

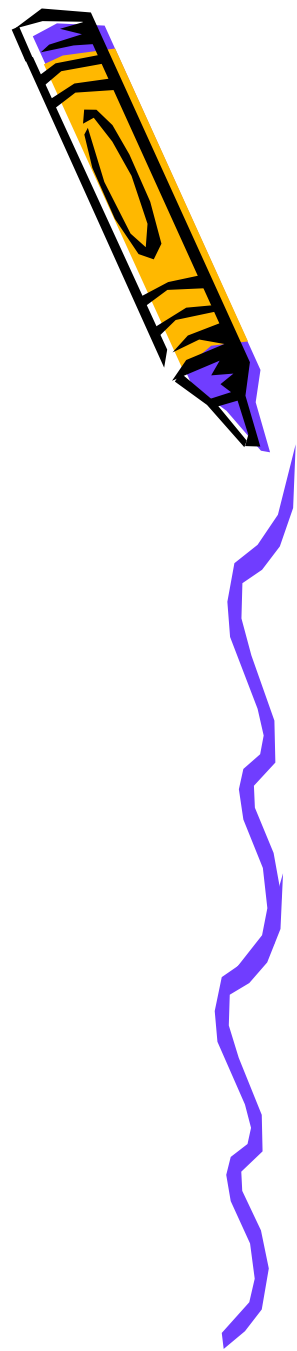


School Site Council 101

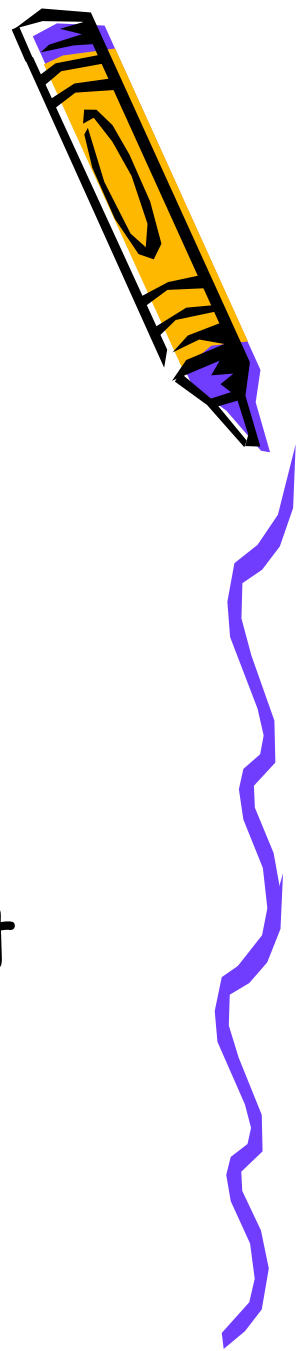
An Introduction to the Roles and
Responsibilities of SSC'

Organization of Presentation

- District Values and Goals
- School Site Councils (SSC)
- Academic Planning
- Site-Based Budgeting



SFUSD District Priorities



- Academic Achievement
- Academic Equity
- Instructional Improvement
- School Climate
- Parent and Community Involvement



Developing the School Site Council

The fundamental principle of SSC elections is "peers elect peers."

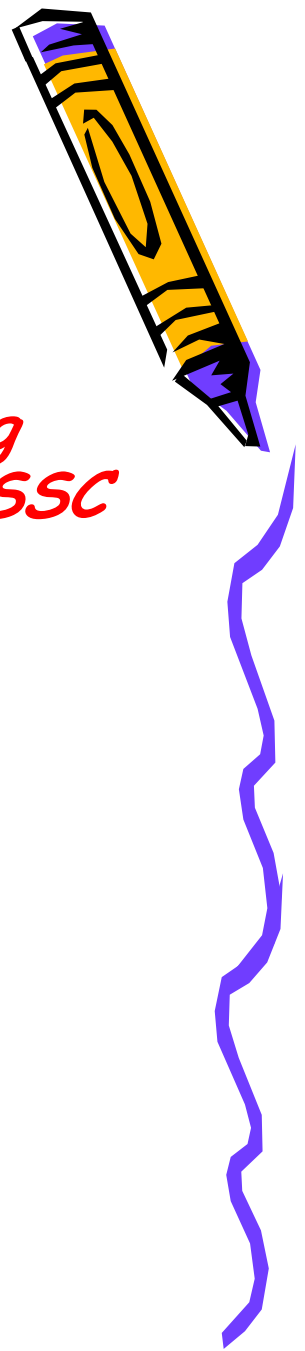
- What is the composition of the SSC?
- Building a Team
 - Membership
 - Elections



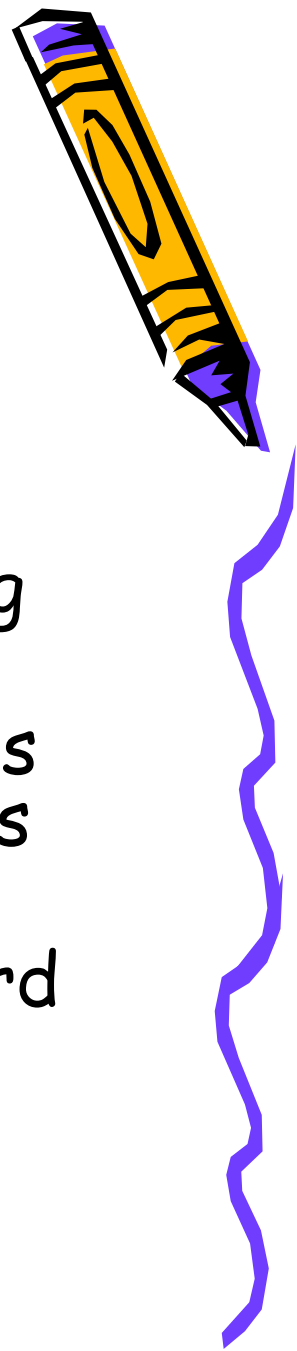
Roles of the SSC, Principal and District

It is essential that the plans for improving student achievement be supported by the SSC and the principal.

- Academic Plan Development
- Budget
- Plan and Budget Review
- Curriculum/Instruction/PD
- Staffing



Practical Strategies for Involvement

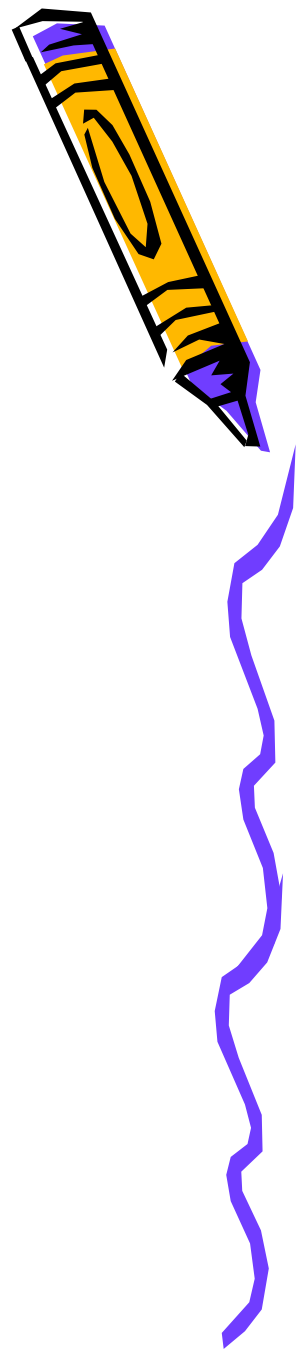


- Accommodating the schedules of busy parents and teachers
- Reaching and involving parents, including underrepresented groups
- Holding discussions and making decisions so that everyone feels his/her voice has been heard
- Getting input from and "getting the word out" to your larger school community

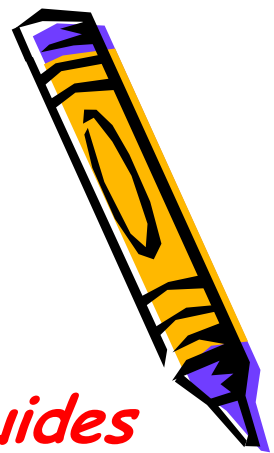


Timeline for SSC Work

- Gather Information
- Seek Input
- Develop Draft Academic Plan
- Develop Draft Budget
- Seek Input
- Finalize Academic Plan and Budget



Academic Plan: Purpose and Us



The plan should be a "living document" that guides decision-making and the work of the school throughout the year.

- Specifically define a school's targets for improving student achievement
- Identify and align the strategies, programs, services and resources
- Communicate to the whole school community



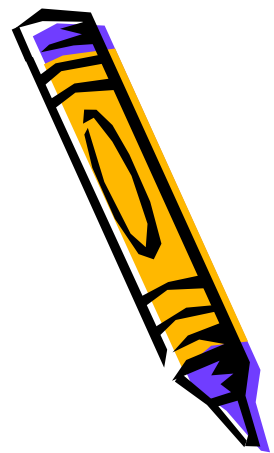
Academic Plan: Components

School's objectives for each of the districts's goals based on analysis of data.

- Academic Achievement
- Academic Equity
- Instructional Improvement
- School Climate
- Parent and Community Involvement



Budget Development Reflecting Priorities



- Agree on academic goals based on review of data
- Identify and prioritize strategies
- Determine costs of strategies
- Review site-based allocations and minimum staffing requirements
- Gather information on all other resources available
- Determine discretionary funding
- Decide funding to support each strategy (*try starting with the most restrictive funds first*)
- ***Ensure that the resulting budget supports a strong Academic Plan***

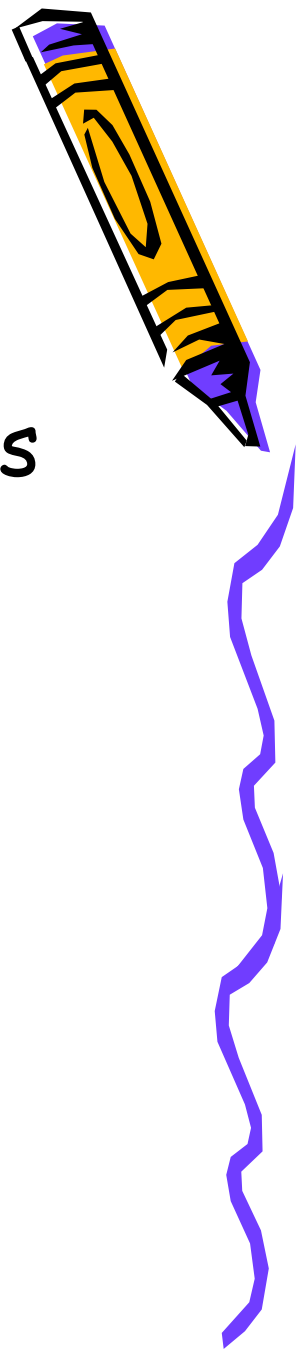
AND IF NOT -

- ***Revise the budget and/or site plan until both are sound, aligned and reflective of your school's academic needs and priorities***



Site-Based Budgeting Considerations

- Site versus Central Responsibilities
- Staffing Guidelines
- "Must-fund" Positions
- Funding Sources



School Site Council 101:

An Introduction to the Roles and Responsibilities of the SSC

Organization of Presentation

- 1. District Values and Goals**
- 2. School Site Council (SSC)**
- 3. Academic Planning**
- 4. Site-Based Budgeting**

San Francisco Unified School District **Values and Goals**

“Excellence for All”

SFUSD Mission:

To provide each student with equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competency and physical and mental health so that each student can achieve to his or her maximum ability.

Superintendent’s Five Core Beliefs

- 1. Children come first.**
- 2. Parents are our partners.**
- 3. Victory is in the classroom.**
- 4. Leadership and accountability are the keys to our success.**
- 5. It takes the entire community to ensure the success of all our students.**

San Francisco Unified School District Priorities:

I. Academic Achievement:

Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on the 2000-2001 achievement data.

II. Academic Achievement:

Ensure that all students have access to a comprehensive education by providing a high-quality program of studies.

III. Initiatives to Improve Instruction:

Improve the instructional delivery to all students using best practices for student learning.

IV. School Climate:

Ensure a safe, secure school and learning environment.

V. Parent and Community Involvement:

Significantly increase the involvement of a broad base of parents and community at the school level.

Developing the School Site Council

What is the composition of a School Site Council?

The composition of School Site Councils reflects the desire of the California Legislature, SFUSD, and local stakeholders to widen the range of site-level decision makers. In an elementary school, half of the members must be parents and community members and the other half must be staff members. In a secondary school, the parent and community side must include student members and parents/community members in equal numbers.

SSC members are elected in the fall for two-year terms, which can be staggered. It is recommended that alternate members be chosen, since it is common for members to leave SSC's for many reasons. Special elections can also be held if there are not enough alternates to fill vacant positions or if election procedures have been challenged.

Building a Team At Your School Site: Membership and Elections

Principal: The principal is always a member of the SSC. The principal is accountable for developing the Academic Plan with the SSC and implementing it in partnership with the school staff.

Classroom teachers: Among staff members on the SSC, a majority must be classroom teachers. Teachers bring practical knowledge about curriculum and instructional strategies, as well as knowledge about the school's history and culture.

Other school staff: At least one staff member who is not a teacher must be included on the SSC.

Families and communities: SSCs also offer families and communities an opportunity to participate in local school governance. The school principal is responsible for designing and conducting an election where parents are able to elect parents and community members to the SSC.

The overarching principle and policy for School Site Council elections is that peers elect peers. All interested persons must have an opportunity to participate in the election process.

SFUSD ACADEMIC PLANNING AND SITE-BASED Decision-making Guidelines

School Site Councils are required at every school as a condition for participation in certain state and federally funded programs. SFUSD has expanded the role of the SSC to include oversight of the academic plan and budget, a recognition that all stakeholders (students, parents, community members, teachers, other staff and principals) must contribute to the success of the school.

School principals are the critical leaders at school sites. They are responsible for establishing a vision for improving achievement for *all* students. Principals are ultimately accountable for achieving the goals of the school and the district. Therefore, principals must ensure that the academic plan and budget are focused on meeting the identified needs of *all* students.

If principals or any other members of School Site Councils are not confident that an academic plan, as drafted, is adequately focused needs of all students, they have recourse with the district to ensure that their concerns are heard.

The following table outlines the respective roles of the District, School Site Councils, and school principals in developing plans for raising student achievement and for carrying out those plans.

Roles of the District, School Site Councils, and school principals in developing plans for raising student achievement and for carrying out the academic plan

	District	School Site Council (including Principal)	Principal (Additional Responsibilities)
Academic Plan Development	<ul style="list-style-type: none"> - Set the goals - Create the template - Provide guidelines and monitor implementation 	<ul style="list-style-type: none"> - Analyze student data - Gather community input - Draft the academic plan - Monitor implementation 	<ul style="list-style-type: none"> - Implement and monitor the plan
Budget	<ul style="list-style-type: none"> - Provide services centrally - Provide schools with budget allocations 	<ul style="list-style-type: none"> - Prioritize funding to support programs - Identify priorities for additional funds and priorities for cuts if reductions are necessary 	<ul style="list-style-type: none"> - Take all necessary steps to implement District and SSC budgetary priorities (e.g., writing requisitions, monitoring contractors, etc.)
Plan and Budget Review	<ul style="list-style-type: none"> - Assistant Superintendents and central office teams review plans and make necessary recommendations to ensure consistency with District goals, quality of the plan, and relevant compliance issues 	<ul style="list-style-type: none"> - Annually approve academic plan and site budget - Approve any substantive changes to the plan - Incorporate recommendations from the District review team 	<ul style="list-style-type: none"> - Meet with District review team - Communicate District review team feedback to the SSC - Facilitate any necessary revisions - Re-submit plan for final approval
Curriculum, Instruction, and Professional Development	<ul style="list-style-type: none"> - Adopt standards-based core instructional materials - Establish standards-based intervention programs - Provide professional development opportunities 	<ul style="list-style-type: none"> - Assess needs based on student achievement data - Decide on school-based professional development strategies based on analysis of needs - Decide on supplementary curriculum and instructional materials, in alignment with standards to address program needs - Monitor results 	<ul style="list-style-type: none"> - Implement District and SSC decisions - Monitor implementation of standards based curriculum - Monitor and evaluate quality of instruction - Organize school-based professional development
Staffing	<ul style="list-style-type: none"> - Screen candidates for all positions and assign employees for centrally-funded positions 	<ul style="list-style-type: none"> - Identify positions to be funded to support identified needs in the academic plan 	<ul style="list-style-type: none"> - Hire all site-funded staff members - Assign staff to jobs - Consolidate positions when required - Ensure that civil service rules, contractual obligations, and District procedures are followed

Note: If SSCs and principals cannot reach agreements, the District will provide mediation and/or dispute resolution.

Responses to Questions Relating to SSCs

How does your School Site Council accommodate the schedules of busy parents and teachers?

- We polled people for the best meeting time. Whenever the most people could make it became the new scheduled time.
- Our SSC meetings have been most successful at either 6:30pm or 7:00pm, so that working parents have a chance to participate. Also, we've made an effort to post the time of our meetings in advance so that people can make arrangements to attend.
- We use our time effectively by posting agendas so people know what to expect. We also have established a SSC parent web site to foster communication about meeting ideas.
- We have combined meetings of the PTA/PTSA, SSC and other committees into a potluck dinner on a consistent day each month.
- Regular, timely notices sent by email, (regular) mail, and personal contact have helped us notify parents about meetings.
- Or school proposes meeting dates and the SSC approves them.
- We vary the times and days of our meetings to accommodate more people and provide e-mail links for constant input. We also provide child care and refreshments.
- We schedule our meetings as a group and often find that we need to meet on weekends to get the most involvement.
- Our SSC Chairperson is a very efficient facilitator. She has had training of facilitation and does a good job of keeping everyone on track so that we spend our time effectively during meetings.
- We have a standard monthly meeting that occurs at the same time and place each month.

How does or could your School Site Council reach and involve parents, including underrepresented groups?

- We provide refreshments, translation, and childcare.
- We meet in a variety of locations that our parents visit frequently, like the Laundromat. This gives them an opportunity to be involved without having to rearrange their schedules.
- We invite the adult education classes to our community meetings.
- We have developed a Parent Involvement Program (PIP) that provides incentives for parents to be more involved.
- We hold meetings after student performances so that when parents come to see students perform, they stay for the meetings.
- Specific groups of parents meet at different times and send a representative to the larger meeting. This lets their voices be heard without having to accommodate everyone at the same meeting.
- Parents and children receive incentives for attending meetings (i.e., gift certificates, books).
- Our school has teachers who encourage parents to attend SSC meetings. It strengthens the relationships between teachers and parents. It also makes parents feel like someone specific is looking forward to seeing them at meetings.
- Some of our parents have participated in the Parents as Leaders Program. We also encourage them to recruit new parents to become involved.
- Notices are posted throughout the school. We try to make the meetings a business and social event.
- We mail notices directly to parents who are members of underrepresented groups.
- We try to schedule meetings around parents' schedules and offer door prizes.
- We communicate the activities of our SSC (minutes of past meetings and schedule times of future meetings) in a monthly newsletter in two languages.
- We coordinate SSC meeting nights with other meetings that tap into a community interest, such as a speaker from the Fire or Police Department about safety, the adult education classes.
- The PTA/PTSA helps in presenting information about each of the candidates running for the SSC for all interested parties. We also try to meet with parents of incoming students new to the school, to encourage them to be involved in next year's SSC.
- We use phone trees to remind families of important upcoming events.
- Our parent liaison focuses on encouraging parents in underrepresented groups to become involved in our SSC.
- We hold a potluck dinner before each SSC meeting.
- Our school makes an effort to share the results of the meetings and planning process so that their voices are being heard and taken seriously. The knowledge that what parents say has an impact, our parents are more likely to come to meetings.
- Our students make invitations for their parents during school or during the after school program.
- We avoid using educational jargon in all messages out to parents. We also allow time for meaningful discussions that are easy to understand.

How does your School Site Council hold discussions and make decisions so that everyone feels his/her voice has been heard?

- Topics for discussion are on the agenda for two or more consecutive meetings so that members have time to consult with their constituencies before decisions are made.
- Major decisions are made with the use of surveys to identify priorities. Further decisions are made by plotting the priorities and using a process to apply points according to specific criteria.
- Our SSC involves much dialogue and collaboration. We break up into smaller groups so "voices are heard" in a less threatening arena. Feedback is then shared with the larger group.
- We survey parents and ask them to share 3 things they like about our school and 3 things they think could use improvement. We go over school-wide survey results to study concerns of all parents and try to incorporate that into our planning process and plans.
- Meeting times have been adjusted to better fit the schedules of parents, teachers, and students. More voices are heard with more people in attendance.
- Monthly meetings are held at a consistent time and place for people to share their views.
- The budget is explained to all staff at faculty meetings to get their input.
- We ask each person on the committee to take a minute to comment on the agenda items as they are discussed.
- Agendas are posted on a sign in a common area a week before each meeting.
- Teachers send out personal reminders for meetings.
- We present all data in a written format and always look for input and questions before issues come to a vote.
- In addition to posting meeting times in advance and sending notices home to parents, SSC reports are presented at staff/faculty meetings.
- We follow Roberts Rules of Order during our meetings and always make sure there is a discussion before a vote.
- We poll each SSC member for feedback. When there are contentious issues or disagreements, we take the time to make sure each member fully understands all of the issue at hand.
- We make the meetings more convenient for parents and teachers by offering childcare, food, translation and transportation. We also try to tie meetings to student performances, Family Nights, or a community meeting with a local representative.
- We bring people in our school together with lots of food, childcare, translation and a "hot topic" for discussion.
- We try to invite members and non-members to give input after presentations, then use consensus building if possible, before a formal vote.

How does your School Site Council get input from and "get the word out" to your larger school community?

- SSC members get input from other committees (PTA, Teacher Committees, and Community) and report back to the respective committees about SSC news, decisions and events.
- Weekly newsletters go out to the school community. We also have many community meetings and activities as well as surveys for parents and staff.
- We give the students special stickers on the days of special meetings or events.
- We provide door prizes and certificates of attendance at meetings.
- Our school holds "School Summits" with food and translation to gather information from parents and other members of the school community.
- We have a phone tree to disseminate information to our school community and we post the latest SSC agenda and minutes on our school bulletin board.
- We get input by talking with parents and teachers to make sure their concerns are on the SSC meeting agendas.
- We send out agendas pm colored paper in advance of the meetings to get the attention of the parents.
- We give a gift, usually a book, to each attendee at our meetings. The Bridge of Books Foundation provides books for us (www.bridgeofbooks.org).
- We publish all of our meeting dates in our school calendar for our parents, business partners, and other members of our community.
- We use our "room mothers" and other classroom parents to get the word out to other parents and community members.
- We publish our meeting dates on the web as well as in our weekly bulletins.
- We post our meeting notices on our front door.
- Articles about our school activities for neighborhood newspaper are written.
- Teachers keep a log during parent/family/teacher conferences of major school issues that parents bring up during those meetings to bring to the SSC as family input.
- We get email addresses for members of our school community so that we can use email as one of our methods of communication.
- We combine SSC input activities with Literacy Nights and manage "centers" through which parents rotate. One of the "centers" provides an opportunity for parent to provide input to the SSC.

Timeline Outreach Academic Planning Budget Development

GATHER INFORMATION

- Receive budget allocations
- Attend training
- Review current academic plan
- Review current year progress
- Analyze data

SEEK INPUT

- Hold community meeting
- Get ideas from faculty and non-teaching staff

DEVELOP DRAFT ACADEMIC PLAN

- Identify needs from student data
- Identify activities that support goals and flow from student needs

DEVELOP DRAFT BUDGET

- Align budget priorities to activities

SEEK INPUT

- Hold community meeting
- Share plan with faculty and non-teaching staff

FINALIZE ACADEMIC PLAN AND BUDGET

- Respond to community and staff feedback
- Get approval from School Site Council
- Submit plan and budget to District

Developing an Academic Plan

What is the purpose and use for the Academic Plan?

The plan should be a "living document" that guides decision-making and the work of the school throughout the year.

The Academic Plan is a school's framework for continuous improvement and it is the basis for holding schools accountable for improving student achievement. It is the single document that outlines a school's programs and strategies for improving student achievement, as well the responsibilities for everyone involved in that process.

An Academic Plan is useful for the following purposes:

- To specifically define a school's targets for meeting the district's primary goals of improving student achievement and closing the achievement gap
- To identify and align the strategies, programs, services and resources that a school will use to meet its student achievement goals
- To identify and communicate to the whole school community the roles and responsibilities for implementing the components of the plan.

The Academic Plan

SCHOOL'S OBJECTIVES FOR EACH OF THE DISTRICT'S GOALS BASED ON ANALYSIS OF DATA

1. **Academic Achievement:** Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by the State Achievement tests and other assessments as appropriate.

EXAMPLES:

- A. (Name of School) will achieve State Testing targets including all sub-group targets
- B. 30% of (Name of School's) English Learner students will move to the next level on California English Language Learner Test.

2. **Academic Equity:** Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts (where possible), health and physical education), world languages.

EXAMPLES:

- C. There will be an increase in English Learner re-designation at (Name of School)
- D. There will be a reduction in F's and improved grade point averages for students at (Name of School)

3. **Initiatives to Improve Instruction:** Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, Compliance, whole school reform models, school-wide programs, school-based curricular instructional, or programmatic improvements.

EXAMPLES:

- A. African American, Latino, and English Learner students will perform at or above the District average or show 5% improvement on the California Standards Tests in English Language Arts and Math.

4. **School Climate:** Ensure a safe; secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

EXAMPLES:

- A. (Name of School) will demonstrate a reduction in violence as evidenced by crime reports.
- B. (Name of School) will have a reduction of non-mandatory suspensions
- C. (Name of School) will improve its' attendance rate to hit 91-100% for all students with emphasis for our AA and L students.

5. **Parent and Community Involvement;** Significantly increase the involvement of a broad base of parents and community at.

EXAMPLES:

- A. Ratings on **the Parent Satisfaction Survey** will continue to improve
- B. (Name of School) will continue to improve attendance at parent conferences
- C. There will be improved representation of parents on advisory and decision making bodies especially of English Learner and Educationally Disadvantaged Youth students.

Budget Development

This section contains guidance to help schools develop a budget that aligns with the priorities of the academic plan and complies with applicable requirements.

Building a Budget that Reflects Academic Plan Priorities

- It is crucial that School Site Councils establish strong and clear links between the budget and academic priorities, objectives, and strategies in the Academic Plan
- Budgeting can be challenging because funding is constrained, and School Site Councils must determine how to distribute limited funds, most of which come with spending restrictions, in ways that effectively support the elements of the Academic Plan that require financial resources.
- Suggested steps in budgeting:
 1. Agree on your academic goals based on review of data
 2. Identify and prioritize strategies
 3. Determine how much each strategy costs
 4. Review site-based allocations and minimum staffing requirements
 5. Gather best available information on all other resources available
 6. Determine total discretionary funding
 7. Decide which funds should support each strategy (try starting with the most restrictive funds first)
 8. Check whether the resulting budget supports a strong Academic Plan

AND IF NOT –

9. Revise the budget and/or site plan until both are sound, aligned with each other and reflect your school's academic needs and priorities

Budgeting Tips:

** Develop and maintain a "wish-list" of unfunded strategies and needs that can be referred to when new funding becomes available.*

** Develop and maintain a list of items your site could live without (or with less of) in case funding decreases in the future.*

SFUSD Site vs. Central Budgetary Responsibilities

Site Budget Responsibility	Central Office Budget Responsibility
Personnel	
General education teachers	Special education teachers, paraprofessionals, and related service providers
Parent Liaisons	STAR schools staff
Librarians	Vocational Education and ROP staff
Building administration – Leadership	Administrative Interns (elementary schools)
Building administration – Office Support	Boiler plant engineers salary and overtime
Counselors	Itinerant staff
Paraprofessionals (except Special Education)	Athletic coaches
Elementary advisors (non-STAR schools)	Food and nutrition staff and services
Substitutes – staff development absences	Substitutes – non-staff development absences
Extra-duty pay for student activities	Custodial staff supplies, salaries, and overtime*
Security aides, other than those out of general funds	General Fund Security personnel
ELL school-based teachers and paraprofessionals	Language interpreters and translations for district events/ documents*
“Adjustment” Teachers	Noontime supervisors (elementary) *
AP Teachers	Maintenance and grounds-keeping staff and supplies*
Benefits for all positions funded by site	Benefits for all centrally funded positions
Services and Supplies	
Special education supplies and professional development	Assistive technology for Special Education
School supplies	Equipment (Purchase, Repair and Maintenance)*
Library books	Furniture (Purchase, Repair and Maintenance)*
Replacement texts	Basic texts (new adoptions)
Instructional materials and technology utilized by Special Ed, ELL teachers (excluding assistive technology)	Information technology and hardware*
Optional test preparation or other assessment-related activities	District-wide assessment
Any specialty programs	Transportation
Extended learning opportunities (after-school and Saturday school programs)	Business services (Accounting, Purchasing)
Interpretation and translation for School Based communications	Human resources
School Based Professional Development	Professional development Institutes
	Legal services
	Capital Outlay – parts and materials*
	Utilities
	Telecommunications / telephones

*These items will continue to be provided centrally at a base level, but sites may supplement the centrally provided level of service or items with their site-based funds.

SFUSD ACADEMIC PLANNING AND SITE-BASED BUDGETING Staffing Guidelines

We believe that a quality educational program includes a number of important components. Among these are:

1. adequate administrative support
2. adequate secretarial/clerical support
3. library resources
4. counseling resources, including a head counselor or dean in secondary schools
5. arts education and physical education programs
6. other services to meet the social, emotional, and psychological needs of students
7. (e.g., social workers, parent and student outreach coordinators)
8. supports for general education enrichment
9. class sizes in various subject areas that are proportional to the goals set out in the District's negotiated contract with UESF (see Article 9)

However, we also believe firmly that school communities need to prioritize among these components and make difficult decisions about how to allocate limited resources. The ideas above should serve as guidance. One of the goals of site-based budgeting is to provide School Site Councils with maximum flexibility to determine the programmatic needs of students. In some cases, changing priorities might require changing the number of teachers, administrators, paraprofessionals, or other staff at the school site.

Any decision to change the number or composition of staff members must be made with careful consideration of the District's negotiated agreements with various labor unions. For guidance, SSC's should consult the contracts (Articles 10 and 15 of the UESF contract covering teachers; Articles 11 and 12 of the UESF contract covering support personnel), the information contained here, and Human Resources staff.

The parameters listed below are requirements based on law, Board of Education policy, and collective bargaining agreements.

SFUSD ACADEMIC PLANNING AND SITE-BASED BUDGETING

Each school ***must fund*** the following ***general education*** positions:

Elementary (K-5)	Elementary (K-8)	Middle (6-8)	High (9-12)
1 Principal	1 Principal	1 Principal	1 Principal
	1 Assistant Principal (if enrollment >500)	1 Assistant principal for every 500 students enrolled 1 Assistant principal required if enrollment is between 501 and 1000 2 Assistant principals required if enrollment is between 1001 and 1500	1 Assistant principal for every 500 students enrolled 1 Assistant principal required if enrollment is between 501 and 1000 2 Assistant principals required if enrollment is between 1001 and 1500 3 Assistant principals required if enrollment is >1500
1 teacher for every 20 students in grades K, 1, 2, and 3 1 teacher for every 32.2 students in grades 4 and 5	1 teacher for every 20 students in grades K, 1, 2, and 3 1 teacher for every 32.2 students in grades 4 and 5 1 teacher for every 33.1 students in grades 6, 7, and 8	1 teacher for every 33.1 students in grades 6 and 7, and 8 Each comprehensive middle school must have a Dean / Head Counselor if there are counselors assigned to that school.	1 teacher for every 34.4 students in grades 9, 10, 11, and 12 In grade 9, high school mathematics and English classes must have 1 teacher for every 20 students Necessary Small High Schools must fund 1 teacher for every 25.0 students in grades 9, 10, 11, and 12 Each comprehensive middle school must have a Dean / Head Counselor if there are counselors assigned to that school.

SFUSD ACADEMIC PLANNING AND SITE-BASED BUDGETING

In addition to these requirements, schools participating in the STAR School Initiative must also have the following **centrally-funded STAR School** positions:

Elementary (K-5)	Elementary (K-8)	Middle (6-8)	High (9-12)
1 Instructional Reform Facilitator	1 Instructional Reform Facilitator	1 Instructional Reform Facilitator	1 Instructional Reform Facilitator
0.5 Parent Liaison	0.5 Parent Liaison	0.5 Parent Liaison	0.5 Parent Liaison
1 Site Support Substitute	1 Site Support Substitute	1 Site Support Substitute for schools with enrollment of 800 or fewer 2 Site Support Substitute for schools with enrollment of 801 or greater	1 Site Support Substitute for schools with enrollment of 800 or fewer 2 Site Support Substitute for schools with enrollment of 801 or greater
0.75 Elementary Advisor	0.75 Elementary Advisor	1 Middle School Advisor	
Support from Music and/or Art Teacher(s)	Support from Music and/or Art Teacher(s)		
Support from Nurse and/or Learning Support Coordinator	Support from Nurse and/or Learning Support Coordinator		

Funding Sources

Site Resources Budgeted by SSC	Permitted Uses / Funding Guidelines
Weighted Student Formula - General	Any lawful purpose, including basic instructional and administrative staffing <i>The core program (minimum administrators, classroom teachers, secretary/clerk) must be funded using WSF dollars</i>
Weighted Student Formula - Special Education	Special Education materials and professional development
Consolidated Application Programs (State and Federal) - Title I - Economic Impact Aid (EIA) - State Compensatory Education (SCE) - Limited English Proficient (LEP) - School Improvement Program (SIP)	Supplemental services and programs, in addition to core program <i>(Must not supplant core program)</i>
Consent Decree (Targeted Instructional Improvement Grant)	Supplemental strategies to support underperforming students and to provide equal access for all students to high-quality programs

Other Site Resources:

- Restricted (Grant) Funds
- Trust Funds
- Mandated Costs Revenues