inquiry
4. supported by the site Theory of Action and program strategies
5. focused on adapting and improving the priorities established in the CSSSP and categorical budget
6. based on evidence and/or experience that the decisions will result in accelerated student achievement
7. equitable and ensure that decisions consider the diverse student population of the school and work to reduce disparities in success among students

8. shared with students, their families, and the community, through publication or dissemination of the Community School Strategic Site Plan and budget or summaries of these documents

D. Purposes and Description of Administrative Regulations and Guide

1. Site Governance Administrative Regulations and SSC Procedures and Resource Guide

The primary purpose of the SGAR and the Guide is to provide standards, rules and procedures for the exercise of site governance authority under the Board Policy 3625, as amended. Specifically, they are intended to:

- a) provide the entire school community, but especially SSCs, with clear standards to guide their exercise of leadership and decision making responsibilities under the site governance policy;
- b) establish the responsibilities of the Board, the Superintendent and central office staff to provide the necessary resources, tools and support to the sites to enable them to effectively govern their sites;
- c) set forth a system of accountability for site governance including the methods by which individual sites, central office, the Superintendent and the Board are evaluated on their implementation of site governance responsibilities and the methods of assessing the overall effectiveness of the policy.

2. Developmental Rubric for Establishing School Site Councils with Basic and Expanded Decision Making Authority

In addition to the SGAR and Guide, a developmental rubric will be designed describing standards for meeting the basic requirements for an SSC through meeting standards for expanded decision making authority. The rubric will address operational areas such as size, composition, bylaws, meeting regularity, parent, student and staff engagement as well as performance related to student achievement including development of a Theory of Action and CSSSP, progress on goals in site Balanced Scorecard and CSSSP, and continuous improvement.

3. Review and Revisions

The District shall annually review and revise the Site Governance Administrative Regulations (SGAR) and the SSC Procedures and Resource Guide (Guide) and shall periodically update the materials contained in the Guide to ensure that up-to-date and accurate information and tools are available to members of the school community.

IV. Compliance with Laws, Policies and Regulations

A. Federal and State Law

All School Site Council (SSC) decisions and actions must comply with all applicable Federal laws, California Education Code provisions and other applicable state laws, as well as the California Office of Reform Education (CORE) Waiver to the federal No Child Left Behind legislation.

B. Local Control Funding Formula (LCFF) Regulations

All SSC decisions and actions must comply with relevant provisions of the Local Control Funding Formula (LCFF) and any implementing regulations adopted by the State of California. Since the regulations are currently under development, after the completion of the state regulations, the Superintendent shall recommend to the Board such changes to these SGAR and Guide as may be required in order to comply with the LCFF law and regulations.

C. OUSD Policies, Regulations and Procedures

All SSC decisions and actions must comply with the provisions of all Board policies, administrative regulations and procedures. The Board shall establish an expeditious procedure whereby SSCs can request a waiver of Board policies, regulations and procedures; though the Board may only waive SSC policies they have established (and not state or federal policies).

Additionally, all SSC decisions and actions must comply with the provisions of any grant or contract received by the District or the school site as well as any contract executed by the District or school site.

D. OUSD Collective Bargaining Agreement

All SSC decisions and actions must comply with the provisions of any collective bargaining agreement between the OUSD and its various bargaining units. SSCs are not authorized to make hiring decisions for school personnel, but its members may be part of a review panel or other engagement processes consistent with collective bargaining agreements.

V. Requirement to Establish School Site Council and Written Bylaws

A. Requirement for All Sites to Establish a School Site Council

As mandated in Board Policy 3625, the site governance team will be the School Site Council. School Site Councils (SSCs) must be established at all Oakland Public Schools receiving state and/or federal categorical funding (CA Ed Code 52852) as well as all other Oakland Public Schools. In order to effectively perform their duties, SSCs shall be established by the end of September 30, annually.

B. Requirement for Written Bylaws for School Site Councils

1. Each SSC is required to adopt written bylaws in accordance with the California Education Code, OUSD policies, and these regulations.
2. To facilitate efficient development of bylaws and to promote consistency in format across sites, the Central Office shall annually provide sites with a set of model bylaws which shall indicate areas in which sites may exercise local discretion under these regulations.
3. Sites electing to modify the District's model bylaws shall provide written explanations for any deviations from the approved model bylaws.
4. All sites must submit SSC-approved bylaws and any revisions to the State & Federal Compliance Department no later than October 31 of each academic year.

VI. Size, Composition, Selection and Replacement of School Site Council Membership

A. Size of School Site Council

1. Elementary School Site Councils (SSCs) must have a minimum of 10 members
2. Middle and High School SSCs must have a minimum of 12 members
3. Larger SSC membership
 - a) Sites may elect to increase the size of their SSCs beyond the minimum required. In such cases, the composition must comply with state parity requirements (CA Ed Code 52852) and District policies and regulations.

B. Composition of School Site Councils and the Parity Requirement

1. Parity Requirement

The composition of SSCs must meet the parity requirement: half of the SSC membership must be comprised of parents, community members and students with a majority of parents/guardians; the other half must be comprised of school staff with a majority of teachers (CA Ed Code 52852).

2. Composition

SSCs must be composed of the school principal and elected representatives from the following populations:

- teachers selected by teachers and other school site staff selected by school staff with a majority of teachers;
- parents/guardians of students at the school selected by parents/guardians; and community members selected by parents if the parents/guardians determine to allocate seats to community members; and
- Student representatives selected by students are required on High School SSCs (CA Ed Code 52852). Middle School SSCs may choose to include student representatives (CA Ed Code 33133(c)).

a) **Parents and Community Membership on SSCs**

- i. **At the Elementary level**, half of the SSC membership must be parents/guardians of students at the school or community members, with parents comprising the majority of the parent/community member seats (CA Ed Code 52852)
- ii. **At the Secondary level**, half of the SSC membership must be parents/guardians of students at the school or community members and students, with an equal number of parents, or community members selected by parents, and students (CA Ed Code 52852)
- iii. **Parents/Guardians of OUSD students who are employed by the District** may serve on the SSC of their child's school, provided they do not work at that school (CA Ed Code 52852)
- iv. **Community Members** include individuals from the neighborhood or community who are associated with the site because of their interest in the well being and development of students and families at the schools and the community.

b) **Bylaws Provision Regarding Community Membership on SSC**

Each SSC shall incorporate into its bylaws a section establishing the composition of the SSC including specific language regarding:

- The number of parents/guardians who shall serve on the SSC as determined by Board policy;
- The number and qualifications of non-parent/guardians, if any, who shall serve on the SSC as community members along with the procedure for the nomination and election of community members to the SSC; and
- For secondary students, the number of students who shall serve on the SSC as determined by state law.

SSCs have a responsibility to support outreach and engagement efforts to ensure parent, student and community membership on the SSC are representative of the students they serve and on behalf of whom funding decisions are made, including SSC members who represent the interests of low-income and special needs students, English learners and foster youth. Seats may not, however, be reserved for any group beyond those described below. All SSC members must be elected in accordance with established election procedures as set forth in the bylaws. (See AR Sec VI.C) The Central Office will provide support and guidance to sites unable to achieve representative SSC composition.

c) **Student Membership on SSCs**

- i. Middle school SSCs may choose, but are not required, to include student representatives (CA Ed Code 33133(c)).
- ii. High school SSCs must include student representatives and maintain an equal number of student representatives and parent/community members (CA Ed Code 52852).

d) School Staff Membership on SSCs

- i. Teaching staff representatives must be classroom teachers at the school and shall comprise the majority of the school staff's portion of the SSC membership. (CA Ed Code 52852)
- ii. Non-teaching staff members may include: classroom support personnel such as instructional assistants, intervention specialists, teachers on special assignment, clerical and administrative staff, custodial and food service workers and other employees who are not parents, teachers or students at the school.

e) Conflict of Interest

- i. SSC members with a conflict of interest shall follow the procedures as specified in AR section VIII.D

C. Selection of SSC Membership

The Principal shall be responsible for ensuring the formation of their school's SSC in accordance with the District's SSC election procedures.

1. General Rules for Conducting Elections of SSC Members

a) Family and Community Engagement

- i. To support the full participation of parents and school community members in SSC elections, school sites should ensure implementation of established family and community engagement plans.
- ii. Information about the duties of SSCs and eligibility to serve should be circulated as early as possible in the academic year. Information should be provided at student registration, in a school's parent handbook, in the school's first newsletter and in staff communications.
- iii. Orientation events should be held to inform the school community about the SSC's role in school site governance, SSC member roles and responsibilities, eligibility to serve and the procedures and the schedule for annual SSC membership elections.
- iv. Orientations may occur on back-to-school nights or at the annual Title I school-wide meeting.
- v. All communications and events should be multi-lingual, multi-modal and accessible.

b) Notification Requirements

- i. School communities must be notified no less than **21** days before a scheduled SSC election.
- ii. Notification should be delivered in a variety of formats including written and oral communications.
- iii. All communications should be multi-lingual and multi-modal.

c) Nomination and Election Process and Timing

- i. No membership qualifications are established by law except related to qualifications to represent a specific stakeholder group (i.e. school staff, parents, community members, students).
- ii. To ensure representative leadership, parents and students representing LCFF and OUSD targeted student groups (foster youth, English Learners, low-income students, African American males, Latino students, and students with special needs) should be encouraged to seek election.
- iii. All persons interested in seeking election to the SSC must be nominated by a person eligible to vote for members of that group or self-nominated.
 - a. Nominations should be open for a period of 21 days and shall close at least 7 days before elections.
- iv. All elections must be conducted through written ballots.
- v. Peers elect peers. (CA Ed Code Section 52852)
 - a. Parents/guardians of students attending the school nominate and elect parent/guardian and community member representatives.
 - b. In secondary schools, students attending the school nominate and elect student representatives.
 - c. Classroom teachers at the school nominate and elect classroom teacher representatives.
 - d. Other school staff at the school nominate and elect school staff representatives.
- vi. Alternate representatives
 - a. SSCs may elect non-voting alternate members who become voting members in the event of a vacancy for which they are qualified to fill.

d) Terms of Office

- i. Elected representatives shall serve two-year terms and this shall be stipulated in the bylaws.
- ii. Terms of office will be staggered to encourage continuity. Half of each representative group shall be elected in odd years and the remaining half elected in even years.
- iii. Incumbent SSC members shall be eligible for reelection and may serve no more than two consecutive terms.
- iv. Transfer of membership
 - a. Membership on the SSC may not be assigned or transferred.
- v. Vacant seats
 - a. Seats vacated during the term of a duly elected member shall be filled by special election for the remainder of the term.
- vi. Removal of Members

- a. The model bylaws, as amended by the SSC, shall provide the reasons for removal of SSC members which may include failure to meet attendance requirements, members who consistently fail to follow agreed up SSC meeting norms, or failure to disclose a conflict of interest. Discussions and actions to remove SSC members must occur in closed session and require the vote of two-thirds majority vote of the SSC.

e) Officers

- i. In order to conduct business effectively, the SSC, through its bylaws, may select officers with stated responsibilities and authority, including:
 - 1. A chairperson to organize, convene and lead SSC meetings
 - 2. A vice-chairperson to serve in the absence of the chairperson
 - 3. A secretary to record events and actions taken at SSC meetings
 - 4. A parliamentarian to resolve procedural questions
 - 5. Other officers as needed to perform stated SSC duties in support of the SSCs work
- ii. Terms of office
 - a. Officers shall be elected annually by a majority vote of the membership and shall serve for one year. An SSC may determine the best time to elect its officers including the beginning of the school, the end of the school year or at another time that facilitates continuity of its officers.
- iii. Removal of Officers
 - a. Officers may be removed from office by a two-thirds vote of the SSC membership for reasons stated in the bylaws and which may include failure to meet attendance requirements, failure to disclose a conflict of interest, or interference with the operations and work of the SSC.

f) Committees

- i. Through its bylaws, the SSC may establish (or abolish) standing sub-committees to perform duties as the SSC has identified and shall determine the terms of office for such subcommittees. The SSC may, at its discretion, create one or more ad hoc sub-committees.
- ii. All sub-committees of the SSC shall be chaired by a member of the SSC; however, non-SSC members may be invited to serve on sub-committees at the discretion of the SSC.
- iii. Unless otherwise determined by the bylaws, the SSC chairperson and principal shall together appoint sub-committee chairs and members.

VII. School Site Council Relationship to Other Site and District Bodies

A. Site Advisory Bodies

The following school site bodies are key advisory partners of the School Site Council (SSC). Through planning and engagement processes, the SSC shall consult with these bodies to support student achievement – especially student achievement of LCAP and OUSD target student groups - through coordination of programs and services and in the review and certification of the site's Community School Strategic Site Plan (CSSSP) (EC sections 41507, 41572, 64001(a)). The advisory bodies may wish to present their recommendations to the SSC in writing to facilitate communication. Advisory committee recommendations should be reflected in SSC meeting minutes.

1. English Learner Advisory Subcommittee

Schools with 20 or more English Learners (EL) are required to form an English Learner Parent Advisory Subcommittee (ELPAS). In schools with an ELPAS, the ELPAS will provide input for the SSC's needs assessments and the development and evaluation of the school's CSSSP as it relates to EL students. It is recommended that parents of EL students are required to comprise at least the same percentages of the ELPAS membership as EL students comprise of the school's total population. Other members can be school staff, and/or community members.

2. Western Association of Schools and Colleges/California Department of Education (WASC/CDE) Leadership Team

3. Instructional Leadership Team (ILT)

It is standard practice for District schools to establish and maintain an ILT comprised of school staff, and in high schools, students. ILTs are expected to design and develop the school's education program, including designing professional development, monitoring CSSSP implementation and progress, and addressing issues of intervention and support.

4. Faculty Council

Pursuant to the agreement between OUSD and the Oakland Education Association (see Section 7.2), a Faculty Council (FC) shall be established in each school to facilitate communication between the faculty and the school site administration. The FC provides a means for the faculty to make suggestions and recommendations for improvements related to the operation of the school, to both the principal and the school site leadership groups and to discuss any items of common concern. The FC provides an opportunity for the school site leadership groups and the principal to present concerns in order to receive reactions and recommendations from the faculty.

5. Other Committees Established by the Site or District

B. Other Site Bodies

The following school-site bodies are additional advisory partners of the SSC. SSCs shall consult with these bodies to support student achievement through coordination of programs and services, in the review of current instructional programs and development of sites' CSSSP.

1. Coordination of Services Team (COST)

It is standard practice for District middle schools and many elementary and high schools to form a COST team comprised of service providers, school administration, and school staff. The team meets regularly to assess students' support needs, triage referrals, and develop and monitor interventions to ensure that student needs are met.

2. Parent-Teacher Association/Organization (PTA/PTO)

C. District Advisory Bodies

1. Community Advisory Committee (CAC)

The Community Advisory Committee (CAC) is a state mandated consortium of parents, teachers, administrators, students and community members who advocate on behalf of students receiving Special Education services in the OUSD Special Education Local Plan Area (SELPA). The majority of parents on the CAC are parents in schools participating in the SELPA, and the majority of those parents have children with disabilities. The CAC advises the OUSD SELPA and Board of Education on the SELPA Local Plan, annual priorities, parent education and other Special Education-related activities.

2. Local Control Action Plan (LCAP) Parent Advisory Committee

a) Purposes and Duties

This is a new body that is required by Local Control Funding Formula (LCFF) legislation to obtain parent and public input in developing, revising and updating the three-year LCAPs. This body shall serve those functions and others as determined by LCFF legislation. This body may also serve in an advisory role to the Central Office in its development of SGAR site implementation tools and assessments, as well as in the Central Office's annual review and revisions to the SGAR and Guide.

b) Composition and Selection

This body shall include representation from disadvantaged populations identified by the District and those targeted by LCFF legislation, specifically parents of foster youth, English Learners, and those eligible for free and reduced price meals. This body shall also include sub-committees for parents of African American males, Latino students, English

Language Learners, foster youth, low-income families, and students with special needs. This body shall also include parents and other representatives from School Site Councils. The District shall determine the size and scope of that representation as well as a structure and democratic election process.

2. English Language Learners Parent Advisory Committee

This body will consist of parents of English Learners from schools with at least 20 English Learners, and will provide input on the needs, support and services for EL students. The District shall determine the size and scope of that representation as well as a structure and democratic election process.

VIII. School Site Council Operations

A. Bylaws

In order to promote equitable practices and consistency across District schools School Site Councils (SSCs) are required to adopt and follow bylaws. The District provides a standard template school sites may utilize to guide the development of their bylaws. SSCs may also seek assistance from central office staff in this process. Bylaws should be regularly consulted in the conduct of SSC business.

Bylaws shall, at minimum, address the following topical areas:

1. Size and composition of the SSC as mandated by Board policy and state law
2. Eligibility and election procedures for SSC members and officers
3. Terms of SSC members and officers
4. Meeting frequency time and place
5. Number of SSC members required to achieve quorum
6. Minimum attendance requirements of SSC members
7. Causes and procedures for removal of members or officers
8. Parent and school community engagement

B. Rules of Order

1. Meetings must be open to the public
2. Meetings must be held at an accessible facility provided by the school
3. The public may address the SSC on any item with the its jurisdiction according to the rules established in the bylaws which may include limitations of time for public comment and the placement of public comment on the agenda
4. Meeting notice, including an agenda identifying any action items, must be posted at the school site and/or other accessible location at least 72 hours before the meeting
5. Meeting notice must specify the date, time and location of the meeting and the agenda

6. The SSC may not act on an item not on the agenda, unless, by unanimous vote, it finds a need for action unknown at the time the agenda was posted
7. Questions and brief statements bearing no impact on students or employees that can be resolved by providing information need not be described in the posted agenda
8. If the notice rules of order are violated, upon written demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item
9. Maintenance of Records

School sites shall maintain the following public records in a secure location on site, and in accordance with District policy for a minimum of three years. A copy of current approved bylaws and current list of SSC members must be provided to the Departments of State and Federal Compliance and SSC records must be made available for public review upon request.

 - a) Adopted bylaws
 - b) Meeting notifications
 - c) SSC meeting agendas
 - d) SSC meeting minutes (including topics discussed, motions made and actions taken by the SSC
 - e) Attendance records
 - f) Evidence of input from other school-site advisory bodies (CAC, GATE, ILT)
 - g) Official correspondence sent and received by the SSC
 - h) Current and one prior year of their Theory of Action and Program Strategies, their site Balanced Scorecard, their CSSSP and categorical budget
10. Participate in SSC training and capacity building activities provided by the District or the site.
11. Participate in SSC assessment activities.
12. Ensure the development of annual, Parent and Community Engagement Plans to implement at the beginning of the following school year.

C. Voting Rights

Each member of the SSC is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee and any electronic ballots shall not be permitted. However, provided that the SSC bylaws permit it, SSC members may participate in meetings via telephone or online means.

D. Conflict of Interest

A conflict of interest is defined here as a conflict between a person's private interests and public obligations that has the potential to undermine their impartiality. Any SSC members with a conflict of interest shall:

1. Disclose and explain the conflict of interest as soon as they become aware of it; such disclosure shall be entered into the written minutes of the SSC meeting;
2. Not participate in any discussion of matters directly or indirectly related to the conflict of interest; and

3. Not participate in voting on any matters directly or indirectly related to the conflict of interest.

Service providers elected to an SSC may participate in the development of a site's CSSSP but not the administration of the service provider selection process.

IX. Roles and Responsibilities of School Site Council

A. Standards for Basic Site Decision Making for SSCs

The first phase of implementing the Board's Site Governance Policy, as detailed in this Guide, should focus on ensuring that all District SSCs meet the basic decision making standards detailed in the State Education Code and District policies. The specific responsibilities of SSCs to meet the basic standards of decision making are outlined in the table below.

AREAS OF DECISION MAKING	REQUIRED SSC ACTIVITIES/ACTIONS
PROGRAMS	
Community Schools Strategic Site Plan (CSSSP)	<ol style="list-style-type: none"> 1. SSC required to participate in development, approval and monitoring of implementation of CSSSP 2. The SSC considers and plans for the needs of English Learners, foster students and low-income students and incorporates strategies and programs for improving their academic achievement; the SSC regularly receives data and reports from principal regarding academic achievement of these students and progress in implementing strategies and programs to address their needs
Full Service Community School (FSCS) Programs & Services (before/during/after school)	<ol style="list-style-type: none"> 1. SSC advised of programs and services and reviews how well they align with site's Theory of Action and Program Strategies; Principal and Instructional Leadership Team select based on their own assessment and feedback from SSC
MONEY	
Site Budget	<ol style="list-style-type: none"> 1. Approve site budget for use of Title I and other required categorical funds 2. Review the site use of supplemental and concentration funds under Local Control Funding Formula (LCFF)
PEOPLE	
District Employees at School Site	<p>N/A, covered by collective bargaining agreements</p> <ol style="list-style-type: none"> 1. Participate in identification of positions needed to implement program strategies identified in Community Schools Strategic Site Plan

AREAS OF DECISION MAKING	REQUIRED SSC ACTIVITIES/ACTIONS
	2. May participate in selection of new staff consistent with collective bargaining agreements 3. May participate with other stakeholders in principal selection process under current collective bargaining agreement
Parent-Student-Family Engagement	3. SSC implements site plan or its own plan for student and family engagement in SSC elections and SSC activities
Student and Family Programs and Support Service Providers for Full Service Community School programs (before, during and after school)	4. Principal and Instructional Leadership Team select providers based on site's Theory of Action, Program Strategies and interviews with providers.SSC advised of program and service provider selection
TIME	
Hours of Operation for the Instructional Program	N/A, covered by collective bargaining agreements
Hours of Operations for Full Service Community School Programs (before, during and after school)	1. SSC advised of hours of operations; Principal and Instructional Leadership Team decide based on alignment with site's Theory of Action and Program Strategies

The SSCs' responsibilities do not require participation in opportunities for school site representatives to participate in other engagement processes, such as principal selection and school re-design processes, that are specifically focused and time-limited and which do not involved the Community School Strategic Site Plan and the site budget. However, members may choose to participate.

B. Standards and Procedures for Expanded Site Decision Making

During the first year of SGAR implementation, the Central Office shall create a developmental rubric and SSC self-assessment and begin assessment of all sites' developmental status regarding their achievement of basic standards for SSC operations as outlined in Section IX. A. The cross-departmental CSSSP Executive Committee – including representatives from Family, Schools and Community Partnerships; Quality, Accountability and Analytics; Family Engagement, Budget, and State and Federal Contracts – shall be the Central Office body responsible for assisting sites in SGAR implementation activities and in meeting basic standards for operations. The CSSSP Executive Committee shall also coordinate activities to provide consistent support and instruction to school sites.

In the second year of SGAR implementation, the Central Office, in consultation with the LCAP Parent Advisory Committee and other bodies determined by the District, shall develop criteria for designating sites that are eligible for expanded decision making and the procedures by which SSCs

may apply for expanded decision making. The Central Office shall also select and support pilot sites to employ expanded decision making.

During the third and subsequent years of implementation, expanded decision making will be available to sites that meet criteria established by the Central Office and that request expanded decision making authority based on a decision by the SSC.

In developing the standards for eligibility for expanded decision making and the procedures to request expanded decision making, the Central Office should consider factors such as the following:

1. The SSC has met or exceeded all of the basic standards for SSC composition, operations and decision making;
2. Self- and external evaluations demonstrate that the site is on a path of continuous improvement;
3. The site has demonstrated growth/improvement in its performance against the standards of school quality as evidenced by data on the performance indicators

In developing the system for SSCs to achieve a designation of meeting standards for SSC performance and approving expanded decision making authority, the Central Office should utilize existing information from the school site and should establish a rapid and non-burdensome process for schools to seek and gain approval for expanded decision making. Standards, procedures and forms for requesting expanded decision will be released and action on requests from sites shall be completed in time for sites to incorporate any expanded decision making into their planning for the 2016-17 school year.

Grants of authority for expanded site decision making shall be for a period of two years but shall be reviewed annually and may be withdrawn if the annual review process demonstrates that the expanded decision making authority has not been used or has failed to provide early evidence of its effectiveness in improving academic achievement.

Using the annual self-assessment tool and School Quality Review standards as a basis for their decision, the SSC may vote to no longer have expanded decision making. The Superintendent may also withdraw expanded decision making based on a review of those assessments.

C. General Roles and Responsibilities of SSCs

The School Site Council (SSC) functions strictly as a governance and policy-making body and will not be involved in the daily management of instructional and business operations of the school. Its single standard for determining its priorities and taking action will be how the decisions help the staff and service providers at the school meet the academic, health and social-emotional needs of the whole student most effectively. The authority and responsibilities of the SSC shall not exceed those specified by law or Board policy.

The SSC shall lead the school in the continuous improvement process and development of the site's Community School Strategic Site Plan (CSSSP) focused on student learning. The study and evaluation of student achievement data shall be the basis for all SSC instructional program decisions.

The SSC also represents the school to the community. It is responsible for ensuring the design and implementation of the school's student, family and community engagement strategies.

D. Family and Community Engagement

It is the SSC's responsibility to ensure their site meaningfully engages students, families, staff and the school community as outlined in the District's Strategic Plan for Full Service Community Schools and reflected in the District's Standards for Meaningful Family Engagement; Student Engagement Standards; and SQR Quality Indicator 4: Meaningful Student, Family and Community Engagement Partnerships. Families are essential school partners and their active participation in the education of their children is fundamental. The SSC shall ensure their sites design strategies to create and maintain regular, two-way, meaningful communication about student learning throughout the school community.

SSCs shall ensure sites design and adopt student, family and community engagement plans to implement at the beginning of the following school year. The purpose of the plan is to educate incoming parents and the school community about the SSC, solicit representative participation in membership elections, and inform the school community of progress toward CSSSP goals and priorities. School site outreach efforts should be designed to communicate with the diverse population of the school site. Outreach strategies shall be designed to help families overcome the language, cultural, economic, and physical barriers that may limit their full participation.

1. Fall orientation

As a component of their family and community engagement plans, SSCs shall coordinate orientations at the start of the school year for parents, community members, students and staff on the roles and responsibilities of the SSC and its members. The purpose is to inform incoming parents and the school community about the SSC and solicit participation. Orientations may be offered at Back to School Nights, annual Title I school- wide meetings or other events.

2. On-going engagement

As elected representatives, it is SSC members' responsibility to maintain communication with their constituencies, solicit input and secure their support for SSC actions.

E. Engage in Training and Capacity Building

SSC members will engage in training and capacity building activities throughout the school year to improve their leadership and decision-making for continuous improvement through the theory of action and program strategies, the site Balanced Scorecard, the CSSSP and the categorical budget.

F. Conduct Elections

Seated SSC members will coordinate with the principal to conduct elections for open SSC seats. (See AR section VI.C)

G. Review and Revise Bylaws

The SSC shall annually review and, as needed, revise the SSC bylaws. (See AR section V.B)

H. Engage in a Cycle of Inquiry

It is the SSCs responsibility to engage in practices that encourage collaboration and the participation of all members of the school community in a cycle of inquiry to achieve continuous program improvement. In partnership with other site stakeholders, the SSC shall monitor, measure and evaluate the effectiveness of the current CSSSP and categorical budget as reflected by academic achievement, school climate, attendance, school safety and discipline, site partner outcomes and other appropriate data. Within the collaborative cycle of inquiry, the SSC shall participate in the following activities:

1. Review School and Student Performance Data

The SSC shall analyze data and information to identify possible causes of low academic performance related to low attendance/chronic absence and adverse school culture and climate outcomes across the school and among sub-groups of students (by race, ethnicity, language status, special education, and other applicable categories) to determine student assets and needs.

Sources of data shall include:

- a) Balanced Scorecard
- b) School Quality Review (SQR)
- c) Coordination of Services Team (COST) reports (aggregated)
- d) School site partner reports
- e) California Healthy Kids Survey (CHKS)
- f) Input from School Site Advisory Bodies

2. Develop a Theory of Action and Program Strategies

The SSC shall develop a coherent Theory of Action that conveys the school's vision, goals, priorities as well as the program strategies to support the theory of action.

3. Identify Instructional Program Goals

The SSC will identify at least 1-2 major improvement areas outlined in the prior year SQR to be included in the next CSSSP.

4. Develop the Community School Strategic Site Plan (CSSSP) and Categorical Budget

The California Education Code requires SSCs to develop a CSSSP and categorical budget to improve the academic performance of all students to meet the Common Core and Next Generation Science Standards and the performance indicators of the Common Core assessment (Smarter Balanced Assessment). The purpose of the CSSSP is to align resources including programs, people, time and money to the school's Theory of Action and program strategy. The development process should be collaborative and include input from school site advisory bodies and the school community.

5. School Quality Review (SQR) Process

At least every 3 years, schools will participate in a SQR process coordinated by the Office of Quality, Accountability and Analytics (QAA). The SSC shall be a part of that process, including informing the school's self-reflection process, engaging with the SQR team during site visits, and communicating outcomes to the school community.

I. Developing the Community School Strategic Site Plan (CSSSP)

The SSC is responsible for developing, approving, monitoring and modifying the CSSSP in partnership with advisory stakeholders and the school community. The CSSSP shall be grounded in the site's Theory of Action and evaluation of school and student performance data and aligned with the District's School Quality Standards for thriving students and healthy communities:

- School Quality Indicator 1: Quality learning experiences for all students
- School Quality Indicator 2: Safe, healthy and supportive learning environments
- School Quality Indicator 3: Learning communities focused on continuous improvement
- School Quality Indicator 4: Meaningful student, family and community engagement
- School Quality Indicator 5: Effective school leadership and resource management

The CSSSP shall enable equitable opportunities for learning that support student achievement such that regardless of economic status, second language status, race, ethnicity or gender, all students achieve at similarly high rates and demonstrate the attributes and skills of emotional health and well-being. The CSSSP shall include strategies to address the needs of the school's diverse student body, including but not limited to socio-economically disadvantaged students, low-achieving students, English learners, special education students and foster youth.

The CSSSP should also include resources and programs to support students' social-emotional learning and academic achievement, including academic interventions, leadership and youth development, and extracurricular activities. Such resources and programs should be offered before, during, and after school.

Core element of The CSSSP shall include:

1. High impact instructional strategies and activities

- a) Balanced literacy and literacy across the curriculum
- b) Science, technology, engineering and mathematics (STEM)
- c) Transitions and pathways (preK-12)
- d) College, career and workforce readiness
- e) Accelerated learning through targeted approaches, including:
 - i. Collaborative teacher inquiry
 - ii. African American male achievement
 - iii. Academic language and literacy

- iv. Focal 15
- v. English Learners (EL)
- vi. Students with disabilities
- vii. Gifted and talented education (GATE)
- viii. Extended learning time

SSCs with expanded decision making authority may assume additional roles in the selection of their school's FSCS programs and services and their hours of operations.

- a) Receive FSCS program and services and hours of operations recommendations from the Principal and staff
- b) Interview FSCS program and service providers
- c) Select FSCS program and service providers and decide their hours of operation in alignment with their Theory of Action and Program Strategies

2. Strategies and activities to promote safe, healthy and supportive learning environments

The plan shall include strategies and activities that address school culture, meaningful student engagement, health and wellness and chronic absenteeism. The plan should explicitly address issues of disproportionate disciplinary actions, restorative discipline and Positive Behavioral Intervention and Support Strategies aligned with the District's Voluntary Resolution Plan (VRP).

3. Capacity building and leadership development strategies and activities

Based on the evaluation of school and student performance data and the school site's Theory of Action, the CSSSP shall support capacity building and leadership development strategies and activities for teachers, staff and SSC members, including professional development, learning communities, coaching and staff induction.

4. Meaningful student, family and community engagement

The CSSSP shall include standards and actions that guide the school in practicing meaningful student, family and community engagement linked to student learning. Schools should reference the Standards for Meaningful Family Engagement; Student Engagement Standards; and SQR Quality Indicator 4: Meaningful Student, Family and Community Engagement Partnerships.

5. Effective leadership and resource management

The CSSSP shall detail the school's strategic operational practices.

6. Implementation timelines

The CSSSP shall include detailed implementation timelines for all programs and strategies.

7. Staffing

The CSSSP shall detail staffing structures and personnel responsible for implementation of Plan components.

J. Provide Input on the Categorical Budget

SSCs shall provide input into the development of the categorical budget at the schools site. SSCs with expanded decision making authority may provide input on additional budget areas, including general funds, external grants and contract funds.

The categorical budget should:

- be data driven and informed by enrollment projections, staffing data, projected expenditures and Local Control Funding Formula (LCFF) allocations
- include proposed expenditures and the sources of funds to implement the school's CSSSP
- support equitable allocation of resources for improving academic and wellness outcomes, meeting the needs of the school's diverse communities - including but not limited to foster youth, English language learners, low-income student, Special Education students, and students with low performance.

K. Approve CSSSP and Site Budget

The SSC must approve the CSSSP and site categorical budget each year before it can be recommended to the District for final review and approval. (CA Ed Code 52855)

L. Recommend CSSSP and Site Budget to the Board of Education

It is the SSCs responsibility to recommend their school's CSSSP and site budget to the Board of Education for approval.

M. Monitor and Evaluate CSSSP Implementation

Following Board approval of the CSSSP, SSCs shall monitor implementation of the CSSSP and evaluate its impact on student achievement to inform continuous program improvement and modifications to subsequent CSSSPs.

N. Modify CSSSP

School sites are permitted to modify Board approved CSSSPs based on changes in program or funding. Sites shall adhere to the CSSSP modification protocol as established by the Department of State and Federal Compliance. Only upon approval from the Office of State and Federal Compliance shall sites implement modifications. (see AR sec. XI.F.1)

O. Self-Assessment

The Central Office will provide SSCs with standard self-assessment tools to evaluate their operations and identify areas needing support for growth. SSC self-assessment will be submitted to the CSSSP Executive Committee.

P. SSC Assessment of Central Office Support

The Central Office will provide SSCs with standard assessment tools to evaluate the District's provision of support to SSCs and identify needs of SSCs. District support assessments will be submitted to (month to be determined) by (month to be determined).

X. Roles and Responsibilities of the Principal

A. Formation and Operation of School Site Council (SSC)

The Principal shall be responsible for ensuring the formation and operations of the school's SSC consistent with District policies and regulations.

B. Build Capacity for Shared Leadership and Decision-Making

The principal shall share school improvement processes and decision-making with students, their families and the school community. The principal shall also provide student leaders access to and relationship with adult decision-makers and supports student leaders to be strong, authentic representatives of the student body.

C. SSC Membership and Authority

1. The principal is a voting member of the SSC.
2. The principal has no administrative authority over the SSC
3. The principal may not veto decisions made by the SSC.
4. The principal may not make changes to the approved CSSSP or categorical budget without consultation with and approval of the SSC.

D. Additional Roles and Responsibilities

The Principal shall:

1. Provide data and information to the SSC that is necessary for it to carry out its duties
2. Implement and administer school-level activities detailed in the approved CSSSP and categorical budget

XI. Roles and Responsibilities of the School Network Superintendents

School Network Superintendents will support principal learning, understanding, and implementation of the SGAR through active engagement and discussion with the principals.

XII. Roles and Responsibilities of the Superintendent and Central Office

The Superintendent and Central Office staff shall be responsible for providing resources, staffing, tools and supports to principals and School Site Councils (SSCs) necessary for the effective operations of the SSCs.

A. Provide equitable opportunities and resources for all schools

1. Identify goals and strategies to meet the needs of the District's diverse students
2. Ensure all students have equitable support to engage with high quality college and career preparatory curriculum
3. Ensure students have equitable access to academic support interventions that support college and career readiness and socio-emotional learning.
4. Ensure that all school sites have equitable funding and comparable academic programs

B. Evaluate Principals

The Superintendent and Central Office staff shall be responsible for evaluating principals' performance in achieving District and site goals, including their effectiveness in implementing SSCs and these regulations.

C. Training, Capacity Building and Technical Assistance to Principals and SSCs

The Superintendent and Central Office staff shall be responsible for developing a system of training, capacity building and technical assistance to principals and SSCs which equips them with the knowledge and skills to effectively perform their responsibilities for site governance. Capacity building and training will occur throughout the school year and be built upon a district-wide fall summit. The ongoing process of capacity building will be aligned with the current district standards for supporting, tracking and assessing student achievement.

1. SSC Model Bylaws

The Superintendent and Central Office staff shall provide SSCs with model bylaws for SSC operations including SSC composition, elections and identifying where sites may exercise discretion.

2. Site Governance Guidelines

The Superintendent and Central Office staff shall develop and periodically update a set of Site Governance Guidelines containing information, tools and templates to support the Principal and the SSC in effective implementation of the regulations and performance of their responsibilities

3. SSC Development and Assessment Tools

The Superintendent and Central Office staff shall develop, distribute and support the Principals and SSCs in use of the following tools:

- a) A set of quality standards for SSCs
- b) A developmental tool for assessing the stage of development of individual SSCs
- c) An assessment tool for use by district staff in assessing SSCs during the School Quality Review (SQR) process
- d) A self-assessment tool for use by SSCs
- e) A tool for SSCs to assess the quality and effectiveness of supports provided by the Central Office

4. Annual SSC Summit

The Superintendent and Central Office staff shall convene an annual meeting and training session for SSCs from all sites in the district to provide training in their roles and responsibilities. The annual convening shall include training on, among other topics, school budgets, CSSSP, SQR, Balanced Scorecard, Common Core State Standards/Next Generation Science Standards, effective teaching framework, community engagement, and building and maintaining an effective SSC.

D. Resources for Implementation and Improvement

The Superintendent and Central Office staff shall recommend to the Board and shall allocate adequate resources to Principals and SSCs to enable them to effectively perform their responsibilities for site governance including resources for:

- Providing adequate staff at the central office to support and monitor the SSCs;
- Developing and disseminating the tools and resources needed by the SSCs for effective operations;
- Providing Principal and SSC training, capacity building and technical assistance;
- Supporting sites struggling to achieve representative and/or effective SSCs;
- Supporting school-based community engagement including training for SSC members on community engagement best practices; and
- Providing translation services (oral and written) as per OUSD Board policy to ensure the full participation of all District families

E. Criteria for Expanded SSC Decision Making Authority

4. Expanded decision making authority shall be available to sites that meet criteria established by the district and that request expanded decision making based on a decision by the SSC of their desire to have expanded decision making authority in order to improve student achievement outcomes. In developing criteria for designating sites that are eligible for expanded decision making, the Central Office should consider factors such as the following:
 - a. The SSC has met or exceeded all of the standards for SSC composition, operations and decision making;
 - b. Self- and external evaluations demonstrate that the site is on a path of continuous improvement; and
 - c. The site has demonstrated growth/improvement in its performance against the standards of school quality as evidenced by data on the performance indicators.
2. The District shall establish and design a system (criteria, procedures and forms) for sites and the District to act upon site requests for expanded SSC decision making authority in service of student achievement.
3. In developing the system for SSCs to achieve a designation of meeting basic standards for SSC performance and approving expanded decision making authority, the Central Office should

utilize existing information from the school site and should establish a rapid and non-burdensome process for schools to seek and gain approval for expanded decision making.

F. Align Systems and Personnel

The Superintendent and Central Office shall re-organize and align systems and personnel to support SSCs, including State and Federal Compliance, Budget, Quality, Accountability and Analytics, Family, Schools and Community Partnerships Offices and others.

G. Information Collection, Analysis and Reporting

The Superintendent and Central Office staff shall collect, analyze and report annually on the implementation of these regulations and the performance of SSCs including information on the following:

- a. SSC Bylaws
- b. SSC composition
- c. Principal training
- d. SSC member training
- e. SSC developmental assessments
- f. SSC self-assessments
- g. SQR assessments of SSC quality standards
- h. Site assessments of central office support
- i. Requests for technical assistance

H. CSSSP Modification

Sites shall follow existing procedures established by the District Office of State and Federal Compliance to seek and obtain action on requests for modification of sites' Board approved CSSSPs. Sites seeking modifications may adopt proposed modifications upon approval from the Office of State and Federal Compliance.

XIII. Roles and Responsibilities of the Board

A. Allocation of Funds for Site Governance

The Board shall consider and allocate adequate funding to support the sites and central office in implementing the requirements of the Site Governance Administrative Regulations and the School Site Council Procedures and Resource Guide.

B. Community School Strategic Site Plan (CSSSP) Approval

The Board shall review and approve school CSSSPs. If a CSSSP is not approved, the board shall provide specific reasons to that school's SSC and a quick process for the revision and approval of the plan. (CA Ed Code 52855)

C. Budget Approval

The Board shall review school site budgets annually to ensure that funds are being used to supplement, not supplant existing state and local programs (CA Ed Code 52852.5)

D. Superintendent and Central Office Evaluation

The Board shall be responsible for evaluating the performance of the Superintendent and the District's Central Office in the implementation of the Board Policy and the Administrative Regulations.

XIV. Dispute Resolution

With the understanding that potential disputes may emerge at the school site level or between school sites and the District Central Office regarding the development and implementation of CSSSPs and school site budgets, the following protocols shall guide dispute resolution in tandem with the District's Uniform Complaint Procedure. It is incumbent on sites to recognize emerging conflict early enough to engage in mediation before deadlock occurs.

All elected SSC members have equal voting rights. Neither the Principals nor Central Office have the authority to veto SSC decisions nor amend SSC approved CSSSPs or Categorical budgets. In instances where the principal and/or Central Office chooses to reject a CSSSP and/or budget submitted by a SSC, they must adhere to the following standards.

A. Dispute Resolution Within SSCs

1. Complaint Procedure

If any member of the SSC believes that there has been noncompliance with state or federal programs, they may file a complaint following the District's Uniform Complaint procedure as detailed in Board Policy 1312.3 and Administrative Regulation 1312.3. Under the SGAR policy, the complaint would initially be submitted to the Regional Executive or Network Officer for review and resolution. If the complaint cannot be resolved by the CSSSP, it would proceed through the steps outlined in the District's Uniform Complaint Procedure.

2. Informal Resolution

It is expected that SSCs will operate in a manner to build consensus and arrive at decisions which are supported by the entire SSC. However, if situations arise when the SSC cannot reach agreement on important decisions and/or conflict impedes the ability of the SSC to conduct its business, the Central Office shall provide assistance.

- a) When early signs of disagreement over key decisions emerge, SSCs shall engage internally in informal dispute resolution. The District shall provide guidance in methods of informal dispute resolution in the Site Governance Guidelines.
- b) If the SSC is not able to resolve the dispute, it may request the assistance of the Regional or Network Officer skills.

B. Disputes Between SSCs and the Central Office

1. Informal Dispute Resolution

Should dispute arise between school sites and the Central Office regarding Board approval of CSSSPs, school site budgets or the suspension of site decision making authority by the Superintendent, the Central Office staff assigned by the Superintendent, the Principal and the SSC chair shall meet informally in an effort to resolve the matter that is the subject matter of the conflict. The Superintendent in his discretion may confer with the General Counsel to determine if the State Mediation and Conciliation Service (SMCS) should be requested to appoint a mediator to support resolution of conflicts that impede the effectiveness of the SSC. In the event SMCS is retained to assist in resolving the dispute, the SSC and Central Office staff shall cooperate with the appointed mediator in agreeing upon the guidelines for the informal mediation.

XV. Training, Capacity Building and Technical Assistance

Ongoing training, capacity building and technical assistance for School Site Councils (SSCs) are essential components of effective site governance. To support the process of continuous improvement and to achieve equitable outcomes across all schools and students, the Central Office shall allocate resources and staffing to ensure on-going training, capacity building and technical assistance are obtained by SSC members and principals and based on a structure that builds expertise over the course of each school year and is aligned with current district standards for supporting, tracking and assessing student achievement

A. Annual District-wide Training Session for SSCs

The Central Office will convene an annual District-wide SSC member summit in the Fall of each school year to train new and continuing SSC members and build SSC capacity to perform their duties and responsibilities effectively, focusing on student achievement as the core of their mission. In addition, the Central Office shall develop and provide SSCs with informational and training modules covering the following topics (named in Section C, 1-8 below). All trainings and materials will be multi-lingual and accessible. Trainings should be structured to build on expertise and encourage cohort learning throughout the school year.

B. Certification of Training

The principal and SSC chair shall work together to ensure that all members of the SSC receive basic training and shall certify that all members of the SSC have attended the district-wide training or have been provided alternative training at the site, through an alternative training experience or through a District designated technical assistance provider.

In conjunction with the annual filing of the SSC bylaws for the site (see Section IV.B.), the principal and SSC chair shall submit a training certification statement identifying which form of training the SSC has received.

C. Topics for SSC Training and Capacity Building

Central office should catalogue and track all available training activities for principals and SSCs and regularly communicate them to sites, including, but not limited to:

1. SSC Roles and Responsibilities

Training and capacity building focused on the basic roles and responsibilities of the SSC and its members.

2. Building and Maintaining an Effective SSC

Training and capacity building activities covering the development and maintenance of an effective SSC will address the following topic areas:

- a) Collaborative leadership and decision making
 - i. Relationship building across stakeholders
 - ii. Diversity and inclusion
 - iii. Effective facilitation that supports inclusive spaces and processes
 - iv. Decision making models
- b) Conflict resolution
 - i. Protecting the voice of the community
- c) Vision and mission building
- d) Communication with the larger school community
- e) Procedural guides to ensure meetings are conducted in an orderly fashion

3. Continuous Program Improvement Model

Trainings and capacity building activities covering the Continuous Program Improvement Model will address the following topic areas:

- a) The District's school quality, meaningful family engagement and socio-emotional learning performance standards and rubrics
- b) The District and Site Theory of Action
- c) Cycle of inquiry
- d) Community School Strategic Site Plan (CSSSP) design, review and modification

4. Effective CSSSP Planning

Trainings and capacity building activities covering effective CSSSP planning will address the following topic areas:

- a) Calendar of key dates and deliverables and scheduled capacity building activities.
- b) College and Career Readiness and OUSD graduation requirements
- c) Common Core State Standards/Next Generation Science Standards
- d) CSSSP design, approval, recommendation, adoption, review and modification

- e) School Quality, Meaningful Family and Student Engagement and Socio-Emotional Learning performance standards and rubrics
- f) Effective teaching framework
- g) Aligning school and District strategic priorities
- h) Understanding targeted student need: English language learners, Foster youth, Low-income students, special education, students with low performance/ achievement
- i) Identifying high leverage strategies to support student achievement
- j) Menu of existing site program and services and available District level programs and services
- k) School Quality Review (SQR) and Balanced Scorecard

5. School Budgets

Trainings and capacity building activities covering school budgets will address the following topic areas:

- a) School budget basics including:
 - i. Terms
 - ii. Types and sources of funding: restricted, unrestricted, categorical (Title I)
 - iii. District and school site budget process and timeline
- b) Local Control Funding Formula (LCFF)
- c) Scope of SSC budgetary authority

6. Student, Family and Community Engagement

Trainings and capacity building activities covering student, family and community engagement will address the following topic areas:

- a) The District's school quality, meaningful family engagement standards and rubrics
- b) Best practices in student, family and community engagement

7. Using Data

Trainings and capacity building activities covering data usage will address the following topic areas:

- a) Type of data used in Balanced Scorecard and CSSSP
- b) Interpreting data for decision making
- c) Evaluating outcomes data
- d) Enrollment projections
- e) Staffing needs

8. District Operations

Trainings and capacity building activities covering District operations will address the following topic areas:

- a) Decision-making authority and legal parameters as specified by applicable Federal and State law, OUSD Board Policy, collective bargaining agreements, grants and contracts. This shall include the LCFF and Board Policies on quality schools, site governance and socio-emotional learning.
- b) The Full Service Community Schools model, goals and philosophy.
- c) Common Core learning standards

D. Technical Assistance to Sites

1. Designation of Central Office Staff for Technical Assistance

The Central Office shall develop a list of central office staff responsible for providing support and technical assistance to SSCs and shall include designation of the specific central office person responsible for providing assistance on the following subject matter areas:

- a) Composition, elections, bylaws and operations of the SSC
- b) Theory of Action, program strategies and CSSSP development
- c) Site budget development
- d) Dispute resolution

2. Identification of Technical Assistance Providers

The Central Office shall identify central office staff, representatives from exemplary sites, representatives from bargaining units and external resource people to provide technical assistance to sites upon request of the SSC or in the event that assessments indicate the need for improved performance of an SSC. In identifying sources of technical assistance, the Central Office shall provide specific information on the subject matter expertise of the identified resources to facilitate the site selection of an appropriate technical assistance provider. The District maintain a comprehensive list of said resources and make them available to all SSCs.

3. Resources for Training and Technical Assistance

The Board of Education and the Superintendent will assess site needs and ensure that an annual budget allocation is made each year to cover the costs of training, capacity building and technical assistance for SSCs.

XVI. Accountability

A. SSC Performance Evaluation

1. Annual Evaluation Requirement

All SSCs shall be subject to an annual evaluation of their performance through a combination of self-assessments and external assessment through the School Quality

Review (SQR) Process. Each site will be engaged in a SQR every three years. During the year in which the SQR process is conducted at the site, the SQR team shall conduct an assessment of the SSC and shall provide feedback and recommendations for improving the performance of the SSC. During the year after the SQR, the SQR team shall provide additional assessment and feedback to the SSC. During the third year following the SQR, the site shall conduct a self-assessment and shall provide the results of the self-assessment to the CSSSP Executive Committee.

2. Self-Assessment

SSCs must perform at least one formal self-assessment each academic year using the developmental tool and self-assessment tool described in Sections XV.B. and XV. C. below.

B. SSC Quality Standards, Developmental Tool and Assessment Tools

1. Quality Standards for SSCs

In consultation with representatives from school sites, the Central Office shall develop and disseminate to school sites a set of quality standards for the performance of SSCs. The quality standards shall address, among other factors, the composition, representativeness of the SSC, the effectiveness of the SSC in engaging the school community in the governance process, the quality and effectiveness of SSC communications with the school community, the training of the SSC, attendance at SSC meetings and the timely completion of SSC responsibilities including the School Quality Review (SQR) process, the development of the site's Theory of Action and program strategies, the Community School Strategic Site Plan (CSSSP) and the categorical budget.

2. SSC Developmental Tool (Rubric)

In consultation with representatives from school sites, the Central Office shall create a developmental tool or rubric for SSCs. The Central Office shall disseminate and provide training to sites on the developmental tool/rubric. The SSC Development Tool should be modeled after the full service community schools or other developmental tools in use in the District. The developmental tool should clearly identify stages of development for SSCs and identify the evidence used to determine what stage of development a school site has achieved regarding the performance of its SSC.

3. SSC Assessment Tools

In consultation with representatives from school sites the Central Office shall develop a self-assessment tool for SSCs. The District shall disseminate and provide training to SSCs on the use of the self-assessment tool.

The District shall develop a companion assessment tool for use by the SQR teams, which shall be consistent with the self-assessment tool. The District shall ensure that members of the SQR team receive training in the SQR standards for SSC, the developmental tool and the self- and external assessment tools.

C. Annual Evaluation of SSCs

In consultation with representatives from school sites, the Central Office annually, shall conduct a review and assessment of the data and information submitted by sites to the Central Office regarding the operations and performance of the SSCs as well as information obtained from SSC members. The Central Office shall issue a report to the Board and Superintendent detailing its assessment of the performance of the SSCs, the central offices responsible for providing support to the SSCs and its recommendations for improving the operations and performance of SSCs.

D. Authority of Superintendent to Modify Authority of SSC

1. Authority to Suspend or Limit SSC Authority

The Superintendent shall retain the power and authority to limit or suspend the decision making authority of an individual SSC upon a finding that the SSC is failing to comply with federal and state law and regulations, Board policies and these administrative regulations; provided, however, that the Superintendent may not suspend or limit the authority of a SSC to perform its basic functions under the Education Code which include development of the CSSP and approval of the Title I budget.

2. Notice to Board and Site of Superintendent's Action

In the event that the Superintendent exercises his/her authority under this section of the Guide, he/she shall provide a notice to the Board, the principal and the members of the SSC through the chair. The written notice shall include findings of fact upon which the action is taken as well as the steps and actions which the SSC must take in order to restore some or all of the authority of the SSC.

Furthermore, upon limiting the authority of a SSC, the Superintendent shall assign a central office staff member who shall provide support and assistance to the SSC in remedying the areas of non-compliance or non-performance which were the basis for the suspension or limitation of the authority of the SSC.

E. Principal and SSC Support and Oversight

It shall be the responsibility of the Superintendent, through central office staff, to ensure that the principals and SSCs receive the necessary support and resources to accomplish their duties related to site governance. The Superintendent also shall ensure are effective system of monitoring and oversight to ensure that any problems with compliance are identified and addressed early to minimize with the accomplishment of duties of the principals and SSCs.

XVII. Definitions

Accelerated Student Achievement

The intent of accelerated achievement is intensifying supports for students who are not reaching academic benchmarks. Because a high number of OUSD students lag behind in one or more grade-level outcomes, a year's growth for each year of enrollment is not sufficient for many students to meet grade level academic standards. Academic outcomes for our students reveal both low achievement and achievement gaps for a number of underserved student populations. Accelerated in this context means ensuring that all students get what they need to ensure graduation, including differentiated instructional strategies and supplemental programs and services.

Balanced Scorecard (District and School)

Initiated in 2012-13 and based on the Strategic Plan, the District Balanced Scorecard represents comprehensive goals for schools in the broad areas of student achievement (e.g. SRI Growth, A-G course completion, graduation rate, chronic absence, suspension, etc.) and operational excellence (e.g. teacher growth and effectiveness, development of high quality schools, funding allocated equitably based on students' different needs, etc.) The District Balanced Scorecard is aligned to the School Balanced scorecard, which tracks student achievement metrics for every school. (*Strategic Plan, QAA reports*)

Classroom teacher

A credentialed employee of the school District whose primary job responsibility is to provide daily instruction to students on their class list.

Collective bargaining agreement

A legally binding agreement (contract) between OUSD and recognized bargaining units (unions) representing various groups of employees of the District which establishes terms and conditions of employment including, wages and benefits, working conditions and procedures for dispute resolution. OUSD has collective bargaining agreements with 8 unions representing various groups of employees.

Conflict of interest

A conflict between a person's private interests and public obligations that has the potential to undermine their impartiality.

Common Core State Standards & Smarter Balanced Assessment

The Common Core State Standards are a national set of common expectations for student knowledge and skills, designed by the Council of Chief State School Officers and the National Governors Association for Best Practices. The CCSS was approved by the California State Board of Education in August 2010; local California school districts began transitioning to the Common Core Standards in 2012-13. In 2013-14, California schools began using the Smarter Balanced Assessment, a summative yearly assessment

with standards directly linked to the CCSS. To read more about CCSS and the Smarter Balanced Assessment, visit <http://www.cde.ca.gov/re/cc> and <http://www.cde.ca.gov/ta/tg/sa/index.asp>

Community member

Individuals from the neighborhood or community who are associated with the school because of an interest in the development and well being of students and families in the schools and the community. These individuals may be part of public or private agencies, neighborhood groups, institutions of higher learning, and business or civic entities.

Community School Strategic Site Plan (CSSSP)

The Community School Strategic Site Plan (CSSSP) is OUSD's version of the state-mandated Single Plan for Student Achievement. The CSSSP is grounded in a site's Theory of Action and identifies the school's vision goals, priorities, and strategies. The CSSSP also identifies resources and programs engaged at the site to support academic and socio-emotional achievement aligned with site and District goals.

Continuous Improvement

A process of continuously refining a site's instructional strategies and supports (programs and services) by setting needs-based goals; developing a Theory of Action that includes practices for achieving goals; and using cycles of inquiry to look at data, identify needs-based strategies, create plans, and reflect on results as plans are implemented.

Cycle of Inquiry

Process of looking at data, identifying needs, conducting analysis to find root causes, proposing strategies, creating plans, implementing plans, and reflecting on the results. Used by OUSD teachers with the aim of continuous improvement toward goals for student achievement, and now by School Site Councils in developing their Community School Strategic Site Plan.

Equity

Equity (or an equitable system) takes into account the life circumstances and demographic characteristics of students. It applies the resources necessary to address disparities in opportunities and outcomes with the goals that all students experience high quality instruction and receive the supports they need to succeed in school and in the community. Equity does not mean equal; rather, it requires an understanding of outcomes and needs differences among students and permits the allocation of differing resources to address needs of students.

Evidence-based strategy or practice/Promising Practice

A strategy or practice that has been proven, through valid research or practical experience to have a positive impact on learning or other student outcomes

Full Service Community School

A community school is a strategy for organizing the resources of a community to support student achievement, enabling adults at the school and in the community to work collaboratively to create a common vision and share responsibility for student, family and community success. In Oakland, a full service community school is organized to:

1. offer a coordinated and integrated system of academic and learning support services
2. be a safe and healthy center for the community
3. foster trusting, intentional relationships and partnerships;
4. build the capacity of adults and students to share responsibility for leadership and decision-making; and
5. tailor the specific approach and mix of services to each community through a process of understanding and addressing inequities

Local Control Funding Formula (LCFF)

Enacted as part of the 2013-14 California budget package, the LCFF made major changes to the way the state allocates funding to school districts and the way the state supports and intervenes in underperforming districts. Each district will now receive equal base funding along with supplemental funding equal to 20% of the base rate adjusted to include an unduplicated count of English learners, low-income students, and foster youth. Districts with 55% or more of their students in these three categories will also receive concentration funding consisting of 50% of the adjusted base amount per student. Each district is required to adopt a Local Control Accountability Plan (LCAP) to address how the district and sites will meet goals for state and local priorities. The State Board of Education is still developing fiscal requirements for supplemental and concentration funding and a template for the LCAP, both expected by early Spring 2014.

Next Generation Science Standards

The Next Generation Science Standards (NGSS) are based on the Framework for K-12 Science Education created by the National Research Council. NGSS was developed with the support of 26 lead state partners, including California; a final version of NGSS was released for adoption by individual states in April 2013. The State Board of Education adopted the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve* in September 2013. To read more about Next Generation, visit <http://www.nextgenscience.org>

Other school staff

A person employed by the District who works directly at a school site. This includes: non-classroom teachers (e.g. resource teachers, instructional reform facilitators), school psychologists, counselors, school nurses, instructional aides, school clerks, custodians and learning support professionals.

Parent/Legal guardian or parent/caregiver

Any adult who is the natural or adoptive parent, legal guardian or other person who has the primary responsibility for the maintenance and welfare of the child attending the school.

School Quality Review Process

The School Quality Review process is designed to approach the question of school quality based on evaluating the extent to which schools live up to OUSD School Quality Standards. The school quality review process takes into account multiple perspectives, and evaluates both the inputs (schooling process) and outputs (results). The aim is to create a shared view of the school based on information from data and documents, school self-reflection (in advance, based on SQR standards), and a 3-day site visit by an interdepartmental OUSD team. The SQR report identifies strengths and challenges in support of continuous improvement. Starting in 2013-14, the review initiates an 18-month relationship between an OUSD coach and a site to help infuse report results into the school site plan (CSSSP) and improvement process.

School Quality Standards

OUSD's School Quality Standards are grounded in the ultimate goal of ensuring thriving students and healthy communities at all school sites. The Quality Standards are organized around five quality indicators, and schools are assessed against each standard using a five-stage developmental rubric. The five overarching indicators (each with its own subset of standards) are:

1. Quality Learning Experiences for all Students
2. Safe, Supportive & Healthy Learning Environments
3. Focused on Continuous Improvement
4. Meaningful Student, Family, and Community Engagement
5. Effective School Leadership and Resource Management

Site Budget

The school site budget determines how monies coming into the school (including federal, state, local, partner and other funds) are spent to support quality instruction, programs and services. Site budgets are adopted to align resources with priorities identified in a school's Theory of Action, Program Strategies and Community School Strategic Site Plan (CSSSP).

Theory of Action

Identifying what practices will achieve the goals, and what needs to be done to improve those practices to ensure the goals are met. (*OUSD CSSSP Planning: Becoming the Best at Getting Better Developing a Learning Organization*)

APPENDICES

Appendix 1 - Related OUSD Policies and Regulations

Quality School Development (BP 6005, 2013)

The Board of Education mandated the establishment of a school quality improvement process in which all schools, through their school governance team, are held accountable to develop a rigorous three-year school quality improvement plan (Community Schools Strategic Site Plan or CSSSP). The school quality improvement process shall engage, guide, and support school governance teams to identify, as necessary:

- a. Evidence-based or promising strategies and practices that are relevant to the conditions and needs of their school;
- b. Qualified Diverse Providers to implement one or more elements of their school quality improvement plan; and a
- c. Resource Utilization Plan to describe how school resources – people, programs, money, and time – are coherently aligned to achieve the school quality improvement plan’s goals, Theory of Action, and strategies.

OUSD Strategic Plan: *Community Schools, Thriving Students* (2011)

The District’s 5-year strategic plan (2011), establishes five clear goals towards the vision that all students will graduate from high school and as a result are caring, competent, and critical thinkers, fully-informed, engaged and contributing citizens, and prepared to succeed in college and career. These goals are: (1) safe healthy and supportive schools; (2) prepared for success in college and careers; (3) high quality and effective instruction; (4) building the full service community District; and (5) accountability for quality.

Quality School Standards and School Quality Review (SQR) Process

The District has issued a set of Quality School Standards to support District-wide consistency, transparency and accountability. Schools will participate in an on-going cycle of inquiry based on these standards to support continuous improvement. Every three years schools will partner with District staff in a School Quality Review process designed to build school site capacity to achieve their strategic goals in alignment with District priorities.

Balanced Scorecard

The Balanced Scorecard is a tool to measure progress towards strategic goals at the school site and District levels. The District adopted this management tool to include broad stakeholder participation in the evaluation of school performance based on school’s strategic goals.

Standards for Meaningful Family Engagement (Board Resolution No. 1112-0730, 2012)

The Standards for Meaningful Family Engagement describe six expected areas of development for all school sites including:

- Standard 1: Parent/Caregiver Education Program – Families are supported with parenting and child rearing skills, understanding child and adolescent development, and setting home

conditions that support children as students at each age and grade level. Assist schools in understanding families.

Standard 2: Communication with Parent/Caregiver – Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: Parent Volunteering Program – Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

Standard 4: Learning at Home – Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

Standard 5: Shared Power and Decision Making – Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.

Standard 6: Community Collaboration & Resources – Coordinate resources and services for families, students and the school with businesses, agencies, and other groups, and provide services to the community.

Student Engagement Standards (2007)

Student Engagement Standards were created and adopted by the Meaningful Student Engagement Collaborative in 2007 and thereafter implemented by OUSD. The standards detail expectations for students, sites and the District for supporting student engagement in all OUSD schools.

The standards for sites are:

1. Have mechanisms to support student engagement in key school planning decisions
2. Participate in district-wide student engagement efforts
3. Facilitate student leader access to and relationship with decision makers
4. Facilitate strong student leader relationships to constituents, student body

The standards for the District are:

1. Support District-wide student engagement body
2. Involve students in District level policy making
3. Involve a broad and diverse group of students in District-wide engagement body
4. Support adults to lead processes and participate in youth-adult decision-making
5. Support student School Board representatives
6. Support site-based student engagement efforts

Parent Involvement Policy (BP 6020, 2004, 2006, 2007, 2014)

The Parent Involvement Policy establishes a framework for how the District will meet statutory requirements to engage parents at the site and district levels and support them as full partners in their children's education. The policy identifies actions the District will take to involve parents in the process of school review and improvement; to build schools' and parents' capacities for parent involvement; to provide materials and training to help parents work with their children to improve academic achievement; to provide parents with a range of opportunities for involvement; and to provide professional development for staff to enhance understanding of effective family engagement.

Appendix 2 – School Site Council Tools and Resources

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