# Conejo Valley Unified School District
# Sycamore Canyon School Site Council Bylaws

## Article I
### Role and Responsibilities

**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. In addition, schools should include other measures of student achievement, ie. 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 the 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)
- 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

- 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.

**Section 1** – Analyze student achievement data, summarize conclusions, and identify needs.

The SSC shall progress toward District Standards demonstrated by improvement in the following areas: Student works test scores (local assessments, criterion referenced tests, API results), ELD progress, Title I progress, attendance and grades.

**Section 2** – Measure effectiveness of current improvement strategies to determine critical causes of student underachievement

In order to develop a comprehensive school plan, the SSC must involve the stakeholders, analyze student performance data, monitor/analyze current program effectiveness, analyze student needs, prioritize those needs, modify the program and develop a budget to comply with the program.

The SSC shall develop a comprehensive school plan that includes all of the following:

1. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each pupil.

2. Instructional and auxiliary services to meet the special needs of Non-English-speaking or limited English speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.

3. A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.

4. Ongoing evaluation for the educational program of the school.

5. Other activities and objectives as established by the council.

6. A budget whose proposed expenditures of funds available to the school through the programs described in Section 52851 (refer to the CA Ed Code) shall include, but not be limited to, salaries and staff benefits for person providing services for those programs.

**Section 3** – Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources.

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.

**Section 4** – Attach 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.

**Section 5** – 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 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.

**Section 6** – 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

**Section 7** – 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.

# Article II
## Members

**Section I** – Composition

The needs and resources of the school improvement program attempt to have a membership that includes a broad representation of parents, students, and staff, including socioeconomic and ethnic groups represented in the school attendance area. The minimum standards for representation on the council shall be the **principal** and representatives of **teachers** selected by teachers at the school, **other school personnel** as selected by other school personnel at the school, **parents** of the pupils attending the school selected by such parents, and in secondary schools, pupils selected by pupils attending the school.

At the elementary level, SSC membership shall provide parity, 50% school employees (Reps from K-3, 4-5, Middle School, Students (ASB-2)) and 50% parents/community members.

At the secondary level, the SSC membership shall provide parity, 50% school employees and 50% parents and pupils.

At both elementary and secondary levels, classroom teachers shall comprise the majority of those persons representing school staff.

SSC members representing parents, other community members, or pupils shall not be employees of the school district.

**Section 2** – Elections

Each year in May a general notice shall go out to all concerned parties informing them of elections and soliciting parents to join the SSC. If more parents volunteer for the open positions than there are positions available, a general election will be held. Each family will be given the opportunity to vote and the parents with the greater number of votes will fill the positions available for that year. Any parent not receiving the wining number of votes may serve as an alternate. In order to maintain continuity, the terms of the membership shall be staggered as follows. On odd years there shall be 2 new parent members, and on even years there shall be 3 new parent members. In the event that a member is no longer able to attend, an existing member shall be assigned by the SSC to fill the open position until the next election cycle in order to maintain continuity.

**Section 3** – Term of Office

All members of the council shall serve for a two-year staggered term. At the conclusion of the member's term at least one year shall elapse before such members may be selected to a new term.

**Section 4** – Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. The elected alternate shall vote in the absence of the representative. Absentee ballots shall not be permitted.

**Section 5** – Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of the area or no longer meets the membership requirements under which they were selected (e.g. a parent becomes employed by the district).

Membership shall automatically terminate for any member who is absent from all regular meetings for a period of three consecutive months. The council, by affirmative vote of two-thirds of all of the members, can suspend or expel a member.

**Section 6** – Resignation

Any member may resign by filing a written resignation with the local school district governing board.

**Section 7** – Vacancy

Any vacancy on the council shall be filled for the remainder of the school year by appointment by the chairperson. If the unexpired term is for another full year thereafter, the regular selection process shall fill the term for that year.

# Article III
## Officers

**Section 1** – Officers

The officers of SSC shall be a chairperson, vice-chairperson, secretary, and such other officers as the council may deem desirable.

**Section 2** – Election and Term of Office

The officers of the SSC shall be elected annually.

**Section 3** – Removal

Any officer may be removed by a two-thirds vote of all members sitting on the SSC whenever, in the judgment of the council, the best interests of the council would be served thereby.

**Section 4** – Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the SSC for the unexpired portion of the term.

**Section 5** – Chairperson

The chairperson shall preside at all meetings of the SSC and may sign all letters, reports, and other communications of the SSC. In addition, the chairperson shall perform all duties incident to the office of the chairperson and such other duties as may be prescribed by the SSC from time to time.

**Section 6** – Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence. The vice-chairperson shall also perform other duties, from time to time, that may be assigned by the chairperson or by the SSC.

**Section 7** – Secretary

The secretary shall keep the minutes of the meetings, both regular and special, and shall promptly transmit true and correct copies of those minutes to each of the members, to the school districts, and to such other persons the SSC may deem necessary. The secretary shall also see that all notices are duly given in accordance with the provisions of these bylaws; be custodian of the SSC records; keep a register of the address and telephone number of each member of the SSC, and perform all duties incident to the office of secretary.

# Article IV
## Meetings of the School Site Council

**Section 1** – Regular Meetings

SSC shall meet on the first or second Wednesday of the month. Regular meetings shall be held in a facility provided by the school and readily accessible by all members of the public, including handicapped persons. Meetings are open to the public.

**Section 2** – Special Meetings

Special meetings may be called by the chairperson or by majority vote of the SSC.

**Section 3** – Notice of Meetings

Public notice shall be given of regular meetings at least 72 hours in advance of the meeting. Any change in the established date, time, or location must be given special notice. All special meetings shall be publicized in the main lobby window, bulletin board in the lobby, and on the school website.

**Section 4** – Decisions of the School Site Council

All decisions of the SSC shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance. Any item of business needing a vote of council must be presented for a first reading with action to be taken at the next meeting. This procedure may be waived by motion of the council in the event of emergency business.

**Section 5** – Quorum

The presence of 51% of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the SSC. No decision of the SSC shall be valid unless a majority of the members then holding office concur therein by their votes.

**Section 6** – Public Comments

A guest that would like to speak during public comments must fill out a speaker's card prior to the beginning of the meeting and comments must be in regards to an item(s) on the current agenda. Each guest will have no less than 2 minutes but no more than 4 minutes to speak. No gifting of time may be given to any speaker.