CONEJO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES

SCHOOL SITE COUNCIL HANDBOOK

2026/2027

SCHOOL SITE COUNCIL (SSC) GUIDE

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Schoolsite Council

The schoolsite council develops the School Plan for Student Achievement for programs funded through the consolidated application.

The Role of the Schoolsite Council

A school that operates a categorical program funded through the consolidated application (ConApp) is required to establish a schoolsite council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California *Education Code* [*EC*] Section 65000[b]).

The SSC is required to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development and approval of the school's SPSA. The SPSA is a strategic plan that outlines specific and measurable goals at the school site with the intention of increasing student achievement. The SPSA should align with the local educational agency's (LEA's) Local Control and Accountability Plan (LCAP) process as they both help support continuous cycles of action, reflection, and improvement.

For more information on the LCAP and SPSA development, please visit the Planning for the LCAP and School Plan web page.

Schoolsite Council Responsibilities

The SSC develops the content of the SPSA (*EC* Section 64001[g][1]). The SPSA, including proposed expenditure of funds allocated to the school through the ConApp and the LCAP, if any, must be reviewed and updated annually by the SSC (*EC* Section 64001[i]). This includes at a minimum, the SSC must:

- Develop and approve the SPSA, including the proposed expenditures of funds. The SPSA must align with the needs identified through the school's comprehensive needs assessment and the goals identified by the SSC and must adhere to all applicable state and federal laws and regulations. The SPSA must include funds based on projected allocations from federal funds, and may also include other state or local funds allocated to the school to support student achievement. Proposed expenditures include planned spending and costs needed to implement the strategies/services in the SPSA.
- Recommend the SPSA, including proposed expenditures of funds, to the LEA's local governing board or body for approval.
- Provide ongoing review throughout the school year of the implementation of the strategies/services in the SPSA to ensure the plan is being carried out to address the needs of the school and its students.
- Make modifications to the SPSA, if a need arises. The SSC will submit the modified SPSA to the local governing board/body for approval whenever a material change (as defined in local governing board policy) is made to planned activities or related expenditures.
- Annually evaluate the progress made toward the school's goals to increase the academic achievement of all students. This includes reviewing and analyzing established metrics, baseline data, and desired outcomes in the SPSA to ensure continuous improvement of students in the schoolwide program.

- Perform all other duties assigned to the SSC by the local governing board or body of the LEA and by state law. As each school has their own unique needs and student populations, the SSC must ensure this is considered within their duties and responsibilities.

The SPSA must be reviewed and approved by the governing board or body of the LEA at a regularly scheduled meeting whenever there are material changes that affect the academic programs for student. (*EC* Section 64001[i]). If the SPSA is not approved by the governing board or body of the LEA, specific reasons must be communicated to the SSC (*EC* Section 64001[i]).

Within the ConApp, the LEA must ensure the SPSA meets the requirements, and that the SSC has developed and approved the SPSA for each school participating in programs funded through the ConApp. It is also required that SPSAs were developed with the review, certification, and advice of the school English learner advisory committee (ELAC), if required (*EC* Section 64001[c]).

For more information on the SPSA template and instructions, please visit the Local Control and Accountability Plan (LCAP) web page.

Schoolsite Council Composition

The members of the SSC represent the composition of school's student population and notwithstanding the size of the school. The composition of the SSC must have an equal number of members between the school staff members and parent/community/student members with a minimum of 10 members; five school members and five parent/community/student members. Additionally, for the school staff members, the classroom teachers must be in the majority. (*EC* Section 65000[a]).

The SSC in an elementary school must be composed of the both of the following two groups; school staff and parent and/or community members (*EC* Section 65000[c][1]):

School Group Members (Elementary Schools):

- The principal of the school or their designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers; and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (*EC* Section 65000[c][1][A]); and

Parent and/or Community Group Members (Elementary Schools):

- Parents of students attending the school, or other members of the school community, selected by parents of students attending the school. The number of parent and/or community members selected must equal the number of the school staff members selected (*EC* Section 65000[c][1][B]).

In other words, the minimum number of SSC members at an elementary school is a total of 10 (e.g. one principal or their designee, one other school personnel, three classroom teachers, and five parent/community members).

The SSC in a secondary school shall be composed of the following two groups (*EC* Section 65000[c][2]):

School Group Members (Secondary Schools):

- The principal of the school or their designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers; and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school. The classroom teachers selected must make up a majority of the school members selected (*EC* Section 65000[c][2][A]); and

Parent and/or Community and Pupil Group Members (Secondary Schools):

- Parents of students attending the school, or other members of the school community, selected by parents of students attending the school; and students attending the school, selected by students who are attending the school. The number of parent and/or community members and student members selected shall equal the number of school members selected (*EC* Section 65000[c][2][B]).

In other words, the minimum number of SSC members at a secondary school is a total of 10 (e.g. one principal or his or her designee, one other school personnel, three classroom teachers, and five parent/community and student members).

If a parent or guardian is employed at another school other than the one their student attends, they are not disqualified by this employment from serving as a parent representative on the SSC (*EC* Section 65000[d]). Therefore, the parent or guardian is allowed to serve as a parent representative on the SSC for the school that their student attends, if selected.

Modified Schoolsite Council Compositions

Reduced SSC are allowed for schools with fewer than 300 students, and schools with shared a common site administrator. This flexibility is allowed if the SSC meet the following requirements.

Schoolsite Council Composition for Schools with Fewer than 300 Pupils

A school with a population of fewer than 300 pupils may operate a SSC that has the representation of all of the following:

- One principal
- One teacher, selected by the teachers
- One school staff member representing the other school personnel, selected by the other school personnel
- If the school is an elementary school, three parents or community members selected by parents, or if the school is a secondary school, two parents or community members selected by parents and one student selected by the students (*EC* Section 65001[d][1])

The minimum number of SSC members for schools with fewer than 300 pupils is a total of six (e.g. one principal, one teacher, one school staff, three parents/community members or students). To operate an SSC with a reduced-member composition, the local governing board or body of the LEA must receive approval from its local bargaining unit, as applicable (*EC* Section 65001[d][2]).

Shared Schoolsite Council

Schools with a common site administration may operate a shared SSC if the school site has a pupil population of less than 300 (*EC* Section 65001[a]); or

Up to three schools with a combined student population of less than 1,000 may operate a shared SSC if the schools have at least one of the following characteristics: a shared campus or geographic proximity to one another with similar student populations (*EC* Section 65001[b]).

The composition of the shared SSC must have representation from school staff and parents and/or community members with a minimum of 10 members with equal representation between each group (*EC* Section 65000[c]).

Table 1: Elementary school SSCs must have a minimum of 10 members; one principal or their designee, three classroom teachers, one other school personnel, and five parent and/or community members.

Role	Number
School Staff Members: Principal or their designee	1
School Staff Members: Classroom teachers	3
School Staff Members: Other school personnel	1
Parent and/or Community members	5
Total membership	10

Table 2: Secondary school SSCs must have a minimum of 10 members; one principal or their designee, three classroom teachers, one other school personnel, and five parent/community/student members.

Role	Number
School Staff Members: Principal or their designee	1
School Staff Members: Classroom teachers	3
School Staff Members: Other school personnel	1
Parent and/or Community members*	5
Total membership	10

*A secondary school's SSC must include at least one parent/community member and one student; the composition of the remaining parent/community/student members is determined locally.

Schoolsite Council Composition Waiver

The California State Board of Education (SBE) may grant an SSC waiver of any provision in *EC* sections 65000–65001 to an LEA. The local governing board or body of the LEA may request the SBE waive the SSC composition requirement for the school (*EC* Section 65001[e]).

To submit an SSC Waiver request and for more information, please visit the Waivers Office web page.

Schoolsite Council Meeting Requirements

Any meeting held by the SSC must follow the Greene Act requirements that includes:

- Posting the notice of meeting at the schoolsite, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice must specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (*EC* Section 35147[c][1]).
- Being open to the public and allow for any member of the public to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (*EC* Section 35147[c][1]).
- Allowing for questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on students or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an

agenda as items of business. If the SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item (*EC* Section 35147[c][2]).
- Providing upon request any meeting materials to any member of the public pursuant to the California Public Records Act (*EC* Section 35147[d]).

Retention Requirements for Schoolsite Council Records

SSC records, materials, and supporting documents must be retained for a period of three years (2 *Code of Federal Regulations* 200.333[a]). The only exceptions are if any litigation, claim, or audit is started before the expiration of the 3-year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

STATE OFCALIFORNIA
AUTHENTICATED
ELECTRONIC LEGAL MATERIAL

State of California

EDUCATION CODE

Section 35147

35147. (a) Except as specified in this section, any meeting of the councils or committees specified in subdivision (b) is exempt from the provisions of this article, the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Division 3 of Title 2 of the Government Code), and the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).
(b) The councils and advisory committees established pursuant to Sections 52063, 52069, and 52176, subdivision (b) of Section 54425, Sections 54444.2, 56190, 62002.5, and 65000, and the committees formed pursuant to Section 11503 are subject to this section.
(c) (1) Any meeting held by a council or committee specified in subdivision (b) shall be open to the public, and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee. Notice of the meeting shall be posted at the schoolsite, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon. The council or committee may not take any action on any item of business unless that item appeared on the posted agenda or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

(2) Questions or brief statements made at a meeting by members of the council, committee, or public that do not have a significant effect on pupils or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If a council or committee violates the procedural meeting requirements of this section, upon demand of any person, the council or committee shall reconsider the item at its next meeting, after allowing for public input on the item.

(d) Any materials provided to a schoolsite council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1 of the Government Code).
(Amended (as amended by Stats. 2021, Ch. 615, Sec. 67) by Stats. 2022, Ch. 301, Sec. 1. (SB 1057) Effective January 1, 2023.)

Robert's Rules of Order

www.robertsrules.org

Introduction to Robert's Rules of Order

Motions

A motion is a proposal that the entire membership take action or a stand on an issue. Individual members can:

1. Call to order.
2. Move a motion.
3. Second a motion.
4. Debate motions.
5. Vote on motions.

Basic Types of Motions

- Main Motions introduce items to the membership for their consideration. They cannot be made when any other motion is on the floor, and yield to privileged, subsidiary, and incidental motions.
- Subsidiary Motions change or affect how a main motion is handled, and are voted on before a main motion.
- Privileged Motions bring up urgent items about special or important matters unrelated to pending business.
- Incidental Motions provide a means of questioning procedure concerning other motions and have priority.

Presenting Motions

1. Obtaining the floor
    a. Wait until the last speaker has finished.
    b. Rise and address the Chairman by saying, "Mr. Chairman, or Mr. President."
    c. Wait until the Chairman recognizes you.
2. Make Your Motion
    a. Speak in a clear and concise manner.
    b. Always state a motion affirmatively. Say, "I move that we ..." rather than, "I move that we do not ...".
    c. Avoid personalities and stay on your subject.
3. Wait for Someone to Second Your Motion
4. Another member will second your motion or the Chairman will call for a second.
5. If there is no second to your motion it is lost.
6. The Chairman States Your Motion
    a. The Chairman will say, "it has been moved and seconded that we ..." Thus placing your motion before the membership for consideration and action.
    b. The membership then either debates your motion, or may move directly to a vote.
    c. Once your motion is presented to the membership by the chairman it becomes "assembly property", and cannot be changed by you without the consent of the members.
7. Expanding on Your Motion
    a. The time for you to speak in favor of your motion is at this point in time, rather than at the time you present it.

    b. The mover is always allowed to speak first.
    c. All comments and debate must be directed to the chairman.
    d. Keep to the time limit for speaking that has been established.
    e. The mover may speak again only after other speakers are finished, unless called upon by the Chairman.
8. Putting the Question to the Membership
    a. The Chairman asks, "Are you ready to vote on the question?"
    b. If there is no more discussion, a vote is taken.
    c. On a motion to move the previous question may be adapted.

Voting on a Motion:

The method of vote on any motion depends on the situation and the by-laws of policy of your organization. There are five methods used to vote by most organizations, they are:

1. By Voice -- The Chairman asks those in favor to say, "aye", those opposed to say "no". Any member may move for a exact count.
2. By Roll Call -- Each member answers "yes" or "no" as his name is called. This method is used when a record of each person's vote is required.
3. By General Consent -- When a motion is not likely to be opposed, the Chairman says, "if there is no objection ..." The membership shows agreement by their silence, however if one member says, "I object," the item must be put to a vote.
4. By Division -- This is a slight verification of a voice vote. It does not require a count unless the chairman so desires. Members raise their hands or stand.
5. By Ballot -- Members write their vote on a slip of paper, this method is used when secrecy is desired.

There are two other motions that are commonly used that relate to voting.

1. Motion to Table -- This motion is often used in the attempt to "kill" a motion. The option is always present, however, to "take from the table", for reconsideration by the membership.
2. Motion to Postpone Indefinitely -- This is often used as a means of parliamentary strategy and allows opponents of motion to test their strength without an actual vote being taken. Also, debate is once again open on the main motion.

Parliamentary Procedure is the best way to get things done at your meetings. But, it will only work if you use it properly.

1. Allow motions that are in order.
2. Have members obtain the floor properly.
3. Speak clearly and concisely.
4. Obey the rules of debate.

Most importantly, *BE COURTEOUS*.

CVUSD

CONEJO VALLEY UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement

A Guide for Developing the School Plan for Student Achievement (SPSA)

THE CONEJO WAY

ENRICHMENT ACADEMICS SUPPORT EDUCATION DIVERSITY INSPIRE RESPECT TEAMWORK PASSION

A Resource for the School Site Council

Conejo Valley Unified School District

Kenny Loo
Assistant Superintendent of Instructional and Student Services

TO: CVUSD Principals
FROM: Instructional and Student Services Leadership Team
CC: CVUSD Executive Cabinet
RE: 2026-27 SPSA Memorandum
DATE: January 19, 2026

INTRODUCTION:
It is the continued expectation of CVUSD district administration, the Board of Education, and the community that the School Plan for Student Achievement (SPSA) continues to serve as a school's strategic document for on-going improvement to serve **all** students and to meaningfully engage educational partners.

GENERAL TIMELINE:
SPSAs are now developed in the spring of the preceding school year, finalized in August by School Site Council, and sent to the Board of Education in September. This development cycle intends to implement planned and budgeted actions to immediately serve students as we begin each school year.

NEW UPDATES FOR 2025-26:

- ★ **Due Date**: 2025-26 SPSAs should be completed in DTS no later than 5 PM on September 4, 2026

- ★ **Required Actions - Schoolwide:**
  1. CA Dashboard Lowest Performance Areas in 2025 CA Dashboard
     - Schools must provide SPSA actions to address ALL areas on the **2025** CA Dashboard in which the entire school or a student group performed at the **Orange or Red** level.
  2. CA Dashboard Lowest Performance Areas from the 2023 CA Dashboard:
     - Schools must maintain or adjust prior SPSA actions to address ALL areas on the prior 2023 CA Dashboard in which the entire school or a student group performed at the very lowest level (i.e. red or "very low"). Use this force to copy Google Sheet to review areas in red (or "very low" for College & Career Indicator) or go to the CA Dashboard (2023) or the Dashboard PowerBi Tool . The LCAP requires each SPSA address these areas on the 2023 CA Dashboard for 3 years (2024-25, 2025-26, and 2026-27).

- ★ **English Learner Federal Program Monitoring (FPM)**: Include English Learner needs assessment analysis, evaluation and monitoring of EL progress, goals and budget (if applicable) throughout the SPSA. Click here to access the official FPM form.

COMPREHENSIVE NEEDS ASSESSMENT:
Refer to the 2025 California School Dashboard or the Dashboard PowerBi Tool to identify:

- (a) any state indicator for which **"all students"** was in the "Red" or "Orange" performance category,
- (b) any state indicator for which performance for any individual **student group** was two or more performance levels below the "all student" performance.
- See sample for clarification
- Sample language:
    - (a) All students at ABC Elementary scored Red in Chronic Absenteeism, and Orange in ELA and Suspension.
    - (b) Filipino students at ABC Elementary scored Yellow, which was two or more performance levels lower than All Students who scored Blue.

KEY REMINDERS

- School Site Council: Any changes to budget allocations in the SPSA must be approved by SSC vote, changed in DTS, and documented in the SSC minutes. (Federal Program Monitoring, 2022)
- OTRM budget code: Site allocated "0TRM" funds are for interventions and supports that principally support unduplicated students: low-income students, English Learners, and foster youth. These funds come directly from the state's funding formula which provides additional "supplemental funds" for these specific targeted groups. It is acknowledged that 0TRM intervention actions may serve and benefit other students who are not unduplicated.
- School goals connect directly with district LCAP goals
- Least Restrictive Environment (LRE) Indicator 5A (80% in the general education setting), per SIRAS (instructions), must be an included school wide metric with corresponding actions that increase inclusion for Students with Disabilities
- Diversity, Equity, Inclusion & Belonging (DEIB): Include actions to support Diversity, Equity and Inclusion & Belonging.
- Title I Schools must include a Parent Engagement Goal
- All activities related to school goals, regardless of cost or budget code, should be included (e.g. Inclusive Schools Week, Red Ribbon Week Activities, Hispanic Heritage Month, Black History Month, assemblies/speakers, common planning time goals/activities, etc.)
- Student groups should be listed individually, as appropriate, or as "targeted" when inclusive of English Learners, Socio-economically Disadvantaged, Homeless, and Foster.
- Advisory Council Recommendations: Every effort should be made to include the voice and input of the parent/guardians that are site representatives from AADAC, DELAC, LGBTQ+ AC, GATE DAC, and SEDAC.

RECOMMENDED TIMELINE WITH SSC AND DTS:

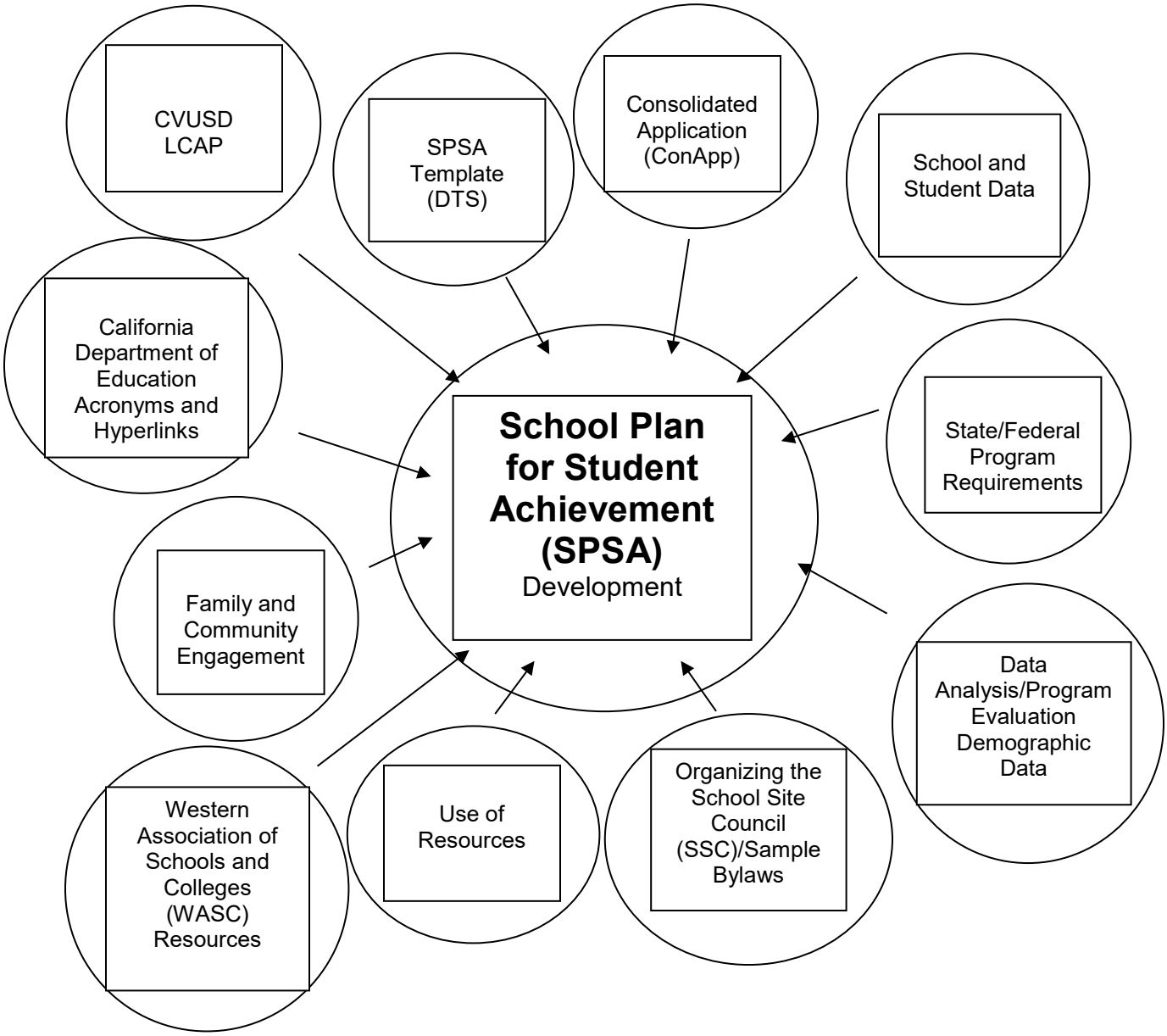
February - March	• Schedule to hold SSC elections in August, prior to Back to School Night. Refer to School Site Council Handbook (2025-26) as needed. • Compile and present available data to SSC on progress of current SPSA. • While reviewing progress on existing goals/actions/services, solicit input on these goals/actions/services for considerations for the 2026-27 SPSA. ○ Sources of data may include: Semester 1/Trimester 1 & 2 marks, benchmark results, other local assessments, prior

	year CAASPP, LCAP and local survey results, attendance data, discipline data, completion of planned activities/events, etc. ● Review the updated SPSA Monitoring & Accountability Tool to identify areas of current strength and areas to improve for next year's 2026-27 SPSA. DTS Recommendations: ● Begin Comprehensive Needs Assessment ● Begin Stakeholder Involvement ● Begin Annual Updates included in the "Planned Improvements: Goal" sections
April - May	● Engage in a process to include parents, staff, **advisory council representatives**, and students (Grades 6-12) working collaboratively - teacher release day or after school. Review previous SSC input, and revise goals as appropriate w/ SSC. Based on available data, update SPSA based on data, new goals, actions and services for 2026-27 SPSA. ● Though the SPSA year may not be finalized, actions and services can be adjusted in August to reflect the instructional plan and adjusted budgets. DTS Recommendations: ● Finish Comprehensive Needs Assessment ● Finish Annual Updates included in the "Planned Improvements: Goals" sections ● Update Analysis of Student Performance Data as information is loaded ● Update "Planned Improvements: Goal" sections ● Update Stakeholder Involvement
June	● Share final draft of 2026-27 SPSA goals, review SPSA 2025-26 goal attainment with SSC. Present recommendations for 2026-27 SPSA from prior collaborative meeting with parents, staff, **advisory council representatives**, and students (Grades 6-12)
August	● Compile and present new data on student achievement. Sources of student achievement data may include: Semester 2/Trimester 3 marks, end of course exams, other local assessments, CAASPP results, end of year attendance/discipline data. ● Review changes to SPSA based on SSC and leadership team feedback in June. Solicit final input on these goals/actions/services for considerations for the drafted SPSA. Seek final recommendations/changes and vote for final approval. ● Complete the updated SPSA Monitoring & Accountability Tool for proposed 2026-27 SPSA. DTS Recommendations: ● Finish Analysis of Student Performance Data as information is loaded ● Finish "Planned Improvements: Goal" sections

	• Update Stakeholder Involvement
September 4, 2026	Submit the following to Instructional Services Director: • SPSA in DTS with all required signatures completed • SPSA Monitoring & Accountability Tool
September - October	• September 4, 2025 - Deadline for completed SPSA • September 4, 2025 to September 10, 2025 - Instructional Services reviews submitted SPSAs and provides feedback • September 10, 2025 - All corrections / revisions must be completed • September 11, 2025 - District staff upload Draft SPSA onto website for public review • Principal sends a message to school community with a link to the draft SPSA to review • September 16, 2025 - Board of Education - Information/Discussion • October 7, 2025 - Board of Education - Action

Use Common Language:
EL- English Learner
ELD- English Language Development (Designated & Integrated)
DEIB - Diversity, Equity, Inclusion and Belonging
LTEL - Long Term English Learner
LRE- Least Restrictive Environment
SWD- Students with Disabilities
SED- Socio-economically Disadvantaged
SEL- Social and Emotional Learning
SAI- Specialized Academic Instruction

Suggested Resources for the Development of a School Plan for Student Achievement



Introduction

This document provides guidance on how to develop and update the School Plan for Student Achievement (SPSA) in the Conejo Valley Unified School District (CVUSD). Although schools may integrate other key plans (e.g., Western Association of Schools and Colleges [WASC]), this guide provides details about the necessary content of the SPSA. This guide also provides tools for writing and updating the SPSA, including budget planning tools within the Document Tracking Services (DTS) template to help align expenditures with categorical funds allocated to the school. The District's rubric, Monitoring and Accountability Tool, is intended to help School Site Councils measure SPSA alignment to LCAP, focus on closing the achievement gap based on California Dashboard data, planned actions to meet the needs of all students including those that are "targeted" through LCFF and Students With Disabilities (SWD).

Role of the SSC

California *Education Code* (*EC)* Section 64001 requires that an SSC develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually.

SPSA Purpose

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in *EC* Section 64000 will be used to improve the academic performance of all pupils. School goals shall be based upon an analysis of verifiable state data as per the California Dashboard and English Language Proficiency Assessments for California (ELPAC), and may include any data voluntarily developed by districts to measure student achievement.[1] In addition, schools should include other measures of student achievement, i.e. Advanced Placement and other college readiness exams, local benchmark assessments, student mark analysis and the like. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

The SPSA serves as the strategic planning tool for an individual school's improvement process. The plan should be developed with a deep understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards. A well-developed SPSA can ensure that students are better equipped to meet the Common Core State Standards in English and Math. It is critical that each school's SPSA:

- Is developed collaboratively with stakeholders (i.e. teachers, administrators, councils, committees, and parents)

[1] *EC* Section 64001(f)

- Builds on a premise that students are capable of learning with effective instruction.
- Includes school goals aligned with activities and goals included in the district LCAP to maximize school reform efforts.
- Is based on verifiable data analysis.
- Focuses on student achievement and academic interventions.
- Implements high leverage school improvement actions.
- Directs resources where they will most directly improve student academic achievement.
- Ensures that all resources are aligned to serve identified students' needs.
- Uses research-based strategies.
- Implements strategic coordination of resources.

To set school goals, the SSC should carefully review district priorities as stated in the LCAP, and assess both state and local quantitative and qualitative student achievement data to evaluate the effectiveness of the instructional program.

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school.

The SPSA involves a continuous development, implementation, and monitoring cycle. **The District's established deadline for SPSA submission is the last day in November of each school year**. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources.
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.

6. Receive local governing board approval and implement the plan.

7. Monitor and evaluate effectiveness of the implementation.

For high schools, WASC goals and recommendations shall be integrated into SPSA.

Step One: Analyze Student Achievement Data (July – September)
The SPSA must be based on an analysis of verifiable state and local student achievement data, as previously described. Using such measures of student academic performance, the SSC can identify significant patterns of low performance in particular content areas, student groups, and individual students. The SSC then decides which data summaries to include in the plan as most informative and relevant to school goals.

School and student level data may include SBAC data, California School Dashboard data, local benchmark assessment scores, curriculum embedded assessments, and reading and mathematics diagnostics. Further all data shall be reported and analyzed by "overall" and disaggregated by student group. Such data conversations can occur at the site level to deepen understanding of students' needs and to drive instructional goals.

Step Two: Measure Effectiveness of Current Improvement Strategies Using State Tools to Determine Critical Causes of Student Underachievement

Schools must conduct a needs assessment of the effectiveness of the school instructional program with the input of stakeholders. School goals must be based on a comprehensive needs assessment of student academic achievement toward grade level standards, using multiple measures of student performance. The California Healthy Kids Survey (CHKS) for students, also located on the CVUSD web site enables district schools to compare both student and staff data. Specific emphasis should be placed on any state indicator from the California School Dashboard for which overall or student group performance was in the "Red" or "Orange."

After analyzing quantitative and qualitative data, it is the work of the SSC to identify academic challenges and the source of student underachievement. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified students through improved academic programs and increased teacher content matter knowledge.

SPSAs are to be developed with the review, advice, and certification of applicable school advisory committees.[2] It is critical to the implementation of the plan that seamless communication exists between the categorical program office and the cabinet level decision makers. School advisory committees include site level:

- English Learner Advisory Committee

- Gifted and Talented Education Advisory Committee

[2] *EC* sections 41507, 41572, 64001(a)

- Special Education Advisory Committee

- WASC/CDE Leadership Team

- Other committees established by the school including other parent engagement groups or committees

The SSC seeks the input of applicable advisory committees. The advisory committees may wish to present their recommendations to the SSC in writing to facilitate communication. Advisory committee recommendations should be reflected in SSC meeting minutes.

Step Three: Identify Achievement Goals and Key Improvement Strategies that Align with the District LCAP

CVUSD LCAP goals, actions and services articulate the district priorities and expectations. School-level goals should be aligned with LCAP goals while reflecting the specific needs identified at the school site. Schools need to determine limited key achievement goals (suggested number: two to five). These goals should form the basis for the improvement strategies in the plan that are:

- Derived from conclusions of the needs assessment
- Prioritized by student need
- Realistic and attainable in the period specified in the plan
- Specific to the assessed academic needs of students
- Measurable by frequent formative, interim, and summative assessments

School-level goals are precise, measurable statements identifying what will be accomplished in the short-term to support the attainment of the longer-term and more broadly stated District LCAP goals. School-level goals should specify the audience (on whom is the goal focused, i.e., student subgroups; behavior (what is expected); conditions (under what circumstances the expectation will be met); and degree (specific criteria that must be met [i.e., percentage of students meeting a target]). The term SMART Goal is really another way of defining an objective: Specific, Measurable, Attainable, Realistic, and Time-bound.

Developing these school-level goals involves:

1. Reviewing District LCAP goals to ensure a clear understanding of district priorities.

2. Developing a limited number of school-level measurable goals that are aligned with LCAP goals that address barriers to student achievement as determined by the assessment of the current instructional program, based on an analysis of student achievement data.

3. Identifying improvement strategies, i.e., describing the methods/practices that will be used to reach the goal.

4. Identifying specific actions under each strategy that will lead to the implementation of the strategy and achievement of the goal. This includes implementation dates, persons responsible, and costs and budget sources for each action itemized for each funding source. Budget sources shall align with LCAP and the District's budget allocation.

5. Defining tasks, i.e., specific small steps needed to complete an action, under each action step. Tasks have specific due dates and persons responsible. Each action step may have multiple tasks.

Step Four: Define Timelines, Personnel Responsible, Proposed Expenditures, and Funding Sources to Implement the Plan

For each goal set, the SSC must specify the actions to be taken to accomplish the goal, dates by which actions are to be started and completed, persons responsible, expenditures needed to implement the action, and each funding source budgeted for the goal.

The DTS SPSA template includes multiple sections to address the sites Goals, Strategies, and Proposed Expenditures to include:

- Goal subject(s) including target population
- LCAP goal alignment
- SPSA Goal
- Identified Need
    - The data analysis used to identify the goal
- Annual Measurable Outcomes
- Strategies/Activities
    - Action steps to be taken to reach each school goal
    - Persons responsible
- Proposed Expenditures for each strategy/activity including budget and source
- Process for evaluating progress toward the goal
- Proposed expenditures, estimated costs, and funding sources for each action

Expenditures of state and federal categorical program funds are allowable if they:

- Provide an effective means of achieving the purposes of the program funding source

- Are a reasonable use of limited resources
- Are necessary to achieve the goals of the plan
- Provide supplementary services for eligible students
- Comply with individual program statutes
- Do not fund services already required by state law
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund; that expenditures of funds "supplement, and not supplant" state and local expenditures.

Step Five: Recommend the SPSA to the Local Governing Board

After applicable advisory committees have reviewed the proposed SPSA, the SSC must approve the proposed SPSA at a meeting for which a public notice has been posted.[3] The SPSA is then presented to the district governing board for approval. The SPSA DTS template provides a format for recommending the proposed SPSA to the board and for giving assurance that the SSC:

- Is properly constituted
- Reviewed its legal responsibilities
- Sought input from applicable school advisory committees
- Reviewed the content requirements for all programs included
- Based the plan on analysis of current practices and student academic performance
- Formally approved the plan before recommending it to the local governing board for review

The SPSA template provides signature lines for the SSC chairperson and school principal attesting to these assurances. Schools shall include signature lines and assurance statements for each applicable school advisory committee, certifying committee review and advice. Advisory committee involvement may also be documented through correspondence, meeting agendas, and minutes.

If the local governing board does not approve the SPSA, specific reasons for disapproval of the plan must be communicated to the SSC.[4] The SSC and applicable

[3] *EC* sections 35147, 64001(a), 64001(g)
[4] *EC* Section 52855

committee(s) must revise and resubmit the SPSA to the local governing board for its approval.

It is helpful for SSC members to be present when the local governing board reviews and approves the SPSA to answer questions and speak to issues raised. If the plan is not approved, SSC members in attendance can convey the board's objections to other SSC members. Until the local governing board has approved the plan, the activities and expenditures are not authorized for implementation.

Step Six: Implement the Plan

The district administration and site administration are responsible for implementing and evaluating the activities included in the SPSA as approved by the local governing board. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the SSC and applicable advisory groups, or by developing proposals for the SSC's consideration.

Step Seven: Monitor Implementation

Once the plan is approved and implemented, the SSC is responsible for monitoring the effectiveness of planned activities and modifying those that prove ineffective. Monitoring will be made easier if the plan specifies actions, dates, estimated costs, and measurable anticipated student academic outcomes, as well as the persons involved and their responsibilities. A plan that is too general can minimize accountability and diminish results for student achievement.

Monitoring should follow the calendar of events established by the SPSA to verify timely implementation and achievement of objectives critical to the success of the plan, such as:

- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- Review of the calendar for initial and ongoing assessments to measure student performance against benchmarks indicated in the plan
- Verification of evidence of progress made toward SPSA goals

As the implementation of planned activities unfolds, the SSC should verify the success of each major event for identified students and share this information with advisory committees and other interested parties.

Mid-year Changes to the SPSA

Any of the following factors may indicate a need to amend the SPSA during the school year:

- A major service or activity proves ineffective, and students are at risk of not meeting achievement goals
- Staff, equipment, or materials essential to the plan cannot be procured (e.g., unfilled positions, or materials that could not be supplied)
- Material changes occur that affect the academic programs
- School boundaries or demographics suddenly change
- An activity is found to be non-compliant with state or federal law
- A planned activity is not supported by staff, parents, or students

The SSC may amend the plan at any time. Any revisions that would substantively change the academic programs funded through the ConApp must be reviewed and approved by the local governing board.

Continue the Cycle

The SSC must evaluate the effectiveness of planned activities on an ongoing basis. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data for the following year's plan.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Clear	☐ District Advisory Committee Representative
Clear	☐ English Learner Advisory Committee Representative
Clear	☐ Gifted and Talented Education Program Advisory Committee Representative
Clear	☐ School Site Representative
Clear	☐ Special Education Advisory Committee Representative
Clear	☐ African American District Advisory Council Representative
Clear	☐ Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
Clear	☐ Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____.

Attested:

Clear	Principal, _____ on _____
Clear	SSC Chairperson, _____ on _____

SPSA Monitoring & Accountability Tool

School Site: Members conducting review: Date:

Implement targeted actions and services that support positive student outcomes.	**Evidence in SPSA**	**Implementation Status**				
SPSA clearly articulates measurable goals for improvement in student achievement?		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA clearly articulates strategies/activities for closing the achievement gap?		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA provides involvement of stakeholders in the creation and monitoring of SPSA.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA provides adequate actions/services for English Learners in both learning English and gaining access to content?		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA provides adequate actions/services for Students With Disabilities, and addresses the Least Restrictive Environment?		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA provides opportunities for teachers to learn about and effectively implement Universal Design For Learning?		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA includes actions and services that advance the district's on-going commitment to Diversity, Equity, and Inclusion.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA includes actions and services that advance the district's on-going commitment to social-emotional learning		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5

SPSA Monitoring & Accountability Tool

CA Dashboard Indicators	Evidence in SPSA	Implementation Status				
SPSA implements best-practice approaches to increase student achievement in ELA, for all students including SWD, EL, Homeless/Foster, SED.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA implements best-practice approaches to increase student achievement in Math, for all students including SWD, EL, Homeless/Foster, SED.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA implements best-practice approaches to reduce chronic absenteeism, for all students including SWD, EL, Homeless/Foster, SED.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
SPSA implements best-practice approaches to reduce suspensions, for all students including SWD, EL, Homeless/Foster, SED.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
If applicable, SPSA implements best-practice approaches to increase graduation rates for all students including SWD, EL, Homeless/Foster, SED.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
If applicable, the school implements best-practice approaches to increase college/career readiness.		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5

WHERE DO I START?

Communication Guidelines for Parents & Guardians

Conejo Valley Unified School District is dedicated to providing you with transparent information about your child's education in a timely manner. We want you to feel comfortable addressing your questions in our District. With direct and respectful communication, most issues are resolved at the school level.

Please present your questions and concerns in the following order:

1 YOUR CHILD'S TEACHER

If you have a question related to your child or their learning, contact their classroom teacher directly via email or phone.

If you haven't heard from the teacher in a reasonable amount of time, or if after discussion, the issue has not been resolved, move to Step 2.

2 YOUR SCHOOL ASSISTANT PRINCIPAL OR PRINCIPAL

At Step 2, your first point of contact will be your Assistant Principal, who may then advise you to talk to your child's school Counselor or the school Principal. Call or email the school to arrange this.

If you are dissatisfied or the situation has not been resolved, move to Step 3.

3 RELEVANT GRADE SPAN OR DEPT. DIRECTOR

The District's Grade Span and Department Directors supervise Principals at CVUSD. To help resolve your situation it is important for you to know the names of all the staff members with whom you have spoken and the dates of your conversations. Email the appropriate District Grade Span or Department Director.

If the situation has not been resolved, move to Step 4.

4 RELEVANT DEPUTY/ ASSISTANT SUPERINTENDENT

The District's Deputy/Assistant Superintendents supervise District Office staff and all CVUSD school staff. Only after the previous steps to resolve the situation should you contact relevant Superintendents. You may contact by email or phone to arrange a phone conversation or meeting, which may include all involved parties.

If you are dissatisfied or the situation has not been resolved, move to Step 5.

5 BOARD OF EDUCATION

The Board of Education has been elected by the community to provide leadership and citizen oversight of the District. The Board shall ensure that the District is responsive to the values, beliefs, and priorities of the community. You can contact Board Members via email. You may also provide public comment during a Board Meeting.

ACADEMICS • ACTIVITIES • SAFETY
CVUSD
CONEJO VALLEY UNIFIED SCHOOL DISTRICT

Guía de comunicación para padres y tutores

¿POR DÓNDE EMPIEZO?

El Distrito Escolar Unificado de Conejo Valley está comprometido a brindarle información transparente sobre la educación de su hijo de manera oportuna. Queremos que se sienta cómodo al plantear sus preguntas en nuestro Distrito. Con una comunicación directa y respetuosa, la mayoría de los problemas se resuelven a nivel escolar.

Por favor, presente sus preguntas e inquietudes en el siguiente orden:

1 EL MAESTRO(A) DE SU HIJO(A)

Si tiene una pregunta relacionada con su hijo(a) o su aprendizaje, comuníquese directamente con su maestro(a) por correo electrónico o por teléfono.

Si no ha recibido respuesta del maestro(a) en un plazo razonable, o si después de conversar el problema no se ha resuelto, avance al Paso 2.

2 EL SUBDIRECTOR(A) O DIRECTOR(A) DE LA ESCUELA

En el Paso 2, su primer punto de contacto será el subdirector(a), quien podrá aconsejarle hablar con el consejero escolar de su hijo(a) o con el director(a) de la escuela. Llame o envíe un correo electrónico a la escuela para coordinarlo.

Si no está satisfecho(a) o la situación no se ha resuelto, avance al Paso 3.

3 DIRECTOR(A) DEL NIVEL DE GRADO CORRESPONDIENTE O DEL DEPARTAMENTO

Los directores de nivel de grado y de departamento del Distrito supervisan a los directores escolares en CVUSD. Para ayudar a resolver su situación, es importante que tenga los nombres de todos los miembros del personal con quienes ha hablado y las fechas de sus conversaciones. Envíe un correo electrónico al director de nivel de grado o de departamento correspondiente del Distrito.

Si la situación no se ha resuelto, avance al Paso 4.

4 SUBSUPERINTENDENTE O ASISTENTE DEL SUPERINTENDENTE CORRESPONDIENTE

Los subsuperintendentes o asistentes del superintendente del Distrito supervisan al personal de la Oficina del Distrito y a todo el personal escolar de CVUSD. Solo después de haber seguido los pasos anteriores para resolver la situación debe comunicarse con los superintendentes correspondientes. Puede comunicarse por correo electrónico o por teléfono para coordinar una llamada o una reunión, la cual puede incluir a todas las partes involucradas.

Si no está satisfecho(a) o la situación no se ha resuelto, avance al Paso 5.

5 JUNTA DE EDUCACIÓN

La Junta de Educación ha sido elegida por la comunidad para brindar liderazgo y supervisión ciudadana al Distrito. La Junta se asegurará de que el Distrito responda a los valores, creencias y prioridades de la comunidad. Puede comunicarse con los miembros de la Junta de Educación por correo electrónico. También puede hacer comentarios públicos durante una reunión de la Junta.

ACADEMICS • ACTIVITIES • SAFETY
CVUSD
CONEJO VALLEY UNIFIED SCHOOL DISTRICT

Acronym	Definition
AADAC	African American District Advisory Committee
AB	Assembly Bill
ACSA	Association of CA. School Administrators
ADA	American Disabilities Act or Average Daily Attendance
AP	Advanced Placement
AVID	Advancement Via Individual Determination
BCBA	Board Certified Behavior Analyst
BTSA	Beginning Teacher Support & Assessment (now known as Induction)
CAA	California Alternate Assessment (part of CAASPP, for some of our SWD)
CAASPP	California Assessment of Student Performance and Progress
CCSS	Common Core State Standards
CDE	California Department of Education
CDS	County/District/School Code
CHKS	California Health Kids Survey
COLVOP	Conejo, Las Virgines, Oak Park ACSA Charter
CP	College Prep (level of course)
CSEA	California School Employees Association
CSF	Conejo Schools Foundation
CTA	California Teachers Association
CTE	Career Technical Education
CVPPA	Conejo Valley Pupil Personnel Association
CVUSD	Conejo Valley Unified School District
DAC	District Advisory Committee
DEC	District Educational Center
DEI	Diversity Equity and Inclusion
DELAC	District English Learner Advisory Committee
DLI	Dual Language Immersion
DOC	District Operational Center
E.C.	Education Code
EAP	Early Assessment Program
EL*	English Learner (a student)
ELA	English-Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development (the program)
ELOP	Expanded Learning Opportunities Program
ELPAC	English Lanugage Proficiency Assessments for California
FAPE	Free Appropriate Public Education
FIT	Facilities Inspection Tool
FPM	Federal Progress Monitoring
FY	Foster Youth
GATE	Gifted and Talented Education
GATEDAC	Gifted and Talented Education District Advisory Council
HS	High School
IB	International Baccalaureate
IDEA	Individual with Disabilites Education Act

IEP	Individualized Educational Plan
ILP	Individual Learning Plan
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Education Agency
LGBTQ+AC	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Others Advisory Council
LRE	Least Restrictive Environment
ML	Multilingual Learner
MS	Middle School
MTSS	Multi-Tiered System of Supports
N/C	No Cost
NAEP	National Assessment of Educational Progress
NGSS	Next Generation Science Standards
PD	Professional Development
PFA	Parent Faculty Association
PL	Professional Learning
PLC	Professional Learning Community
PSAT/NMSQT	Preliminary SAT/National Merit Scholarship Qualifying Test
PTA	Parent Teacher Association
PTSA	Parent Teacher Student Association
RFEP	Reclassified Fluent English Proficient
RTI	Response To Intervention
RtI2	Response to Instruction/Intervention
SAI	Specialized Academic Instruction
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SAT	Scholastic Aptitude Test
SB	Senate Bill
SBAC	Smarter Balanced Assessment Consortium
SCAC	Secondary Curriculum Articulation Committee
SDAC	Student District Advisory Committee
SED*	Socio-Economically Disadvantaged
SEDAC	Special Education District Advisory Committee
SELPA	Special Education Local Plan Area
SPSA	School Plan For Student Achievement
SRO	School Resource Officer
SSC	School Site Council
SUPER DAC	DAC meeting that includes all CVUSD Advisory Committees and Councils
SWD*	Students With Disabilities
TK	Transitional Kindergarten
TOSA	Teacher on Special Assignment
UACT	Unified Association of Conejo Teachers
VCOE	Ventura County Office of Education
WASC	Western Association of Schools & Colleges
	*Used on CA. Dashboard