

CONEJO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL SERVICES

SCHOOL SITE COUNCIL GUIDE



2019/2020

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.

A school that operates a categorical program funded through the consolidated application (ConApp) shall 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 shall develop the content of the SPSA (EC Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (EC Section 64001[i]).

The SPSAs shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (EC Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (EC Section 64001[i]).

Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (EC Section 64001[i]).

A LEA shall ensure, in the ConApp, that the SPSA has been prepared in accordance with the law, that SSC have developed and approved a SPSA for each school participating in programs funded through the ConApp process, and 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, 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 pupil population and notwithstanding the size of the school, the composition of the SSC shall ensure parity between the groups (EC Section 65000[a]).

The SSC in an elementary school shall be composed of the both of the following two groups (EC Section 65000[c][1]):

School Group Members (Elementary Schools):

- The principal of the school or his or her 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 pupils attending the school, or other members of the school community, selected by parents of pupils attending the school. The number of parent and/or community members selected shall equal the number of school 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 ten (10) (e.g. 1 principal or his or her designee, 1 other school personnel, 3 classroom teachers, and 5 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 his or her 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][2][A]*); and

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

- Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school; and pupils attending the school, selected by pupils who are attending the school. The number of parent and/or community members and pupil 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 ten (10) (e.g. 1 principal or his or her designee, 1 other school personnel, 3 classroom teachers, and 5 parent/community and pupils members).

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment is not disqualified by this employment from serving as a parent representative on the SSC established for the school that his or her child or ward attends (*EC Section 65000[d]*). Therefore, the parent or guardian is allowed to serve as a parent representative on the SSC for the school that his or her child or ward attends, if selected.

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 pupil selected by the pupils (*EC Section 65001[d][1]*)

In other words, the minimum number of SSC members for schools with fewer than 300 pupils is a total of six (6) (e.g. 1 principal, 1 teacher, 1 school staff, 3 parents/community members or pupils). Additionally, the local governing board or body of the LEA shall obtain approval from its local bargaining unit, if applicable (*EC Section 65001[d][2]*).

Schoolsite Council Meeting Requirements

Any meeting held by the SSC 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 (*EC Section 35147[c][1]*).

Notice of the meeting shall be posted at the 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 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 (*EC Section 35147[c][1]*).

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]*).

Questions or brief statements made at a meeting by members of the SSC 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 SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC shall reconsider the item at its next meeting, after allowing for public input on the item (*EC Section 35147[c][2]*).

Any materials provided to a SSC shall be made available to any member of the public who requests the materials 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.

THE GREENE ACT

School/District Councils & English Learners Committees

ED 35147

1. Any meeting held by a council or committee shall be open to the public.
2. 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.
3. Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public* at least 72 hours prior to the meeting.
4. The meeting 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.
5. The council or committee may not take any action on any item of business unless a) the item appeared on the posted agenda, or b) the council or committee members find, by unanimous vote, 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.
6. Questions or brief statements made at the meeting by members of the council, committee, or public need not be described on an agenda as items of business if those questions or statements a) do not have a significant effect on pupils or employees in the school or school district; or b) can be resolved solely by the provision of information.
7. If a council or committee violates the procedural meeting requirements described above, and upon the demand of any person, the council or committee shall reconsider the items at its next meeting after allowing for public input on the item.
8. Any materials provided to a school site council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.

*** Notices and agendas should be posted in an area that is visible to all members of the school community, including parent s/guardians.**



Introduction to Robert's Rules of Order

from: <http://www.robertsrules.org/rulesintro.htm>

1. What is Parliamentary Procedure?
2. Why is Parliamentary Procedure Important?
3. Example of the Order of Business
4. Motions
5. Types of Motions
6. How are Motions Presented?
7. Voting on a Motion

1. What Is Parliamentary Procedure?

It is a set of rules for conduct at meetings that allows everyone to be heard and to make decisions without confusion.

2. Why is Parliamentary Procedure Important?

Because it's a time tested method of conducting business at meetings and public gatherings. It can be adapted to fit the needs of any organization. Today, Robert's Rules of Order newly revised is the basic handbook of operation for most clubs, organizations and other groups. So it's important that everyone know these basic rules!

3. Example of the Order of Business

Organizations using parliamentary procedure usually follow a fixed order of business. Below is a typical example:

1. Call to order.
2. Roll call of members present.
3. Reading of minutes of last meeting.
4. Officers reports.
5. Committee reports.
6. Special orders — Important business previously designated for consideration at this meeting.
7. Unfinished business.
8. New business.
9. Announcements.
10. Adjournment.

4. Motions

The method used by members to express themselves is in the form of moving 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. Second motions.
3. Debate motions.
4. Vote on motions.

5. There are four Basic Types of Motions:

1. **Main Motions:** The purpose of a main motion is to 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.
2. **Subsidiary Motions:** Their purpose is to change or affect how a main motion is handled, and is voted on before a main motion.
3. **Privileged Motions:** Their purpose is to bring up items that are urgent about special or important matters unrelated to pending business.
4. **Incidental Motions:** Their purpose is to provide a means of questioning procedure concerning other motions and must be considered before the other motion.

6. How are Motions Presented?

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.

7. 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*.



Robert's Rules of Order - Summary Version

For Fair and Orderly Meetings & Conventions

Provides common rules and procedures for deliberation and debate in order to place the whole membership on the same footing and speaking the same language. The conduct of ALL business is controlled by the general will of the whole membership - the right of the deliberate majority to decide. Complementary is the right of at least a strong minority to require the majority to be deliberate - to act according to its considered judgment AFTER a full and fair "working through" of the issues involved. Robert's Rules provides for constructive and democratic meetings, to help, not hinder, the business of the assembly. Under no circumstances should "undue strictness" be allowed to intimidate members or limit full participation.

The fundamental right of deliberative assemblies require all questions to be thoroughly discussed before taking action!

The assembly rules - they have the final say on everything!
Silence means consent!

- Obtain the floor (the right to speak) by being the first to stand when the person speaking has finished; state Mr./Madam Chairman. Raising your hand means nothing, and standing while another has the floor is out of order! Must be recognized by the Chair before speaking!
- Debate can not begin until the Chair has stated the motion or resolution and asked "are you ready for the question?" If no one rises, the chair calls for the vote!
- Before the motion is stated by the Chair (the question) members may suggest modification of the motion; the mover can modify as he pleases, or even withdraw the motion without consent of the seconder; if mover modifies, the seconder can withdraw the second.
- The "immediately pending question" is the last question stated by the Chair!
Motion/Resolution - Amendment - Motion to Postpone
- The member moving the "immediately pending question" is entitled to preference to the floor!
- No member can speak twice to the same issue until everyone else wishing to speak has spoken to it once!
- All remarks must be directed to the Chair. Remarks must be courteous in language and deportment - avoid all personalities, never allude to others by name or to motives!
- The agenda and all committee reports are merely recommendations! When presented to the assembly and the question is stated, debate begins and changes occur!

The Rules

- **Point of Privilege:** Pertains to noise, personal comfort, etc. - may interrupt only if necessary!



CVUSD

CONEJO VALLEY UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement

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



A Resource for the School Site Council

Conejo Valley Unified School District

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Assistant Superintendent of Instruction

Sonia Wilson

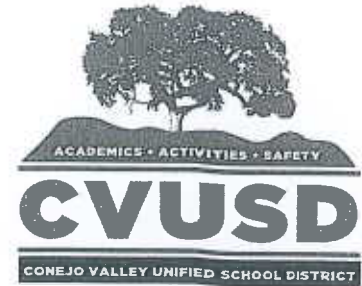
Director, Elementary Schools

Kenny Loo

Director, Middle Schools & Professional Learning

Brian Mercer

Director, High Schools & Assessment



TO: CVUSD Principals
RE: 2019-2020 School Plans For Student Achievement
DATE: September 2, 2019

The purpose of the information below is to provide a preview of our future work related to the 2019-2020 School Plans For Student Achievement (SPSA).

It is the expectation of CVUSD district administration, the Board of Education, and the community that the SPSA continue to transform into a school's strategic document for continuous improvement to serve **all** students and to meaningfully engage stakeholder groups.

Generally, each 2019-2020 CVUSD SPSA will clearly highlight all of the following components:

- School goals connect directly with district LCAP goals, actions, and services.
- All activities related to school goals, regardless of cost or budget code to be included (e.g. Inclusive Schools Week, Abilities Awareness, "U Matter Week", Red Ribbon Activities, assemblies/speakers, common planning time goals/activities, and the like)
- To the greatest extent possible, expenditures for SPSA actions accurately align with budget codes noted in district LCAP.
- CAASPP and California Dashboard data will be analyzed and reported to reflect "overall" school achievement as well as disaggregated by student group.
- Student groups should be listed individually, as appropriate, or as "targeted" when inclusive of English Learners, Socio-economically Disadvantaged, Homeless, and Foster.
- Focus on the following district wide goals demonstrated through SPSA:
 - Implementation of professional learning communities
 - Professional Learning centered around UDL best practices and strategies
 - Inclusion strategies aimed at increasing the LRE rate
 - Research-based intervention strategies that include measurable outcomes to meet the learning needs of all targeted student groups
 - Parent engagement addressed within all SPSA goals
- A timeline and processes for involving stakeholders in the co-construction of SPSA goals, actions, services, and budget allocations. A timeline for the continuous monitoring and reporting of progress to stakeholder groups.

Training and additional guidance will be provided at the September 5, 2019 Principals Meeting. We look forward to accomplishing this important work together.

Timeline:

SEPTEMBER 5, 2019	SPSA Training for Principals
August/September	Principal compiles and analyzes available data & prepares presentation for stakeholders. Retain copies of presentation and data for future SPSA meetings with district leadership.
September	Review data and SPSA goal attainment with school Leadership, faculty & staff. Review existing goals with Leadership and either confirm or recommended changes.
September	Present data and review goal attainment with SSC. Present goal recommendations from Leadership with SSC.
September/October	Review and revise goals as appropriate w/SSC. Update SPSA based on data, new goals, actions and services. Process to include parents, teachers, and students (HS) working collaboratively - teacher release day or after school.
November	School Site Council reviews, finalizes, and approves SPSA.
October/November	SPSA Review meeting with District administration including Principal and appropriate staff, Grade Span Director, Asst. Superintendent(s), Superintendent.
November 30, 2019	SPSA Plans due to Instructional Services
December/January	SPSA presented to Board of Education for approval.
December - June	Progress monitoring, including providing SSC with monthly updates on plan implementation, progress, and effectiveness.

ADDITIONALLY:

- Include any CA Dashboard Indicators that are yellow, orange or red as action items in your school site SPSA.
- Highlight any program or service aimed at reaching the goals of your SPSA (ie. Inclusive Schools Week; Sandy Hook Promise, Abilities Awareness Week...)

Use Common Language:

EL's- English Learners

ELD- English Language Development (designated & integrated)

LRE- Least Restrictive Environment

MTSS - Multi-Tiered System of Supports

SWD- Students with Disabilities

Inclusion/Inclusive

SED- Socio-economically Disadvantaged

SEL- Social and Emotional Learning

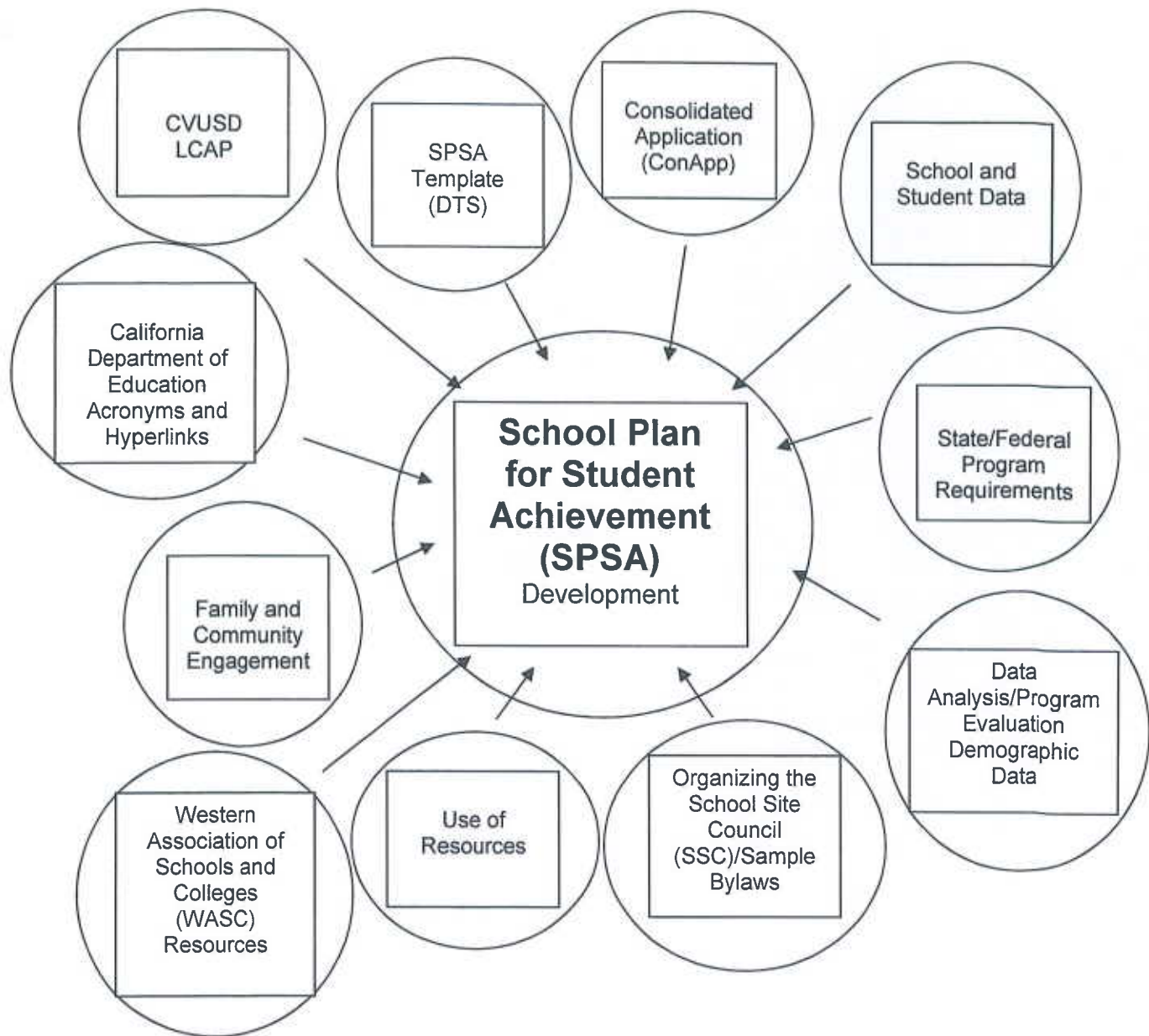
RTI- Response to Intervention

SAI- Specialized Academic Instruction

ELAC- English Learner Advisory Committee

SEDAC- Special Education Advisory Committee

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

³EC sections 35147, 64001(a), 64001(g)

⁴EC 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

	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	Student Representative
	Other: Access and Support Committee

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:

SPSA Monitoring & Accountability Tool

<p>LCAP Goal 1 Implement targeted actions and services that support positive student outcomes.</p>	Evidence in SPSA	Implementation Status				
		Not at all 1	Minimally 2	Partially 3	Substantially 4	Fully 5
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 adequate actions/services based on identified program gaps and student needs?		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 Monitoring & Accountability Tool

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

CONEJO VALLEY UNIFIED SCHOOL DISTRICT
2019/20 ADOPTED BUDGET
JUNE 30, 2019

EMPLOYEE BENEFITS

Object Code	Account	2018/19 Revised Budget Rate	2018/19 Adopted Budget Rate
3100	State Teachers' Retirement	16.280%	17.130%
3200	Public Employees' Retirement	18.062%	20.700%
3300	Old Age Survivor's Disability Ins	6.200%	6.200% *
3300	Medicare	1.450%	1.450%
3300	Alt Retirement in Lieu/OASDI	3.750%	3.750%
3500	Unemployment Insurance	0.050%	0.050%
3600	Worker's Compensation Insurance	1.730%	1.250%
3400	Health Benefits Yearly Rate		
	Medical without prescription	13,393	10,186
	Prescription	1,579	3,768
	Dental	1,397	1,293
	Vision	191	191
	Life Insurance	81	81
	Total District Paid	16,641	15,519

*Maximum 2019 Social Security Salary \$132,900

CONEJO VALLEY UNIFIED SCHOOL DISTRICT
EMPLOYEE BENEFITS
FISCAL YEAR 2019/20

CLASSIFIED EMPLOYEES (Clerical, Aides, etc.)
Employed after July 1, 2010

If an employee works less than 1,000 hours per year or under 4 hrs per day and/or 20 hrs per week

Workers Compensation	1.250%
State Unemployment Insurance	0.050%
Medi-Care	1.450%
Retirement Alternative	3.750%
Total	<u>6.500%</u>

An employee working at least 20 hours but less than 27.50 hours per week
(must not work more than 5.25 hours per day)

Public Employees Retirement	19.721%
Social Security	7.650%
Workers Compensation	1.250%
State Unemployment Insurance	0.050%
Total	<u>28.671%</u>

An employee working at least 27.50 hours but less than 30 hours per week
(must work at least 5.50 but less than 6 hours per day)

Public Employees Retirement	19.721%
Social Security	7.650%
Workers Compensation	1.250%
State Unemployment Insurance	0.050%
Total	<u>28.671%</u>

Health & Welfare Costs - Medical/hospital and prescription
Pro-rated at 60% contribution for medical/hospital and prescription

Prorated Health & Welfare - 60% 8,372.00 Per Year

An employee working from 30 to 40 hours a week
(must work at least 6 hours per day)

Public Employees Retirement	19.721%
Social Security	7.650%
Workers Compensation	1.250%
State Unemployment Insurance	0.050%
Total	<u>28.671%</u>

Health & Welfare Costs - Full Benefits 15,519.00 Per Year