

Jeffco Schools
School-level Accountability Committee (SAC)
Resource Guide

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Welcome to Jeffco Schools School-level Accountability Committees

Jeffco Schools believes in the value of community involvement in our schools. Active parent engagement helps to ensure the unique needs of the school's community are served through a positive collaboration between the school's leaders, staff, and members of the community. This manual is a resource to support the development and maintenance of strong partnerships between our Jeffco Schools and the communities they serve as well as to ensure schools meet the state expectations for a School-level Accountability Committee (SAC) as defined by Colorado statutes, CDE guidelines, and Jeffco district policy AE-R-1. Schools have many different names for their SAC, including: Partners in Education (PIE), Collaborative Decision Making (CDM), and Accountability Committee (AC).

Purpose of a School-level Accountability Committee

The school-level accountability committee (SAC) serves in an advisory role to the school principal. The school's principal is ultimately responsible for ensuring compliance with all federal, state, and district requirements and meeting the academic performance expectations defined by Jeffco Public Schools.

Based on state statute and District policy, at a minimum, the SAC should:

- Make recommendations to the principal on school priorities for spending school funds prior to adoption of the school budget. This review should ensure that funds and spending priorities align with the school's improvement plans and core values of the school to benefit all students.
 - SACs are also expected to annually review and approve the school fees.
- Provide input annually regarding the school's Unified Improvement Plan (UIP).
- Meet at least quarterly to review and discuss the implementation of the school improvement plan and student performance related to the school's improvement activities.
- Provide input and recommendations concerning principal development plans and the principal evaluation process on an advisory basis when requested by the district advisory committee (SPAC) or district administration.
- Assist school personnel to increase the level of parent engagement in the school, especially the engagement from diverse populations.

Additionally, for schools with Priority Improvement or Turnaround plan types, the SAC should:

- Publicize and hold a SAC meeting to discuss strategies to include in a school Priority Improvement or Turnaround plan. This input is used by the principal to make recommendations to the local school board concerning preparation of the school Priority Improvement or Turnaround;
- Publicize the district's public hearing to review a written school Priority Improvement or Turnaround plan;

Membership

As far as practical, a SAC should ensure the following minimum membership:

- Principal or designee
- At least one teacher who provides instruction in the school
- At least three parents of students enrolled in the school
- At least one adult member of an organization of parents, teachers, and students recognized by the school (e.g. PTA)
- At least one member of the community

The principal, with the support of the committee, needs to ensure the number of parent representatives exceeds the number of representatives from the group with the next highest representation (e.g., faculty members) and is consistent with the student populations that are significantly represented within the school.

Roles & Responsibilities

School-level Accountability Committees should, at a minimum, elect a chairperson to support the work of the principal in facilitating and leading the SAC. Many Jeffco Schools SACs have additional officers. The following outlines key functions of the Chair, Principal, and provides additional roles for schools who desire to have additional officers. The chart also provides the important responsibilities of teacher, parent, and community members.

Role	Responsibilities
<p>Chair</p> <p>Please note: The Chair cannot be an employee of Jeffco Schools.</p>	<ul style="list-style-type: none"> To preside and facilitate all meetings To set meeting agendas in collaboration with the principal[and other interested members To guide the team in reviewing targets, improvement strategies, and other elements of the school improvement plan To guide the committee in making budgetary recommendations To develop and implement plans to increase membership To serve as a communication link between the SAC and the SPAC’s Articulation Representative To help bring parent concerns to SAC meetings To support the efforts of the principal to recruit parent & community members for SAC
<p>Principal</p>	<ul style="list-style-type: none"> To collaboratively construct the meeting agenda with the Chair To provide the school performance data and school improvement plan to the SAC for review and input To provide budgetary information to the SAC for review and input To secure approval from the SAC of school fees for the following school year To oversee elections for SAC membership (if needed), and to recruit likely candidates for SAC and to be championing the committee’s plan to increase parent involvement To provide various reports, raw data, and specific information requested by SAC members To provide timely progress monitoring data to assist the team in reviewing implementation of the school improvement plan To act as a liaison between SAC, the school community, and Jeffco Schools
<p>Co-Chair</p>	<ul style="list-style-type: none"> To fulfill all of the Chair responsibilities in the absence of the chairperson or the duties as directed by the SAC’s rules of operation for the Co-Chair

Recorder or Secretary	<p>To record and distribute minutes of SAC meetings in collaboration with the principal</p> <p>To compose and distribute meeting agendas by placing the minutes in the school newsletter, school web-site, and a location that allows easy reference by any parent or other member of the school community</p> <p>To communicate notice of upcoming meetings using the school’s communication practices</p> <p>OPTIONAL: To keep a copy of the SAC bylaws (if adopted) up to date, and place these documents in the library, staff common room, school web-site or a location that allows easy reference by any parent or other member of the school community</p>
Teacher Members	<p>To act as a liaison between SAC and the faculty at large</p> <p>To bring faculty concerns to SAC meetings</p> <p>To facilitate communication with parents on SAC matters and to assist in raising parent interest in participating on SAC</p>
Parent Members	<p>To bring parent concerns to SAC meetings</p> <p>To provide parents’ perspectives on school issues</p> <p>To help communicate school concerns to the broader community</p>
Community Members	<p>To help raise awareness of neighborhood/community issues</p> <p>To help communicate school concerns to the broader community</p>

Jeffco Schools SAC Meetings & Calendar

Meetings

To fulfill the SAC responsibilities described in state statutes and Jeffco Schools district policy, SACs will develop a regular meeting schedule. Committees should meet quarterly at a minimum during the school year. Meeting calendars should be determined by the committee within the first two months of the school year and published in the appropriate format (school newsletter, website, marquee, etc.). Please be mindful that the meeting date and time should occur at a time that accommodates the greatest number of interested members.

The following guide and subsequent sample calendars are designed to help SACs plan to complete their annual responsibilities and develop a quarterly or monthly meeting schedule.

August to October	November to January	February to April	May to July
<ul style="list-style-type: none"> -Review school data & provide recommendations for the school improvement plan - Review the outcomes from the preceding climate and culture action plans - (Optional) develop revised action plans for the current school year -Discuss any school safety issues raised by staff, students, parents, and community 	<ul style="list-style-type: none"> -Determine priorities for school budget and grant funds -Review & approve school fees -Review progress on action steps from the school improvement plan 	<ul style="list-style-type: none"> -Review progress on action steps from the school improvement plan -Provide input to SPAC on district funding priorities and budget -Advise SPAC on principal evaluation process (if requested) 	<ul style="list-style-type: none"> -Review rules of operation, elect new chair (and officers if applicable) [This step could occur in the Aug/Sep timeframe] -Review progress on action steps from the school improvement plan -Provide suggestions on adjustments to school improvement plan based on lessons learned during the school year
Additional Considerations for Schools with Priority Improvement and Turnaround Plan Types			
<ul style="list-style-type: none"> - Publicize the SAC meeting to discuss strategies for the school improvement plan 	<ul style="list-style-type: none"> - Publicize a public hearing to review a written priority improvement or turnaround plan - Hold public hearing to review school priority improvement or turnaround plan 		

Agendas

Agendas are essential; they recognize the importance of committee members' time and keep committee work on track. A particularly effective practice is to send the agenda to committee members a week or two ahead of time, along with a reminder of the meeting date and time. Much of what is on a SAC agenda each month is determined by the cycle of school improvement planning. But the suggested agenda is just the bare bones of what will happen in a good meeting. The chair or co-chairs should sit down with the principal to plan the agenda in advance. Keep in mind what background information or training the committee needs in order to get the work done. For instance, a committee with many new members will need some basic knowledge of Jeffco Schools budgeting in order to be able to discuss the budget. Time should be established on each agenda for members to make suggestions for the next meeting or to share concerns.

Minutes

Minutes or summaries of each meeting should be published in a timely manner and regularly distributed through school's standard communication practices. SAC minutes should be available to the public at large.

SAMPLE Calendar Framework for Jeffco Schools' School-Level Accountability Committees (SAC)

Quarterly Year-at-a-Glance Overview

	Item	Manager	Notes
FALL	Determine and publish meeting schedules and solicit community members; Identify a member to facilitate communication with the SPAC (typically the Chair); Review the SAC manual provided by the SPAC and ensure SAC schedules meetings to meet objectives noted in the manual and as provided by SPAC	Officers	Chairs will be expected to attend a SAC training hosted by the SPAC in September
	Review the SPF and related data from the prior school year; begin to provide input on the UIP for the school; For Priority Improvement and Turnaround Plan Schools: publicize the SAC meeting to discuss strategies for the UIP.	Chair and Principal	
	Review the results from the preceding climate and culture goals and develop revised goals for the current school year (optional); Discuss any school safety issues raised by staff, students, parents, and community.	Chair and Principal	
WINTER	Finalize and submit UIP, School Annual Report, Climate and Culture Goals (optional), and assurances of SAC membership and meeting schedules/minutes.	Chair and Principal	
	Review and approve school fee sheets for upcoming school year	Chair and Principal	
	If needed, publicize a public hearing to review a written public school priority improvement or turnaround plan	Principal	
	Receive a progress report from school staff on the progress of the UIP for the current school year	Principal	Manual will provide templates to assist school leaders in providing effective updates for the SAC
	Provide input on the prioritization of expenditures of district moneys as requested by the SPAC and/or district staff as appropriate	Chair and/or Principal	Process for review and reporting to be determined by SPAC and district staff
SPRING	Determine school spending priorities for the upcoming school year; Provide principal with recommendations on draft budget;	Chair and Principal	The ability to review a final school budget will be dependent on the district budgeting process for the year; an assurance of compliance with determining the school spending priorities and spending of grant moneys will be provided by the SPAC
	Discuss school improvement plan progress with SAC and discuss any adjustments made to plan during the school year based on student achievement data; SAC can provide feedback about progress of plan and suggest adjustments to the UIP (review current data from interim measures and implementation benchmarks).	Principal and Faculty	Manual will provide templates to assist school leaders in providing effective updates for the SAC
	If appropriate, review rules of operation and elect new officers for the upcoming school year	SAC Chair	

SAMPLE Monthly Calendar for Jeffco Schools' School-Level Accountability Committees

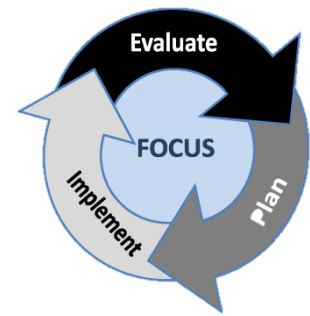
The following is a sample list of monthly agenda items for a school-level accountability committee (SAC). The Chair, officers, and Principal should work together to develop a plan that meets the particular needs of the school community. Each year, unique local issues will arise which the accountability committee will need to address and therefore be added to an agenda for the school's accountability committee to discuss.

	Month	Suggested Agenda Items
FALL	August/September	<ul style="list-style-type: none"> -Elect Officers (if not completed in prior year), at a minimum, a Chair should be identified who is not an employee of the school district. -Discuss plans to recruit parent membership <ul style="list-style-type: none"> Schools will actively publicize and solicit parents and staff to serve on the SAC throughout the school year. Voting member status may be limited based on the SACs rules of operation, which may require attendance during meetings at the start of the school year. -Determine meeting schedule and publish time, date, and location of meetings, with all meetings open to the public -Ensure meeting schedule will meet requirements/objectives for SAC per policy and SPAC -Review prior year UIP and results of state assessments, school achievement data - Solicit input on the UIP related to urgent challenges that are aligned with the school performance framework (SPF) and the district strategic plan -For Priority Improvement and Turnaround Plan schools: publicize the SAC meeting to discuss strategies for the UIP -Other items as determined by Chair/Principal
	October	<ul style="list-style-type: none"> -Review any climate and culture data related to school improvement plan -Provide input on urgent challenges, major improvement strategies -Discuss planned expenditures of school grant(s) if they exist for the school -Discuss any school safety issues raised by staff, students, parents, and community -Other items as determined by Chair/Principal
	November	<ul style="list-style-type: none"> -Final review of the school's UIP -Finalize Climate and Culture Goals (optional) -Submit to SPAC assurances of SAC membership and meeting schedules/minutes -Other items as determined by Chair/Principal
WINTER	December	<ul style="list-style-type: none"> -Discuss any proposed changes to school fees for the upcoming school year -Provide input on the prioritization of expenditures of district moneys as requested by the SPAC and/or district staff as appropriate -Review and finalize School Annual Report -If needed, publicize a public hearing to review a written public school priority improvement or turnaround plan -Hold public hearing to review school priority improvement or turnaround plan -Other items as determined by Chair/Principal

	January	<ul style="list-style-type: none"> -Review and approve school fee sheets for upcoming school year -Provide input on school staffing and spending priorities for the upcoming school year -Receive a progress report from school staff on the progress of the UIP for the current school year -Other items as determined by Chair/Principal
	February	<ul style="list-style-type: none"> -Review and provide principal with recommendations on school budget -Other items as determined by Chair/Principal
	March	<ul style="list-style-type: none"> -Discuss school improvement plan progress and discuss any adjustments made to plan during the school year based on progress monitoring of student achievement data -Other items as determined by Chair/Principal
SPRING	April	<ul style="list-style-type: none"> -Review and provide guidance on school calendar for upcoming school year -Review current year budget to date and discuss any implications to upcoming school year budget -Other items as determined by Chair/Principal
	May	<ul style="list-style-type: none"> -Review and revise as needed rules of operation for school's accountability committee -Elect officers (may also be completed in the fall), at a minimum, a Chair should be identified who is not an employee of the school district. -Discuss school improvement plan progress with SAC and discuss any adjustments made to plan during the school year based on student achievement data; SAC can provide feedback about progress of plan and suggest adjustments to the UIP (review current data from interim measures and implementation benchmarks). -Other items as determined by Chair/Principal
	June	<ul style="list-style-type: none"> -Optional Planning Meeting for upcoming year

Unified Improvement Planning (UIP)

A key role for a SAC is to provide input on the school's Unified Improvement Plan (UIP). The following is a brief overview summarized from the CDE UIP handbook which provides a detailed description on the purpose of the improvement planning process for schools (link to the full resource: [CDE Unified Improvement Planning Handbook](#))



In 2009, Colorado introduced Unified Improvement Planning (UIP) to streamline and consolidate school efforts to meet improvement planning requirements from state and federal accountability statute. Adopting this common improvement planning approach has enabled a shift from planning as an “event” to planning as a critical component of “continuous improvement.”

The diagram depicted here illustrates the theory of action behind Colorado's approach to improvement planning -- by engaging in a *continuous improvement cycle* to manage performance schools will improve their effectiveness and the outcomes for students. That cycle includes:

- **Focus** attention on the right things (performance indicators);
- **Evaluate** performance by gathering, analyzing, and interpreting data about performance;
- **Plan** improvement strategies based on performance data and root cause analysis; and
- **Implement** planned improvement strategies.

Then, enter the cycle again several times throughout the school year to **Evaluate** (or monitor) performance and implementation of major improvement strategies at least quarterly. Make adjustments to **planned** improvement strategies, and **implement** revised strategies, as needed. The state developed common improvement planning processes increase coherence across the different steps in the continuous improvement cycle. A state developed common UIP template/on-line form provides a common format for schools and districts to document their improvement planning efforts.

Colorado statute requires the Colorado Department of Education (CDE) to assign every school to one of four plan types based on an their current performance. These include: Performance, Improvement, Priority Improvement, or Turnaround. Their plan type determines the level of attention the school receives from the state – in terms of both increased state scrutiny of their plans and additional state support. Each year, schools consider newly available state and local performance data to write/update a two-year Unified Improvement Plan (one that includes the current and subsequent school year), and submit their plan for public posting on www.schoolview.org.

Planning at the school level should involve multiple stakeholders. In general, local planning teams should consist of building leadership and educator representatives, and should engage parent and/or community representatives. The School Accountability Committee roles in the improvement planning process have been defined by statute and state rule. Those roles involve providing input into the development of the school's UIP annually, and monitoring progress towards implementation of planned activity at least quarterly.

Progress Monitoring of the School Improvement Plan

Providing updates to the SAC on the progress of the UIP should be completed at least quarterly. Updates should provide an overview of the progress to assure to the SAC that the school is executing the plan.

Following is sample UIP Progress update for a SAC. A progress monitoring report should also include any student performance data related to the school’s improvement plan. Additional samples are available in the SAC resource materials document located on the SPAC web page or available from your achievement director.

<u>MAJOR IMPROVEMENT STRATEGY</u>			
<u>#1</u>			
<u>Highly Effective Lesson Design</u>			
<u>Action Steps</u>	<u>Rating so far</u> <u>1-5</u> <u>5 completed successfully</u>	<u>Things still to complete</u>	<u>Team Responsible</u>
At least 3 classrooms piloting the extension of Daily 5, into Daily Café	<u>4</u>	2 classrooms have been piloting the Café-do we want 1 more to try this year, do we feel this is the direction for literacy for next year?	ILT-in collaboration with whole staff to make a decision by August of 2014
All Classrooms introduced to the Café Spring 2014	<u>0</u>	Has not been added to the PD plan for this spring-do we want to add it, do we want to get a level team to try, whole staff at least read the book?	ILT-in collaboration with whole staff to make a decision by August of 2014



UNDER DEVELOPMENT

Appendix A: Jeffco Schools District Policy AE-R-1

Book	District Regulations/Exhibits – Jefferson County School District R-1
Section	A: Foundations and Basic Commitments
Title	School-Level Accountability Committee
Number	AE-R-1
Updated:	September 8, 2014

The district provides the following guidelines for School-Level Accountability Committees (SAC) for the intent of planning, goal setting, review, and reporting to support parent, staff, and community engagement at the local level.

Purposes

The school-level accountability committee shall:

1. Serve in an advisory role to the school principal. The principal is responsible for implementing the accountability/accreditation process in the school.
2. Fulfill the responsibilities of the SAC as outlined in this policy and further clarified in the SAC Manual provided annually by the district accountability committee for Jeffco Schools (a function served by the Strategic Planning and Advisory Committee (SPAC)).

Responsibilities

The school-level accountability committee, at a minimum, shall:

1. Select from its membership a chair or co-chair, who is not an employee of the school district, and a recorder.
2. Adopt rules of operation consistent with district policy and state statute. SACs are expected to:
 - a. Adopt a rule to meet at least quarterly during the school year to review and discuss progress related to the implementation of the school's UIP and improvement plan.
 - b. Establish a process to ensure the SAC maintains and publishes minutes which are available to the public at the school and via the school's website
3. Schools will actively publicize and solicit parents and staff to serve on the SAC throughout the school year. Voting member status may be limited based on the SACs rules of operation, which may require attendance during meetings at the start of the school year.
4. Determine its meeting schedule and publish time, date, and location of meetings, with all meetings open to the public.
5. Prior to the adoption of the school budget for the upcoming school year, the SAC will provide recommendations to the principal on school priorities for spending school moneys.
6. Make recommendations to the principal regarding expenditure of school grants.
7. Prior to the adoption and publication of school fees for the upcoming school year, the principal will secure the recommendations on the proposed fees from the SAC.
8. Prior to the Board's adoption of the annual budget, SACs will be asked to provide input on the prioritization of expenditures of district moneys as requested by the DAC/SPAC and/or district staff as appropriate.
9. Report on educational performance of the school and provide data for appraising such performance to students, parents, Board members, and educators.
10. Solicit input annually on the UIP related to urgent challenges that are aligned with the school performance framework (SPF) and the district strategic plan.

11. Publicize and hold a public school accountability committee meeting when required by law to discuss strategies and gather input to include in a priority improvement or turnaround plan.
12. Publicize a public hearing held when required by law to review a written public priority improvement or turnaround plan. A member of the school's accountability committee is required to attend the public hearing.
13. Approve the school's UIP for the year and review the school's annual report to the community [see the SAC Manual for specific submission requirements]
 - a. Submit the approved UIP and any additional school improvement plans for the year , as well as the annual assurances, including the SAC's current number of members by gender, role, and ethnicity, and its annual schedule of meetings to the school's achievement director.
 - b. The annual report should include student achievement data as well as data concerning the results of the goals for the climate and culture goals from the preceding year. School reports will be accessible through the state School View website: <http://www.cde.state.co.us/schoolview/>.
14. Discuss recommendations for maintaining or improving the culture and climate of the school aligned with student and parent survey results.
15. Discuss safety issues related to the school environment and develop, revise, and implement a safe school plan for the school consistent with the district's safe school plan and policies.
16. Assist school personnel to increase the level of parent engagement in the school, especially the engagement from diverse populations. Engagement with teachers and the school should include, but not be limited to, the creation of READ plans, career and academic plans (ICAP), and plans to address habitual truancy.
17. As requested from the district accountability committee and/or the office of the Superintendent, provide input and recommendations to the district accountability committee - and district administration, on an advisory basis, on the district process for principal development plans and principal evaluations.

Membership

1. As far as practical, ensure a minimum membership:
 - a. Principal or designee
 - b. At least one teacher who provides instruction in the school
 - c. At least three parents of students enrolled in the school
 - d. At least one adult member of an organization of parents, teachers, and students recognized by the school
 - e. At least one member of the community

Please note: While teachers who are also parents may serve as a teacher member of the SAC, it is preferred that a parent who is an employee of the school or who is a spouse, son, daughter, sister, brother, mother or father of a person who is an employee of the school is not eligible to serve on a SAC as a parent member. However, if, after making good-faith efforts, a principal or organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the SAC, the principal, with advice from the organization of parents, teachers and students, may establish an alternative membership plan for the SAC that reflects the membership specified above as much as possible.

2. Ensure the number of parent representatives exceeds the number of representatives from the group with the next highest representation.
3. SACs will have the goal to secure a balance of membership consistent with the student populations that are significantly represented within the school.