School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sycamore Canyon School	56 73759 6118582	11/18/20	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program
X Comprehensive Support and Improvement
X Targeted Support and Improvement
The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

EC Section 64001 requires the development of the SPSA to include the following:
• A comprehensive needs assessment (pursuant to ESSA)
• 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 SPSA and progress

 towards accomplishing the goals

All schools within the CVUSD complete a comprehensive needs assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data. As a result of school closures in the spring of 2020, students did not take the CAASPP assessments. Therefore, the 2020-21 SPSA's will not include student new CASSPP data as a comparison with the previous year. School sites will

continue to include 2019-20 CASSPP data as an important reference, and they will also include updated, local assessment data.

The Comprehensive Needs Assessment and SPSA goals are developed with the goal of improving student outcomes, including addressing the needs of student groups. These goals are aligned to the District LCAP and are consistent with the 8 state priorities.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Sycamore Canyon School took part in the 2019-2020 LCAP survey. Respondents included 137 elementary and 101 middle school parents, 46 certificated teachers, 294 students in grades 4-5, and 354 students in grades 7-8.

Parent responses show that students like coming to school (85%), teachers create an environment that helps students learn (92%), and there is academic progress towards grade level standards (92%). According to parents, Sycamore values diversity and that the differences of others are respected (83%). Parents feel welcome (86%) and are comfortable sharing thoughts and ideas (91%).

Teachers feel that students are engaged and motivated to learn, enthusiastic about school (97%), and have a respectful relationship with their students (95%). Teachers top three practices to assist students in becoming better learners are 1) make a connection each day; 2) instill a growth mindset, and 3) design authentic engagement. Teachers (98%) express ease when working with students of different cultural backgrounds; they will address race, intervene to support peer issues, and are willing to incorporate new material about people from different backgrounds. Teachers expressed that the two top challenges with respect to students' social and emotional learning are 1) other things taking priority, leaving limited time for social and emotional learning and 2) a variety of social and emotional needs amongst students.

Students surveyed report that in grades 7-8 (82%) and 4-5 (85%) like being at school, feel teachers care about them (7-8: 91%) (4-5: 95%) and are encouraged by teachers (7-8: 95%) (4-5: 98%). Their overall outlook as a student shows in grades 7-8 (96%) and 4-5 (99%) that parents believe they can do well in school and students believe they work hard to complete schoolwork (7-8: 90%) (4-5: 97%). Most students believe they can do well, are praised by their teachers for doing well, try their best, and see themselves learning if they want to learn and achieving good grades with effort. Students in grades 7-8 said their top three reasons for coming to school is that education is important, to be with my friends and parent encouragement. Students in 4-5 grades reported their top three reasons were because education is important, be with my friends, and they enjoy coming to school and classes are interesting.

The CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2019-20 reflects the following: Students in grades 4-5 (2,212), 7-8 (2,780), and 10-11 (3,005); certificated (731) and classified staff (345); as well as parents (4,687) participated in the survey. Parents reported that school staff create environments that help students learn (96%), believe they are treated fairly by school staff (95%), and believe their school values the diversity of student backgrounds (94%). Parent open response comments noted they believe the school district should continue to keep class size low, add additional technology to classrooms, and teachers should assign less homework to increase student achievement. The majority (73%) of students reported looking forward to coming to school each day, found it easy to communicate with their teachers (95%), and that teachers encourage them to do their best (89%). Student open response comments noted that they felt safe at school, grades were important, and

that they received help from adults when needed. Most students (86%) also felt adults treated them with kindness and respect.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Sycamore Canyon, the school administration has a goal of being visible and getting into virtual and in-person classrooms for both scheduled and un-scheduled observations. School administration conducted formal observations on all 46 certificated teachers prior to winter break with 10 teachers being observed a second time prior to spring break as part of the evaluation process. Informal classroom observations/visitations (Zoom & Classroom) were conducted throughout the year with school administration getting into teacher classrooms at least once a week. Classroom walkthroughs/visits with Sycamore's administrative team allowed us to further develop their overall teacher instructional program by being able to debrief with each other and offer additional guidance. These formal and informal classroom observations at Sycamore Canyon demonstrate that teachers are meeting the needs of their diverse student populations.

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback, and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Principals support teachers who provide Remote and Blended Learning models and observe teachers in classroom settings both live and via Zoom. At the beginning of the year, principals provided teachers with an overview of the California Standards for the Teaching Profession and Key Elements and discussed how these standards translate to the remote setting. Informally, principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. .

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students in grades 3-8 took the CAASPP in language arts and math in Spring 2019. Students in grade 5 and 8 took the CAST science test. Although state CAASPP testing was canceled in Spring 2020, Sycamore Canyon students continue to complete local assessments that demonstrate student academic progress and inform teacher's instruction Students in grades TK-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments. In the spring of 2020, English Learners were unable to take the ELPAC as a result of school closures. However, in the fall of the 2020-21 school year, CVUSD did administer the ELPAC to a group of English Learners for reclassification purposes

Results from these assessments are used to inform instruction and establish schoolwide goals. The data is analyzed by the site principal, leadership team, and School Site Council to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time during planning time based on 2020-21 schedule that provides an opportunity for daily planning and teacher collaboration. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At the beginning of the 2020-2021 school year, Sycamore Canyon Leadership reviewed 2019 CAASPP, 2020 District benchmark results, and 2020 trimester 2 grades to identify areas of students' strengths and opportunities for growth. Sycamore leadership was able to identify targeted areas for each respective grade level and/or department in the subjects of English and math for goal setting. This provides a platform of focus as Leadership teams meet with their grade levels and/or departments to adjust their instruction as needed. For example, on 8/17/20 grade levels and departments analyzed student performance on CVUSD benchmarks and student grades to identify specific areas of strength and weaknesses. Teams then worked together to identify essential standards students missed during school closure and developed specific Learning Loss targets for each respective grade level or department. Based on the analysis, one area teachers identified was students school-wide needed continued exposure to the academic language and test format within the CAASPP in order for them to be ready for the rigor they will face during CAASPP testing this year. Co-taught class offerings (8th grade Social Studies CP, 6th grade math/English) provided our Students with Disabilities equal access and opportunities to experience the same educational experience as their general education peers.

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use unit and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2020-21 school year, principals will track data on electronic spreadsheets. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster

For the 2020-21school year, CVUSD expanded its use of ESGI, an assessment platform that was previously used primarily in TK. CVUSD expanded use to include grades K-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to account for time restraints, remote delivery, and alignment with the essential standards. These measures will be available in multiple formats, including Seesaw, PDF, and Canvas.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Sycamore Canyon held multiple onsite professional development opportunities during the 2020-2021 school year based on feedback given by teachers. These included a CVUSD focus on how to implement online platforms to support/enhance student learning such as Canvas, Class Link, Freckle, Seesaw, Doceri, and other web-based programs. These trainings, along with weekly collaboration, enable teachers to learn from each other to become more proficient in meeting the ever-changing needs of the 21st-century learner within COVID restrictions.

CVUSD teachers are provided three (3) pupil-free workdays dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to "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.

From August 5, 2020 to August 14, 2020, CVUSD teachers were provided a range of professional learning options that prioritized on-boarding and preparing to launch remote teaching and learning. This training focused first on offering teachers and staff with the knowledge and support to begin implementing Canvas, the district's new common Learning Management System. More than 6,045 individual training sessions were completed by staff among the 70+ training options provided. Staff were required to complete 6 hours of training, but were compensated for additional hours that were completed.

Below are titles of some of those training options provided to prepare for the 2020-2021 school year:
Required training included: Introduction to Canvas, Intermediate Training for Canvas, Using Canvas with Zoom, and Recording and Uploading Live Instruction.
Other Canvas training topics included the following: Importing Content from Free Version, Building Quizzes and Assessments, Integrating Canvas with Google, Integrating SeeSaw with Canvas, Setting up Canvas for Specialized Programs, Setting up Canvas for Related Services Providers, and Setting up Canvas for Learning Center Teachers.
Other non-Canvas training topics included the following: Boom Cards for Beginners, Unique Alternative Curriculum, Designated ELD for Grades TK-2 / 3-5 / Secondary, Integrated ELD for Grades TK-2 / 3-5 / Secondary, Elementary Report Card & Curriculum Map & Assessment Overview; Spanish language curriculum, Overview of CVUSD Equity Task Force, Equity Focused Dialogue, Equity Resources, "The Body Keeps The Score" on mental health topics, Unpacking Adverse Childhood Experiences
(ACEs), online science curriculum, GATE Extension Strategies for Remote Learning, and Conducting Special Education Assessments.

Then, on August 17th, the District's certificated staff participated in a districtwide Professional Learning Day. Topics included: Canvas accessibility features to remove barriers to remote learning, universal social-emotional Learning (SEL) practices, staff collaboration addressing learning loss, and planning for the first three days of school.

Due to the impending return to on-campus instruction as well as the diverse professional learning needs across the district, the October 12, student-free professional learning day, shifted to teachers being required to complete six (6) hours outside of the regular contact day/hours to include:
classroom preparation for student return to campus,
professional learning,
collaboration and/or articulation or
any combination thereof

This year, on-going professional learning has been provided by district office staff, including the

district's Teacher on Special Assignment for Educational Technology. This training comes in the form of weekly communications to all teachers, "virtual office hours", opportunities for teachers to schedule appointments, and larger group training on specific topics. CVUSD's Instructional Services provides bi-monthly "Quick Tips" to teachers to support their professional learning. These "Quick Tips" are designed to provide very brief and concrete professional learning information for teachers that focus on instructional practices for all learners, social-emotional learning, learning loss, and staff self-care.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including Canvas and other online platforms to support Remote learning (Writing, Reading, English Language Development, Math, and SEL). District teachers are offered ongoing professional development (PD) opportunities based on California State Standards and needs based on our current COVID situation. School sites design professional development opportunities at the site based on data analysis of students at that school as well as important trends related to the state standards and assessment. Site-based staff PD, including teacher to teacher training, occurs to support the integration of technology in classrooms and to increase teacher collaboration on current best practices (LCAP Goal 2A).

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it does specifically target student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with other relevant training related to curriculum frameworks, content standards, and social-emotional learning. CVUSD also provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Additionally, English Learner and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students during Remote Learning. These sessions include access to activities, resources and strategies. TheseFacilitators present their resources and strategies at their recurring school site faculty meetings.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Sycamore Canyon utilizes district-based TOSAs (Teachers on Special Assignment) including (1) Technology Integration TOSA for site and district training on integration of technology into instructional practices. (2) Gifted and Talented Education (GATE) leads district and site teacher training's on California State Standards, coordinates teacher leaders to design professional development offered at school sites, models best practices for instruction using the California State Standards. (3) Instructional assistance and support are also provided in the area of technology by our Coordinator of Instructional Technology. The Coordinator performs tasks related to data analysis, assessment preparation, alignment of assessments to California State Standards. The Coordinator also trains teachers on the use of technology for assessment and performance of students as well as data analysis on formative and summative assessments.

Sycamore Canyon has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) adviser and English Language Development (ELD) adviser who provides professional development on site. Sycamore Canyon's Special Education team (Administration, Psychologist, and Special Education Department Chair) provides staff with training on meeting the needs of Students with Disabilities in respect to the Least Restrictive Environment, Accommodations, and other supports as needed. This team of Teacher Leaders support the goals of each school site and are an integral part of each site's LCAP team.

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, and GATE. These TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve key student groups.

By utilizing these experts, Sycamore Canyon is able to provide staff with the necessary coaching and support in the defined areas that best meet the needs of all students.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Sycamore Canyon teachers meet weekly in grade level teams and/or departments by academic discipline to collaborate on best instructional practices. Teachers are also able to collaborate using vertical articulation across grade levels due to the unique nature of the K-8 site. The current cohort schedule affords teachers the opportunity to collaborate on Wednesdays as well as gives teachers an hour of daily prep. For example, 6-8 English teachers collaborate with 4/5 grade levels to support student transitions into middle school.

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focal areas of professional learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CVUSD uses state-approved instructional materials in all subject areas including ELA materials and Mathematics. CVUSD uses state-approved instructional materials in all subject areas. Each content area and grade level has a fully articulated course of study that designates the pacing and alignment of curriculum to the state standards. Teachers and administrators regularly ensure horizontal and vertical alignment of standards-based curriculum and instruction through quarterly content Articulation Meetings.

In preparation for the opening of the 2020-21 school year, the CVUSD Curriculum & Assessment Committee composed of grade level representatives from across the district met during the summer to determine essential standards for ELA/ELD and Math, develop curriculum maps, and determine assessment measures for the 2020-21 school year are listed below by grade span.

Our assessment plan for the 2020-21 school year includes administering pre-assessments at the beginning of the year in order to determine where students are and gauge any potential learning loss that may have occurred as a result of school closures. In addition, elementary teachers will continue to administer revised benchmark assessments in ELA and Math. Benchmark assessments have been revised to account for time restraints, remote delivery, and alignment with the essential standards. With alignment to standards, benchmark assessments will continue to be an important data point for end of trimester instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

For the 2020-21 school year, the CVUSD has built a teaching and learning model that facilitates parent choice for their student's educational needs, while being flexible from the standpoint of offering live and in-seat instruction as soon as the public health orders allow it. Parents and students had the ability to select from the following Teaching and Learning options:

Option 1
Blended (on-campus) Teaching and Learning
Option 2
Remote (at home) Teaching and Learning
Option 3
Existing Alternative Teaching and Learning Programs including the following opportunities
Option 3a
SHINE Homeschool (TK-12)
Option 3b
Century Academy (6-12)
Option 3c
Independent Study (6-12)

As per CDE guidance and legislative action SB-98, students must receive a minimum amount of daily instruction that can be met by a combination of teacher instruction and "time value" of work assigned. Blended and Remote instructional models follow the required daily instructional minutes:

Grade Span, Required Daily Instructional Minutes Live, Virtual Instruction, Reinforcing Minutes
TK-K, 180 minutes, 130 minutes, 50 minutes
Grades 1-3, 230 minutes, 130 minutes, 100 minutes
Grades 4-5, 240 minutes, 130 minutes, 110 minutes
Grades 6-12, 240 minutes, 130 minutes, 110 minutes

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Prior to the beginning of the school year, all CVUSD teachers were introduced to the concept of learning loss and provided structured time to refine or create assessments for the purpose of measuring learning loss due to school closures in 2019-2020. Grade-level elementary teams created common assessments, essential standards, and pacing guides in anticipation of learning loss. Secondary English Language Arts and Mathematics departments met during the summer to discuss learning loss and collaborate on brief diagnostic assessments to initially gauge learning loss. The assessments are standards-based and provide individual teachers and groups of teachers with data that informs necessary adjustments that should be made in instruction and the pacing of curriculum.

In accordance with CVUSD Multi-Tiered Systems of Supports (MTSS), students in grades K - 5th receive designated interventions in Reading and/or Math by a credentialed teacher. These tiered supports are Freckle - Tier 1 (in class), Lexia Tier 2 (Dean of Students), and Intervention Specialist (Tier 3). Students are referred based on academic needs based on teacher data and observation. The intervention teacher meets with administration to review data, plan groups on instructional needs, and deliver instruction and intervention with progress monitoring using EasyCBM. These 6-week cycles are fluid and are based on student needs and/or progress. Identified ELD students are enrolled in grade level specific online intervention programs. (Smarty Ants 1-2, Imagine Learning 3 - 5, Achieve 3000 6-8) ELD students in these programs meet with our ELD specialist 2x's a week to progress monitor and offer additional supports as needed.

The master schedule building starts early during the spring semester when students select course requests that are inputted by the counselor. The API provides each teacher with a "Teaching Assignment Request" form that allows teachers to delineate their course preference for the following school year as well as any request for a particular preparation period as well as their desire to teach an additional (auxiliary) period. The master schedule is ultimately a reflection of student course requests and therefore, each year, a new schedule emerges. Master schedule goals include the accommodating of students and their diverse interests and the strategic placement of intervention courses. In order to meet the needs of students who are not comfortable attending school, a Remote MIddle School was created by MIddle School Principals. This Remote school offers a full breadth of courses for our families that want to remain home. This new school requires continual collaboration with the middle school site principals and counselors to not only build the schedule but then individually hand schedule them to meet each need. Students in grades 6 - 8 that are identified via grades, CAASPP, benchmarks, teacher recommendation, counselor input, and SST meetings are enrolled in a grade-level specific Guided Studies class during the school day. Students are given academic and executive functioning supports to assist with their core academic classes. With our focus on inclusion and increasing our LRE percentage, we designed the master schedule to include opportunities for Students with Disabilities to be included in Gen Ed. classrooms with support. This included a co-taught math 6 course as well as dissolving our foundations Social Science class and enrolling all 8th-grade Students with Disabilities (SWD) into Social Studies CP.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials and integrating the ELD standards.
Elementary sites distributed all textbooks and workbooks prior to the start of the 2002-21 scho0l year when all students were engaged in remote learning. Elementary sites continue to provide monthly materials pick up dates for families in order to provide additional instructional materials needed for students to access standards-based learning.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards aligned digital and print materials. All materials are approved by the Board of Education and include an exhaustive process during each adoption cycle as teachers review and pilot materials and evaluate textbooks based on our local needs and their alignment to standards.

CVUSD teachers and schools employ Tier 2 supports, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the standards. English learners are being provided with Intervention/enrichment programs outside of the live-virtual classroom using programs (Smarty Ants, Imagine Learning, and Achieve 3000) designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities are using various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

At the elementary level, teachers will implement online supplemental intervention programs in literacy and math, such as: Lexia Reading, Freckle, Reading Plus, and Achieve 3000. Elementary Academic Specialists support and provide small group instruction during Reinforcing Assignments, Activities and Practice.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Sycamore teachers utilize whole group, small group, and independent work times, as well as, one to one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Intervention support in reading, writing, and math is offered to K-5 students during three to four, six-week sessions throughout the year. Each session week is four days guided by a credentialed intervention specialist.

Sycamore teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. District and school site staff regularly review, analyze, and develop actions based on data for "overall" student performance but also by the achievement of key student groups (e.g. students w/ disabilities, English Learners, socio-economically disadvantaged students, homeless students, foster students, gifted and talented students, as well as by student ethnicity groups). Every secondary school employs forms of Professional Learning Communities (PLCs) to engage in on-going steps to support underperforming students in the regular program. CVUSD's LCAP Goal 1 provides elementary and secondary schools with funding to provide targeted academic intervention for any underperforming student before, during, or after-school. Sycamore Canyon has Directed Studies classes built into the middle school master schedule to offer both academic and executive functioning supports, teacher drop-in times can occur either after school or during lunch; Peer tutors are available to support underperforming students, NPHS offers after school tutoring for elementary students with California Lutheran University also offering after school supporters to students that need help. The BEST (Becoming Everyday Scholars Together) program has been implemented for designated students focusing on academic remediation on English and Math skills.

Evidence-based educational practices to raise student achievement

For the 2020-21 school year, smaller class sizes combined with multiple points of live-virtual instruction allow teachers to more frequently assess student learning and adjust instruction as needed to ensure mastery of content standards for all students. It allows teachers to evaluate and determine student skill levels to inform instruction with an emphasis on addressing learning loss. Small cohorts create the opportunity for teachers to closely assess students' skills and quickly adjust their instructional strategies and materials. Additionally, the small groups allow intensive engagement with our English Learners, students with special education needs, and opportunities for one-on-one attention to individual students that may need in-class intervention.

The following research-based educational practices are utilized: SDAIE strategies, Systematic ELD, GLAD (Guided Language Acquisition Design) strategies, Universal Design for Learning (UDL), differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole-group settings, academic language instruction, productive partnering, and cooperative learning. In addition, districtwide, we are learning about UDL and incorporating differentiation strategies for students with disabilities as well as all students. We are finding many commonalities in the approaches of the Schoolwide Enrichment Model (SEM) and UDL. Social-Emotional Learning (SEL) lessons are incorporated into the school day to offer further supports to our students as we navigate the new school requirements.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

During the 2020-21 school year site Bilingual Facilitators and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes will be offered during the months of October through May through Title 1 Outreach.. The English Learner Services department will provide ongoing parent webinars on distance learning supports for the home, language and literacy strategies for the home.

A CVUSD team reached out to all families experiencing homelessness in the month of August, prior to the start of school. The purpose of the outreach was to determine if the students had devices, access to wifi/hotspots, school supplies, clothing/toiletries, etc. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison. In September, the District foster and homeless liaison reached out to each foster and homeless student/family to check on attendance and engagement in the early weeks of the school year. The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every two weeks to assess attendance, engagement, general well-being, and any change in needs.

Directed Studies classes, BEST Program, Middle School teacher drop in supports, Reading/Math Intervention Specialist, after school homework support in elementary grades with middle school peer tutors, NPHS after school tutoring, CLU after school tutoring, and ELL language based programs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Sycamore Canyon has an active Parent Teacher Student Association (PTSA), School Site Council (SSC), English Language Advisory Council (ELAC), Special Education District Advisory Committee (SEDAC), and GATE District Advisory Committee(GATE-DAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC, ELAC, SEDAC, and GATE-DAC oversee the creation, implementation, and evaluation of Sycamore's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), English Language Advisory Council (ELAC), Special Education District Advisory Committee (SEDAC), and GATE-DAC along with our Parent Teacher Student Association (PTSA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Sycamore Canyon's parent DAC, DELAC, SEDAC, and GATE-DAC representatives participate in district-level meetings and report back to SSC enriching our district-site level communication.
GATE parent meetings inform parents of instruction and enrichment designed for our identified gifted and talented students and the meetings also solicit parent involvement in programs such as ACES (After Class Enrichment Series). PTSA meetings inform parents of volunteer opportunities within the Sycamore community which include STEAM Lab, Learning in the Garden, Art program, classroom volunteers, carnivals, and more.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EIA funds are used to provide additional support and technology in the classroom to identified English Language Learners. All monies are tied to LCAP goals and approved by Sycamore Canyon leadership team and school site council.
See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA and EEF. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Sycamore Canyon administration collected and organized multiple sources of student performance data including CAASPP, CVUSD Benchmarks, Grades, Reading Results, and SRI results.
Sycamore Canyon, to include a comprehensive and fully involved process, employed the following activities/meetings in developing the School Plan for Student Achievement (SPSA):

8/3/20 - Administration analyzed and organized all available data including trimester 2 grades, benchmarks, attendance, etc. by overall student performance and by subgroup. (Students with Disabilities & English Learner)

8/17/20 - Staff Development Day, staff analyzed data and identified key learning loss concepts and skills as grade levels or departments.

9/8/20 - Leadership Team meeting to discuss outcomes from 8/17/20 learning loss concepts and skills as well as reviewed 2019 CAASPP data and 2020 trimester 2 grades and benchmark data.

9/9/20 - K - 8 Staff meeting, leadership team members presented information analyzed from the 9/8/20 meeting. All teachers reviewed the information and identified the areas of learning loss as determined during 8/17/20 professional development. A learning loss goal will be added to this year's SPSA.

9/16/20 - English Language Learner site team meeting to discuss English Language Learner academic performance. The site team agreed with the focus areas discussed at the 9/9/20 staff meeting.

9/17/20 - Special Education site team meeting to discuss Students with Disabilities academic performance. The site team agreed with the focus areas discussed at the 9/9/20 staff meeting.

10/21/20 - SSC Stakeholder (SSC, GATE-DAC, SEDAC, and DELAC parents, PTSA board, teachers) data analysis to create goals and actions for the School Plan for Student Achievement. Trimester 2 data was shared including grades and academic benchmark data with members. A discussion took place regarding how trimester 2 data is a midpoint in the year and historically is the lowest-performing in regard to outcomes. Members discussed the amount of work and dedication it took to create the goals and actions for the 19/20 SPSA and how we were not able to measure those areas since we are currently comparing apples to oranges. A proposal was made to push forward the current SPSA Goals and Actions as they were not able to be measured during the 19/20 school year. A learning loss goal across the 4 bands will be added. (Academic, Social Emotional Learning, Students with Disabilities, and English Language Learners). Each elected SSC member, committee rep's (DAC, DELAC, SEDAC, GATE-DAC), and PTSA president spoke to the proposal and with 100% support coming from each participant. A motion was made to approve the motion with the vote being unanimous.

11/6/20 - Presented SPSA to teachers for review and feedback

11/18/20 - Presented the SPSA draft to the School Site council including SEDAC, GATE-DAC, ELAC, DAC, and PTSA representatives for discussion and approval. SSC went through the plan and discussed goals, budget, and questions in regard to the proposed plan. SSC approved the SPSA draft unanimously to submit.

12/8/20 - Presented approved SPSA to ELAC as well as to staff during a scheduled staff meeting.

1/27/21 - Staff meeting follow up, trimester one data analysis by grade levels.

2/17/21 - SSC meeting, data analysis presentation, progress towards goals reviewed.

Future information will be added as work is completed.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.75%	0.68%	0.61%	9	8	7
African American	0.75%	0.68%	0.79%	9	8	9
Asian	21.84%	21.02%	23.36%	263	248	267
Filipino	1.25%	1.19%	1.22%	15	14	14
Hispanic/Latino	5.48%	7.63%	8.22%	66	90	94
Pacific Islander	0.08%	0.08%	0.09%	1	1	1
White	62.96%	61.27%	58.09%	758	723	664
Multiple/No Response	%	%	7.61%			0
			Total Enrollment	1204	1,180	1,143

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	83	91	80
Grade 1	97	87	105
Grade 2	119	104	98
Grade3	126	136	117
Grade 4	135	128	140
Grade 5	126	140	132
Grade 6	173	140	148
Grade 7	176	178	144
Grade 8	169	176	179
Total Enrollment	1,204	1,180	1,143

Conclusions based on this data:

1. The Asian and Hispanic/Latino subgroup has increased with numbers remaining steady from 2017 - 2019; with a 2% increase for Asian students from 2019-2020.

2. Overall enrollment has seen a slight decrease each year falling from 1204 in 2017-2018 to 1143 in 2019-2020.

3. The white sub group continues to decline from 758 in 2017-2018 to 664 in 2019-2020.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	37	42	54	3.1%	3.6%	4.7%
Fluent English Proficient (FEP)	154	136	141	12.8%	11.5%	12.3%
Reclassified Fluent English Proficient (RFEP)	15	14	8	34.1%	37.8%	19.0%

Conclusions based on this data:

1. We continue to reclassify 1/3 of our yearly English Language Learners.

2. The total number of English Language Learners has increased over the past three years from 3.1% to 4.7%.

3. Our English Language Learner enrollment is a small portion of our overall enrollment. Where we only have 4.7% of our students identified as English learners, we have 24 different languages represented on our campus.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	134	132	137	133	129	132	133	129	132	99.3	97.7	96.4
Grade 4	122	134	128	120	131	126	120	131	126	98.4	97.8	98.4
Grade 5	167	125	142	158	123	138	158	123	138	94.6	98.4	97.2
Grade 6	177	176	139	176	173	135	176	173	135	99.4	98.3	97.1
Grade 7	167	176	181	165	176	178	165	176	178	98.8	100	98.3
Grade 8	172	169	175	168	168	169	168	168	169	97.7	99.4	96.6
All Grades	939	912	902	920	900	878	920	900	878	98	98.7	97.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Grade Level	Overall Achievement for All Students																	
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2471.	2467.	2491.	47.37	46.51	51.52	28.57	24.81	31.82	17.29	19.38	12.12	6.77	9.30	4.55
Grade 4	2507.	2517.	2505.	36.67	43.51	39.68	33.33	33.59	26.19	19.17	12.21	19.84	10.83	10.69	14.29
Grade 5	2558.	2535.	2568.	44.94	34.15	44.20	29.11	35.77	36.96	14.56	13.82	9.42	11.39	16.26	9.42
Grade 6	2588.	2599.	2581.	36.93	43.35	34.07	39.77	39.88	44.44	18.18	11.56	15.56	5.11	5.20	5.93
Grade 7	2610.	2607.	2621.	38.18	39.20	40.45	38.79	36.93	43.26	15.76	13.64	9.55	7.27	10.23	6.74
Grade 8	2609.	2612.	2610.	31.55	29.76	33.14	39.88	41.67	32.54	17.26	17.86	21.30	11.31	10.71	13.02
All Grades	N/A	N/A	N/A	39.02	39.22	40.21	35.33	36.00	36.22	16.96	14.67	14.58	8.70	10.11	9.00

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.36	44.19	52.27	42.11	41.86	37.88	13.53	13.95	9.85
Grade 4	36.67	37.40	38.10	55.83	54.20	47.62	7.50	8.40	14.29
Grade 5	50.63	37.40	51.45	36.71	48.78	42.03	12.66	13.82	6.52
Grade 6	43.18	54.34	44.44	46.59	36.99	45.93	10.23	8.67	9.63
Grade 7	44.24	48.30	49.44	43.03	36.36	39.89	12.73	15.34	10.67
Grade 8	41.67	39.88	44.38	40.48	44.05	33.14	17.86	16.07	22.49
All Grades	43.70	44.22	46.81	43.70	43.00	40.66	12.61	12.78	12.53

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.86	42.64	47.73	51.13	44.96	47.73	6.02	12.40	4.55
Grade 4	45.00	45.04	37.30	45.83	45.04	50.00	9.17	9.92	12.70
Grade 5	53.80	40.65	46.38	37.34	46.34	44.93	8.86	13.01	8.70
Grade 6	43.18	56.07	36.30	48.86	37.57	58.52	7.95	6.36	5.19
Grade 7	60.61	57.39	52.81	32.12	32.39	43.26	7.27	10.23	3.93
Grade 8	41.07	46.43	44.97	47.02	45.24	42.60	11.90	8.33	12.43
All Grades	47.93	48.89	44.76	43.48	41.33	47.38	8.59	9.78	7.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.58	33.33	43.18	63.16	54.26	53.79	5.26	12.40	3.03
Grade 4	20.83	29.77	31.75	68.33	68.70	60.32	10.83	1.53	7.94
Grade 5	37.34	29.27	35.51	57.59	61.79	56.52	5.06	8.94	7.97
Grade 6	32.39	31.79	30.37	61.36	63.01	65.19	6.25	5.20	4.44
Grade 7	24.85	23.86	27.53	63.64	61.93	66.85	11.52	14.20	5.62
Grade 8	24.40	28.57	29.59	66.67	61.31	56.80	8.93	10.12	13.61
All Grades	28.80	29.22	32.57	63.26	61.89	60.14	7.93	8.89	7.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.10	40.31	43.18	52.63	46.51	49.24	8.27	13.18	7.58
Grade 4	31.67	37.40	25.40	57.50	51.91	58.73	10.83	10.69	15.87
Grade 5	36.71	34.15	46.38	51.90	47.15	46.38	11.39	18.70	7.25
Grade 6	51.70	54.91	40.74	41.48	38.15	54.07	6.82	6.94	5.19
Grade 7	50.30	52.27	45.51	41.82	39.20	47.19	7.88	8.52	7.30
Grade 8	41.07	38.10	40.83	45.83	47.62	42.60	13.10	14.29	16.57
All Grades	42.50	43.78	40.77	47.83	44.56	49.20	9.67	11.67	10.02

Conclusions based on this data:

1. Of students tested, 76% exceeded and/or met ELA standards indicating an average year's growth across tested students based on prior year's levels of student achievement. Further breakdown of the CAASPP ELA data in comparison to the 2017-2018 academic year shows that in 2018 - 2019, grades 4, 6, and 8 saw a decrease in overall scale scores of -12, -22, and -2 respectively with grades 3, 5, and 7 showing an increase in overall scale scores of +24, +33, and +14 respectively.

2. The reading domain results indicate that all grade levels increased their number of students achieving Above Standard with the exception of 6th grade where there was a decrease of 10% overall. However, when looking at the 6th-grade cohort, the group made an increase of 7% of students Above Standard. Based on these findings, our targeted reading instructional areas proved to be successful.

3. The Writing domain results indicate an overall decrease of 5.5% of students achieving Above Standard band. However, we saw a positive movement of 1.5% of students moving out of the Below Standard Band. Cohort analysis shows an over all increase of students falling into or remaining in the Above Standard band in the elementary grades. 2018 - 2019 8th grade cohort had the most substantial drop in scores.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
Overall Participation for All Students												
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	134	132	137	133	130	132	133	130	132	99.3	98.5	96.4
Grade 4	122	134	128	121	131	127	121	131	127	99.2	97.8	99.2
Grade 5	167	125	142	158	123	138	158	123	138	94.6	98.4	97.2
Grade 6	177	176	139	176	172	135	176	172	135	99.4	97.7	97.1
Grade 7	167	176	181	165	176	178	165	176	178	98.8	100	98.3
Grade 8	172	169	175	168	168	169	168	168	169	97.7	99.4	96.6
All Grades	939	912	902	921	900	879	921	900	879	98.1	98.7	97.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
Overall Achievement for All Students															
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2490.	2492.	2506.	45.11	44.62	59.09	39.10	38.46	29.55	13.53	10.77	8.33	2.26	6.15	3.03
Grade 4	2524.	2535.	2528.	30.58	39.69	43.31	48.76	38.93	27.56	19.83	17.56	22.05	0.83	3.82	7.09
Grade 5	2579.	2555.	2572.	51.27	35.77	52.90	25.32	31.71	22.46	19.62	26.02	17.39	3.80	6.50	7.25
Grade 6	2603.	2626.	2597.	43.75	61.63	46.67	30.11	22.09	25.93	21.02	11.63	20.00	5.11	4.65	7.41
Grade 7	2637.	2635.	2648.	54.55	51.14	57.87	23.64	31.25	25.84	15.15	12.50	10.67	6.67	5.11	5.62
Grade 8	2662.	2662.	2654.	57.74	61.31	56.21	23.81	20.83	17.16	10.71	8.33	16.57	7.74	9.52	10.06
All Grades	N/A	N/A	N/A	47.99	50.33	53.13	30.73	29.78	24.46	16.61	13.89	15.59	4.67	6.00	6.83

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Concepts & Procedures **Applying mathematical concepts and procedures**									
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	65.41	56.92	69.70	30.83	33.08	26.52	3.76	10.00	3.79
Grade 4	50.41	61.07	55.91	42.98	32.06	29.92	6.61	6.87	14.17
Grade 5	57.59	48.78	60.14	32.28	35.77	26.81	10.13	15.45	13.04
Grade 6	57.95	66.28	56.30	34.66	27.33	34.07	7.39	6.40	9.63
Grade 7	66.06	64.20	67.98	24.85	27.27	22.47	9.09	8.52	9.55
Grade 8	68.45	69.05	60.95	23.81	22.02	27.81	7.74	8.93	11.24
All Grades	61.35	61.89	62.12	31.05	29.00	27.65	7.60	9.11	10.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57.89	60.00	60.61	36.84	32.31	35.61	5.26	7.69	3.79
Grade 4	41.32	47.33	44.09	52.07	45.80	41.73	6.61	6.87	14.17
Grade 5	50.63	30.89	47.10	42.41	58.54	44.93	6.96	10.57	7.97
Grade 6	40.91	55.81	45.19	50.00	36.05	43.70	9.09	8.14	11.11
Grade 7	52.73	55.11	58.43	38.79	36.93	34.27	8.48	7.95	7.30
Grade 8	55.36	52.98	52.07	33.93	35.12	37.28	10.71	11.90	10.65
All Grades	49.84	51.11	51.65	42.13	40.00	39.25	8.03	8.89	9.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55.64	60.00	65.91	39.85	35.38	31.82	4.51	4.62	2.27
Grade 4	46.28	53.44	45.67	47.11	40.46	43.31	6.61	6.11	11.02
Grade 5	46.20	41.46	47.10	45.57	44.72	44.93	8.23	13.82	7.97
Grade 6	46.59	61.05	45.93	44.32	34.30	43.70	9.09	4.65	10.37
Grade 7	52.12	46.02	55.62	41.82	48.86	39.89	6.06	5.11	4.49
Grade 8	57.74	58.33	58.58	35.71	34.52	29.59	6.55	7.14	11.83
All Grades	50.81	53.67	53.47	42.24	39.67	38.57	6.95	6.67	7.96

Conclusions based on this data:

1. Of students tested, 78% exceeded/met standard in mathematics indicating a decrease of 2% across tested students. Further breakdown of the CAASPP Math data in comparison to the 2017-2018 academic years shows that in 2018-2019, grades 4, 6, and 8 saw a decrease in overall scale scores of -7, -29, and -8 respectively with grades 3, 5, and 7 showing an increase in overall scale scores of +14, +17, and +13 respectively.

2. The math results indicate that within the Concepts & Procedures along with Problem Solving & Modeling/Data Analysis domains, there was an increase in all grade levels of students achieving Above Standard. Conversely, there was a 0.2% overall decrease in Communicating Reasoning.

3. The number of students in the Below Standard band, increased 0.8% in the overall math achievement category. Student cohorts Mean Scale Score increased over the three year period in all grade levels.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	8
Grade 1	*	*	*	*	*	*	*	5
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	4
Grade 4		*		*		*		*
Grade 5	*		*		*		*	
Grade 6	*	*	*	*	*	*	*	*
Grade 7		*		*		*		*
Grade 8	*		*		*		*	
All Grades							32	30

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
All Grades	43.75	46.67	*	40.00	*	6.67	*	6.67	32	30

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
All Grades	53.13	53.33	*	20.00	*	20.00	*	6.67	32	30

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3		*	*	*		*	*	*	*	*
All Grades	40.63	40.00	34.38	33.33	*	23.33	*	3.33	32	30

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	59.38	50.00	*	36.67	*	13.33	32	30

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	53.13	70.00	*	23.33	*	6.67	32	30

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*	*	*	*	*
All Grades	*	30.00	56.25	56.67	*	13.33	32	30

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
All Grades	50.00	43.33	40.63	50.00	*	6.67	32	30

Conclusions based on this data:

1. ELPAC data provided is too limited for broad analysis and generalization at this point. Constant progress monitoring, Newcomer & LAT meetings, grade checks and teacher check-ins ensure that students are making significant progress.

2. Using current information from Q, grades K -5 indicate that out of 52 (20 are brand new to Sycamore as of the 2020 - 2021 academic school year) students who have not been reclassified as RFEP, 27% are Bridging, 15% Emerging, 52% Expanding and .02% Advanced. Out of 10 Kindergartners tested, 5/10 TBDs tested IFEP and in 4th grade 1/3 TBD tested IFEP. There are currently 71 students (K-8) on the ELL roster of which 37% are RFEP and 63% ranging from Bridging to Expanding.
In grades 6 -8, there are currently 4 ELL students 2/4 is Bridging and 2/4 are Emerging with all other ELL students reclassified as RFEP.
On average, most ELLs are exited out of the program within 2 or fewer years.

3. Analysis indicates that Sycamore's students who are English Language Learners are progressing via the benefits of Designated and Integrated instruction by certificated employees and supported by our ELD facilitator. Our bilingual facilitator provides additional support based on individual student need through collaboration with involved stakeholders including parents.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1180	**2.1**	**3.6**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	42	3.6
Socioeconomically Disadvantaged	25	2.1
Students with Disabilities	52	4.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	0.7
American Indian	8	0.7
Asian	248	21.0
Filipino	14	1.2
Hispanic	90	7.6
Two or More Races	88	7.5
Pacific Islander	1	0.1
White	723	61.3

Conclusions based on this data:

1. The Asian and White subgroups make up 82.3% of the students with Pacific Islander being the lowest with 1 student.

2. The African American, American Indian, Filipino, Hispanic, Two or More Races, and Pacific Islander make up 17.7% of the student population.

3. Of the 1100 students, 5.7% are made up of Socioeconomically Disadvantaged (2.1%) and English Learners (3.6%).

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Blue		

Conclusions based on this data:

1. Sycamore Canyon maintained its overall ranking of Blue in all notated areas with the exception of Chronic Absenteeism.

2. Chronic Absenteeism dropped to Yellow this year do to multiple incomplete Independent Study Contracts not being completed in elementary as well as higher than normal sickness rate.

3. Sycamore Canyon does not have enough students in the English Learner Progress band to register a score.
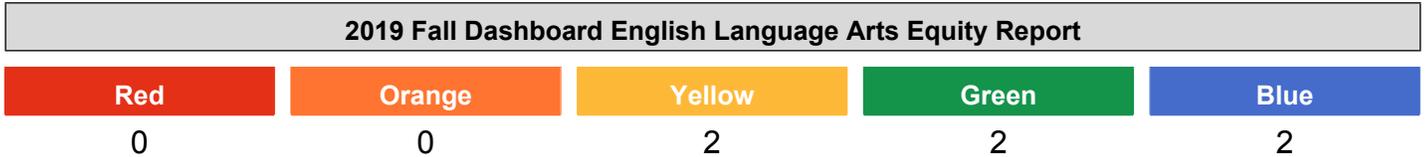
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	2	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
54.6 points above standard	43.3 points above standard	0 Students
Increased ++4.6 points	Increased ++7.9 points	
863	48	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Yellow
0 Students	8.7 points above standard	65.6 points below standard
	Declined -10 points	Increased Significantly ++18.9 points
	25	45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	99.5 points above standard	39.9 points above standard
6	5	Increased ++10.7 points	12
		183	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Blue	No Performance Color	Green
2.1 points above standard	75 points above standard	Less than 11 Students - Data Not Displayed for Privacy	43 points above standard
Declined -5.9 points	Increased Significantly ++19.6 points	1	Maintained ++2.9 points
57	63		536

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	52.2 points above standard	50.2 points above standard
6	Increased ++5.2 points	Increased ++5.3 points
	42	730

Conclusions based on this data:

1. All identified subgroups increased their overall scores with the exception of Hispanic students that remained in the Yellow band but dropped 7.3 points. Reclassified English Learners and English Only students increased by 4.5 - 4.7 points collectively. Students with Two or More Races had a significant increase in their scores moving up 19.6 points.

2. Students with Disabilities had a significant increase to their overall score by 18.9 points.

3. Socioeconomically Disadvantaged students declined by 11.3 points but remained in the current band.
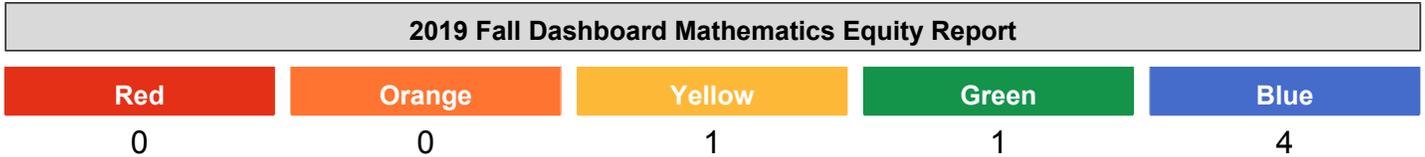
School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	
61.5 points above standard	66.7 points above standard	
Maintained -0.2 points	Increased ++6.6 points	
864	48	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	Yellow
	36.1 points above standard	79.6 points below standard
	Declined Significantly -16 points	Increased ++13.3 points
	25	46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	119.2 points above standard	55.9 points above standard
6	5	Increased ++4.3 points	12
		183	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Blue
12.3 points above standard	74.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	45.7 points above standard
Declined -3.6 points	Increased Significantly ++16.6 points	1	Maintained -1.4 points
58	63		536

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	70.3 points above standard	54.1 points above standard
6	Maintained ++0.4 points	Maintained -0.8 points
	42	731

Conclusions based on this data:

1. Overall, all students maintained in the Blue ranking again this year. English Learners and Students with Disabilities both increased their scores 6.6 and 13.3 respectively. Socioeconomically Disadvantaged students declined 16 points.

2. Reported subgroups including Asian, Hispanic, Filipinio, and Two or More Races all scored in the Green or Blue bands.

3. Reclassified English learners and English Only students maintained their levels scoring 70.3 and 54.1 points above standard.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
82.4 making progress towards English language proficiency
Number of EL Students: 17
Performance Level: Very High
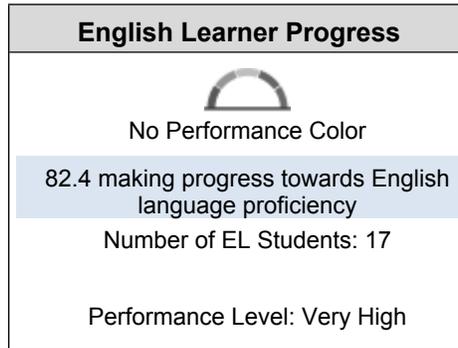
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.7	5.8	17.6	64.7

Conclusions based on this data:

1. 82.4% of our 17 English Learners tested are making progress towards English proficiency which ranks them at the 'Very High' performance level.

2. 3 of the 17 identified English Learners maintained an ELPI level of 4. 11 students increased at least one ELPI level.

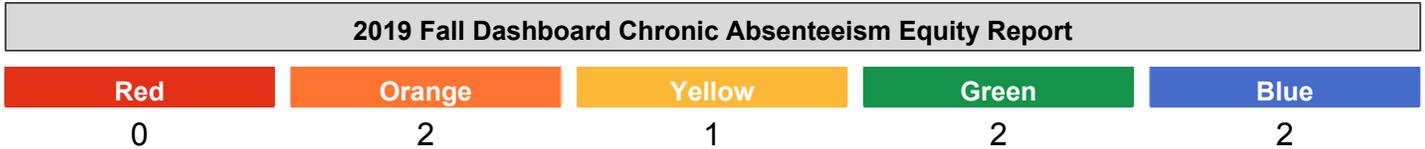**3.** 2 of the 17 English Learners decreased one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	2	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Blue	No Performance Color
2.9	0	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.6	Maintained 0	0
1201	42	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	10.8	6.2
0	Increased +8.1	Increased +2
	37	65

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.2	0
		Increased +0.5	Declined -5.6
8	8	251	14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Yellow
3.3	2.2	Less than 11 Students - Data Not Displayed for Privacy	3.5
Declined -0.8	Declined -1.3		Increased +1
90	89	1	740

Conclusions based on this data:

1. Overall, Sycamore Canyon's Chronic Absenteeism dropped to the Yellow band due to multiple unfulfilled independent Study contracts in elementary and a large number of students having illnesses last year.
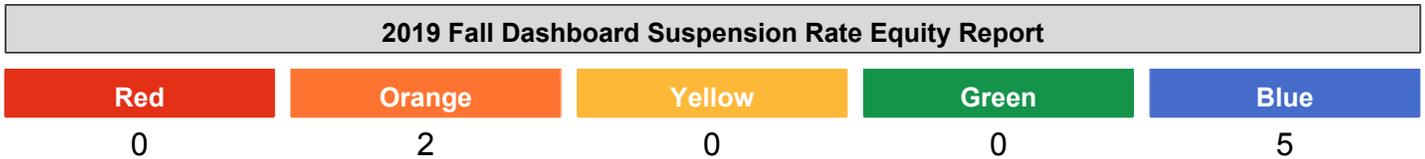
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	
0.3	0	
Maintained 0	Maintained 0	
1213	44	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Blue	Orange
	0	3.1
	Maintained 0	Increased +3.1
	39	65

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
8	8	Maintained 0	Maintained 0
		252	14

Hispanic	Two or More Races	Pacific Islander	White
Orange	Blue	No Performance Color	Blue
1.1	0	Less than 11 Students - Data Not Displayed for Privacy	0.4
Increased +1.1	Declined -2.3	1	Maintained +0.1
90	89		751

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.3

Conclusions based on this data:

1. Overall Sycamore Canyon's suspension data is in the Blue band. in the 2019/2020 school year we had two significant suspensions in the middle school that resulted in the Students with Disabilities and Hispanic sub groups dropping into the Orange band.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal #1: Implement targeted actions that support academic outcomes for all students.

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes--------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes--------

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Goal 1

1. All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), and Gifted and Talented Education (GATE) in grades 3-8 will increase their CAASPP test scores by two questions, as measured by an average increase in scale scores 6-12 points, or maintain in the blue or green bands in ELA. (LCAP Goal 1 & 2)

2. All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), and Gifted and Talented Education (GATE) in grades 3-8 will increase their CAASPP test scores by two questions, as measured by an average increase in scale scores 6-12 points, or maintain in the blue or green bands in Math. (LCAP Goal 1 & 2)

3. All general education, students with disabilities (SWD), English Learners (EL), and Socio-Economically Disadvantaged (SED) in grades K - 2 will demonstrate a 2% increase overall in ELA as measured by District Benchmarks. (LCAP 1 & 2)

4. All general education, students with disabilities (SWD), English Learners (EL), and Socio-Economically Disadvantaged (SED) in grades K - 2 will demonstrate a 2% increase overall in math as measured by District Benchmarks. (LCAP 1 & 2)

5. Increase the overall number of students in grades 6-8 that meet or exceed Writing Target 6 WRITE/REVISE BRIEF TEXTS in ELA on CAASPP from Worse than performance on the test as a whole to Similar or Better on the test as a whole, as measured by the target report for the 2019-2020 school year. (LCAP Goal 1 & 2)

6. Increase the overall number of students in grades 6-8 that meets or exceeds Target 11 (Informational Text) REASONING & EVIDENCE in ELA on CAASPP by changing from Worse than performance on the test as a whole to Similar or Better on the test as a whole, as measured by the target report for the 2019-2020 school year. (LCAP Goal 1 &2)

7. Increase the overall number of students in grades 3 - 5 that meets or exceeds Target 14 (Informational Text) LANGUAGE USE by changing from Worse than performance on the test as a whole to Similar or Better on the test as a whole, as measured by the target report for the 2019-2020 school year. (LCAP Goal 1 & 2)

Identified Need

The current data indicated that on the CASSPP ELA, 42% of students Exceeded standard, 37% Met standard, 13% were Near standard and 8% were Below standard. Additionally, the data indicated that on the CASSPP Math, 53% of students Exceeded standard, 26% Met standard, 15% were Near standard and 6% were Below standard. In addition, 90% or more students in grades K - 2 Exceeded standard in both ELA and Math as based on Reading RESULTS and CVUSD math benchmarks. Upon deeper analysis of Target Reports, we identified that students in grades 6-8 had difficulty with Writing Target 6 WRITE/REVISE BRIEF TEXTS and Target 11 (Informational Text) REASONING & EVIDENCE. Whereas students in grades 3 - 5 had difficulty with Target 14 (Informational Text) LANGUAGE USE.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 - 2019 CAASPP Scores ELA for ALL Students (SWD, EL, SED, GATE)	2018 - 2019 CAASPP ELA 3rd - 5th Scaled Score 2498 6th - 8th Scaled Score 2592	2020-2021 CAASPP Scores ELA Scaled Score 2504 6th - 8th Scaled Score 2598
2018 - 2019 CAASPP Scores Math for All Students (SWD, EL, SED, GATE)	2018 - 2019 CAASPP Scores Math 3rd - 5th Scaled Score 2518 6th - 8th Scaled Score 2610	2020-2021 CAASPP Scores Math 3rd - 5th Scaled Score 2524 6th - 8th Scaled Score 2616

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 - 2019 Reading RESULTS	2018 - 2019 Reading RESULTS Kindergarten - 95% 1st Grade - 94% 2nd Grade - 92%	2020-2021 Reading RESULTS Kindergarten - 97% 1st Grade - 96% 2nd Grade - 95%
2018 - 2019 Math Benchmarks	2018 - 2019 Math Benchmarks Kindergarten - 97% 1st Grade - 92% 2nd Grade - 90%	2020-2021 Math Benchmarks Kindergarten - 99% 1st Grade - 95% 2nd Grade - 92%
2018 - 2019 CAASPP ELA Target Report (Writing)	2018 - 2019 CAASPP ELA Target 6 Report (Writing) 6th Grade - Near Standard Met, but worse than performance on the test as a whole. 7th Grade - Above Standard Met, but worse than performance on the test as a whole. 8th Grade - Above Standard Met, but similar or better than performance on the test as a whole.	2020-2021 CAASPP ELA Target Report (Writing) 6th Grade: Above Standard Met, but similar or better than performance on the test as a whole. 7th Grade: Above Standard Met, and similar or better than performance on the test as a whole. 8th Grade: Above Standard Met, and better than performance on the test as a whole.
2018 - 2019 CAASPP ELA Target Report (Reading)	2018 - 2019 CAASPP ELA Target 11 Report (Reading) 6th - Above Standard Met, but similar or better than performance on the test as a whole. 7th - Above Standard Met, but worse than performance on the test as a whole. 8th - Above Standard Met, but worse than performance on the test as a whole.	2020-2021 CAASPP ELA Target Report (Reading) 6th - Above Standard Met, and better than performance on the test as a whole. 7th - Above Standard Met, but similar or better than performance on the test as a whole.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		8th - Above Standard Met, but similar or better than performance on the test as a whole.
2018 - 2019 CAASPP ELA Target Report (Reading)	2018 - 2019 CAASPP ELA Target 14 Report (Reading) 3rd - Near Standard Met, but worse than performance on the test as a whole. 4th - Near Standard Met, but worse than performance on the test as a whole. 5th - Above Standard Met, but similar or better than performance on the test as a whole.	2020-2021 CAASPP ELA Target 14 Report (Reading) 3rd - Above Standard Met, but similar or better than performance on the test as a whole. 4th - Above Standard Met, but similar or better than performance on the test as a whole. 5th - Above Standard Met, and better than performance on the test as a whole.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release for opportunities to collaborate with grade and across grade level teachers to implement with fidelity, school-wide goals.	September 2020 - June 2021	Teachers Administration	Teacher Release for articulation on data analysis and assessments	1000-1999: Certificated Personnel Salaries	0PGR	6204
			Vertical articulation across elementary and middle school	1000-1999: Certificated Personnel Salaries	OCBG	4040.59
Training and additional hours for ELD facilitator to meet needs of K-8 students, including individual student support, and collaboration with certificated employees. Assistant Principal will join ELL Advisor at District led meetings and trainings.	September 2020 - June 2021	Administration Teachers ELD Facilitator	Additional support from bilingual facilitator for ELL students	2000-2999: Classified Personnel Salaries		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Funds allocated in Goal 4						
EL instructional supplies Funds allocated in Goal 4	September 2020 - June 2021	Administration Teachers ELD Facilitator	Earphones and additional materials to support ELL learners.	4000-4999: Books And Supplies		0
Teacher conference attendance to bring back instructional ideas to build upon student interest and enhance instruction.	September 2020 - June 2021	Admininstration Teachers	Teacher conference costs	1000-1999: Certificated Personnel Salaries	OCBG	3490.31
Training and professional development, aligned to state standards and SPSA goals, to increase knowledge base on differentiation and/or intervention strategies to build teacher repertoire for general education, EL, GATE, SED, and SWD students	September 2020 - June 2021	Administration Teaachers	Teacher development to further student growth	5000-5999: Services And Other Operating Expenditures	0PGR	1865
					4EEF	1000
Provide 3 release days for English teachers to assess student writing and to promote collaboration (6-8)	September 2020 - June 2021	Administration English Teachers	Assessment evaluations	1000-1999: Certificated Personnel Salaries	OCBG	2000
Intervention Teacher Tier III: Provided systemic ELA & Math support to reinforce skills with struggling students (K-5)	September 2020 - June 2021	Administration Certificated Staff	Intervention Specialist: Cynthia Gyure Split between ELA and Math 3 - 4 sessions x 6-8 weeks	1000-1999: Certificated Personnel Salaries	0TRM	16166
Implement SRI, Spelling City, Mystery Science Freckle, Lexia, Smarty Ants, Imagine Learning, Achieve 3300, and Raz Kids to reinforce skills and concepts	September 2020 - June 2021	Administration Teachers	Software costs to support classroom instruction	5000-5999: Services And Other Operating Expenditures	0TRM	4,313
Books, supplies, technology, copier lease & operating costs to support the instructional program for all students	September 2020 - June 2021	Administration Teachers	Materials to support the instructional program for all learners	4000-4999: Books And Supplies	OCBG	36181.10

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase apps and other items for student iPads and devices	September 2020 - June 2021	Administration Teachers	Apps and other instructional items. Split between 3 goals.	5000-5999: Services And Other Operating Expenditures	0TRM	550
Guided Studies Classes in 6th, 7th & 8th grades to support and provide intervention for struggling students to align with SPSA goals with Blended students. School counselor monitors Remote students and provides supports and check ins as there is not a Guided Studies available in RAMS.	September 2020 - June 2021	Teachers Administration Counselor	Embedded class within master schedule for academic support. Materials needed to support program	None Specified 4000-4999: Books And Supplies	0TRM	0 200
Teachers will conduct practice tests using EADMS SBAC Mirrors or CASSPP Interim Assessments in grades 3 - 8 at least two times during the school year as available.	September 2020 - June 2021	Teachers Administration Counselor	Expose students to CAASPP rigor and language.	None Specified		0
Grade Level Collaboration: Teachers review and analyze data for implementation of best practices, lesson planning and assessments in alignment with school-wide and SPSA goals.	September 2020 - June 2021	Teachers Administration Counselor Intervention Specialist	Teacher Release	1000-1999: Certificated Personnel Salaries	0TRM	4300
Review all students with IEP's to ensure students are accessing the general education setting as much as appropriate.	September 2020 - June 2021	Teachers Administration Counselor	Special education teachers meeting with administration to discuss placement.	None Specified		0
Professional Development - Training takes place during Wednesday collaboration, training days, staff/leadership meetings as well as online.	September 2020 - June 2021	District TOSA's Administration	Training teachers on instructional strategies.	None Specified	District Funded	0
BEST After School Intervention is offered to designated students.	September 2020 - June 2021	BEST Counselor Teachers Administration	To support identified students based on BEST criteria	1000-1999: Certificated Personnel Salaries	District Funded	0

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The above goal was implemented during the 2019-2020 school year; however, full implementation was disrupted by the March 16th school shut down and corresponding distance learning instruction provided for the remainder of the school year. Pursuant to the discussion of this year's School Site Council, it was agreed that the above goal should remain consistent for the 2020-2021 school year in order to allow for adequate and continued progress on this important school goal. After analyzing CAASPP Target Reports for ELA, it was determined that there was an overall weakness in 1. Reading literary texts for key details/central ideas and 2.Text structures/features. Upon analyzing the 2018 - 2019 Target Reports it was found that all identified grade levels 3 - 8 met the targeted areas (Targets 1,2,6). The same process was applied to math where the overall weakness was determined to be in Geometry. Upon analyzing the 2018 - 2019 Target Reports it was found that all identified grade levels 3 - 8 met the targeted Geometry areas.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences as both ELA and Math goals were met in 2028-2019. Sycamore Canyon implemented the intended and stated actions from the 2018 - 2019 SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year's goals will continue to be measurable to be able to substantiate growth using Scale Scores and Target Reports. These specific areas can be found in the above written goals. This year's 20-21 SPSA will be a more broad strategic school planning tool that encompasses more actions/services by the school. This goal, along with all the others, was created with a more inclusive and involved stakeholder process.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal #2: Implement targeted actions that support social-emotional learning for all students and community engagement.

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes-------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes-------

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes-------

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Goal 2

1. Broaden student awareness of seen and unseen disabilities by providing educational experiences through Inclusive Schools Week.(LCAP Goal 4)

2. Provide communication to parents/community to promote school focuses (school culture, social-emotional learning, student learning) and school events/programs via school website, Twitter and email blasts at least 5 or more times a month during the 2020-2021 school year. (LCAP Goals 3 & 4)

3. Record the number of participants in school activities (PTSA, ELAC, GATE) as measured by sign-in sheets and recorded volunteer hours during the 2020-2021 school year. (LCAP Goal 3)

4. Construct additional parent survey questions to address school safety. (LCAP Goal 3)

5. Increase the number of parents that check Q/Zangle regularly (once a week or more) in grades 5 - 8 by 10% as measured by parent survey and/or Q reports. (LCAP Goal 3)

6. Provide students with at least one activity/event per month that promotes inclusion, diversity awareness, and/or school connectedness during the 2020-2021 school year. (LCAP goal 4)

7. Provide 5 or more opportunities to enrich/extend learning for students identified as GATE with up to 50% of GATE students participating during the 2020-2021 school year. (LCAP Goal 4)

Identified Need

Based on stakeholder input through the SPSA Data Analysis meeting, which included (Teachers from K/1, 2/3, 4/5, 6-8 including Special Education Department Chair, three 8th grade students, 5 SSC parents, SEDAC, ELAC, PTSA, and GATE-DAC Reps, Counselor, and Administration including principal from Sequoia Middle School) it was determined Sycamore offers a broad range of activities and events to connect students and parents with the school. However, in order to better meet the needs of all constituents, it was determined the above-listed goals were necessary to continue to develop this connectedness. 1 & 6. Students will benefit from understanding the challenges their peers experience on a daily basis. 2. The Sycamore community wants to be aware of all things going on, especially those who are not able to volunteer or be on campus. 3. We found that we could increase our parent participation and/or reach a broader range of parents to become involved. 4. Stakeholders identified there was an 85% or higher average rating in all areas on the Sycamore Parent Survey however, there was a small outlier of parents concerned with safety. 5. In order to reduce the trimester D/F list, parents must understand how to access Q in order to monitor their child's progress. 7. Based on GATE student participation in extended learning opportunities we found that a large group of identified GATE students are not attending.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Attendance for Inclusive Schools Week	First year implementing School wide Inclusive Schools Week activities, no baseline data	Opportunities to experience, understand, and appreciate the challenges Students with Disabilities live with.
Blackboard Reports, Twitter Feed, and School Website	First year implementing this goal, no baseline data	5 or more communications will be sent via Email and Twitter, as well as postings on the School Website.
Sign in sheets, Sign Up Genius, Google Forms, Raptor to measure student/family participation	First year implementing this goal, no baseline data	
Parent survey responses for school safety	Last year, we had positive survey results but found a small outlier of concerns with school safety.	To gather more detailed information about what concerns this group of parents by adding an open ended question to this section of the survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent survey responses for checking Q	Based on the 2018-2019 parent survey 68% of the respondents indicated they check Q daily and/or weekly.	Expected results would be 78% of respondents would check Q daily and/or weekly.
Administration record keeping of school events including GATE, ELAC, BTSN, Open House, Parent Information & PTSA events.	First year implementing this goal, no baseline data	Expected results would show at least 9 events for the 2020 - 2021 school year.
Calendared school events and sign up sheets for designated GATE activities.	First year implementing this goal, no baseline data	Expected results would show at least 5 events and up to 50% of GATE students attending.
Chronic Absenteeism	2019 California Dashboard indicated our Chronic Absenteeism rate was 2.9%	Expected results would show a decrease in chronic absenteeism as measured by being in the Green or Blue Bands.
Suspension	2019 California Dashboard indicated our Suspension Rate was .3% and fell into the Blue Band.	Expected results would show maintaining current level in the Dashboard in the Blue Band.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly activities to promote inclusion, diversity awareness, and other school connections.	September 2020 - June 2021	Administration Teachers PTSA ASB	Provide students with activities to bring awareness of the diversity within our school community.	4000-4999: Books And Supplies	OCBG	1500
Communicate regularly with school community to foster engagement and support.	September 2020 - June 2021	Administration Teachers Classified Staff Counselors	Communication via Blackboard Connect, Twitter, School Website, & Teacher emails	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collect attendance information for school events including GATE, ELAC, BTSN, Open House, & PTSA events.	September 2020 - June 2021	Administration Certificated Staff PTSA	Use sign in sheets, sign up genius, or other data collection to determine how many people attended the given activity.	None Specified		0
Conduct annual Sycamore Parent Survey being sure to add additional opportunities to address concerns.	September 2020 - June 2021	Administration	create survey via survey monkey subscription	4000-4999: Books And Supplies	OCBG	200
Communicate with parents how to access Q in grades 5 - 8.	September 2020 - June 2021	Administration Teachers	Communicate directions via email, school website, Back to School Night, teacher newsletters.	None Specified		0
Support for STEAM Lab Enrichment	September 2020 - June 2021	Administration	Materials and supplies for operating STEAM Lab.	5000-5999: Services And Other Operating Expenditures	OCBG	2500
Support materials for GATE/ACES program	September 2020 - June 2021	Administration GATE Facilitator PTSA	Curriculum and materials to support differentiated learning.	4000-4999: Books And Supplies	0TRM	500
Opportunities for students to engage in the visual and performing arts.	September 2020 - June 2021	Teachers Administration Arts Council	On site opportunities for students in Chorus, Band, & Strings	None Specified		0
Provide activities on site to increase student engagement and enrich the educational program.	September 2020 - June 2021	Administration Teachers Support Staff	On site opportunities to include; ASB, Student Council Builders Club	None Specified		0
			Noetic Math and Math Counts	5000-5999: Services And Other Operating Expenditures	0PGR	500
			Speech and Debate	5000-5999: Services And Other Operating Expenditures	OCBG	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Student Awards Assemblies	5000-5999: Services And Other Operating Expenditures	0TRM	100
			School Spirit Days	None Specified		0
			Grade Level Performances	None Specified		0
			Family Nights	None Specified		0
			PTSA Sponsored Activities Student Assemblies, Movie Night, Grandparents Bingo, Culture in the Garden, Science night, Math Night, Art Night, International Night, SCS Garden Lessons, Fun Run, 5K, Carnival. Middle School virtual assembly in December	None Specified		0
Provide elementary students with Socioemotional supports (SEL) through the use of the Sanford Harmony Program and middle school students with Second Step Program.	September 2020 - June 2021	Administration Teachers Support Staff	On site opportunities to include in person and virtual SEL lessons given by teachers and/or counselors	None Specified		0
Dean of Students attends GATE-DAC meetings and collaborates with GATE-DAC rep.	September 2020 - June 2021	Administration District	Dean of students attends GATE DAC meetings monthly	None Specified		

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Not Applicable. This is a new goal and therefore there is no available analysis of prior strategies/activities specific to this goal. The above goal was implemented during the 2019-2020 school year; however, full implementation was disrupted by the March 16th school shut down and corresponding distance learning instruction provided for the remainder of the school year. Pursuant the discussion of this year's School Site Council, it was agreed that the above goal should remain consistent for the 2020-2021 school year in order to allow for adequate and continued progress on this important school goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal #3 Implement targeted actions that support positive student outcomes for Students With Disabilities.

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes--------

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes--------

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes--------

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Goal 3

1. SWD in grades 3-8 will increase their CAASPP test scores by two questions, as measured by an increase in scale scores 6-12 points, or maintain in the blue or green bands in ELA. (LCAP Goals 1 & 2)

2. SWD in grades 3-8 will increase their CAASPP test scores by two questions, as measured by an increase in scale scores 6-12 points, or maintain in the blue or green bands in Math. (LCAP Goals 1 & 2)

3. Increase the Least Restrictive Environment (LRE) number of SWD spending 80% or more of their day in general education classes from 80% to 83%. (LCAP Goals 1, 2, & 3)

4. Decrease the number of students with disabilities in grades 3 - 8 on the D/F list by 7%. (LCAP Goals 1 & 2)

5. Create a Newbury Park Cluster Special Education District Advisory Committee (SEDAC) meeting once per year to partner with the Newbury Park community parents to discuss relevant topics. (LCAP Goal 3)

Identified Need

The current data indicated that on the CASSPP ELA, 14% Students with Disabilities (SWD) Exceeded standard, 28% Met standard, 22% were Near standard and 36% were Below standard. Additionally, the data indicated that on the CASSPP Math, 28% SWD Exceeded standard, 22% Met standard, 19% were Near standard and 31% were Below standard. In addition, current data indicates that 80% of SWD were in general education for 80% or more of the school day during the 2018-2019 school year. We also found that 30% of our identified SWD were on the D/F list. With the success of the monthly SEDAC meetings, it was determined a Newbury Park SEDAC cluster meeting would be a positive way to engage parents due to the success of the Newbury Park cluster ELAC meeting last year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEDAC Newbury Park Cluster Meeting	No baseline exists as one has never been held	One completed Newbury Park Cluster Meeting held by June 2020
2018 - 2019 D/F Lists (SWD)	2018 -2019 D/F List Elementary 30% of identified SWD's Middle School 30% of identified SWD's	2020-2021 D/F List Elementary 23% of identified SWD's Middle School 23% of identified SWD's
2018-2019 CAASPP Scores ELA (SWD)	2018-2019 CAASPP Scores ELA SWD Overall Scale Score 2491	2020-2021 CAASPP Scores ELA SWD Overall Scale Score 2497
2018-2019 CAASPP Scores Math (SWD)	2018-2019 CAASPP Scores Math SWD Overall Scale Score 2512	2020-2021 CAASPP Scores Math SWD Overall Scale Score 2518
Least Restrictive Environment (LRE)	2018 - 2019 Least Restrictive Environment student totals in general education is 80%	2020-2021 Least Restrictive Environment students in general education totals will be 83%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
For SWD, a before school drop in support will be offered on specified days and student need.	September 2020 - June 2021	Teacher Administration	Special Education teacher will offer supports before school as needed.	None Specified		0
SWD will be provided supports to access the general education setting to support LRE through instructional assistance.	September 2020 - June 2021	Administration Teachers Para Professionals	Para Professional classroom support	None Specified	None Specified	0
Review all students with 504's or IEP's to ensure students are accessing the general education setting as much as appropriate.	September 2020 - June 2021	Administration Teachers Counselor	Special education teachers meeting with administration to discuss placement.	None Specified	None Specified	0
SWD Parent Survey	September 2020 - June 2021	Administration	Create and send out survey specifically designed to solicit parent feedback.	None Specified		0
Administer SBAC mirror and interim assessments to SWD students as available.	September 2020 - June 2021	Administration Teachers	To build confidence with navigating the program along with testing questions.	None Specified		0
Communicate with NP Cluster schools to organize a meeting for all SWD families where topics of interest and supports	September 2020 - June 2021	Administration Teachers SEDAC Reps	Cluster parent meeting	None Specified		0
Incorporate UDL strategies	September 2020 - June 2021	Administration Teachers Support Staff	Focused lessons on identified targeted areas of improvement in ELA and math through UDL to ensure access to accommodate for student individual learning differences.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supply identified SWD or 504 students, as per Assistive Technology need, with necessary devices or apps.	September 2020 - June 2021	Administration	Purchase and provide necessary assistive technology and apps.	4000-4999: Books And Supplies	0TRM	1000
Co-Teaching Class	September 2020 - June 2021	Administration Teachers	Schedule a co-teaching class in the middle school master schedule.	None Specified	District Funded	
Co-Teaching Professional Development	September 2020 - June 2021	Administration Teachers	Provide/locate professional development focused on co-teaching	5000-5999: Services And Other Operating Expenditures	4EEF	500
Provide release days for Co-Teaching planning and analysis	September 2020 - June 2021	Administration Teachers	Provide co-teaching teachers release days for planning and analysis	1000-1999: Certificated Personnel Salaries	0TRM	500
Transportation fees	September 2020 - June 2021	Administration Teachers	Paying bus transportation for school based extracurricular activities	5000-5999: Services And Other Operating Expenditures	0TRM	750
Create SEDAC link on school website	September 2020 - June 2021	Administration Teachers	Create and update SEDAC webpage	None Specified		
School Principals will attend SEDAC meetings and collaborate with SEDAC rep	September 2020 - June 2021	Administration District Staff	Attend monthly SEDAC meetings	None Specified		

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Not Applicable. This is a new goal and therefore there is no available analysis of prior strategies/activities specific to this goal. The above goal was implemented during the 2019-2020 school year; however, full implementation was disrupted by the March 16th school shut down and corresponding distance learning instruction provided for the remainder of the school year. Pursuant the discussion of this year's School Site Council, it was agreed that the above goal should remain consistent for the 2020-2021 school year in order to allow for adequate and continued progress on this important school goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 4: Implement targeted actions that support positive student outcomes for English Learners.

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes --------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes --------

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes --------

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Goal 4

1. English Learners (EL) in grades 3-8 will increase their CAASPP test scores by two questions, as measured by an increase in scale scores 6-12 points, or maintain in the blue or green bands in ELA. (LCAP Goals 1 & 2)

2. English Learners (EL) in grades 3-8 will increase their CAASPP test scores by two questions, as measured by an increase in scale scores 6-12 points, or maintain in the blue or green bands in math. (LCAP Goals 1 & 2)

3. Increase the overall percentage of ELs who are reclassified to fluent English proficient by 3% during the 2019-2020 school year. (LCAP Goal 1)

4. Increase parent participation and attendance at the English Language Advisory Committee (ELAC) meetings so that 55% or more of EL parents attend at least one ELAC meeting during the 2019 - 2020 school year. (LCAP Goal 3)

Identified Need

The current data indicated that on the CASSPP ELA, 22% of English Learners (EL) Exceeded standard, 22% Met standard, 23% were Near standard and 33% were Below standard. Additionally, the data indicated that on the CASSPP Math, 55% of English Learners Exceeded standard, 22% Met standard, 23% were Near standard and 0% were Below standard. In addition, current data indicates

that 30% of EL students were reclassified during the 2018-2019 school year. Upon analyzing current ELAC attendance from 2018-2019 we found that only 11 parents attend 5 meetings throughout the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 CAASPP Scores ELA	2018-2019 CAASPP ELA Overall Scare Score for English Learners 2443	2019 - 2020 CAASPP ELA Overall Scare Score for English Leaners 2449
2018-2019 CAASPP Scores Math	2018-2019 CAASPP Math Overall Scare Score for English Learners 2562	2019-2020 CAASPP Math Overall Scare Score for English Learners 2568
2018-2019 EL Reclassification	2018-2019 Total Number of EL Students Reclassified	2019-2020 Total Number of EL Students Reclassified
2018 - 2019 ELAC Attendance	2018 -2019 ELAC Attendance 11 total parents for 5 meetings	2019 -2020 ELAC Attendance 22 total parents for 5 meetings

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilizing UDL strategies to break down barriers for EL students.	September 2020 - June 2021	Teachers Administration	Teachers will use learned UDL strategies to support EL learners accessing the curriculum.	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Exposure to SBAC mirrors and interim assessments to familiarize students with testing procedures and questioning.	September 2020 - June 2021	Teachers Administration	Teachers will administer specific assessments to students in order to familiarize them with the CAASPP testing process.	None Specified		0
Provide explicit English language instruction to identified EL's	September 2020 - June 2021	Teachers Administration	Teachers will utilize adopted District EL curriculum to support language acquisition.	None Specified		0
Frequent communication with EL families about CAASPP testing and provide information to parents regarding methods of support.	September 2020 - June 2021	Teachers Administration	Communication	None Specified		0
English Language Learner students who have reclassified will be recognized with Principals luncheon to celebrate their accomplishments.	September 2020 - June 2021	Administration ELD Facilitator	Celebration with students who reclassified	4000-4999: Books And Supplies	0860	100
Parent flyer distributed at the time of enrollment to help parents understand supports available at school and ways they can get involved.	September 2020 - June 2021	Administration ELD Facilitator Clerical Staff	Information to support families	4000-4999: Books And Supplies	0860	100
Hold 5 ELAC (English Learner Advisory Council) parent meetings, including one ELAC meeting with Newbury Park cluster schools to promote communication and to provide information about supports for EL	September 2020 - June 2021	Administration ELD Facilitator Teachers DELAC Rep	Hold ELAC meetings to communicate and keep parents apprised of the ELD program.	None Specified		0
Complete the annual ELAC survey	September 2020 - June 2021	Administration ELD Facilitator Parents	Complete annual survey	None Specified		0
Utilize EL Facilitator to support staff and students.	September 2020 - June 2021	Administration ELD Facilitator	Offer supports to identified ELL's and staff	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and additional hours for ELD Facilitator to meet the needs of K - 8 EL students and to collaborate with certificated employees.	September 2020 - June 2021	Administration Teachers ELD Facilitator	Additional support from EL Facilitator for EL students.	2000-2999: Classified Personnel Salaries	0860	500
			EL instructional supplies	4000-4999: Books And Supplies	0860	460
Utilize EL Teacher Representative to educate staff on best practices.	September 2020 - June 2021	Administration ELD Teacher Advisor	Offer supports and train teaching staff in EL strategies.	None Specified		0
Purchase additional Rosetta Stone licenses for students as needed	September 2020 - June 2021	Administration	Purchase additional Rosetta Stone Licenses	4000-4999: Books And Supplies	0860	200
Principal/Administrator training on the EL road map and CVUSD's EL Master Plan. Assistant Principal attends all secondary ELD advisor meetings and collaborates with ELD advisor rep.	September 2020 - June 2021	Administration Teachers ELD Facilitator	Administration receiving training from VCOE and CVUSD on EL Road Map and EL Master Plan	None Specified		
Secondary Math Department Language and Literacy Training	September 2020 - June 2021	Administration Teachers	Secondary math teachers receiving a multiple day training on language and literacy in the classroom.	None Specified		
K - 8 identified ELD students returned to school in small cohorts prior to on campus return for supports.	September 2020 - June 2021	Administration Teachers ELD Facilitator ELD Specialist	Small cohorts attended support classes prior to school opening for all students.	None Specified		
			Online support programs Smarty Ants, Imagine Learning, and Achieve 3000 were assigned to identified students to help address learning loss.			
Create ELAC link on school website. Assistant Principal attends DELAC monthly meetings	September 2020 - June 2021	Administration Teachers	Create and update ELAC website link	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and collaborates with DELAC Rep.						

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Not Applicable. This is a new goal and therefore there is no available analysis of prior strategies/activities specific to this goal. The above goal was implemented during the 2019-2020 school year; however, full implementation was disrupted by the March 16th school shut down and corresponding distance learning instruction provided for the remainder of the school year. Pursuant the discussion of this year's School Site Council, it was agreed that the above goal should remain consistent for the 2020-2021 school year in order to allow for adequate and continued progress on this important school goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Goal 5: Implement targeted actions that support positive student outcomes due to Learning Loss

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes --------

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes --------

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes --------

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Goal 5

1. All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), and Gifted and Talented Education (GATE) in grades K - 8 will receive academic and SEL supports to address learning loss as identified by teachers, counselors and admin.

Identified Need

Due to school closure on March 13, 2020 students were engaged in distance learning with a no harm grading policy. Due to this, many students fell behind due to not turning in work, not having direct instruction and/or having the necessary supports from home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grades (Classroom Assessments)/Benchmarks	Trimester 1 Report Cards	80% or more of identified students in TK - 2 will have '3's' academic areas

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		80% or more of identified students 3 - 8 will have grades of C or above in academic areas.
EasyCBM Data, Seesaw, Freckle, & Lexia	Initial screening Results	Academic growth based on individual student performance
Student Participation Attendance logs for Intervention and Counseling groups	Number of sessions vs. student attendance	Students will attend 80% of scheduled sessions.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
On site small cohorts for identified EL students (Newcomer and At Risk)	September 2020 - June 2021	Admin EL Facilitator Academic Specialist	EL facilitator and academic specialist work with small groups both in person and via zoom on Smarty Ants (1st/2nd), Imagine Learning (3rd - 5th), Achieve 3000 (6th - 8th)	2000-2999: Classified Personnel Salaries	0860	2960
On site small cohort for identified SWD students in grades 6th - 8th.	September 2020 - June 2021	Admin Special Education Teacher	Special Education department chair wrote a proposal to bring back students early who needed supports.	None Specified		0
BEST Counselor meets with identified at risk students to create and support student success plans which include academics and SEL.	September 2020 - June 2021	Admin BEST Counselor School Counselor	BEST counselor meets with identified students to create and support the student success plans.	1000-1999: Certificated Personnel Salaries	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Middle School Guided Studies to support and provide intervention to struggling students.	September 2020 - June 2021	Admin Teachers Counselor	Embedded classes in master schedule for academic support. (Funding tied to Goal 1)	None Specified		0
Counseling for SEL and academic supports	September 2020 - June 2021	Admin Counselors Counseling Intern	Individual and small group supports with identified students.	1000-1999: Certificated Personnel Salaries	District Funded	
Academic MTSS for elementary students Provides Tier 3 systemic ELA and Math support to reinforce skills with struggling students (K-5).	September 2020 - June 2021	admin Certificated staff	Intervention specialist Cynthia Gyure split between ELA and Math, 3 - 4 sessions Time 6 - 8 weeks Progress monitoring via EasyCBM (Funding included in Goal 1)	1000-1999: Certificated Personnel Salaries		
Academic MTSS for elementary students Provides Tier 1 & 2 ELA and Math support to reinforce skills with struggling students (K-5).	September 2020 - June 2021	admin Teachers	Teachers use software to support learning loss. Progress monitoring via EasyCBM	None Specified		
Teacher Office Hours to meet with struggling students	September 2020 - June 2021	Admin Teachers Counselors	Teachers provide open times to meet independently with students who have needs.	None Specified		
Grade-level and department collaboration during August 19 professional learning day to begin identifying essential standards and articulation discussions on potential content missed since the March 2020 school closure.	September 2020 - June 2021	Admin Teachers Counselors	Teachers met to identify learning loss	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
On-going learning loss discussion and collaboration among departments and grade-levels on Wednesdays.	September 2020 - June 2021	Admin Teachers Counselors	Teachers meet to analyze and discuss student data to monitor student learning.	None Specified		

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Not Applicable. This is a new goal and therefore there is no available analysis of prior strategies/activities specific to this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$93,180.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
0860	$4,320.00
0PGR	$8,569.00
0TRM	$28,379.00
4EEF	$1,500.00
District Funded	$0.00
None Specified	$0.00
OCBG	$50,412.00

Subtotal of state or local funds included for this school: $93,180.00

Total of federal, state, and/or local funds for this school: $93,180.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0860	4320	0.00
0PGR	8569	0.00
0TRM	28379	0.00
OCBG	50412	0.00
4EEF	1,500	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0860	4,320.00
0PGR	8,569.00
0TRM	28,379.00
4EEF	1,500.00
District Funded	0.00
None Specified	0.00
OCBG	50,412.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	36,700.90
2000-2999: Classified Personnel Salaries	3,460.00
4000-4999: Books And Supplies	40,441.10
5000-5999: Services And Other Operating Expenditures	11,578.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries		0.00
4000-4999: Books And Supplies		0.00
None Specified		0.00
2000-2999: Classified Personnel Salaries	0860	3,460.00
4000-4999: Books And Supplies	0860	860.00
1000-1999: Certificated Personnel Salaries	0PGR	6,204.00
5000-5999: Services And Other Operating Expenditures	0PGR	2,365.00
1000-1999: Certificated Personnel Salaries	0TRM	20,966.00
4000-4999: Books And Supplies	0TRM	1,700.00
5000-5999: Services And Other Operating Expenditures	0TRM	5,713.00
	4EEF	1,000.00
5000-5999: Services And Other Operating Expenditures	4EEF	500.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	OCBG	9,530.90
4000-4999: Books And Supplies	OCBG	37,881.10
5000-5999: Services And Other Operating Expenditures	OCBG	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	80,310.00
Goal 2	5,800.00
Goal 3	2,750.00

Goal 4		1,360.00
Goal 5		2,960.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Douglas Hedin	Principal
Cheryl Moncourtois	Other School Staff
Jo-Ann Flowers	Other School Staff
Kate Taillon	Classroom Teacher
Mark Bowen	Classroom Teacher
Beth Carr	Classroom Teacher
Jon Power	Parent or Community Member
Kim Michaud	Parent or Community Member
Rachel Schohn	Parent or Community Member
Tim Carr	Parent or Community Member
Sarah Epstein	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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
	Other: All SSC members, including the representatives above and the SSC chairperson, provided electronic signatures on the attached Adobe document.

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 11/18/20.

Attested:

Principal, Doug Hedin on 11/18/20

SSC Chairperson, Kim Michaud on 11/18/20

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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
Hun Kaplowitz Hun Kaplowitz (Dec 2, 2020 12:54 PST)	District Advisory Committee Representative - Hun Kaplowitz
Karla G Luna de Redondo Karla G Luna de Redondo (Dec 2, 2020 09:07 PST)	English Learner Advisory Committee Representative - Karla Luna
Hun Kaplowitz Hun Kaplowitz (Dec 2, 2020 12:54 PST)	Gifted and Talented Education Program Advisory Committee Representative - Hun Kaplowitz
Mark Bowen Mark Bowen (Dec 1, 2020 13:53 PST)	School Site Representative - Mark Bowen
Shadi Khodavandloo Shadi Khodavandloo (Dec 2, 2020 12:47 PST)	Special Education Advisory Committee Representative - Shadi Khodavandloo

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 11/13/19.

Attested:

Douglas Hedin

	Principal & Chairperson Doug Hedin on 11/18/20
Kimberly Michaud	SSC Vice Chairperson, Kim Michaud on 11/18/20