

School Site Council Meeting/Parent Advisory Meeting
DUNSMUIR HIGH SCHOOL
September 22, 2021 at 4:00pm
High School Staff/Board Room
5805 High School Way
530-235-9874

Site Council MEMBERS

Parents:

Paula Palmer
Brooke Cottman
Chloe Kirby

Students:

Hunter Johnson
Tony Birimisa
Alt: Sam Tolbert

Teachers:

Alison Howard
Jeff Cannon
Alt: Kurt Champe

Principal:

Ray Kellar

Classified:

Arlene Dinges, Secretary

Posting Locations:

Posted by Arlene Dinges at:
Dunsmuir High School Office
<http://www.dunsmuirhigh.k12.ca.us/>
Dunsmuir Post Office

Tentative Site Council Meeting Dates:

#2: November 3
#3 January 5
#4: February 2
#5: March 2
#6: April 6
#7: May 4

AGENDA

1. Opening

- 1.1. Call to Order
- 1.2. Roll Call.

2. Old Business - None

- 2.1 - Approval of Minutes of May 6, 2021

3. New Business

- 3.1. Election of Site Council Representatives
- 3.2. Election of Chair person (Parent) & Vice Chair (Teacher)
- 3.3. Introduction and training of new representatives
- 3.4. Agreement to serve as ELPAC, DAC, SAC, CAC, SBCP and LCAP committees
- 3.5. Dashboard Self Assessment for Priority 3
- 3.6. Set up Fall Title I Parent Meeting

4. Council Comment Period/Announcements –

- 4.1. Ray Kellar
- 4.2. Arlene Dinges – Community Forum and Review of Funding Streams
- 4.3. Other members

5. Public Comment period

5. Adjourn to Title I Meeting – Family Engagement and School-Parent Compact

6. Tentative Upcoming Dates

- Meeting #2 – Review Known Data/Hole Title I Meeting/Review Wellness Policy/ Review Safety Plan/ Set date for Community Forum
- Meeting #3 – Review LCAP Implementation successes and areas needing additional work/Complete Needs Assessment/ Review Professional Development Plan
- Meeting #4 - Review public comments on LCAP/ Actions set and budget discussed/ Review new dashboard release/Revise LCAP as needed./ Confirm LCAP Goals and actions for next year
- Meeting #5 – Draft Annual Updates for LCAP/Review LCAP 1st draft/ Plan Title I meeting./
- Meeting #6 -Title I meeting for federal grants/ review stakeholder info and revise and approve LCAP to go to Board.
- Additional Meetings depending on need.

6. Adjournment

Item 1.2 - Roll Call

Item 2.1 Minutes

Minutes of Parent/Community Meeting and
Site Council Meeting/Parent Advisory Meeting
DUNSMUIR HIGH SCHOOL
Thursday May 6, 2021 at 3:30pm

Parent Meeting called to order by Chairperson Palmer at 3:58 pm.

Attendees: P. Palmer, A. Garcia, S. Tolbert, H. Johnson, R. Kellar, A. Dinges. No parents or community members

Review of Slides

Review of Resources – see website

Opened discussion for comment on LCAP, - None received

Opened discussion for comment on Annual Update- None received

Opened discussion for comment on Budget Overview for Parents -- None received

Opened discussion for comment on SPSA and CSI Prompts- None received

Opened discussion for comment on Other Federal Spending: ESSER, AB86 - None received

Any Additional Comments – None received

Adjourned to Site Council Meeting

Attendees were the same as above.

1.3. Approval of Minutes of April 22, 2021 M/S Kellar/Garcia. Carried unanimously

2. Old Business - None

3. New Business

3.1. Draft Budget Overview for Parents and Annual Update reviewed. No comments or questions. M/S for approval to move forward to Board of Trustees: Kellar/Palmer. Carried unanimously

3.2. Plans for other Federal Spending – ESSER and AB86 reviewed. No comments or questions. M/S for approval to move forward to Board of Trustees: Kellar/Palmer. Carried unanimously.

4. Council Comment Period/Announcements –

4.1. Ray Kellar – Thanked the Council for their work this year.

4.2. Arlene Dinges – Updated council on her health – recovering from broken leg.

4.3. Other members - None

5. Public Comment period - None

6. Adjournment at 4:04 m/s Palmer/Garcia. Carried unanimously

Item 3.1 – Election of Members - Site Council - School Year 2021-22

Date _____

Members:	Print Name	Signature
	Paula Palmer, Parent/Community	
	Brooke Cottman, Parent	
	Chloe Kirby, (Parent)	
	Alison Howard (Certificated)	
	Jeff Cannon, (Certificated)	
	Hunter Johnson – (Jr. Class Representative)	
	Tony Birimisa, (So. Class Representative)	
	Ray Kellar, Principal/ Superintendent.	
	Arlene Dinges, Consolidated App Coordinator.	
Alternates:		
	Kurt Champe, (Certificated)	
	Sam Tolbert, (Sr. Class Rep.)	
Guests & Public:		

Student members were elected by their classmates at the beginning of the year.
 The members listed above were seated on this date. Motion _____ - Second _____ Vote: _____

Item 3.2 Election of Officers

SSC Action

This is to reaffirm that the School Site Council has voted to elect the Chairperson and the Vice-Chair.

The Chairperson is _____ and was elected on this date.

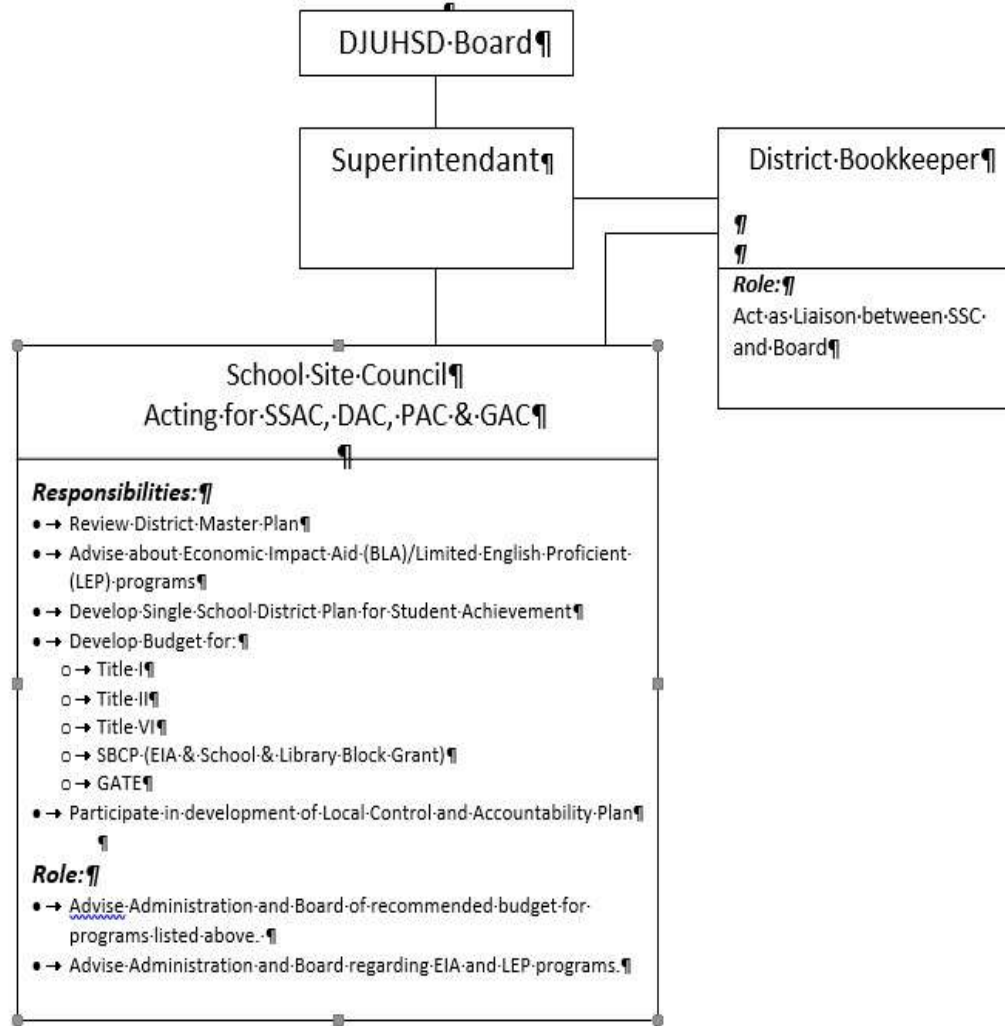
Motion _____ - Second _____ Vote: Ayes: ___ Nays: ___ Abstain: _____

The Vice chair is _____ and was elected on this date. .

Motion _____ - Second _____ Vote: Ayes: ___ Nays: ___ Abstain: _____

Item 3.3 – Training

Organizational Chart



[Ty] Modified from original chart in "SSC--DAC/SAC Information packet", 1995, Michael Rossi Director of Categorical Programs, Siskiyou County Superintendent of Schools, using material from "Kandi/Kandace/Consortium/Coop/SSC/SAC Flow Chart".

Bylaws and Handbook revision 3.15.21

DUNSMUIR JOINT UNION HIGH SCHOOL DISTRICT SITE COUNCIL/PARENT ADVISORY COUNCIL/GATE ADVISORY COMMITTEE/ SCHOOL-WIDE AND SCHOOL-BASED COORDINATED PROGRAMS COUNCIL BYLAWS

/Article I

Name

The name of this committee shall be the Dunsmuir High School Site Council/Parent Advisory Council, GATE Advisory Council/School-Wide and School-Based Coordinated Programs Council, hereinafter called the Council

Article II

Purpose

Develop and recommend the school Improvement Plan. The Council is advisory in nature and the Board of Trustees will have the final decision if a consensus cannot be achieved.

The Council has the ongoing responsibility to review with the stakeholders (principal, parents, teachers, other school personnel, and students) the implementation of the school improvement program, and to assess annually the effectiveness of the program. The results of a needs assessment or other means of assessment shall be brought before the Board of Trustees.

At least annually, the Council will review the school improvement plan, establish a new school improvement budget consistent with the Education Code, and if necessary, make modifications in the plan to reflect changing improvement needs and priorities.

Take other actions as required by the Education Code

Serve as advisory council for other programs by request.

Article III

Membership

Section 1: The Council Shall be composed of the Principal and representatives of teacher teams selected on a rotation basis; other school personnel selected by other school personnel; parents of students attending the school elected by such parents, or community members elected by those parent members; and students elected by students attending the school. An alternate in each of the five categories may be elected at the same time.

The Council shall be constituted to ensure parity among the members

Classroom teachers shall comprise the majority of those persons representing school staff.

- Section 2: Unless a waiver is obtained, there shall be 12 members of this council including the principal, 3 teachers and one alternate; 1 other school personnel, 3 parents and 3 students.
- If a waiver is sought, the Council may be comprised of the principal, the Consolidated Applications Coordinator, 2 teachers and one alternate, 2 parents or one parent and one community member, plus an alternate parent; and 2 students plus one alternate.
- Section 3: Resignations will be accepted only upon written notice to the chairperson.
- Section 4: Parent Members shall serve 3 years in order to maintain continuity if possible. A freshman parent may be appointed by the Council as an alternate member for 3 years to compensate for natural loss of senior parents. Students and teachers shall be selected/elected annually in the fall to serve one year.
- Section 5: Election of membership will take place in the fall of each year.
- Section 6: Both full and alternate members are expected to attend all meetings. If a full member misses two consecutive meetings, the Council may replace the member. If an alternate member misses three meetings, the Council may replace the member.
- Section 7: A vacancy on the Council shall be filled by the Chairperson with majority approval of the Council

Article IV

Meetings and Quorum

- Section 1: Meetings shall be held no fewer than four times a year.
- Section 2: A quorum is to be defined as one more than half of the Council
- Section 3: All meetings, including Special Meetings of the Council and of its standing or special committees shall be open to the public.

Article V

Officers

- Section 1: The officers of this Council shall be a Chairperson and a Vice-Chairperson
- Section 2: The Chairperson shall be a parent and will be elected by members of the Council on an annual basis. The Vice Chairperson shall be a faculty member and will be elected by members of the Council on an annual basis. The secretary will

be the Consolidated Applications Coordinator in order to maintain continuity of records.

Section 3: Officers may be removed from their positions by a 2/3 vote of the members

Article VI

Duties of Officers

Section 1 It shall be the duty of the Chairperson to preside at all meetings

Section 2: In the absence or disability of the Chairperson, the Vice Chairperson shall assume the duties of the Chairperson.

Section 3: In the absence or disability of both the Chairperson and the Vice Chairperson, the Consolidated Applications Coordinator shall assume the duties of the Chairperson

Section 4: Should all senior officers be unavailable, the Chairperson will appoint another member of the Council

Section 5 The Secretary shall keep the minutes of meetings, send notices of meetings and/or agenda, attend to correspondence, and send out publicity as directed.

Section 6: The Chairperson shall have a vote in all matters before the Council

Article VII

Duties of Council Members

Section 1: All officers shall be elected at the first meeting of each school year.

Section 2: New members shall assume their duties after being elected

Section 3: Should an officer resign before new elections are held, the Chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy can be filled.

Article VII

Committees

The Chairperson shall appoint committees as he or she considers necessary at any time, or as directed by a majority of the quorum

Article IX

Education Code Waivers

Section 1: The Council has the right to recommend waivers of the Education Code to the Board of Trustees

Section 2: Prior to any request for a waiver of provisions of the Education Code going to the Board of Trustees, it must have a majority vote from each division (teacher, other school personnel, parents and students) of the council

Section 3: Prior to a recommendation of a waiver, the entire faculty will be provided the opportunity to vote at the next Teacher Work Day or other staff meeting, and the Council will be made aware of the vote by its next regular meeting.

Article X Amendments Amendments of these bylaws require a 2/3 vote for approval by the Council membership.

SITE COUNCIL HANDBOOK

FOREWORD

The following collection of information is presented to assist in understanding the scope of what a site council does and how our DHS site council functions. The information came from a handbook created years ago, and of unknown origin. This edition omits redundancy where possible while leaving each separate part understandable in its whole. It has also been updated to include LCAP and Common Core references.

INTRODUCTION

When the School Improvement Program (SIP), the School-based Coordinated Program (SBBCP) and now the School Wide Program (SWP) were established, they were envisioned as ways to increase schoolwide effectiveness, improve student achievement and, over time, better prepare students to be productive workers and responsible citizens. One of the principal tenets of these programs was that those individuals closest to the students should be more involved in making significant decisions affecting the instructional program of the school. The School Site Council (SSC) was selected to be the vehicle by which the school community would come together to chart the school's path to improvement.

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

School Site Councils are required to assist in budgeting State and Federal dollars that are allocated to them, and attaching them to programs designed to achieve specific goals through: the development of a school improvement plan, including a budget which is reflective and supportive of the plan; the continuous review its implementation and assessment of its effectiveness; and the ongoing review and updating of the school plan. Lately, the Site Council may also be involved in the Local Control and Accountability Plan (LCAP), which has a similar but broader purpose.

A school is funded through the State and federal dollars with both 'Base' and 'Supplemental and Targeted' dollars. Programs which require a school site council as a condition for receiving and expending supplemental funds are;¹

School Improvement Program (SIP) Education Code Sections 52000-52049

School-based Coordinated Program (SBCP) Education Code Sections 52800-52888

Title I School Wide Program (SWP) Education Code Sections Title I Section 1114

Title II & IV federal monies

Rural education Achievement Program (REAP) Part B of Title VI (CFDA no. 84.358A& B)

Additionally, the school receives a pool of funds from the State through an allocation system that takes into account both average daily attendance (ADA) and targeted groups (foster youth, English learners, economically under-privileged students, special education students , etc.). This amount is calculated, or estimated and later authorized, using the Local Control Funding Formula (LCFF).

Although the three programs, SIP, SBBCP and SWP, are separate and distinct from one another in statute, they are similar in the manner in which they require and set forth the composition and general responsibilities of the school site council. In order of historical development, SIP emerged first in 1972 s Early Childhood Education (ECE) and in 19777 was expanded from K-3 to K-12 as the School Improvement Program. The School-based Coordinated Program was enacted into law in 1981, while the School-Wide Program was enacted in 1992. Each of the programs has similar requirements for the SSC. The common intent of the various pieces of legislation which enacted SIP,SBCP and SWP was to focus the authority to coordinate and direct the use of supplemental funds at the school level. The mechanism by which the school fulfills its responsibility for developing and coordinating programs is the SSC. It is delegated the responsibility for developing a comprehensive strategy (school plan) to ensure that all of the resources available to the school, the base program and the supplemental resources, are coordinated and focused on providing a high-quality educational program in which students of all ranges of ability and background can learn and succeed.

Each segment of the school community which makes up the SSC brings a unique perspective and knowledge of how the school currently functions, and how it might be improved and strengthened to offer the best program possible to the students. As the SSC reviews the existing program and plans and funds improvement strategies, it should draw upon these special skills and knowledge. For example, the principal and teachers receive extensive training in curriculum development and implementation, parents are able to offer insights on how effective the school is in creating a positive learning environment and how well their children

¹ Supplemental funds are those which are granted to districts and schools for specific program purposes and which are above the general revenue funds the districts and schools receive to support the base program. Supplemental funds must be used to enhance the districts and the school's regular program. Supplemental funds may not be used to replace or supplant the funds and program the district provides the school.

understand their assignments, and students can offer insight on the range and effectiveness of the instructional and learning options available. Other school personnel, such as counselors, aides, and clerical staff provide special perspectives on how the school can function to support student learning.

It was the intent of the Legislature that the SSC operate with the approval and under the policy direction of the district governing board (Dunsmuir Board of trustees). This means that as the school plan for utilizing the supplemental resources is being developed or updated by the SSC, there should be a continual communication between the SSC and other units in the education system to ensure that each part of the educational system is supportive of the others. Each should understand the goals and needs of the other and should work together to ensure that there is only one school plan and one combined effort.

Modified from original chart in "SSC--DAC/SAC Information packet" ,1995, Michael Rossi Director of Categorical Programs, Siskiyou County Superintendent of Schools, using material from "Kandi/Kandace/Consortium/Coop/SSC/SAC Flow Chart".

GENERAL FOCUS OF THE SCHOOL SITE COUNCIL

The primary task of the School Site Council (SSC) is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program. This core program should embody the district's curriculum, which itself should reflect the essence of the state frameworks.²

The SSC is charged with the task of developing a school plan using the supplemental resources to increase student understanding of and success in learning the core curriculum. Making effective decisions on the use of supplemental resources requires a thorough understanding of the core curriculum and of the reasons that students are, or are not, succeeding in learning it.

In planning and allocating the supplemental resources, schools should make a sizeable investment in the professional development of their teachers so they are ever-better equipped to teach the content in the new curriculum frameworks to all students in the school. As the SSC develops the school's plan for improvement, it should consider focusing its strategies and resources on a limited number of curriculum areas at any one time. Theoretically, it is better to concentrate on ensuring success in one or two curriculum areas by supporting a strategy that addresses all of the conditions necessary for a successful program than to attempt to make minor changes over the total spectrum of the school's program. Such an approach allows the school the opportunity to ensure that all of its improvement efforts are coordinated and focused on achieving a common goal. It would not be useful for a school to require two or three years of concentrated effort to put in place all of the necessary conditions required for significant improvement in a single area.

RESPONSIBILITIES OF THE SCHOOL SITE COUNCIL

The first task to be accomplished by a School Site Council is the development of a school plan, including a budget. The school plan becomes the instrument by which the school, represented by the SSC and the local governing board, establishes a common agreement regarding the educational strategies that will be implemented at a particular school to help support the highest possible levels of teaching and learning at the school.

Development of the School Plan

Education Code Sections 52034, 52855, and 54722 assign the SSC the responsibility for developing the school plan. The SSC may fulfill responsibility for developing the school plan in a number of ways. It may actually conduct all aspects of the program and plan development itself. Or, more commonly, it may delegate some of the tasks in the developing the plan (e.g. data gathering and analysis, development of strategies for

² The State frameworks, which are developed by teachers and other curriculum experts, represent a professional consensus of the essential body of knowledge and abilities which all students should attain in their schooling and are designed to produce citizens who can think, reason, and solve problems.

program improvement, and the allocation of budgetary resources to a committee or a school leadership team.) Regardless of how the SSC proceeds in developing the school plan, that plan and the accompanying budget must be formally approved by a majority vote of the SSC before being forwarded to the local governing board for its review and approval.

The Plan is developed over the course of a year. Data becomes available for review in the Fall, and SSC's can use it to begin a Needs Assessment. This can be honed and expanded as the year goes by and more stakeholders can provide input. Then a plan is crafted and voted on. Finally it is given to the Board of Trustees for adoption, usually in July, filed with the County, and implemented in the following school year, when another cycle of review begins.

Content of the School Plan

While there is no prescribed format which specifies how a plan must look, there are certain common elements that all school plans should possess, and there is a State template provided for use in its preparation. Starting in 2014-15 single school districts are allowed to include this plan in the LCAP. Dunsmuir High School District is not a single school because it has the ability to operate a Community Day School. DHS, therefore, must also submit a School Plan for Student Achievement in a separate document, and the goals must align with those of the LCAP.

Below are the common elements of a School Plan:

1. A clear statement of goals for the school and what the school hopes to accomplish through its improvement strategies to better meet these goals.
2. An analysis of how effective the school's current program is in improving student achievement (this analysis should include information on student performance; e.g., organized testing scores, retention rates, review of classroom work, results of self-studies or Western Association of Schools and Colleges (WASC)³ accreditation reports, as well as information on the ability of the school staff to provide an instructional program consistent with that described in the various curriculum frameworks.)
3. A description of the strategies, including the allocation of funds and the use of staff development days that will be used by the school to support its improvement strategies.
4. A description of who and how the school will monitor or check to ensure that the improvement strategies are being implemented in the manner and at the time that was planned.
5. A description of how the school will determine if its program improvement efforts have been successful in achieving its goals.

³ 2014-15 is a WASC year for Dunsmuir Joint Union High School. WASC self review comments can be used as a basis for some of the planning and program development that will end up in the LCAP and SPSA

Each element in the school plan should be directly connected to and supportive of the other elements of the plan. For example, if the SSC allocates some portion of the school's funds for staff development to increase the variety of strategies that teachers can effectively use to assist students to improve their problem solving ability in mathematics, there should be a clear statement in the plan of what the training will be and when it will occur. The decision to offer training in alternative strategies for teaching student problem-solving techniques should be a result of a conclusion that the staff needs additional support in this instructional area because student achievement is not adequate. Thus, the school plan is not only the document which guides the implementation of the school's improvement activities but is also the document which justifies the various improvement strategies and the expenditure of the school's fiscal resources.

As the SSC goes about allocating the available supplemental resources, it should strive to keep its focus on establishing and maintaining a comprehensive and ongoing strategy to improve curriculum and instruction. The SSC should not limit its vision to using the supplemental resources as merely a source of money to be used to meet the demands of the moment or to purchase a single fixed solution to be used in perpetuity. Instead, it should establish and maintain a vision of the skills and knowledge students need to be competitive in the modern economy, and then use the available supplemental resources along with the existing base resources of the school to make this vision possible for all students in the school.

Plan Review and Approval by Local Governing Board

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

Education Code Sections 52034, 52855 and 54722 require that the local governing board review and approve or disapprove school plans. These Education Code sections also require that no plan shall be approved unless it was developed and recommended by a school site council. In the event any plan is not approved by the governing board, specific reasons for that action shall be communicated to the SSC. Modifications to any school improvement plan shall be developed, recommended and approved or disapproved in the same manner.

If the SSC cannot agree on a school plan that can be recommended to the local governing board, or if the governing board will not approve the plan which is sent to it by the SSC, there is no approved plan to guide the

expenditure of the appropriated funds. Therefore, no expenditure of funds can be made. The cited Education Code sections make it clear that the SSC and the local governing board each have distinct and defined tasks in the process of improving the quality of the school. Until each has completed its assigned tasks, the school cannot begin the improvement process. It is also clear from the above language that there needs to be a continual dialogue between the SSC and the governing board to ensure that both are engaged in a common effort that is supportive of a common goal. In most cases, district office personnel will serve as the intermediary between the governing board and the SSC.

Updating the School Plan

Once the initial school plan has been developed and implemented, it needs to be reviewed continually to determine which goals, strategies and expenditures should be modified to ensure that the program is current and capable of meeting the needs of all of the school's students. Since funds are appropriated annually, schools should review their own allocations on an annual basis. Education Code Sections 52021, 52853 and 54726 assign the task of keeping the plan current to the SSC through requiring that it annually review the school plan, establish a new budget, and, if necessary, make revisions.

It is incumbent on the governing board, the district staff, and the SSC to establish and maintain continual communication regarding the district's goals and core curriculum as well as each school's needs, and plan to implement a program that can enable students to succeed in that curriculum. It is also the responsibility of each body to do everything possible to keep the program responsive to changing needs and priorities of the participating schools. If schools are to be improved for the benefit of the students, all segments of the school community must join together to accomplish this task. The SSC represents a major mechanism in California public education for bringing these segments together in a manner that provides for real and meaningful commitment in the effort to improve schools.

Finally, as districts of California begin to experiment with new forms of site decision making and to rethink current governance as part of the movement to restructure their schools, they should build on what is already in place. In fact, the basic premise underlying any restructuring movement in California and around the nation is the same as the guiding principle of school improvement; that is, that the individuals closest to the students should be more involved in making decision which affect the instructional program of the school.

THE GREENE ACT

School/District Councils & English Learners Committees ED 35147

1. Any meeting held by a council or committee shall be open to the public.
2. Any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
3. Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public* at least 72 hours prior to the meeting.
4. The meeting notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
5. The council or committee may not take any action on any item of business unless a) the item appeared on the posted agenda, or b) the council or committee members find, by unanimous vote, that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.
6. Questions or brief statements made at the meeting by members of the council, committee, or public need not be described on an agenda as items of business if those questions or statements a) do not have a significant effect on pupils or employees in the school or school district; or b) can be resolved solely by the provision of information.
7. If a council or committee violates the procedural meeting requirements described above, and upon the demand of any person, the council or committee shall reconsider the items at its next meeting after allowing for public input on the item.
8. Any materials provided to a school site council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.

* Notices and agendas should be posted in an area that is visible to all members of the school community, including parent s/guardians

Item 3.4 - Agreement to Serve

Definitions and tasks for various school groups

DAC – District Advisory Committee/Council – composed of representatives from School Advisory Committees to advise on districtwide Title I decisions, The DAC performs the function of the SAC in a district with only one attendance area.

SAC – School Advisory Committee/Council – a committee responsible for providing advice on identifying student needs. Setting instructional objectives, budgeting Title I funds, evaluation he school program and modifying the school program.

CAC – Community Advisory Council (Special Education)

PAC – Parent Advisory Council

SBAC – Smarter Balance Assessment Consortium

SSAC - = SSC – School Site Council – parents, students, teachers, principal and others as specified by School Improvement las, responsible for developing a School Improvement Plan, establishing the SIP budget, assessing the school program and annually reviewing the implementation plan. The schoolsite council annually reviews and updates the Single Plan for Student Achievement (SPSA) including proposed expenditure of funds allocated to the school through the Consolidated Application.

\School Level

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

Schoolsite Council (SSC)

The schoolsite council annually reviews and updates the Single Plan for Student Achievement (SPSA) including proposed expenditure of funds allocated to the school through the Consolidated Application.

District Level

District Advisory Council (DAC)

District English Learner Advisory Committee (DELAC)

An explanation of a district-level English Learner Advisory Committee role, purpose, and requirements.

DUNSMUIR JOINT UNION HIGH SCHOOL DISTRICT SITE COUNCIL

5805 High School Way, Dunsmuir, California 96025

Dunsmuir High School 530.235.4835 Dunsmuir Community Day School 530.235.2225

Fax 530.235.2224

www.dunsmuirhigh.k12.ca.us

Chair Person: , Parent
Vice Chair: Teacher
Secretary: Arlene Dinges, Consolidated Applications Coordinator

SBCP Action:

This is to reaffirm that the School Site Council has approved continuation in the School-Based Coordinated Programs ((7250)- (EIA (7091)) School and Library Block Grant) - Title I, And tie Site Council will act as the SBCP, ELAC, DAC, LCAP and all other councils required for oversight of funding programs and plans as required by law or requested by the Board of Trustees..

Newly APPROVED: September, 2021.

Authorizing Signature:

/Title

/Date

Item 3.5 – Dashboard Priority 3- Self Assessment

Handouts available at meeting or by request.

The California School Dashboard is a measure of issues the State has determined to be priorities. They are revealed in a color-coded graphic on the state website.

Priority 3 – Parent Engagement.

The School measures its progress in:

- (1) Seeking input from parents in decision making, and
- (2)(2) promoting parental participation in programs;

The school then reports the results to its board of trustees at a regular meeting, and to its stakeholders and the public through the Dashboard.

Item 3.6 – Plan for Parent Meeting