School Site Councils

The Role SEDAC Reps Play

School Site Councils (SSCs):

What They Are and Why They Matter

Monthly meeting that are held on school campus

Meetings are attended by a group of staff, parents/caregivers - and students at some sites -who collaborate to identify goals, actions, and allocate funding to improve outcomes for all learners.

They serve as key spaces where diverse experiences and perspectives help ensure equitable support for all students.

*NOTE:
Our CVUSD programs, Be Me Preschool and Conejo Oaks Academy, do not have SSCs.

Our Role

To bring a disability-inclusive lens to conversations that shape school goals and actions

HOW:

- Ask questions to better ensure students with disabilities are represented
- Be a voice for access, visibility, and support
- Share parent/caregiver perspectives and experiences



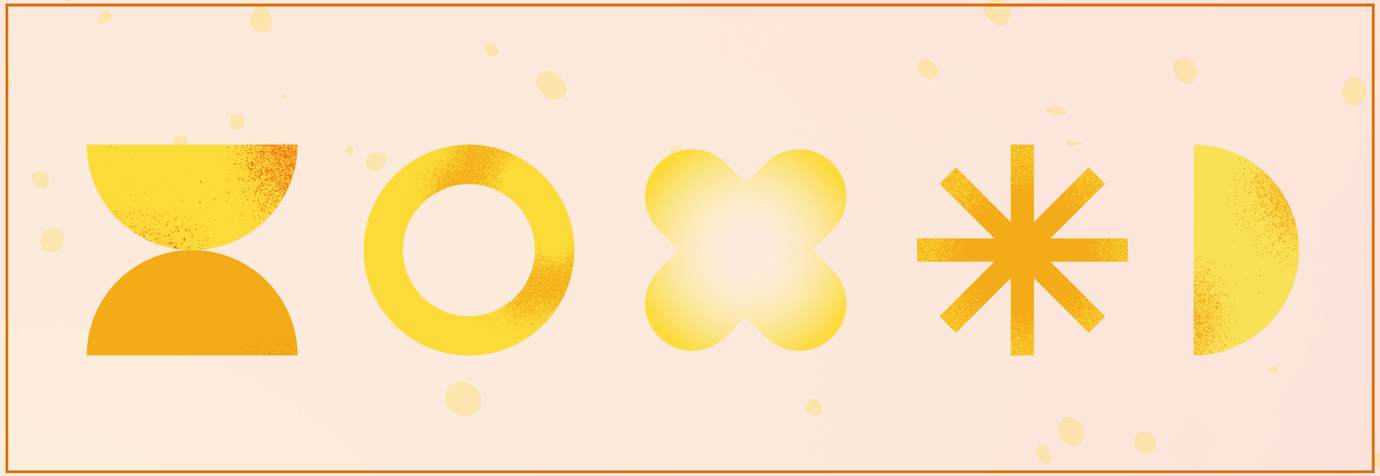




Represent students and families who may not otherwise be in the room.

Putting That Into Practice

Examples



School Plan for Student Achievement (SPSA) Overview

The SPSA outlines each individual school's goals, actions, and funding priorities for improved student outcomes.

As SEDAC reps, we help ensure these goals reflect all learners - including those with disabilities.

DRAFT

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Acacia Magnet School for Enriched Learning	56 73759 6055842	September 4, 2025	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Acacia Magnet School for Enriched Learning for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Questions You Can Ask

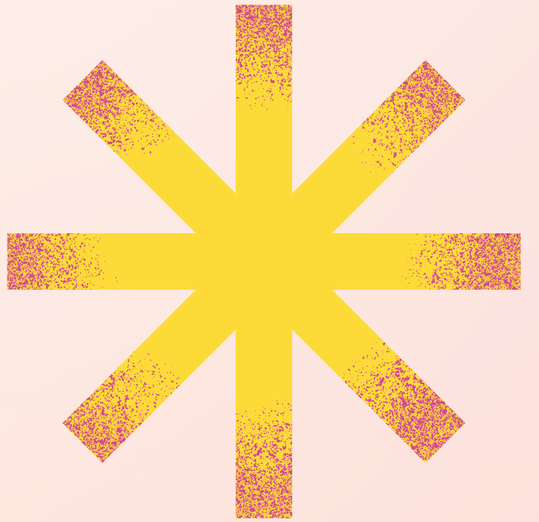
- What barriers to access or participation exist?
- What metrics are we using to monitor progress for students with disabilities?
- How can we strengthen belonging and outcomes for all learners?

Ask, clarify, and share insights—your voice keeps students with disabilities visible in every plan.

The Plan vs reality. *What does it actually look like?*

We help represent students with disabilities, honoring their diverse strengths, needs, and learning environments.

School Safety Plans: Safety Planning for All Students



- Each school updates its Comprehensive Safety Plan annually
- Paper copies are kept on campus and not posted online due to sensitive information

IMPORTANT

Because IEPs are legal contracts the district must follow, *short-term* emergency plans aren't included in them due to the unpredictable nature of emergencies. Safety plans instead outline supports for students with disabilities.

Questions & Considerations: Safety Plan



Were staff who work directly with students with disabilities involved in shaping or reviewing the plan?



Have we thoroughly reviewed how the plan accounts for those with mobility, communicatio n, or sensory needs?



Are all staff, including substitutes and aides, trained on emergency responses?



How do important aspects of the plan- certain emergency protocols/evacuati on plans etc - get communicated to families?

Inclusive Emergency Planning: Campus Emergency Response Survey

Sensory, mobility, communication, medical, and behavioral needs in emergency prep and response.

Types of Special Requirements:

- Hearing, seeing, interpreting alarm/announcement
- Prepping/coaching to respond appropriately in emergency situations
- Mobility assistance/access, including transport arrangements
- Guidance and support during evacuation
- Medication, nutrition, medical device needs
- Toileting
- Sensory sensitivities
- Communication needs

Your School Site Council Environment

A Pulse Check

- Comfort level
- Opportunity for transparent, open discussions
- Review processes – SPSA, Safety Plan, monitoring

Common SSC Challenges and Tips

Challenge: Too many acronyms or jargon → Tip: Ask for clarification—it helps everyone.

Challenge: Unsure how to contribute → Tip: Share your experiences; your perspective matters.

Challenge: Limited meeting time → Tip: Suggest adding inclusion topics to a future agenda or follow up later with your principal.

Challenge: Disabilities are rarely discussed → Tip: Ask, 'How are students with disabilities reflected here?"

CVUSD Programs:
Be Me Preschool
and Conejo Oaks Academy

Be Me Preschools

- Monthly newsletter , including one on the preschool to TK transition
- Parent involvement at events
- Our Director of Child Development, and our Coordinator of Special Education at our preschools, review and update the University campus' Safety Plan

Conejo Oaks Academy (COA)

- Meetings of SEDAC rep and COA Coordinator

Breakout Session

What does SSC look like at your site?

Share your experience.

What barriers or gaps have you noticed?

Every School Site Council has its own culture, but they all share the same goal - *improving outcomes for every student.*

Your voice helps make sure that includes students with disabilities.

