

# EV Cain 21<sup>st</sup> Century STEM Charter

## Roles and Responsibilities Of the Governance Council



Auburn Union School District

# **Roles and Responsibilities Of the Charter Governance Council**

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## **The Purpose of the School Governance Council**

The EV Cain STEM Charter Governance Council, consisting of parents, students, and staff, serves as the local governing entity. The Charter Governance Council shall include some members who served on the development committee. The EV Cain STEM Charter Governance Council will exist as a legally and operationally dependent entity of the Auburn Union School District (for back office services only), governed by the bylaws of the Charter Council and operated under a mutually agreed upon governance structure as defined a mutually agreed upon MOU . It is the goal of the EV Cain STEM Charter School to create a school with high academic standards in all content areas infused with 21<sup>st</sup> Century Skills and STEM learning that is presented and demonstrated using state- of- the- art technology.

The Principal of EV Cain Middle School serves as administrator of the EV Cain STEM Charter School to implement the policies of the Charter School as outlined herein and to work with the teachers to oversee the day-to-day activities of the EV Cain STEM Charter School. The Governance Council will act autonomously to set policy, develop and approve budget and expenditures, hire personnel, develop and approve and ensure that the school maintains high academic standards, under the oversight of the Auburn Union School District.

Develop, monitor, and evaluate a Single Plan for Student Achievement (SPSA) that coordinates all programs funded through the consolidated application process and operated at the school to improve student achievement.

(Education Code Section 64001)

Develop, monitor, and evaluate any programs established to increase student achievement and/or school climate within the EV Cain 21<sup>st</sup> Century STEM Charter.

## **The School Site Council**

All schools, with the exception of Independent Charter Schools, must have a functioning School Site Council (SSC) or School Governance Council (SGC) for dependent charters.

## **SGC Responsibilities**

EV Cain STEM Charter Governance responsibilities:

The Governance Council in consultation with the-teachers at the school, will be responsible for the following activities:

- Developing the annual goals for the school and long range plans with input from administration, teachers, education specialists, and PTC members.
- Establishing all policies of the charter schools.
- Receiving reports from, and providing recommendations to, the AUSD Superintendent and staff.
- Approving all contracts and expenditures.
- Solicitations and receipt of grants and donations consistent with the mission of the charter school.
- Assessing the EV Cain STEM Charter School's goals, objectives, academic achievements/student progress, financial status, and any need for redirection.
- Review and monitor student achievement data (STAR, API, AYP scores, reading and math benchmark assessment results, CELDT results, attendance rates, suspension rates, etc.)
- Actively participate in setting goals for student improvement based on data
- Approve the *Single Plan for Student Achievement* including the budget
- Monitor the implementation of the components of the *Single Plan*
- Monitor the *effectiveness* of strategies and make modifications as needed

## **Composition of the School Governance Council**

### **Opportunity and Equal Education Access**

No person is denied the opportunity to participate as a member of planning or advisory committees on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental disability, or physical disability.

(34 CFR 100.3[b][1][vii], 104.10, 106.58;5CCR 4900)

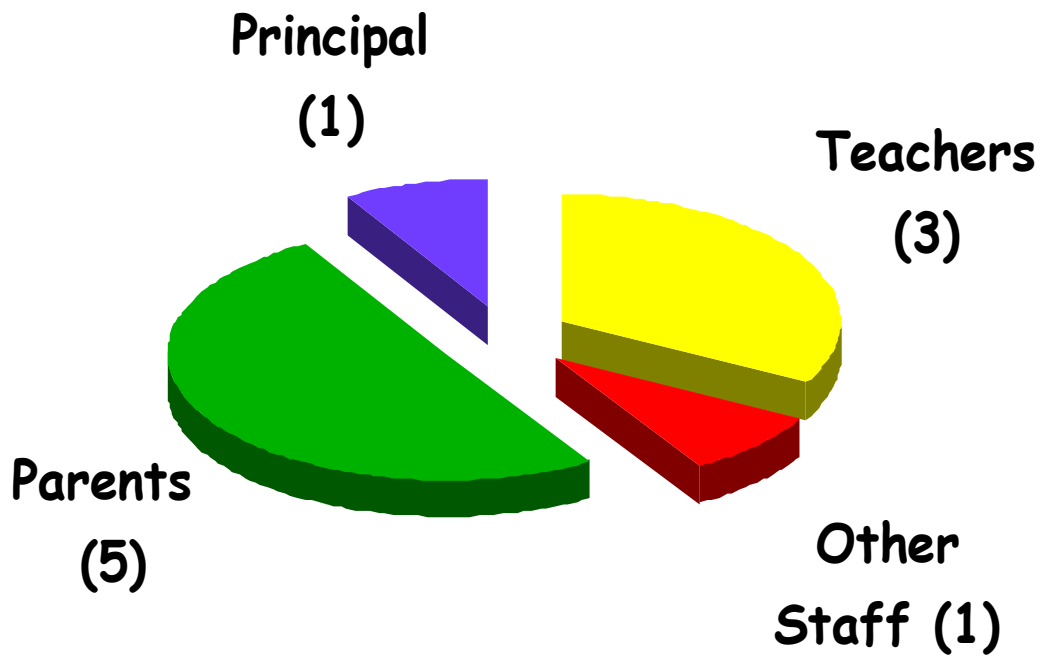
### **Composition of the Council**

The council shall be composed of the principal and representatives of:

- Teachers **selected** by teachers at the school
- Other school personnel **selected** by other school personnel at the school
- Parents of pupils attending the school **selected** by such parents
- Pupils **selected** by pupils attending the school
- Community members may serve on the *SGC* if they are **selected** by parents

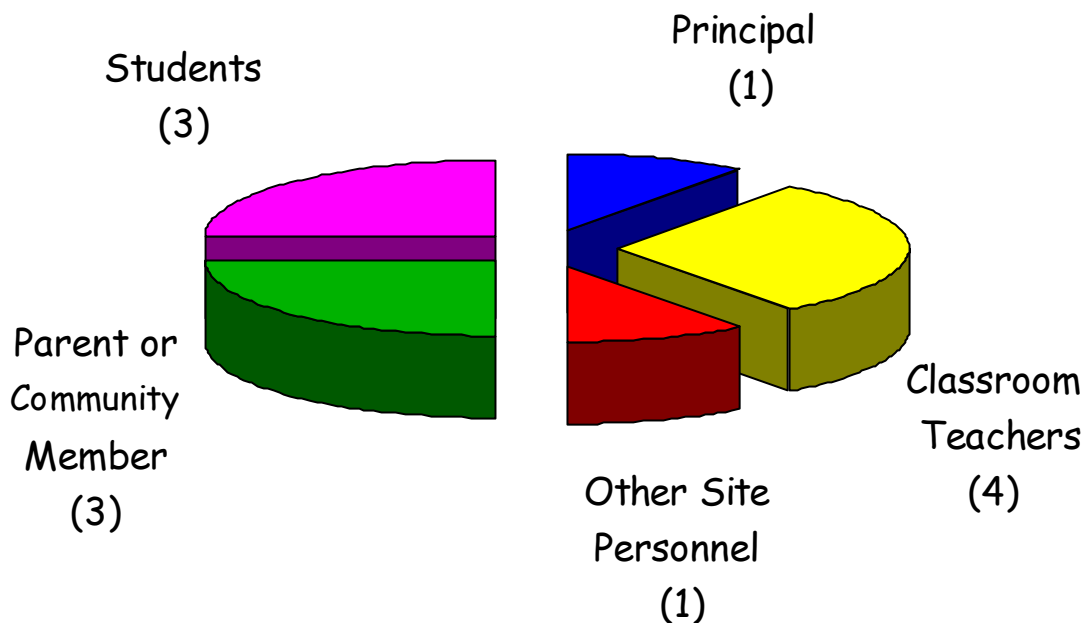
## Elementary Composition

- Parent or community membership is equal to school staff membership.
- Classroom teachers must be in the majority on the staff side.
- "Other School Personnel" includes: other administrative positions, other non-classroom teacher positions, and all site classified personnel.
- Smallest council is composed of 10 members.



## Secondary Composition

- Parents or community members and students equally share  $\frac{1}{2}$  of the council.
- Classroom teachers must be in the majority of the staff side.
- "Other School Personnel" includes: other administrative positions, other non-classroom teacher positions, and all site classified personnel.
- Smallest council is composed of 12 members.



## **Election of Student Representatives**

All students at the secondary level are eligible to be elected as members of the SGC by the entire student body.

## **Other Staff**

Other Staff may include:

- Assistant Principals
- School Nurse
- Counselors
- Clerical Staff
- Paraprofessionals
- Custodial Staff
- Food Service Staff
- \*Resource Teachers
- Coordinators
- \*Instructional Coaches
- \*Library Media Teachers
- Community Representatives

\*Non-classroom teachers refers to those full-time employees whose classroom teaching assignment, if any, is fewer than three (3) periods per day in secondary, or less than half-time in elementary.

## **Other Composition Issues**

A school governance council at the middle school level may, but is not required to, include pupil representation." Ed. Code 33133(c)

## **SGC Composition in Small Schools or Districts**

In schools with fewer than three teachers, the composition requirements may be met by establishing a council that is composed of equal numbers of school staff and parents or other community members selected by parents.

## Selection/Election of *SGC* Members

### The Principal

- The **principal is an active member** of the school governance council, but has no administrative authority over the council.
- He or She may not veto a decision of the council or make plan or budget changes without *SGC* approval.
- *SGC* attendance and responsibilities **CANNOT** be assigned to a vice principal or other designee.

## **Selection/Election of Teachers**

Teachers may be elected (ballot method) or selected (at a staff meeting) to serve on site council.

### **Ballot Method: Steps to Follow**

1. Notify teachers of the nomination process.
2. Allow teachers to nominate self/other teachers.
3. Place names on a ballot.
4. Provide an opportunity for a "write-in" candidate.
5. Establish a process to assure that all teachers receive a ballot.
6. Utilize teachers or an election committee to count ballots.
7. Maintain ballots for 3 years.

### **Selection at a Staff Meeting: Steps to Follow**

1. Include selection of *SGC* representatives on the staff meeting agenda.
2. Maintain minutes of the staff meeting.
3. Provide a sign-in sheet for classroom teachers.
4. Take nominations from the floor.
5. Conduct a voice/hand vote.
6. Enter into the *SGC* minutes: The staff agenda, minutes of staff meeting, sign-in sheets, and the results of the vote.

## **Definition of "Other School Personnel"**

- Classified personnel (e.g., clerical, instructional, custodial and food services staff)
- Administrative personnel (e.g., vice principals, certificated administrative assistants)
- Certificated support staff-not assigned as a classroom teacher of record (e.g., counselors, resource teachers)
- Itinerant staff (e.g., translators, nurse, psychologist)

## **Selection/Election of "Other School Personnel"**

Ensure all members of this group are provided an opportunity to nominate and vote. Follow these steps:

1. Establish a list of all eligible "others."
2. Send notification to all "others" of the nomination process.  
Take nominations.
3. Develop a ballot.
4. Allow for a "write-in" candidate.
5. Verify that all "others" received a ballot.
6. Have "others" or an election committee count the ballots.
7. Maintain ballots for 3 years.

## **Selection/Election of Parents**

- The term "parent" includes a guardian.
- A "parent" CAN be an employee in the district, but CANNOT be employed at the school in any capacity.
- A community member may serve in the "parent" position as long as the person has been selected by parents of children in the school.
- The school site council should reflect the school community, including all socioeconomic, ethnic and program groups.
- Notify parents of the nomination process (e.g., bulletin, handbook).  
Translate if required.
- Take nominations. Allow for self-nomination or the nomination of a peer.
- Design a ballot including a space for a "write-in" candidate.
- Send ballot home. Be sure every parent has an opportunity to vote.
- Have parent volunteers or an election committee count the ballots.

## Selecting/Electing Students

Two ways to select/elect students:

**Option 1:** Students can "run" for the office of *SGC* member" using the same process as used for any other elected student body office (e.g., student body president, secretary).

**Option 2:** The school's student body bylaws can be modified to change the current job responsibilities of elected student body officers to include *SGC* responsibilities.

## Officers

The council shall elect officers, which may include:

- *Chairperson* to organize, convene, and lead meetings of the council
- *Vice-Chairperson* to serve in the absence of the chairperson
- *Secretary* to record events and actions taken at council meetings
- *Parliamentarian* to resolve questions of procedure, often with the help of "Robert's Rules of Order" or similar guide
- *Other officers* as needed to perform stated duties in support of the work of the council

## **Filling SGC Vacancies**

Vacancies can be filled by:

- An election by the appropriate representative group
- An appointment by the remaining members of the peer group (only peer group members appoint)
- The seating of a previously elected alternate to fill the remainder of the term

## **Establishing Bylaws**

SGC Bylaws are not required by law but can serve to clarify such matters as:

- Duration of terms for members and officers
- Election procedures
- Notice of elections for each peer group
- Meeting times
- Quorum requirements
- Attendance procedures
- Responsibilities of the council
- A policy of non-discrimination
- Election of alternate members

## **Agenda Requirements**

### **Notification Requirements**

- Schools must post an agenda in a public place 72 hours prior to each meeting
- Post agendas in a place for public viewing outside school hours (window, door, outside memo board).
- The agenda must include date, time, location, and each item of business
- Agendas should include time for public comment

## Conducting the SGC Meeting

### **The Brown Act**

The Council must observe the following rules of order:

- Meetings must be open to the public.
- The public must be given the opportunity to address the School Governance Council (SGC) on topics under the jurisdiction of the SGC.
- Notice of the meeting must be posted at the school site or other accessible place at least 72 hours in advance.
- The notice must specify the meeting date, time, location, and the agenda.
- The SGC cannot act on an item not described on the posted agenda.
- Questions and brief statements that do not impact pupils or employees and that can be resolved by providing information need not be described on the posted agenda.
- If these procedures are violated, upon demand of any person, the SGC must reconsider the item at its next meeting, after allowing for public input on the item.

## Records

The school needs to maintain the following documentation for 5 years:

- Orientation and election notifications
- Council roster and ballots
- By-laws (if adopted)
- Meetings flyers/notification
- Agendas of council meetings
- Minutes of meetings  
(discussions, recommendations and actions)
- Records of attendance (sign-in sheets)
- Evidence of input from school advisory committees  
(ELAC, other advisory committees)
- Official correspondence
- School Plan including budgets

## **Roles and Responsibilities**

### **Overall Responsibility of the SGC**

Determine the focus of the school's academic instructional program and all related categorical resources.

- Analyze and evaluate the academic achievement of all students in the school
- Obtain recommendations from school site advisory, standing, and special committees regarding the focus of the school's *Single Plan for Student Achievement*
- Develop and approve the school plan and all proposed expenditures in accordance with all state and federal laws and regulations
- Recommend the school plan including related budget expenditures to the local governing board
- Monitor of the implementation of the plan and budget/expenditures
- Revise the school plan, including expenditures, timelines, and evaluation criteria, as needed
- Participate in all local, state, and federal reviews of the school's program for compliance and quality
- Conduct an annual evaluation of the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students
- Encourage broad representation of parents, community members, teachers and students, if appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the school site council
- Carry out all other duties assigned to the council by the district governing board and by state or federal law

## **The Consolidated Application**

The Consolidated Application (ConApp) is a contract between the District and the State Board of Education on the use of categorical funds.

- The approved Con App is the document that auditors and compliance review personnel use to determine compliance with state and federal mandates.

The Con App consists of two parts:

### Con App Part I:

The District's intent to apply for funds (due June 30th of each year)

### Con App Part II:

The District's distribution of funds to school sites (due January 31st of each year). The Single Plan budget pages must match the ConApp Part II school site allocation pages.

The Consolidated Application is the source of funding allocations to all districts and site councils other than Charter Schools. Charter Schools are funded with Categorical Block Grant and EIA in lieu. The EV Cain Governance will make program decision based on funding sources in charter school allocations.

## **Single Plan for Student Achievement**

Senate Bill 374

Requires each school to consolidate all plans required by Consolidated Application Programs into a Single Plan for Student Achievement (SPSA).

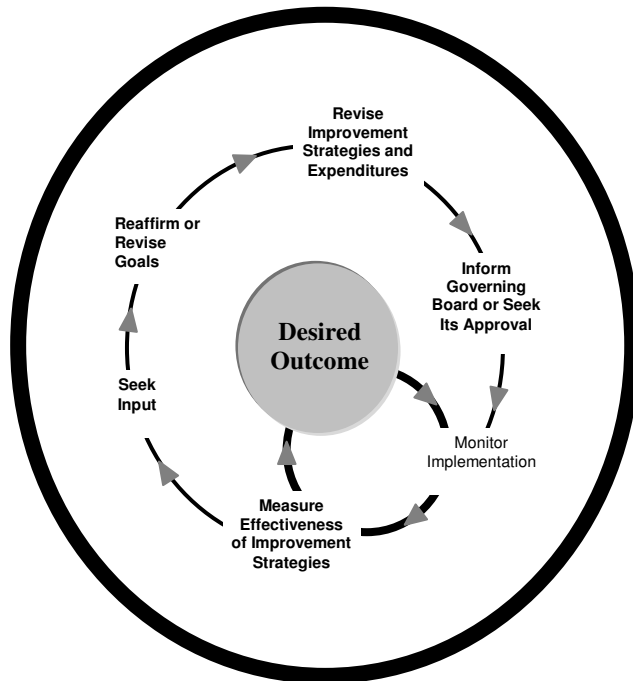
(Education Code Sections 64001 [d],[f])

The intent of the Single Plan for Student Achievement is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching state academic standards.

The school plan serves as an official document in audits to determine appropriate expenditures of categorical funds, including equipment purchases, and personnel responsible to complete multi-funded and semiannual certifications.

The Single Plan for Student Achievement is developed, monitored, and revised by the Governance Council in order to support programs and increase student achievement.

## Steps for Developing the Single Plan for Student Achievement



### Step 1: Measure the Effectiveness of Current Improvement Strategies

- Analyze Student Performance
- Analyze the Instructional Program

### Step 2: Seek input from School Advisory Committees

*SGC* must document the following actions:

- Written recommendations from advisory committee(s)
- Consideration of recommendations at *SGC* meeting
- Dissemination of information regarding the single plan to advisory committee(s)
- Share final draft with advisory committee(s)
- Recommendation for approval of the plan to District

### Step 3: Reaffirm or Revise School Goals

School goals must be based on comprehensive assessment of student academic achievement, using multiple measures of student performance.

#### Step 4: Revise Improvement Strategies and Expenditures

The *SGC* will adopt specific actions to reach each goal, specify dates by which actions are to be started and completed, identify expenditures needed to implement the action, and identify the funding source.

#### Step 5: Approve and Recommend the Single Plan for Student Achievement to the Governing Board

After appropriate advisory committees have reviewed the proposed Single Plan for Student Achievement, the *SGC* must approve it at a meeting for which a public notice has been posted.

#### Step 6: Monitor Implementation

Once the plan is approved, the responsibility of the *SGC* is to monitor the effectiveness of planned activities and modify those that prove ineffective.

Monitoring should follow the calendar of events established by the plan to verify timely implementation and achievement of objectives critical to the success of the plan.

## **School Advisory Committees**

The Single Plan for Student Achievement must be developed with the advice, review, and certification of any applicable school advisory committees.

Such groups include:

- Compensatory Education (CEAC)
- English Learner (ELAC)
- Gifted and Talented Education

A member of the EV Cain Governance Council serves on the District Advisory Council (DAC) to make decisions, review, monitor, and evaluate categorical, safety, and wellness programs.

## **Other Committees**

The SGC may appoint committees or individuals to serve and advise at their discretion. SGC minutes must document the purpose and decisions of appointees.

Appointees may:

- Gather and analyze data
- Propose strategies for improving instruction
- Examine materials and funding to determine effectiveness
- Draft portions of the Single Plan for Student Achievement for council consideration

EV Cain STEM Charter will have representation on all District committees.

### **Effective Governance Councils...**

- Focus on improving achievement for all students
- Collaborate effectively
- Provide opportunities for shared leadership
- Use problem solving skills
- Develop ways to stay on task and on time (time keeper)
- Allow all members and the public to freely express their opinions and points of view
- Come prepared with their materials and good ideas
- Communicate with the larger school community about their progress
- Seek out information from the broader school community

## **Role of the Principal**

### **Principal's Responsibilities**

- Is a voting member of the council
- May not veto a council decision
- May not change the approved plan
- Provides training to *SGC* members on their roles and responsibilities
- Provides leadership to the council on federal and state regulations
- Assists the chairperson in establishing agendas for the meetings
- Provides or coordinates budget and plan updates to the council
- Provides student achievement information to the council
- Provides council with planning information (e.g., program requirements)
- Provides council with budget information (e.g., personnel costs, allowable expenditures)
- Assumes responsibility for the implementation of the approved plan

## **District Office Responsibilities**

- Certify the election and monitor the proper functioning of the *SGC*
- Investigate and resolve concerns relating to the *SGC*
- Provide leadership and training for *SGC* members
- Assist with the analysis of school data to determine student needs
- Align professional development with state standards and curriculum
- Provide guidance and assistance in the development, including expenditures, of the Single Plan for Student Achievement
- Maintain *SGC* Certification forms

### **In Closing...**

"Teamwork is the ability to work together toward a common vision... The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results."

*Andrew Carnegie*