

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 | 9/15/21 | |

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)

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 including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CASSPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student

outcomes, including addressing the needs of targeted student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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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 2020-2021 LCAP survey. Respondents included 150 elementary and 96 middle school parents and 100 students in middle school, and 26 students in elementary school.

Parent responses show that students like coming to school (93%), teachers create an environment that helps students learn (95%), and parents feel informed about their child's academic progress at school (89%). According to parents, Sycamore values diversity and that the differences of others are respected (86%). Parents feel welcome (84%) and are comfortable sharing thoughts and ideas (86%).

Middle school students surveyed report that (90%) like being at school, feel teachers care about them (90%), and are encouraged by teachers (94%). Their overall outlook as a student shows that students believe they work hard to complete schoolwork (94%). 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 said their top three reasons for coming to school are that they enjoy coming to school, education is important, and classes are interesting.

Elementary students surveyed report that (92%) like being at school, feel teachers care about them (100%), and are encouraged by teachers (100%). Their overall outlook as a student shows (100%) that students believe they work hard to complete schoolwork. 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 said their top three reasons for coming to school are that they like the direct instruction from teachers, the online interactive programs, and zoom breakout rooms.

Sycamore Canyon conducted a school survey for the 2020-21 school year with 431 parents participating. A breakdown of the learning models showed that 73% of students were enrolled in the Blended Learning model and 27% were on Remote Learning for the majority of the school year. With Canvas being a new platform, 89% of the parents knew how to access Canvas to support their student(s) and 91% felt that their child knew how to adequately access Canvas assignments and resources. The survey showed a positive response with regard to children feeling comfortable approaching a staff member with a problem (78%). Academically, in spite of the condensed schedule, parent responses to how adequately their child learned were: 1) Strongly agree – 21%; 2) Agree – 31%; 3) Neutral – 27%; 4) Disagree – 12%; and 5) Strongly disagree – 9%). Sixty-eight percent of the respondents found the daily reinforcement/enrichment activities beneficial to their child's education with 18% unsure and 14% stating no. Parents with children in Academic Intervention/MTSS found the supports beneficial (68%), not beneficial (10%), and unsure (22%). Parents' responses to the benefit from Social Emotional Learning that occurred in the classroom and/or on-campus showed yes (33%), no (16%), and unsure (52%). Similarly, survey outcomes for whether parents felt there was enough Social Emotional Learning supports were yes (42%), no (16%), and unsure (43%).

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.

- 88% of parents saying their children enjoy coming to school
- 92% of parents report that the school creates a positive environment for learning
- 87% of parents report indicating that they are informed of their students' academic progress.
- 88% of parents report feeling comfortable on campus and participating in school events
- 87% of parents report that students' differences were treated with respect.
- 96% of students feel their teachers care about them
- 96% of elementary students said they knew who to go to at school if they have a problem;
- 64% of middle school students and 67% of high school students feel comfortable going to a counselor
- 89% of middle school students and 84% of high school students report that a counselor is available when needed.
- 94% of certificated staff know what to look for in students experiencing depression.
- 92% of certificated staff feel confident that they can meet their students' learning needs.
- 87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
- 81% of certificated staff feel students are engaged and motivated
- 98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

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 49 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 ensure 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. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD

continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

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)

(Elementary) CVUSD students in grades TK-5 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.

(Secondary) CVUSD students in grades 6-8 took a local assessment in language arts and math during the Spring semester. Students in grade 11 had the opportunity to take the CAASPP summative assessments in both language arts and math. Additionally, 11th and/or 12th-grade students had the option to take the CAST exam in science. 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.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment 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. 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 2021-2022 school year, Sycamore Canyon Leadership reviewed 2019 CAASPP, 2021 District benchmark results, and 2021 trimester 3 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 8/16/21 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.

(Secondary) CVUSD will begin utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance. 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. The California Department of Education (CDE) provides a variety of data reports through their website and DataQuest. This tool is used to produce data reports for our SPSA and upcoming WASC self-study.

Teachers will continue to use Canvas, our learning management system, to administer classroom assessments and monitor student progress.

(Elementary) CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests 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 2021-22 school year, principals will track data using Mastery Connect, Canvas, ESGI, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of targeted student populations, including English Learners, Socio-economically Disadvantaged, Special Education, Homeless, and Foster.

For the 2020-21 school year, CVUSD has expanded their 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)

CVUSD teachers are provided three (3) pupil-free work days 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.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments, and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained on ESGI for assessing and record keeping to inform instruction, as well as provide families with tools to understand their student’s current progress toward standards.

From August 9-13, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, Kami, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 16th, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

This year, on-going professional learning will be provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, and Alternative Programs. This training will come 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.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, UDL, GATE, assessment, and student engagement strategies.

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

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 relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites using inclusive and supportive practices with students and families.

Additionally, English Learner and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students. These sessions include access to activities, resources and strategies. These Facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

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

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, Visual and Performing Arts, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve target student groups.

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 focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

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

(Secondary)

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. SBAC interim assessments in ELA and Math are used in grades 6-8 & 11 to provide alignment to state standards and monitor student progress.

(Elementary)

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

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

(Secondary)

CVUSD teachers adhere to Board-approved instructional minutes for all subject areas.

(Elementary)

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

(Elementary)

CVUSD TK-5 Teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

(Secondary)

CVISD Secondary departments use curriculum pacing and formative assessments to monitor student progress and calibrate learning practices. Secondary schools are provided additional section allocation for reading and math intervention and class size reduction. Oasis and other guided studies courses are added to the master schedule to provide students with academic support and to address learning gaps. Additionally, the Newcomer Academy has been instituted at Newbury Park High School to serve and support our English Learner population who are new to the country.

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 - 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. 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 co-taught math and English 6 courses.

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

All CVUSD 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 for designated and integrated teaching of the ELD standards.

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

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. 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. Teachers receive training in the implementation of these materials with fidelity.

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

(Elementary)

At the elementary level, teachers will implement online supplemental intervention programs in literacy and math, such as: Lexia Reading, IXL Math and Achieve 3000. Elementary Academic Specialists support and provide small group instruction for Students needing support in identified areas.

(Secondary)

Guided Studies classes are provided at the middle school level to support students in ELA and Math. At the high school level, various intervention strategies are implemented for students including academic academies, IXL Math and Oasis classes for academic support in ELA, math and other content areas. An online tutoring program has also been created for peer tutoring in various academic areas.

Opportunity and Equal Educational Access

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

(Elementary)

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-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. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff, to receive targeted support in essential ELA and Math skills.

(Secondary)

CVUSD 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 all 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 secondary schools with funding to provide targeted academic intervention for any underperforming student before, during, or after-school.

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 Guided Studies classes built into the middle school master schedule to offer both academic and executive functioning supports, teacher drop-in times can occur before/after school or during lunch; Peer tutors are available to support underperforming students,

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: MTSS, PLC's, Universal Design for Learning, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

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

Site Bilingual Facilitators School Social Workers, 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 are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs.

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, Middle School/Elementary Counselor, 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 other supports available from the community.

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), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Sycamore Canyon'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), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher 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 parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

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

Categorical Funds in CVUSD:

EIA funds are used to provide additional support and technology in the classroom.

EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our 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, EE, and X if Title 1. 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):

6/9/21 - SSC meeting held to discuss and plan for the 2021-2022 SPSA. The team identified 5 goal areas to focus on with specific actions to address each goal.

6/23/21 & 6/24/21- Administration analyzed and organized available data including trimester 3 grades, benchmarks, attendance, surveys, etc. by overall student performance and by subgroup. (Students with Disabilities & English Learner)

7/20/21 & 7/21/21 - Administration analyzed and organized available data including trimester 3 grades, benchmarks, attendance, surveys, etc. by overall student performance and by subgroup. (Students with Disabilities & English Learner) and drafted the plan to present to stakeholders in the August 2021 SSC meeting.

8/16/21 - Teachers, administration, and counselors analyzed student data to identify areas of deficit. This process will continue during weekly PLC meetings.

8/25/21 - SSC meeting held to review the proposed 2021-2022 SPSA goals and actions. Suggested amendments were captured and made to the SPSA based on input.

9/15/21 - SSC Meeting held to finalize and approve the proposed 2021 -2022 SPSA. SSC completed the SPSA Monitoring and Accountability form.

Future information will be added as work is completed.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| American Indian | 0.68% | 0.61% | 0.6% | 8 | 7 | 6 |
| African American | 0.68% | 0.79% | 0.8% | 8 | 9 | 8 |
| Asian | 21.02% | 23.36% | 23.6% | 248 | 267 | 237 |
| Filipino | 1.19% | 1.22% | 1.4% | 14 | 14 | 14 |
| Hispanic/Latino | 7.63% | 8.22% | 8.2% | 90 | 94 | 82 |
| Pacific Islander | 0.08% | 0.09% | 0.1% | 1 | 1 | 1 |
| White | 61.27% | 58.09% | 58.2% | 723 | 664 | 585 |
| Two or More Responses | 7.46% | 7.61% | 7.3% | 88 | 87 | 73 |
| Not Reported | % | 0% | % | | 0 | |
| Total Enrollment | | | | 1,180 | 1,143 | 1,006 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 18-19 | 19-20 | 20-21 |
| Kindergarten | 91 | 80 | 78 |
| Grade 1 | 87 | 105 | 76 |
| Grade 2 | 104 | 98 | 92 |
| Grade3 | 136 | 117 | 101 |
| Grade 4 | 128 | 140 | 108 |
| Grade 5 | 140 | 132 | 127 |
| Grade 6 | 140 | 148 | 135 |
| Grade 7 | 178 | 144 | 148 |
| Grade 8 | 176 | 179 | 141 |
| Total Enrollment | 1,180 | 1,143 | 1,006 |

Conclusions based on this data:

1. The Filipino and Pacific Islander subgroups have remained steady from 2018 - 2019 to present. All other subgroups have decreased during this same time period.
2. Overall enrollment has seen a slight decrease each year falling from 1180 in 2018-2019 to 1006 in 2020-2021.
3. The white sub group continues to decline from 723 in 2018-2019 to 595 in 2020-2021, a decrease of 138 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 42 | 54 | 48 | 3.6% | 4.7% | 4.8% |
| Fluent English Proficient (FEP) | 136 | 141 | 131 | 11.5% | 12.3% | 13.0% |
| Reclassified Fluent English Proficient (RFEP) | 14 | 8 | 11 | 37.8% | 19.0% | 20.4% |

Conclusions based on this data:

1. The total number of RFEP students increased from 8 to 11 over the past two years.
2. The total percentage of English Language Learners has increased over the past three years from 3.6% to 4.8%.
3. Where we only have 4.8% 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)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Grade 3 | 137 | | 100 | 132 | | 98 | 132 | | 98 | 96.4 | | 98 |
| Grade 4 | 128 | | 108 | 126 | | 107 | 126 | | 107 | 98.4 | | 99 |
| Grade 5 | 142 | | 127 | 138 | | 122 | 138 | | 122 | 97.2 | | 96 |
| Grade 6 | 139 | | 141 | 137 | | 137 | 135 | | 101 | 97.1 | | 97 |
| Grade 7 | 181 | | 148 | 178 | | 141 | 178 | | 141 | 98.3 | | 95 |
| Grade 8 | 175 | | 139 | 169 | | 138 | 169 | | 138 | 96.6 | | 99 |
| All | 902 | | 763 | 878 | | 743 | 878 | | 644 | 97.3 | | 97.3 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Grade 3 | 2491. | | | 51.52 | | 68.4 | 31.82 | | 15.3 | 12.12 | | 10.2 | 4.55 | | 6.1 |
| Grade 4 | 2505. | | | 39.68 | | 76.6 | 26.19 | | 15.9 | 19.84 | | 4.7 | 14.29 | | 2.8 |
| Grade 5 | 2568. | | | 44.20 | | 84.4 | 36.96 | | 8.2 | 9.42 | | 5.7 | 9.42 | | 1.6 |
| Grade 6 | 2581. | | | 34.07 | | 27.7 | 44.44 | | 32.8 | 15.56 | | 20.4 | 5.93 | | 19 |
| Grade 7 | 2621. | | | 40.45 | | 58 | 43.26 | | 21.7 | 9.55 | | 11.9 | 6.74 | | 8.4 |
| Grade 8 | 2610. | | | 33.14 | | 31.9 | 32.54 | | 38.4 | 21.30 | | 16.7 | 13.02 | | 13 |
| All Grades | N/A | N/A | N/A | 40.21 | | 56.81 | 36.22 | | 22.2 | 14.58 | | 12.13 | 9.00 | | 8.81 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Grade 3 | 52.27 | | | 37.88 | | | 9.85 | | |
| Grade 4 | 38.10 | | | 47.62 | | | 14.29 | | |
| Grade 5 | 51.45 | | | 42.03 | | | 6.52 | | |
| Grade 6 | 44.44 | | | 45.93 | | | 9.63 | | |
| Grade 7 | 49.44 | | | 39.89 | | | 10.67 | | |
| Grade 8 | 44.38 | | | 33.14 | | | 22.49 | | |
| All Grades | 46.81 | | | 40.66 | | | 12.53 | | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Grade 3 | 47.73 | | | 47.73 | | | 4.55 | | |
| Grade 4 | 37.30 | | | 50.00 | | | 12.70 | | |
| Grade 5 | 46.38 | | | 44.93 | | | 8.70 | | |
| Grade 6 | 36.30 | | | 58.52 | | | 5.19 | | |
| Grade 7 | 52.81 | | | 43.26 | | | 3.93 | | |
| Grade 8 | 44.97 | | | 42.60 | | | 12.43 | | |
| All Grades | 44.76 | | | 47.38 | | | 7.86 | | |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Grade 3 | 43.18 | | | 53.79 | | | 3.03 | | |
| Grade 4 | 31.75 | | | 60.32 | | | 7.94 | | |
| Grade 5 | 35.51 | | | 56.52 | | | 7.97 | | |
| Grade 6 | 30.37 | | | 65.19 | | | 4.44 | | |
| Grade 7 | 27.53 | | | 66.85 | | | 5.62 | | |
| Grade 8 | 29.59 | | | 56.80 | | | 13.61 | | |
| All Grades | 32.57 | | | 60.14 | | | 7.29 | | |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Grade 3 | 43.18 | | | 49.24 | | | 7.58 | | |
| Grade 4 | 25.40 | | | 58.73 | | | 15.87 | | |
| Grade 5 | 46.38 | | | 46.38 | | | 7.25 | | |
| Grade 6 | 40.74 | | | 54.07 | | | 5.19 | | |
| Grade 7 | 45.51 | | | 47.19 | | | 7.30 | | |
| Grade 8 | 40.83 | | | 42.60 | | | 16.57 | | |
| All Grades | 40.77 | | | 49.20 | | | 10.02 | | |

Conclusions based on this data:

1. In Spring 2021, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.
2. 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.

3. The overall reading domain scores showed 79% students in grades 3rd - 8th met or exceeded standard in English Language Arts. This is a 3% from the 2018/2019 school year. 6th grade showed a sharp decrease in their overall scores of 7%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Grade 3 | 137 | | 100 | 132 | | 98 | 132 | | 98 | 96.4 | | 100 |
| Grade 4 | 128 | | 108 | 127 | | 102 | 127 | | 102 | 99.2 | | 97 |
| Grade 5 | 142 | | 127 | 138 | | 122 | 138 | | 122 | 97.2 | | 96 |
| Grade 6 | 139 | | 141 | 135 | | 139 | 135 | | 139 | 97.1 | | 98.5 |
| Grade 7 | 181 | | 148 | 178 | | 141 | 178 | | 141 | 98.3 | | 95 |
| Grade 8 | 175 | | 139 | 169 | | 137 | 169 | | 137 | 96.6 | | 98.5 |
| All | 902 | | 763 | 879 | | 728 | 879 | | 728 | 97.5 | | 97.8 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Grade 3 | 2506. | | | 59.09 | | 86.7 | 29.55 | | 8.2 | 8.33 | | 3.1 | 3.03 | | 2 |
| Grade 4 | 2528. | | | 44.54 | | 67.6 | 27.56 | | 19.6 | 22.05 | | 9.8 | 7.09 | | 2.9 |
| Grade 5 | 2572. | | | 52.90 | | 82.0 | 22.46 | | 7.4 | 17.39 | | 8.2 | 7.25 | | 2.5 |
| Grade 6 | 2597. | | | 46.67 | | 53.6 | 25.93 | | 14.5 | 20.00 | | 3.7 | 7.41 | | 1.5 |
| Grade 7 | 2648. | | | 57.87 | | 29.8 | 25.84 | | 19.4 | 10.67 | | 25.0 | 5.62 | | 25.6 |
| Grade 8 | 2654. | | | 56.21 | | 48.1 | 18.16 | | 18.9 | 16.57 | | 13.1 | 10.06 | | 20.4 |
| All Grades | N/A | N/A | N/A | 53.13 | | 61.3 | 25.46 | | 14.66 | 15.59 | | 10.48 | 6.83 | | 9.15 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Grade 3 | 69.70 | | | 26.52 | | | 3.79 | | |
| Grade 4 | 55.91 | | | 29.92 | | | 14.17 | | |
| Grade 5 | 60.14 | | | 26.81 | | | 13.04 | | |
| Grade 6 | 56.30 | | | 34.07 | | | 9.63 | | |
| Grade 7 | 67.98 | | | 22.47 | | | 9.55 | | |
| Grade 8 | 60.95 | | | 27.81 | | | 11.24 | | |
| All Grades | 62.12 | | | 27.65 | | | 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 | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Grade 3 | 60.61 | | | 35.61 | | | 3.79 | | |
| Grade 4 | 44.09 | | | 41.73 | | | 14.17 | | |
| Grade 5 | 47.10 | | | 44.93 | | | 7.97 | | |
| Grade 6 | 45.19 | | | 43.70 | | | 11.11 | | |
| Grade 7 | 58.43 | | | 34.27 | | | 7.30 | | |
| Grade 8 | 52.07 | | | 37.28 | | | 10.65 | | |
| All Grades | 51.65 | | | 39.25 | | | 9.10 | | |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| Grade 3 | 65.91 | | | 31.82 | | | 2.27 | | |
| Grade 4 | 45.67 | | | 43.31 | | | 11.02 | | |
| Grade 5 | 47.10 | | | 44.93 | | | 7.97 | | |
| Grade 6 | 45.93 | | | 43.70 | | | 10.37 | | |
| Grade 7 | 55.62 | | | 39.89 | | | 4.49 | | |
| Grade 8 | 58.58 | | | 29.59 | | | 11.83 | | |
| All Grades | 53.47 | | | 38.57 | | | 7.96 | | |

Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.
2. 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.
3. The math results indicate that overall, students in grades 3rd - 8th dropped 2.69%. Students in 7th grade had the sharpest decline of 34%.

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 | 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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

| 2019-20 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1,143 | 2.7 | 4.7 | 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. | |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 54 | 4.7 |
| Socioeconomically Disadvantaged | 31 | 2.7 |
| Students with Disabilities | 62 | 5.4 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 9 | 0.8 |
| American Indian | 7 | 0.6 |
| Asian | 267 | 23.4 |
| Filipino | 14 | 1.2 |
| Hispanic | 94 | 8.2 |
| Two or More Races | 87 | 7.6 |
| Pacific Islander | 1 | 0.1 |
| White | 664 | 58.1 |

Conclusions based on this data:

- The Asian and White subgroups make up 82.3% of the students with Pacific Islander being the lowest with 1 student.
- The African American, American Indian, Filipino, Hispanic, Two or More Races, and Pacific Islander make up 17.7% of the student population.
- 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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 | | |
|--|--|---|
| <p>All Students</p> Blue 54.6 points above standard Increased ++4.6 points 863 | <p>English Learners</p> Green 43.3 points above standard Increased ++7.9 points 48 | <p>Foster Youth</p> No Performance Color 0 Students |
| <p>Homeless</p> No Performance Color 0 Students | <p>Socioeconomically Disadvantaged</p> No Performance Color 8.7 points above standard Declined -10 points 25 | <p>Students with Disabilities</p> Yellow 65.6 points below standard Increased Significantly ++18.9 points 45 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  Blue 99.5 points above standard Increased ++10.7 points 183 |  No Performance Color 39.9 points above standard 12 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 2.1 points above standard Declined -5.9 points 57 |  Blue 75 points above standard Increased Significantly ++19.6 points 63 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Green 43 points above standard Maintained ++2.9 points 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 6 | 52.2 points above standard Increased ++5.2 points 42 | 50.2 points above standard Increased ++5.3 points 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

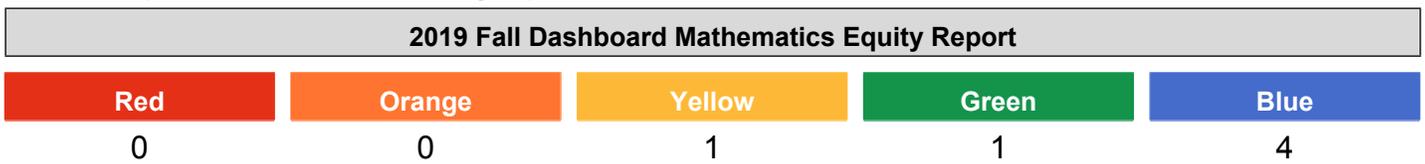
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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 | | |
|---|--|---|
| <p>All Students</p> <p>Blue</p> <p>61.5 points above standard</p> <p>Maintained -0.2 points</p> <p>864</p> | <p>English Learners</p> <p>Blue</p> <p>66.7 points above standard</p> <p>Increased ++6.6 points</p> <p>48</p> | <p>Foster Youth</p> |
| <p>Homeless</p> | <p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>36.1 points above standard</p> <p>Declined Significantly -16 points</p> <p>25</p> | <p>Students with Disabilities</p> <p>Yellow</p> <p>79.6 points below standard</p> <p>Increased ++13.3 points</p> <p>46</p> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  Blue 119.2 points above standard Increased ++4.3 points 183 |  No Performance Color 55.9 points above standard 12 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 12.3 points above standard Declined -3.6 points 58 |  Blue 74.4 points above standard Increased Significantly ++16.6 points 63 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Blue 45.7 points above standard Maintained -1.4 points 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 6 | 70.3 points above standard Maintained ++0.4 points 42 | 54.1 points above standard Maintained -0.8 points 731 |

Conclusions based on this data:

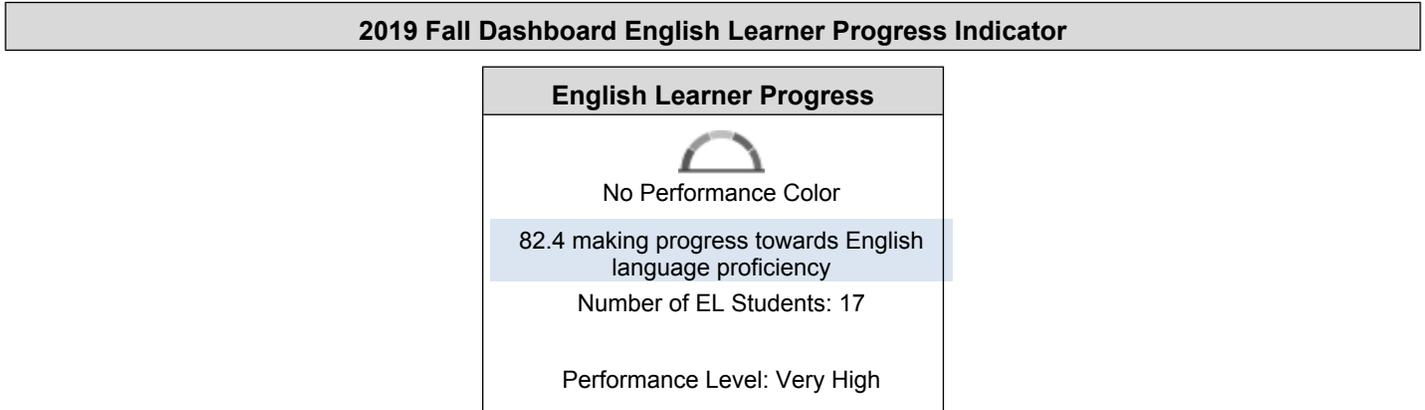
- Overall, all students maintained in the Blue ranking again this year. English Learners and Students with Disabilities both increased their scores 6.6 and 13.3 respectively. Socioeconomically Disadvantaged students declined 16 points.
- Reported subgroups including Asian, Hispanic, Filipino, and Two or More Races all scored in the Green or Blue bands.
- 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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 Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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 College/Career Equity Report | | | | |
|--|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

1.

School and Student Performance Data

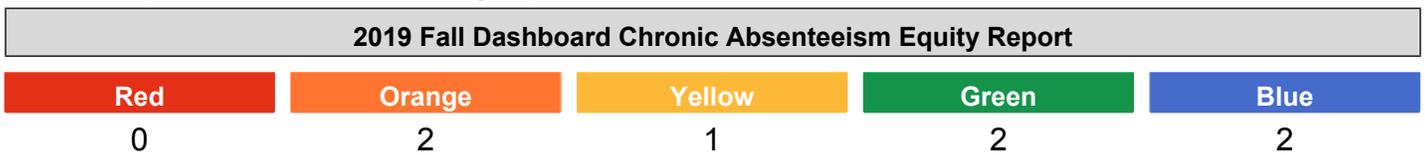
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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 | | |
|---|---|---|
| <p>All Students</p> <p>Yellow</p> <p>2.9</p> <p>Increased +0.6</p> <p>1201</p> | <p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>42</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>10.8</p> <p>Increased +8.1</p> <p>37</p> | <p>Students with Disabilities</p> <p>Orange</p> <p>6.2</p> <p>Increased +2</p> <p>65</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

- 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

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

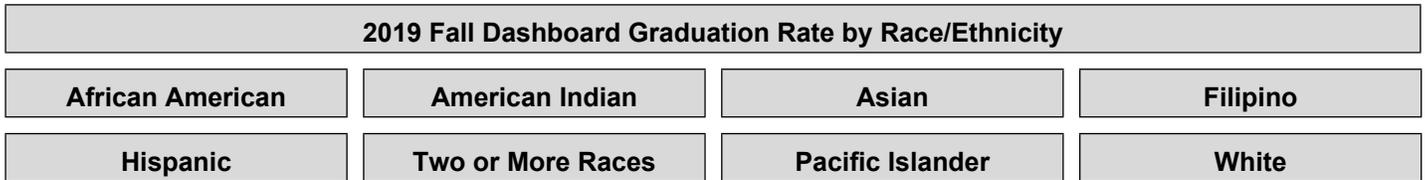
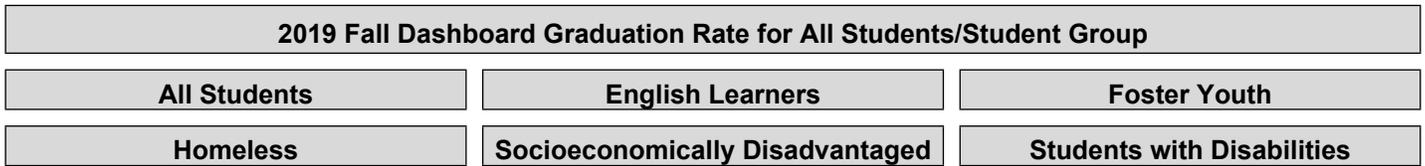
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

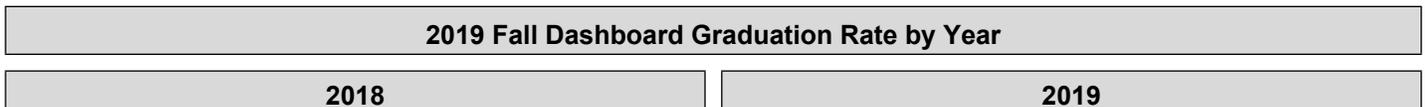
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

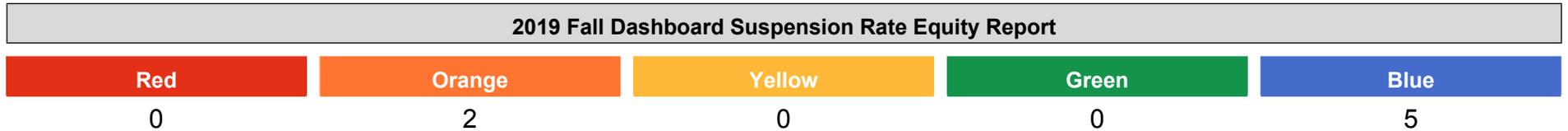
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

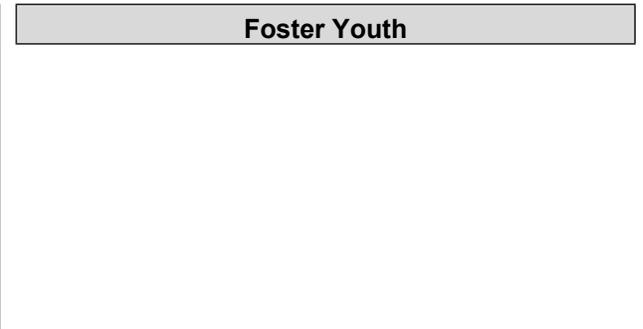
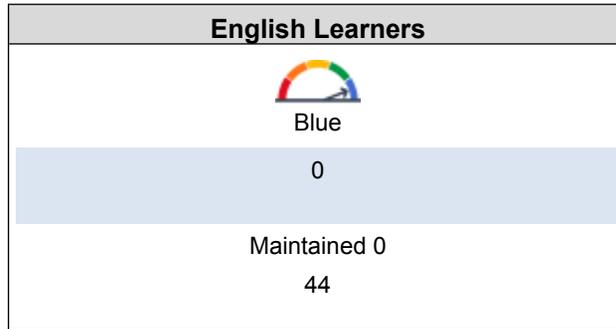
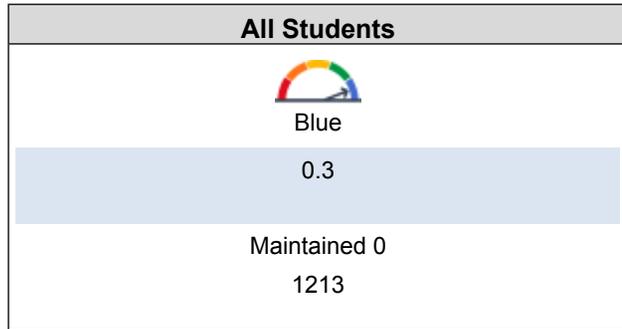


This section provides number of student groups in each color.

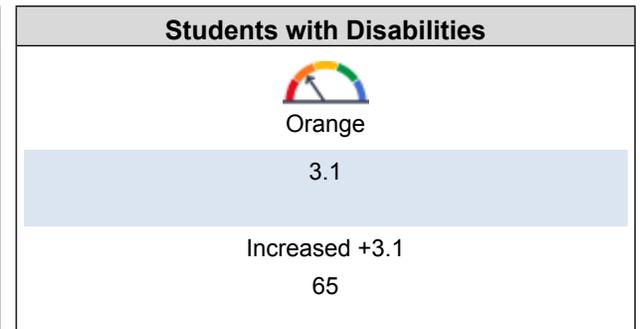
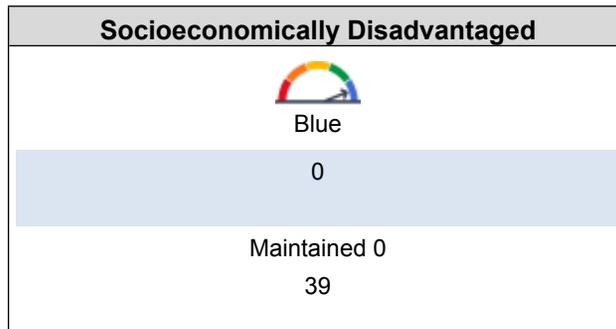


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



| Homeless |
|-----------------|
|-----------------|



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|--|
|  No Performance Color Less than 11 Students - Data Not 8 |  No Performance Color Less than 11 Students - Data Not 8 |  Blue 0 Maintained 0 252 |  No Performance Color 0 Maintained 0 14 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 1.1 Increased +1.1 90 |  Blue 0 Declined -2.3 89 |  No Performance Color Less than 11 Students - Data Not 1 |  Blue 0.4 Maintained +0.1 751 |

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:

- 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 -----

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 TK - 5 will demonstrate a 3% increase and/or maintain 80% or higher 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 TK - 8 will demonstrate a 3% increase and/or maintain 80% or higher in math as measured by District Benchmarks. (LCAP 1 & 2)
5. In grades 3 - 8, decrease the number of all general education, students with disabilities (SWD), English Learners (EL), and Socio-Economically Disadvantaged (SED) on the D/F list by 5%. in Middle School and 3% in Elementary. (LCAP Goals 1 & 2)

Identified Need

The most recent data from 18/19 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, 80% or more students in grades K - 2 Exceeded standard in both ELA and Math as based on CVUSD math benchmarks.

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 | 2021-2022 CAASPP Scores ELA 3rd - 5th 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 | 2021-2022 CAASPP Scores Math 3rd - 5th Scaled Score 2524 6th - 8th Scaled Score 2616 |
| 2020 - 2021 ELA Benchmarks for ALL Students (SWD, EL, SED, GATE) | 2020-2021 ELA Benchmarks TK/Kindergarten - 90% 1st Grade - 94% 2nd Grade - 85% 3rd Grade - 61% 4th Grade - 70% 5th Grade - 76% | 2021-2022 ELA Benchmarks TK/Kindergarten - 93% 1st Grade - 97% 2nd Grade - 88% 3rd Grade - 64% 4th Grade - 73% 5th Grade - 79% |
| 2020 - 2021 Math Benchmarks for ALL Students (SWD, EL, SED, GATE) | 2020-2021 Math Benchmarks TK/Kindergarten - 96% 1st Grade - 96% 2nd Grade - 89% | 2021-2022 Math Benchmarks TK/Kindergarten - 99% 1st Grade - 99% 2nd Grade - 92% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| | 3rd Grade - 81% 4th Grade - 61% 5th Grade - 73% 6th Grade - 70% 7th Grade - 55% 8th Grade - 79% | 3rd Grade - 84% 4th Grade - 64% 5th Grade - 76% 6th Grade - 73% 7th Grade - 58% 8th Grade - 79% |
| 2020 - 2021 D/F List for ALL Students (SWD, EL, SED, GATE) | 2020 - 2021 D/F List Elementary (3rd - 5th) 7% of ALL students Middle School 12% of ALL students | 2021 - 2022 D/F List Elementary (3rd - 5th) 4% of ALL students Middle School 7% of ALL students |

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 in professional learning communities (PLC) with grade and across grade level teachers to implement with fidelity, school-wide goals. Teachers review and analyze data for implementation of best practices, lesson planning and assessments in alignment with school-wide and SPSA goals. | September 2021 - June 2022 | Teachers Administration Counselor Intervention Specialist | Teacher Release for articulation on data analysis and assessments | 1000-1999: Certificated Personnel Salaries | OTRM | 6804 |
| | | | Vertical articulation across elementary and middle school | 1000-1999: Certificated Personnel Salaries | Instruction | 4040.59 |
| Training and additional hours for ELD facilitator to meet needs of K-8 students, including individual student support, and collaboration with certificated | September 2021 - June 2022 | 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 |
| employees. Assistant Principal will join ELL Advisor at District led meetings and trainings. Funds allocated in Goal 4 | | | | | | |
| EL instructional supplies Funds allocated in Goal 4 | September 2021 - June 2022 | Administration Teachers ELD Facilitator | Earphones and additional materials to support ELL learners. | 4000-4999: Books And Supplies | | 0 |
| Elementary Summer Learning Camp and Middle School SOAR (Early Back) offered to identified students based on academic need and teacher recommendation. | September 2021 - June 2022 | Administration District Staff Teachers | Summer academic supports provided by CVUSD. | | | |
| Training, professional development, and conferences that are 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 2021 - June 2022 | Administration Teaachers | Teacher development to further student growth Teacher Conferences | 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries | OTRM 4EEF Instruction | 1865 1000 1500 |
| Provide 3 release days for English teachers to assess student writing and to promote collaboration (6-8) | September 2021 - June 2022 | Administration English Teachers | Assessment evaluations | 1000-1999: Certificated Personnel Salaries | Instruction | 1600 |
| Intervention Teacher Tier III: Provided systemic ELA & Math support to reinforce skills with struggling students (K-5) | September 2021 - June 2022 | Administration Certificated Staff | Intervention Specialist: Split between ELA and Math 3 - 4 sessions x 6-8 weeks | 1000-1999: Certificated Personnel Salaries | Other Instruction | 11,764.71 10,000 |
| Implement SRI, Reading Counts, Spelling City, Mystery Science, Lexia, Smarty Ants, Imagine Learning, Achieve 3300, IXL, and | September 2021 - June 2022 | Administration Teachers | Software costs to support classroom instruction | 5000-5999: Services And Other Operating Expenditures | Instruction | 4,313 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|---|--|--|---------------------|---------------|
| | | | Description | Type | Funding Source | Amount |
| Raz Kids to reinforce skills and concepts | | | | | | |
| Books, supplies, technology, copier lease, teacher budgets, adoption support materials & operating costs to support the instructional program for all students | September 2021 - June 2022 | Administration Teachers | Materials to support the instructional program for all learners | 4000-4999: Books And Supplies | Instruction | 67,681.10 |
| Purchase apps and other items for student iPads and devices | September 2021 - June 2022 | Administration Teachers | Apps and other instructional items. Split between 3 goals. | 5000-5999: Services And Other Operating Expenditures | OTRM | 550 |
| Guided Studies Classes in 6th, 7th & 8th grades to support and provide intervention for struggling students to align with SPSA goals with students. School counselor monitors academic and SEL. | September 2021 - June 2022 | Teachers Administration Counselor | Embedded class within master schedule for academic support. | None Specified | | 0 |
| | | | Materials needed to support program | 4000-4999: Books And Supplies | OTRM Instruction | 200 733.73 |
| 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 2021 - June 2022 | Teachers Administration Counselor | Expose students to CAASPP rigor and language. | None Specified | | 0 |
| 1:1 technology | September 2021 - June 2022 | Teachers Administration Site Tech | Opening access to all students. | District Funded | | |
| Review all students with IEP's to ensure students are accessing the general education setting as much as appropriate. | September 2021 - June 2022 | Teachers Administration Counselor | Special education teachers meeting with administration to discuss placement. | None Specified | | 0 |
| Professional Development - Training takes place during Tuesday collaboration (PLC), training days, staff/leadership meetings as well as online. | September 2021 - June 2022 | District TOSA's Administration | Training teachers on instructional strategies. | None Specified | District Funded | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------------|---|---|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| After School Intervention is offered to designated Middle School students. | September 2021 - June 2022 | Teachers Counselor Administration | Academic supports offered to identified middle school students | 1000-1999: Certificated Personnel Salaries | OTRM | 1200 |
| Incorporate UDL Strategies to break down barriers for ALL students. | September 2021 - June 2022 | Teachers Counselor Administration | 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 | | 0 |
| Wonders Adoption ELA (TK-5), TCI Adoption Social Science (6-8) | September 2021 - June 2022 | Teachers Counselor Administration | New ELA and Social Science adoptions. | | District Funded | |
| UDL/DEI Professional Development | September 2021 - June 2022 | Counselor Administration | August 16 all teachers participated in a professional learning day focused on DEI and UDL with a action plan focused on academic and SEL learning. | | District Funded | |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2020-21

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 2020-2021 school year; however, full implementation was disrupted by COVID shut down until mid-November 2020. Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent for the 2021-2022 school year with small adjustments being made to targeted growth in numbers 3, 4, & 5 in order to allow for adequate and continued progress on this important school goal. After analyzing benchmark data for Math and ELA it was determined that students did not score in the typical 80% range as has been the previous trend prior to COVID limitations. The school continues to set high expectations by setting a growth of 3% or maintaining an overall average of 80% or higher in both ELA and Math.

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

In 2020 - 2021 students did not take the CAASPP therefore there is no data to compare growth. CVUSD Elementary benchmarks and Middle School 'Outgoing' ELA and Math assessments were given instead. Sycamore Canyon implemented the intended and stated actions from the 2020 - 2021 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 CAASPP Scale Scores and Target Reports along with CVUSD Benchmarks. This year's 21-22 SPSA will continue to be a 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 -----

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 (Diversity, Equity, Inclusion (DEI), school culture, social-emotional learning, student learning) and school events/programs via school website, weekly Smore, and email blasts at least 7 or more times a month during the 2021- 2022 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 2021- 2022 school year. (LCAP Goal 3)
4. Increase the number of parents that check Q/Canvas regularly (once a week or more) in grades 3 - 8 by 10% as measured by parent survey and/or Q reports. (LCAP Goal 3)
5. Provide students with at least one activity/event per month that promotes inclusion, diversity awareness, and/or school connectedness during the 2021- 2022 school year. (LCAP goal 4)
6. Provide 5 or more opportunities to enrich/extend learning for students identified as GATE with up to 50% of GATE students participating during the 2021- 2022 school year. (LCAP Goal 4)

7. Provide All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), and Gifted and Talented Education (GATE), TK - 8, with Social Emotional Learning instruction. (LCAP Goal

Identified Need

Based on stakeholder input through the SPSA Analysis meetings held on 6/16/21 and 8/25/21, 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. Goals 1 & 5 will provide opportunities for students to build their understanding of some of the challenges their peers experience on a daily basis. Goal 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. Goal 3 - We found that we could increase our parent participation and/or reach a broader range of parents to become involved. Goal 4 - In order to reduce the trimester D/F list, parents must understand how to access Q in order to monitor their child's progress. Goal 6 - 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 due to COVID restrictions.) | Opportunities to experience, understand, and appreciate the challenges Students with Disabilities live with. A student survey will be provided upon the conclusion of the activities. |
| Blackboard Reports, Smore, and School Website | 2020 - 2021 Smore Messages - 43 messages Blackboard Messages - 383 messages Twitter - See Feed on Website Websites - 32 weekly updates | 2021 - 2022 Smore Messages - 45 messages Blackboard Messages - 400 messages Websites - 35 weekly updates |
| Sign in sheets, Sign Up Genius, Google Forms, Raptor to measure student/family participation | 2020 - 2021 First-year implementing this goal due to COVID in 20/21, no baseline data. | Baseline, new goal |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| SEL teacher verification form, surveys, observations | 2020 - 2021 First year implementing this goal in 20/21, no baseline data. | 45 min weekly (TK - 5) & 30 minutes weekly (6-8) |
| Parent survey responses for checking Q | Based on the 2020 - 2021 parent survey 76% of the respondents indicated they check Q daily and/or weekly. | Expected results would be 88% 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. | 2020 - 2021 Parent Meetings - GATE 1, ELAC 5, PTSA 4, SSC 8, Reopen webinars 2. Additional school events were not able to be held due to COVID restrictions. | Expected results would show at least 15 events for the 2021 - 2022 school year. |
| Calendared school events and sign up sheets for designated GATE activities. | 2020 - 2021 Elem: 8 events, 10% - 44% of identified GATE attended MS: 8 events, 5% - 20% of identified GATE attended | Expected results would show at least 5 events and up to 50% of GATE students attending. |
| Chronic Absenteeism | 2020 - 2021 Q data shows less than 1% for ALL students TK - 8 | Expected results would remain static. |
| Suspension | 2020 - 2021 Q data shows less than 1% of all students TK - 8 | Expected results would remain static. |

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 |
| | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|--|--|---|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Monthly activities to promote diversity, equity, and inclusion awareness, and other school connections. | September 2021 - June 2022 | Administration Teachers PTSA ASB Student Council | Provide students with activities to bring awareness of the diversity within our school community. | 4000-4999: Books And Supplies | Instruction | 1500 |
| Communicate regularly with school community to foster engagement and support. | September 2021 - June 2022 | Administration Teachers Classified Staff Counselors | Communication via Blackboard Connect, SMORE, School Website, & Teacher emails | None Specified | | 0 |
| Collect attendance information for school events including GATE, ELAC, BTSN, Open House, & PTSA events. | September 2021 - June 2022 | 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 2021 - June 2022 | Administration | Use Google to create survey | 4000-4999: Books And Supplies | | 0 |
| Communicate with parents how to access Q in grades 3 - 8. | September 2021 - June 2022 | Administration Teachers | Communicate directions via email, school website, Back to School Night, teacher newsletters. | None Specified | | 0 |
| Support for STEAM Lab Enrichment | September 2021 - June 2022 | Administration | Materials and supplies for operating STEAM Lab. | 5000-5999: Services And Other Operating Expenditures | Instruction | 2500 |
| Support materials for GATE/ACES program | September 2021 - June 2022 | Administration GATE Facilitator PTSA | Curriculum and materials to support differentiated learning. | 4000-4999: Books And Supplies | Instruction | 500 |
| | | | | 4000-4999: Books And Supplies | OTRM | 171 |
| Opportunities for students to engage in the visual and performing arts. | September 2021 - June 2022 | Teachers Administration Arts Council | On site opportunities for students in Chorus, Band, & Strings | None Specified | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|---|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide activities on site to increase student engagement and enrich the educational program. | September 2021 - June 2022 | 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 | Instruction | 500 |
| | | | Speech and Debate | 5000-5999: Services And Other Operating Expenditures | Instruction | 500 |
| | | | Student Awards Assemblies | 5000-5999: Services And Other Operating Expenditures | Instruction | 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. | None Specified | | 0 |
| | | | Middle School virtual assembly in December | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|---|--|----------------------------------|----------------|-----------|
| | | | Description | Type | Funding Source | Amount |
| Provide elementary students with Socioemotional supports (SEL) through the use of the Sanford Harmony Program and middle school students with Second Step Program along with other SEL opportunities. | September 2021 - June 2022 | 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 2021 - June 2022 | Administration District | Dean of students attends GATE DAC meetings monthly | None Specified | | |
| Clean and Safe Facilities | September 2021 - June 2022 | Administration Custodians | Yearly supplies to clean, maintain, disinfect, etc. school campus including restrooms, classrooms, gym, MPR, & all locations on property. | 4000-4999: Books And Supplies | Instruction | 14,689.91 |
| Chronic Absenteeism | September 2021 - June 2022 | Administration Counselor Office Teachers | Attendance is monitored daily, attendance clerk communicates & verifies all absences with families and sends out appropriate all calls daily. Students are provided with Short Term Independent Study should they be required to quarantine for COVID or are going out of town. | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------------|--------------------------|--|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Chronic Absence letters and School Attendance Review Board (SARB) letters are sent out to communicate the severity of absences as outlined by CVUSD protocols. | None Specified | | |
| | | | Student Attendance Review Team (SART) meetings are held for students that fall into the chronic absence categories | None Specified | | |
| Suspensions | September 2021 - June 2022 | Administration Counselor | Student discipline follows a logical progression utilizing Restorative Practices to educate students as appropriate. | None Specified | | |
| | | | Counseling referrals | None Specified | | |
| | | | Parent meetings, SST's, IEP's meetings | None Specified | | |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2020-21

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.

Although students did not return to campus until mid-November 2020, all goals but Goal 1 provided baseline data. 1. Not implemented due to COVID restrictions. 2. Based on stakeholder input, the weekly Smore communication was initiated in place of traditional emails. This communication kept parents apprised of upcoming events, information, etc. as well as allowed them to use the archived messages for reference. The school website was updated weekly. Feedback from parents indicated the school Twitter feed was not accessed by most families therefore it will be used by teachers and staff as appropriate. 3. Although limited meetings were held via Zoom, attendance was documented. 4. Based on the 2020-2021 parent survey, there were no concerns with school safety as there was a small outlier of people the previous year. 5. 76% of parents reported they checked Q/Canvas weekly to monitor student progress. 6. Even with COVID restrictions, middle school afforded students opportunities to connect with ASB activities. 7. Even with COVID, both elementary and middle school gate students were offered 8 after-school enrichment opportunities. Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent for the 2021-2022 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.

Due to COVID restrictions, the actions associated with the above goals were not able to be fully implemented.

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.

With now having baseline data, we have adjusted the goals and actions above to continue fostering a cohesive school community.

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 -----

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. SWD in grades TK - 5 will demonstrate a 3% increase or maintain 80% or higher in ELA as measured by District Benchmarks. (LCAP 1 & 2)
4. SWD in grades TK - 8 will demonstrate a 3% increase or maintain 80% or higher in math as measured by District Benchmarks. (LCAP 1 & 2)
5. Increase the Least Restrictive Environment (LRE) number of SWD spending 80% or more of their day in general education classes from 92% to 93%. (LCAP Goals 1, 2, & 3)
6. Decrease the number of students with disabilities in grades 3 - 8 on the D/F list by 3%. (LCAP Goals 1 & 2)

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 92% of SWD were in general education for 80% or more of the school day during the 2020-2021 school year. We also found that 20 - 23% of our identified SWD were on the D/F list.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| 2020 - 2021 D/F Lists (SWD) | 2020 -2021 D/F List Elementary 20% of identified SWD's Middle School 23% of identified SWD's | 2021-2022 D/F List Elementary 17% of identified SWD's Middle School 20% of identified SWD's |
| 2020 - 2021 CAASPP Scores ELA (SWD) | 2018-2019 CAASPP Scores ELA SWD Overall Scale Score 2491 | 2021-2022 CAASPP Scores ELA SWD Overall Scale Score 2497 |
| 2020 - 2021 CAASPP Scores Math (SWD) | 2018-2019 CAASPP Scores Math SWD Overall Scale Score 2512 | 2021-2022 CAASPP Scores Math SWD Overall Scale Score 2518 |
| Least Restrictive Environment (LRE) | 2019 - 2020 Least Restrictive Environment student totals in general education is 92% | 2021-2022 Least Restrictive Environment students in general education totals will be 93% |
| 2020 - 2021 ELA Benchmarks for SWD Students | 2020-2021 ELA Benchmarks TK/K - 66% 1st Grade - 100% 2nd Grade - 52% 3rd Grade - 72% 4th Grade - 80% 5th Grade - 50% | 2021-2022 ELA Benchmarks TK/K - 69% 1st Grade - 100% 2nd Grade - 55% 3rd Grade - 75 % 4th Grade - 83% 5th Grade - 53% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| 2020 - 2021 Math Benchmarks for SWD Students | 2020-2021 Math Benchmarks TK/K - 66% 1st Grade - 100% 2nd Grade - 66% 3rd Grade - 71% 4th Grade - 45.5% 5th Grade - 40% 6th Grade - 20% 7th Grade - 40% 8th Grade - 20% | 2021-2022 Math Benchmarks TK/K - 69% 1st Grade - 100% 2nd Grade - 69% 3rd Grade - 74% 4th Grade - 50% 5th Grade - 50% 6th Grade - 50% 7th Grade - 50% 8th Grade - 50% |

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 2021 - June 2022 | 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 2021 - June 2022 | 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 2021 - June 2022 | Administration Teachers Counselor | Special education teachers meeting with administration to discuss placement. | None Specified | None Specified | 0 |
| SWD Parent Survey | September 2021 - June 2022 | Administration | Create and send out survey specifically designed to solicit parent feedback. | None Specified | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|---------------------------------------|--|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Administer SBAC mirror and interim assessments to SWD students as available. | September 2021 - June 2022 | Administration Teachers | To build confidence with navigating the program along with testing questions. | None Specified | | 0 |
| Guided Studies Classes in 6th, 7th & 8th grades to support and provide intervention for struggling students to align with SPSA goals with students. School counselor monitors academic and SEL. | September 2021 - June 2022 | Administration Teachers Support Staff | Embedded class within master schedule for academic support. | None Specified | | |
| Incorporate UDL strategies to break down barriers for SWD students. | September 2021 - June 2022 | 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 |
| Supply identified SWD or 504 students, as per Assistive Technology need, with necessary devices or apps. | September 2021 - June 2022 | Administration | Purchase and provide necessary assistive technology and apps. | 4000-4999: Books And Supplies | OTRM | 1000 |
| Co-Teaching Classes | September 2021 - June 2022 | Administration Teachers | Schedule co-teaching classes in the middle school master schedule. | None Specified | District Funded | |
| Co-Teaching Professional Development | September 2021 - June 2022 | 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 2021 - June 2022 | Administration Teachers | Provide co-teaching teachers release days for planning and analysis | 1000-1999: Certificated Personnel Salaries | OTRM | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|-------------------------------|---|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Transportation fees | September 2021 - June 2022 | Administration Teachers | Paying bus transportation for school based extracurricular activities | 5000-5999: Services And Other Operating Expenditures | OTRM | 750 |
| Diversifying Core Literature | September 2021 - June 2022 | Administration Teachers | Diversifying core literature and restructuring list to require student reading of at least 1 diverse text in each grade level | None Specified | District Funded | |
| School Principals will attend SEDAC meetings and collaborate with SEDAC rep | September 2021 - June 2022 | Administration District Staff | Attend monthly SEDAC meetings | None Specified | | |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2020-21

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 goals (1, 2, 5, & 6) were implemented during the 2020-2021 school year; however, full implementation was disrupted by COVID shut down until mid-November 2020. Goals 1 & 2 were not measurable as CAASPP was not administered during the 2020 - 2021 school year. Goal 5 was met as we increased from 80% to 92% of being in the general education classroom 80% of the day or more. Goal 6 was met as 20% (Elementary) and 23% (Middle School) of SWD students were on the D/F list. Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent for the 2021-2022 school year with small adjustments being made to targeted growth in numbers 3, 4, 5, & 6 in order to allow for adequate and continued progress on this important school goal. After analyzing benchmark data for Math and ELA it was determined that students did not

score in the typical 80% range as has been the previous trend prior to COVID limitations. The school continues to set high expectations by setting a growth of 3% or maintaining an overall average of 80% or higher in both ELA and Math.

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

Due to COVID restrictions, the actions associated with the above goals were not able to be fully implemented.

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.

With now having baseline data, we have adjusted the goals and actions above to continue fostering a cohesive school community.

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 -----

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. English Learners (EL) in grades TK - 5 will demonstrate a 3% increase or maintain 80% or higher in ELA as measured by District Benchmarks. (LCAP 1 & 2)
4. English Learners (EL) in grades TK - 8 will demonstrate a 3% increase or maintain 80% or higher in math as measured by District Benchmarks. (LCAP 1 & 2)
5. Increase the overall percentage of ELs who are reclassified to fluent English proficient by 5% during the 2021-2022 school year. (LCAP Goal 1)
6. Increase parent participation and attendance at the English Language Advisory Committee (ELAC) meetings so that 55% or more of the total number of ELL parents attend at least one ELAC meeting during the 2021 - 2022 school year. (LCAP Goal 3)

Identified Need

The 19/20 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. ADD BENCHMARK DATA ONCE JAYNA FIXES SHEET

In addition, current data indicates that 0% of EL students were reclassified during the 2020-2021 school year. Upon analyzing current ELAC attendance from 2020-2021 we found that given five ELAC meetings there were a total of 11 parents who attended.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------------|---|---|
| 2021 - 2022 CAASPP Scores ELA | 2018-2019 CAASPP ELA Overall Score Score for English Learners 2443 | 2021 - 2022 CAASPP ELA Overall Score Score for English Learners 2449 |
| 2021 - 2022 CAASPP Scores Math | 2018-2019 CAASPP Math Overall Score Score for English Learners 2562 | 2021 - 2022 CAASPP Math Overall Score Score for English Learners 2568 |
| 2021 - 2022 CVUSD Bench Marks ELA | 2020-2021 ELA Benchmarks TK/K - 83% 1st Grade - 91% 2nd Grade - 87% 3rd Grade - 33.3% 4th Grade - 50% 5th Grade - 75% | 2021-2022 ELA Benchmarks TK/K - 86% 1st Grade - 94% 2nd Grade - 90% 3rd Grade - 50% 4th Grade - 53% 5th Grade - 78% |
| 2021 - 2022 CVUSD Bench Marks Math | 2020-2021 Math Benchmarks TK/K - 100% 1st Grade - 91% 2nd Grade - 85% 3rd Grade - 100% 4th Grade - 100% | 2021-2022 Math Benchmarks TK/K - 100% 1st Grade - 94% 2nd Grade - 88% 3rd Grade - 100% 4th Grade - 100% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------------|---|--|
| | 5th Grade - 100% 6th Grade - 100% 7th Grade - N/A 8th Grade - 100% | 5th Grade - 100% 6th Grade - 100% 7th Grade - 100% 8th Grade - 100% |
| 2021 - 2022 EL Reclassification | 2020 - 2021 Total Number of EL Students Reclassified was 0%. | 2021 - 2022 Total Number of EL Students Reclassified will increase by 5%. |
| 2021 - 2022 ELAC Attendance | 2020 - 2021 ELAC Attendance 11 total parents for 5 meetings | 2021 - 2022 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 2021 - June 2022 | Teachers Administration | Teachers will use learned UDL strategies to support EL learners accessing the curriculum. | None Specified | | 0 |
| Exposure to SBAC mirrors and interim assessments to familiarize students with testing procedures and questioning. | September 2021 - June 2022 | 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 2021 - June 2022 | 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 | September 2021 - June 2022 | Teachers Administration | Communication | None Specified | | 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------------|--|--|---|----------------|-------------|
| | | | Description | Type | Funding Source | Amount |
| regarding methods of support. | | | | | | |
| English Language Learner students who have reclassified will be recognized with Principals luncheon to celebrate their accomplishments. | September 2021 - June 2022 | 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 2021 - June 2022 | 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 2021 - June 2022 | 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 2021 - June 2022 | Administration ELD Facilitator Parents | Complete annual survey | None Specified | | 0 |
| Utilize ELD Facilitator to support staff and students. | September 2021 - June 2022 | Administration ELD Facilitator | Offer supports to identified ELL's and staff | None Specified | | 0 |
| Training and additional hours for ELD Facilitator to meet the needs of K - 8 EL students and to collaborate with certificated employees. | September 2021 - June 2022 | Administration Teachers ELD Facilitator | Additional support from EL Facilitator for EL students. EL instructional supplies | 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies | 0860 0860 | 1000 390 |
| Utilize EL Teacher Representative to educate staff on best practices. | September 2021 - June 2022 | Administration ELD Teacher Advisor | Offer supports and train teaching staff in EL strategies. | None Specified | | 0 |
| Purchase additional software (Rosetta Stone licenses, supplies, headphones, & devices as needed to support the EL program | September 2021 - June 2022 | Administration ELD Facilitator Teachers | Purchase additional Rosetta Stone Licenses Supplies, headphones, devices | 4000-4999: Books And Supplies 4000-4999: Books And Supplies | 0860 0860 | 250 2000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|--|---|----------------|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Assistant Principal attends all ELD advisor meetings and collaborates with ELD advisor rep. | September 2021 - June 2022 | Administration Teachers ELD Facilitator | Administration receiving training from VCOE and CVUSD on EL Road Map and EL Master Plan | None Specified | | |
| Guided Studies Classes in 6th, 7th & 8th grades to support and provide intervention for struggling students to align with SPSA goals with students. School counselor monitors academic and SEL. | September 2021 - June 2022 | Administration Certificated Staff MS Counselor | Embedded class within master schedule for academic support. | None Specified | | |
| Intervention Teacher Tier III: Provided systemic ELA & Math support to reinforce skills with struggling students (TK-5) Funding allocated in Goal 1 | September 2021 - June 2022 | Administration Certificated Staff | Intervention Specialist: Split between ELA and Math 3 - 4 sessions x 6-8 weeks | None Specified | | |
| Assistant Principal attends DELAC monthly meetings and collaborates with DELAC Rep. | September 2021 - June 2022 | Administration Teachers | Create and update ELAC website link | None Specified | | |
| Additional hours for ELD Facilitator | September 2021 - June 2022 | Administration Teachers ELD Facilitator | Extra hours given to offer additional supports to specified students as needed. | | District Funded | |
| Diversifying Core Literature | September 2021 - June 2022 | Administration Teachers | Diversifying core literature and restructuring list to require student reading of at least 1 diverse text in each grade level | None Specified | District Funded | |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2020-21

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 goals (1, 2, 5, & 6) were implemented during the 2020-2021 school year; however, full implementation was disrupted by COVID shut down until mid-November 2020. Goals 1 & 2 were not measurable as CAASPP was not administered during the 2020 - 2021 school year. Goal 5 was not met as no students were reclassified. Goal 6 was not met as only 11 parents attended the ELAC meetings during the year. Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent for the 2021-2022 school year with small adjustments being made to targeted growth in numbers 3, 4, & 5 in order to allow for adequate and continued progress on this important school goal. After analyzing benchmark data for Math and ELA it was determined that students did not score in the typical 80% range as has been the previous trend prior to COVID limitations. The school continues to set high expectations by setting a growth of 3% or maintaining an overall average of 80% or higher in both ELA and Math.

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

Due to COVID restrictions, the actions associated with the above goals were not able to be fully implemented.

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.

With now having baseline data, we have adjusted the goals and actions above to continue fostering a cohesive school community.

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 -----

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. Students did not return to campus until mid-November 2020 in designated cohorts. Identified essential standards were taught during this compacted instructional schedule along with standard grading procedures. Additional supports were offered to identified students during the school year to address the needed academic and SEL needs.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|---|
| Grades - 3rd - 8th (Classroom Assessments) | 2020 - 2021 | 90% or more of identified students in TK - 2 will have '3's' academic areas |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| Benchmarks TK - 2 | 90% of all students in TK - 2 had 3's' in academic areas 95% of ALL students in grades 3 - 8 had grades of a C or above in academic areas. | 90% or more of identified students 3 - 8 will have grades of C or above in academic areas. |
| Grades, Benchmarks, & CAASPP Scores for ELA & Math for All students (SWD, EL, SED, GATE) | See Metrics indicator in goal 1 | See Metrics indicator in goal 1 |
| Grades, Benchmarks, & CAASPP Scores for ELA & Math for SWD students | See Metrics indicator in goal 3 | See Metrics indicator in goal 3 |
| Grades, Benchmarks, & CAASPP Scores for ELA & Math for ELL students | See Metrics indicator in goal 4 | See Metrics indicator in goal 4 |
| 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 |
| Elementary Summer Learning Camp and Middle School SOAR (Early Back) offered to identified students based on academic need and teacher recommendation. | September 2021 - June 2022 | Administration Certificated Teachers | Summer academic supports provided by CVUSD. | None Specified | District Funded | 0 |
| Provide SEL guest speakers, assemblies, or activities | September 2021 - June 2022 | Administration Certificated Teachers Counselors | SEL engagement through outside/inside sources. | 5000-5999: Services And Other Operating Expenditures | Instruction | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|------------------------------------|---|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Weekly SEL lessons in the classroom provided by teachers. Second Step (6-8) and Sanford Harmony (TK-5) SEL curriculum provided by CVUSD. | None Specified None Specified | District Funded | |
| School Counselor meets with identified at risk students to create and support student success plans which include academics | September 2021 - June 2022 | Admin School Counselor | School counselor meets with identified students to create and support the student success plans. | 1000-1999: Certificated Personnel Salaries | District Funded | 0 |
| Middle School Guided Studies to support and provide intervention to struggling students. | September 2021 - June 2022 | Admin Teachers Counselor | Embedded classes in master schedule for academic support. (Funding tied to Goal 1) | None Specified | District Funded | 0 |
| Counseling for SEL and academic supports | September 2021 - June 2022 | 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). Funded in Goal 1 | September 2021 - June 2022 | admin Certificated staff | Intervention specialist 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). Funded in Goal 1 | September 2021 - June 2022 | admin Teachers | Teachers use software to support learning loss. Progress monitoring via EasyCBM | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------------|------------------------------------|---|----------------|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teacher Office Hours to meet with struggling students | September 2021 - June 2022 | Admin Teachers Counselors | Teachers provide open times to meet independently with students who have needs. | None Specified | | |
| NPHS after school tutoring | September 2021 - June 2022 | Admin Teachers NPHS Students | NPHS students provide tutoring support to elementary students by appointment | None Specified | | |
| On-going learning loss discussion and collaboration among departments and grade-levels on Tuesday PLC's. | September 2021 - June 2022 | Admin Teachers Counselors | Teachers meet to analyze and discuss student data to monitor student learning. | None Specified | | |
| Sanford Harmony (TK-5) & Second Step (6-8) SEL curriculum | September 2021 - June 2022 | Admin Teachers Counselors | Adopted SEL curriculums for given grade spans. | | District Funded | |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2020-21

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 | \$141,303.04 |

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 | \$3,840.00 |
| 0TRM | \$13,040.00 |
| 4EEF | \$1,500.00 |
| District Funded | \$0.00 |
| Instruction | \$111,158.33 |
| None Specified | \$0.00 |
| Other | \$11,764.71 |

Subtotal of state or local funds included for this school: \$141,303.04

Total of federal, state, and/or local funds for this school: \$141,303.04

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 |
|----------------|------------|---------|
| Instruction | 111,158.33 | 0.00 |
| 0860 | 3,840 | 0.00 |
| OTRM | 13,040 | 0.00 |
| 4EEF | 1,500 | 0.00 |
| Other | 11,764.71 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------|------------|
| | 0.00 |
| 0860 | 3,840.00 |
| OTRM | 13,040.00 |
| 4EEF | 1,500.00 |
| District Funded | 0.00 |
| Instruction | 111,158.33 |
| None Specified | 0.00 |
| Other | 11,764.71 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 26,909.30 |
| 2000-2999: Classified Personnel Salaries | 1,000.00 |
| 4000-4999: Books And Supplies | 88,582.01 |
| 5000-5999: Services And Other Operating Expenditures | 12,578.00 |
| 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 | 1,000.00 |
| 4000-4999: Books And Supplies | 0860 | 2,840.00 |
| 1000-1999: Certificated Personnel Salaries | OTRM | 8,504.00 |
| 4000-4999: Books And Supplies | OTRM | 1,371.00 |
| 5000-5999: Services And Other Operating Expenditures | OTRM | 3,165.00 |
| 1000-1999: Certificated Personnel Salaries | 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 |
| | Instruction | 12,233.73 |
| 1000-1999: Certificated Personnel Salaries | Instruction | 5,640.59 |
| 4000-4999: Books And Supplies | Instruction | 84,371.01 |
| 5000-5999: Services And Other Operating Expenditures | Instruction | 8,913.00 |
| None Specified | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 11,764.71 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 113,252.13 |
| Goal 2 | 20,460.91 |
| Goal 3 | 2,750.00 |

Goal 4

3,840.00

Goal 5

1,000.00

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 |
| Heather Marien | 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

| | |
|--|---|
| | District Advisory Committee Representative |
| | English Learner Advisory Committee Representative |
| | Gifted and Talented Education Program Advisory Committee Representative |
| | School Site Representative |
| | Special Education Advisory Committee Representative |
| | 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 9/15/21.

Attested:

| |
|---|
| Principal, Doug Hedin on 9/15/21 |
| SSC Chairperson, Kim Michaud on 9/15/21 |

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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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 Kaplow (Sep 16, 2021 08:03 PDT)


Karla Luna de Redondo (Sep 16, 2021 17:38 PDT)


Mark Bowen (Sep 17, 2021 13:34 PDT)


Mark Bowen (Sep 17, 2021 13:35 PDT)


Shadi Khodavandloo (Sep 17, 2021 13:58 PDT)

| |
|---|
| District Advisory Committee Representative |
| English Learner Advisory Committee Representative |
| Gifted and Talented Education Program Advisory Committee Representative |
| School Site Representative |
| Special Education Advisory Committee Representative |
| 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 9/15/21.

Attested:

Douglas Hedin

Principal, Doug Hedin on 9/15/21

Kimberly D Michaud

SSC Chairperson, Kim Michaud on 9/15/21

Signaturepage21

Final Audit Report

2021-09-17

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| By: | Kimberly Michaud (kmichaud@conejousd.org) |
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 Agreement completed.

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