

**BERKELEY HIGH SCHOOL
SCHOOL SITE COUNCIL BYLAWS**

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

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BHS School Site Council (SSC) Bylaws

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I. Name of the Committee

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

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

II. Purpose and Philosophy

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

III. Charge of the School Site Council

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

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

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

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

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

⁴ Ibid, pp. 3-7.

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IV. Overview of the Single Plan for Student Achievement⁵

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

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

A. Requirements of the School Plan⁷

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

B. Contents of the School Plan

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

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

⁶ EC 64001 (a)

⁷ EC 64001 (a, d, f)

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- 1) Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student.
- 2) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language students will understand; and instruction of educationally disadvantaged students, gifted and talented students, and students with exceptional needs.
- 3) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
- 4) Ongoing evaluation of the educational program of the school.
- 5) Other activities and objectives as established by the Council.
- 6) The proposed expenditure of funds available to the school through the school-based state and federal categorical programs and other funds available to the school for the benefit of the students.⁹

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

V. Responsibilities of School Site Council

A. Responsibilities of the SSC Members

1. Developing the School Plan

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

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

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

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

⁸ EC 52853

⁹ Ibid (7)

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

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

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

2. Annual SSC Orientation

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

3. Soliciting Input and Disseminating Information

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

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

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

¹¹ Ibid., p. 5

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B. Responsibilities of the School Principal

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

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

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

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

C. Responsibilities of the Governing Board

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

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

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

¹³ EC 60001(a)

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

D. Responsibilities of the Administration

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

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

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

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

VI. Organizing the School Site Council

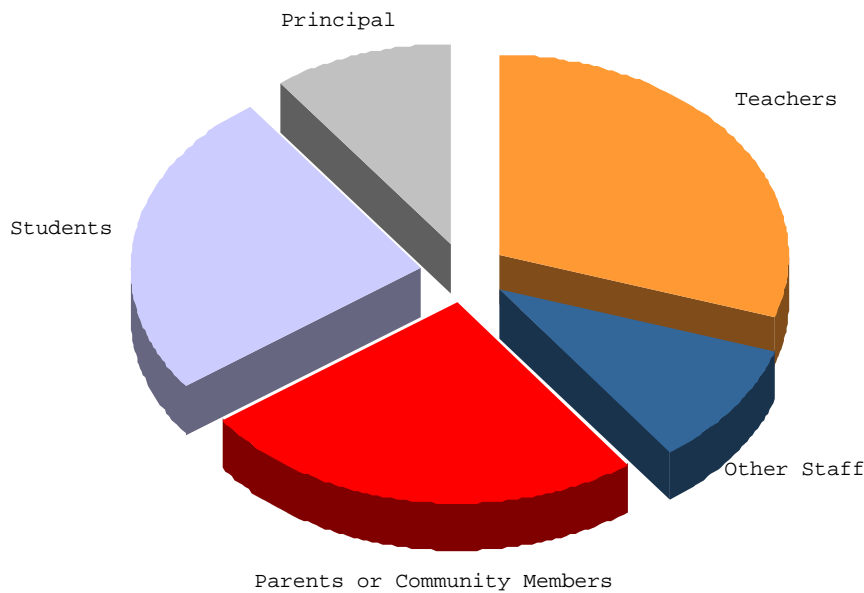
A. Composition of the SSC

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

¹⁴ EC Section 64001(h)

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

Membership = 16 persons

School

Principal
1 Classified Staff

Parents, Students, Community

4 Parents or Community:
4 Students

6 Certificated Staff¹⁵

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

Parents, Student, Community

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

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

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

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VII. Elections

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

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

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

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

A. Parent Elections

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

B. Teacher Elections

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

C. Classified Staff Elections

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

D. Student Elections

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

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E. Alternates

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

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

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

F. BSEP and ELAC Committee Liaisons to the SSC

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

G. The Principal on the SSC

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

H. Term of Office

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

VIII. Operations of the School Site Council

A. Election of officers

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

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

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

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

IX. Open Meeting Laws and Rules of Order

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

A. Open Meeting Law

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

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

¹⁶ EC 35147

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

B. Information in Spanish

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

C. Accessible meetings

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

D. Quorum Requirements

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

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

E. Removal from Membership on the SSC

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

F. Filling Vacancies

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

G. Conduct of meetings

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

H. Voting

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

I. Record keeping

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

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

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

J. Soliciting Input from the School Community

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

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

K. All Students versus Targeted Groups of Students

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

X. Conflict of Interest

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

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

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

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

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

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

¹⁹ Government Code Section 87103.

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

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

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

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

A. Two Readings of Plan and Budget

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

B. Mid-year Changes to the School Plan

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

- A major service or activity proves ineffective, and students are at risk.
- Loss of funding or other material changes occur that affect the academic programs.
- Staff, equipment, or materials essential to the *School Plan* cannot be procured.
- School boundaries or demographics suddenly change.
- An activity is found to be non-compliant with state or federal law.
- A planned activity is not supported by staff, parents, or students.

XII. School Site Council Subcommittees

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

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

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

XIII. Standing and Special Committees

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

A. The SSC and the School Safety Committee

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

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

²⁰ EC Section 64001 (a)

²¹ EC 32280-32289,

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

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

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

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

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

B. English Learners Advisory Committee (ELAC)

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

²² EC Section 52176

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

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

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

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

C. Program Evaluation Advisory Committee

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

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

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

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

XIV. The SSC and the BSEP Site Committee

A. A Discrete Committee

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

B. BSEP Site Committee and the SSC

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

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

C. BSEP Budget Approval by SSC.

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

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

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

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

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

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

XV. Dispute Resolution

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

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

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

XVI. Amendment or Suspension of Bylaws

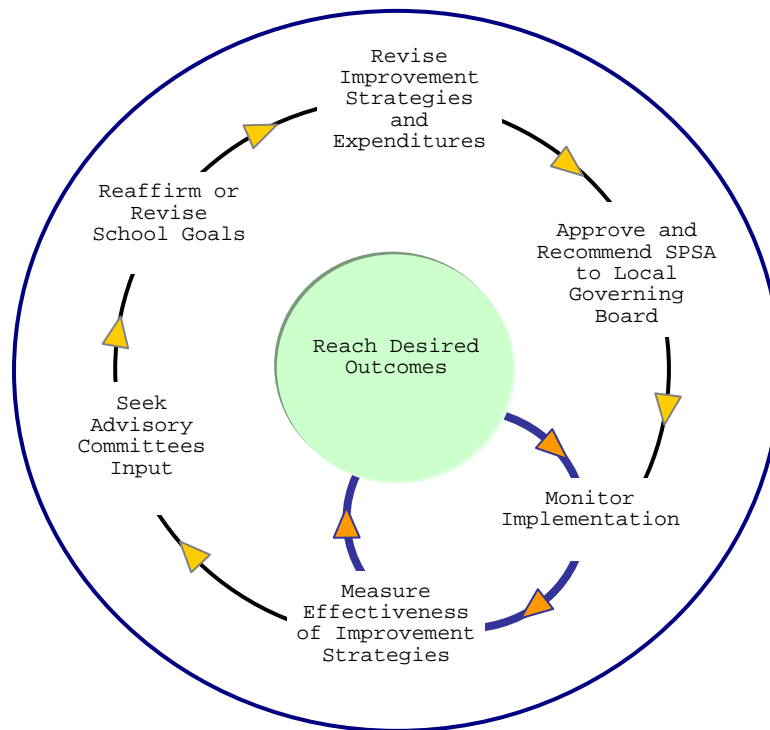
Amendment or suspension of these Bylaws must be authorized by the BUSD Board of Education. These Bylaws shall remain in effect until amended or rescinded by the BUSD Board of Education.

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EXHIBIT 1

ACTIONS REQUIRED OF THE SCHOOL SITE COUNCIL²⁴

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



²⁴ EC Section 64001

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

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Exhibit 2: RECOMMENDATIONS AND ASSURANCES BHS SCHOOL SITE COUNCIL SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)		FY <hr style="width: 50px; margin: 0 auto;"/>
I. SUMMARY OF SCHOOL GOALS: <ul style="list-style-type: none"> • • 		
SCHOOL SITE COUNCIL MEMBERS: (Quorum is 13)		
Staff	Parents/Community*	Students*
(Principal)	1) Chair	1)
(Classified)	2)	2)
1) (Teachers)	3)	3)
2)	4)	4)
3)	5)	5)
4)	6)	6)
5)	7)	7)
6)		
7)		
8)	Teacher 9)	Teacher 10)
*A quorum of the School Site Council consists of: 13		
ELAC Committee Chair _____ <div style="display: flex; justify-content: space-between; width: 80%; margin-left: auto; margin-right: auto;"> (Name) (signature) (Date) </div>		
School Safety Committee Chair _____ <div style="display: flex; justify-content: space-between; width: 80%; margin-left: auto; margin-right: auto;"> (Name) (signature) (Date) </div>		
BSEP Site Committee Chair _____ <div style="display: flex; justify-content: space-between; width: 80%; margin-left: auto; margin-right: auto;"> (Name) (signature) (Date) </div>		

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RECOMMENDATIONS & ASSURANCES

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

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

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

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

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

Focus on Learning: Overview

Rationale

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

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

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

School Improvement Cycle

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

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

WASC Six-Year Cycle for Schools²⁶

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

Year Six – Past Cycle:

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

New Cycle

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

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

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

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

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

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

(continued on next page)

²⁶ Focus on Learning, p.4

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

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

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

Importance of School's Academic Standards

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

Criteria

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

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

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Importance of Data Analysis

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

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

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

Expected Outcomes of Self-Study

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

Overview

Focus on Learning: Joint WASC/CDE Process Guide

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

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Flexibility

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

The Focus on Learning Process

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

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

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

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

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

Visit

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

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

Follow-up

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