

# Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA)

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FORWARD**

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# Purpose

- Provide an overview of CVUSD Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA)
- Describe the connections between LCAP and SPSA
- Share opportunities for AADAC representatives to provide input

# What is the LCAP?

# Local Control Accountability Plan (LCAP)

The Local Control Accountability Plan (LCAP) is a tool for California school districts, including CVUSD, to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes that address the state's 8 priority areas.

# Priority Areas

1. Basic Services
2. State Standards
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes



# Why is the LCAP important?

- Even though the priority areas are provided by the State of California, the specific goals and targets are determined by each school district.
- In other words, LCAP helps ensure that CVUSD will have more authority to allocate funding in a way that is aligned locally with the needs of the CVUSD community and our students.

# CVUSD LCAP Goals

- **Goal 1:** Implement targeted actions and services that support positive student outcomes.
  - Director of Multilingual Learners and Equity
  - Intervention funds
  - Instructional materials
- **Goal 2:** Ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.
  - Professional learning for principals, counselors, and teachers in Diversity Equity & Inclusion

# CVUSD LCAP Goals

- **Goal 3:** Provide communication and targeted outreach that informs the community of programs & opportunities that support positive student outcomes
  - Maintaining DEI webpage, including Confidential Reporting
  - Increasing parent engagement through our advisory councils
- **Goal 4:** Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes
  - Social emotional learning instruction
  - Initiating restorative justice practices with students, staff, and families



# Where To Learn More

<https://www.conejousd.org/LCAP>



# What is the SPSA or “School Plan”?

# What is the SPSA or “School Plan”?

- The SPSA is a one-year plan that is intended to be developed by the school’s School Site Council (SSC) and approved by the local governing board before or during the school year for which the plan is being implemented.
- The purpose of the SPSA is to coordinate all educational services at the school. The SPSA serves as the organizer for an individual school’s improvement process. The SPSA shall address how funds provided to the school will be used to improve the academic performance of all pupils
- Purpose of the SPSA is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards.

# School Plan Requirements (1 of 2)

The development of the School Plan is required to include the following:

- A comprehensive needs assessment
  - Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
  - May include local data
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals

# School Plan Requirements (2 of 2)

The School Plan is also required to include the following:

- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

# Key Ongoing Shifts (Since Fall 2019)

- Compliance Document → Strategic Document
  - Narrow → All Encompassing
    - Routine → Complex
  - Isolated → Collaborative

# CVUSD SPSA Requirements

**Each CVUSD SPSA will clearly highlight all of the following components:**

- Focus on the following district wide goals demonstrated through SPSA:
  - Social emotional lessons and activities for all students, and targeted SEL support and instruction for some students.
  - Actions supportive of diversity, equity and inclusion.
  - Implementation of professional learning communities
  - Professional Learning centered around UDL best practices and strategies
  - Inclusion strategies aimed at increasing the Least Restrictive Environment (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 after the final approval of the SPSA.

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



# Role of SSC and Board of Education

The School Site Council (SSC) shall develop the content of the SPSA (EC Section 64001[g][1]). The SPSA shall be reviewed annually and updated.

- The members of the SSC are the principal, elected school personnel and teachers, elected parents/guardians/secondary students). The composition of the SSC shall ensure parity between staff and parents/guardians/students.
- 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).
- The SPSAs shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting

# What is Your Role?

- Each advisory council member should review and provide input on the SPSA
  - Review and understand the data for district and your school site.
  - Incorporate knowledge from AADAC into suggestions for SPSA.
  - Consider what are the most urgent needs for African-American and/or Black students.
- Try to attend SSC meetings if you are not also a SSC member.
- Your signature verifies that you reviewed the plan and had the opportunity to provide input.

# Timeline

## March-June:

- School principals are provided annual SPSA updates, guidance and projected school budgets for next year.
- School Site Council (SSC) and meets to review SPSA progress and determine changes for next year's SPSA.
- By the end of the school year, a final draft is ready to implement for next year.

## August-September:

- School principals update achievement data to include end of year achievement measures
- SSC convenes to make final adjustments and to vote for approval of the SPSA
- SPSAs are submitted and reviewed by CVUSD Instructional Services Staff

# Timeline

## September-October:

- Draft SPSAs are submitted to the Board of Education and the school community for final review
- SPSAs may be passed by the Board of Education during a public meeting

## October-March:

- Progress on goals, actions, and expenditures are implemented, reviewed and adjusted by the school principal and the SSC.

# Where To Learn More

<https://www.conejousd.org/SARC-S>  
[PSA](#)



# Questions?

# Questions to anticipate...

LCAP - How often is it written? Updated?

SPSA - What if my site isn't updating the SPSA and it's just a duplication?

LCAP / SPSA -

- How do these documents reflection Black / African American?
- What specific goals or actions/services address Black / African American students?
  - Black Student Union- funding for activities
  - Targeted actions for counselors to support African-American and/or Black students
  - Implementation of restorative practices
  - Setting specific achievement and/or course access metrics for African-American and/or Black students
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