

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	8/30/23	

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 2022-2023 LCAP survey. Respondents included 108 elementary and 74 middle school parents and 379 students in middle school, and 183 (4th/5th) students in elementary school.

Parent responses show that students like coming to school (87%), feel the adults in the school treat them fairly (97%), and parents feel comfortable sharing thoughts and ideas with the school. (93%). According to parents, Sycamore is an inclusive environment that values all people. (93%). Parents feel Sycamore is physically safe (94%) and feel informed about their child's academic progress. (92%).

Middle school students surveyed report they feel teachers care about them (86%) and their counselor cares about them (91%). Middle school students feel staff work to create an inclusive environment. (91%) Their overall outlook as a student shows that students believe they work hard to complete schoolwork (93%). 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.

Elementary students surveyed report that (73%) like being at school, feel teachers care about them (97%), and are encouraged by teachers (97%). Elementary students feel staff work to create an inclusive environment. (97%) Their overall outlook as a student shows (98%) that students believe they work hard to complete schoolwork. Most students believe they can do well, are praised by their teachers for doing well, and try their best.

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.

83% of parents/guardians reported that their student(s) seem eager to attend school each day.

85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.

86% of parents/guardians reported that their student's school was physically safe.

92% of parents/guardians reported that they are informed regarding their student(s) academic progress.

84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.

93% of parents/guardians reported that teachers and staff treat them respectfully.

98% of elementary students reported they feel their teachers care about them.

93% of elementary students reported that their school is inclusive.

90% of middle and high school students reported feeling their teachers care about them.

89% of middle and high school students reported that their counselors care about them.

79% of middle and high school students reported feeling their school is an inclusive environment that values all people.

73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.

91% of staff reported that working for CVUSD is a positive experience.

87% of staff reported that they are comfortable discussing workplace issues with their supervisors.

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 classrooms for both scheduled and un-scheduled observations. School administration conducted formal observations on all certificated teachers prior to winter break with 18 teachers being observed a second time prior to spring break as part of the evaluation process. Informal classroom observations/visitations were conducted throughout the year with school administration getting into teacher classrooms regularly. 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 on and off-schedule 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 the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

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, Reading Inventory that generates a Lexile score, 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 California (ELPAC) and curriculum-based unit and formative assessments.

(Secondary) CVUSD students in grades 6-8 took benchmark assessment in math during Semesters 1 & 2. Students in grade 6-8 and 11 took the CAASPP summative assessments in both English 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 California (ELPAC) 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, School Site Council, and teachers 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)

(Secondary) CVUSD is 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. Students take assessments all online as part of the system. 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 web site and DataQuest. This tool is used to produce data reports for our SPSA.

Teachers continue to use Canvas, our learning management system, to administer classroom assessments and monitor student progress. Canvas integrates with Mastery Connect to allow for administration, data analysis, and disaggregation of data. Canvas will continue to be the learning management system uniformly used moving forward.

(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 a Lexile test, 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 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, 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 all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded the use of ESGI to include all teachers in grades TK-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 align with the standards and curricula for each subject.

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, Social Emotional Learning, 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.

During the week of August 15 to 19, 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, 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.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in ongoing professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

Sycamore Canyon staff participate in on-site professional development that takes place during scheduled staff meetings and/or common planning time.

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 specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly compared to same age peers 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. All teachers are provided with professional learning on the intersection of UDL, DEI and SEL and the importance of focusing on student engagement and student voice.

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

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. 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 MTSS, SEL, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

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, Transitional Kindergarten, UDL and Intervention, 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 all 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) 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.

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 TK-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 assessments, 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)

(Elementary)

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2023-24 School Year, all TK-5 teachers are implementing the 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. In 2022-2023, CVUSD adopted new instructional materials for History/Social Science, which had not been updated since 2006.

(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. In 2022-2023, CVUSD adopted new instructional materials for secondary Science and grades 9-12 History/Social Science; these materials had not been updated respectively since the 2007 and 2006 school year.

Core literature titles with diverse authors and/or with diverse protagonists have been added to the secondary ELA curriculum as required materials to be implemented at each grade level. In a collaborative effort, English teachers from secondary sites created units of study and added lessons and resources to an electronic library of resources for all ELA teachers to access.

Finally, high schools successfully piloted an optional elective Ethnic Studies course that is aligned with CDE Ethnic Studies Model Curriculum. As per AB 101, this pilot has been developed as a one-semester course in ethnic studies, meeting specified requirements. It will continue to be implemented as an elective course, until it becomes a graduation requirement commencing with pupils graduating in the 2029-30 school year. This course has been approved as a permanent course for the 2023-2024 school year.

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

(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.

(Secondary)

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

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)

CVUSD Secondary departments use curriculum pacing and formative assessments to monitor student progress and calibrate learning practices. Secondary schools are provided an 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 TK - 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 Credentialed 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. 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 accommodating 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, general education and special education 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 and Imagine Learning 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 implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading and IXL Math. 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. Using the UDL framework, teachers consider students needs for engagement, representation and action and engagement. 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 and also by the achievement of all student 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 underforming 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 TK-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: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's,, 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.g.

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. English as a Second Language classes for parents 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. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. 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 worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . 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 month to assess attendance, general well-being, and any change in needs.

Guided 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, 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:

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

Title II/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 and EE. 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.

Educational Partner 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):

2/1/23 - Administration analyzed and organized available data including semester1/trimester 2 grades, benchmarks, attendance, suspensions, etc. by overall student performance and by subgroup. (Students with Disabilities & English Learners)

2/15/23 - SSC Meeting held to discuss and begin planning for the 2023 - 2024 SPSA. The principal presented data to show progress toward goals and actions. The same data was shared with teachers during a staff meeting.

3/15/23 - SSC Meeting held to discuss progress monitoring and how the SSC believes the school is implementing the 2022 - 2023 SPSA.

4/19/23 - SSC Meeting held to discuss the upcoming May meeting where we will look at all data to determine new goals and actions for the 23/24 SPSA.

5/17/23 - SSC Meeting held. SSC members participated in data analysis to determine new SPSA goals and actions. This process included SSC members, with all DAC, SEDAC, LGBTQ+, ELAC, AADAC, GATEDAC, & PTSA invited as well as additional staff members to ensure a broad lens was used. The team determined what changes would be made as we create our 2023 - 2024 SPSA. SSC discussed proposed SPSA goals based on deep dive.

6/14/23 - SSC members and deep dive participants were sent the 23/24 SPSA proposed goals to vote on.

6/20/23 - 8/4/23 - School administration worked on the SPSA draft for the 2023-2024 school year using the approved goals. The draft will be updated once we have CAASPP data for goals 1, 3, & 4. The draft will continue to be refined and presented to SSC in August 2023 for review.

8/30-23 - SSC Meeting held to discuss, confirm and approve the 23-24 SPSA. The SSC team completed the SPSA monitoring tool.

9/20/23 - SSC Meeting held, SPSA plan update given.

10/18/23 - SSC Meeting held. Proposal to move \$10,000 of ESSR-3 to purchase a duplicator was made. SSC approved 10-0. Dr. Hayek approved using funding for this budget adjustment.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.50%	0.51%	6	5	5
African American	0.8%	1.00%	0.82%	8	10	8
Asian	23.6%	23.09%	22.42%	237	230	219
Filipino	1.4%	1.51%	1.64%	14	15	16
Hispanic/Latino	8.2%	10.84%	11.05%	82	108	108
Pacific Islander	0.1%	0.20%	0.31%	1	2	3
White	58.2%	54.52%	55.17%	585	543	539
Multiple/No Response	7.3%	8.33%	8.09%	73	83	79
Total Enrollment				1,006	996	977

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	78	76	106
Grade 1	76	86	67
Grade 2	92	89	96
Grade 3	101	92	91
Grade 4	108	104	89
Grade 5	127	116	114
Grade 6	135	147	132
Grade 7	148	140	145
Grade 8	141	146	137
Total Enrollment	1,006	996	977

Conclusions based on this data:

1. Kindergarten enrollment increased.
2. Overall enrollment has seen a slight decrease each year falling from 1006 in 2020-2021 to 977 in 2022-2023.
3. Enrollment decreased 29 students from 20/21 - 23/24.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	48	53	50	4.8%	5.3%	5.1%
Fluent English Proficient (FEP)	131	118	130	13.0%	11.8%	13.3%
Reclassified Fluent English Proficient (RFEP)	11			22.9%		

Conclusions based on this data:

1. The total number of RFEP students increased from 11 to 15 over the past two years.
2. The total percentage of English Language Learners has increased over the past three years from 4.8% to 5.1%.
3. Where we only have 5.1% 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	102	92	91	0	88	91	0	88	91	0.0	95.7	100.0
Grade 4	109	106	89	0	106	86	0	106	86	0.0	100.0	96.6
Grade 5	128	116	117	0	115	117	0	115	117	0.0	99.1	100.0
Grade 6	141	147	132	0	140	128	0	140	128	0.0	95.2	97.0
Grade 7	148	137	145	0	135	136	0	135	136	0.0	98.5	93.8
Grade 8	139	145	137	0	128	124	0	128	124	0.0	88.3	90.5
All Grades	767	743	711	0	712	682	0	712	682	0.0	95.8	95.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2481.	2492.		44.32	48.4		30.68	28.6		18.18	13.2		6.82	9.9
Grade 4		2517.	2530.		47.17	48.8		24.53	27.9		11.32	15.1		16.98	8.1
Grade 5		2566.	2584.		51.30	56.4		22.61	28.2		13.04	6.8		13.04	8.5
Grade 6		2610.	2573.		47.86	29.7		36.43	46.1		11.43	12.5		4.29	11.7
Grade 7		2609.	2633.		35.56	45.6		35.56	38.2		22.22	11.0		6.67	5.1
Grade 8		2615.	2620.		29.69	34.7		45.31	39.5		15.63	16.9		9.38	8.9
All Grades	N/A	N/A	N/A		42.28	43.3		33.15	35.6		15.31	12.5		9.27	8.7

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.50			55.68			6.82	
Grade 4		39.62			50.94			9.43	
Grade 5		46.09			46.96			6.96	
Grade 6		45.71			50.71			3.57	
Grade 7		32.59			58.52			8.89	
Grade 8		35.16			57.81			7.03	
All Grades		39.47			53.51			7.02	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.55			60.23			10.23	
Grade 4		32.08			55.66			12.26	
Grade 5		44.35			40.87			14.78	
Grade 6		41.43			51.43			7.14	
Grade 7		42.22			51.85			5.93	
Grade 8		32.03			57.81			10.16	
All Grades		37.50			52.67			9.83	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.95			61.36			5.68	
Grade 4		19.81			74.53			5.66	
Grade 5		26.96			66.09			6.96	
Grade 6		21.43			72.14			6.43	
Grade 7		25.93			70.37			3.70	
Grade 8		21.09			71.88			7.03	
All Grades		24.30			69.80			5.90	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.27			67.05			5.68	
Grade 4		28.30			64.15			7.55	
Grade 5		29.57			60.00			10.43	
Grade 6		41.43			56.43			2.14	
Grade 7		26.67			65.93			7.41	
Grade 8		33.59			58.59			7.81	
All Grades		31.60			61.66			6.74	

Conclusions based on this data:

1. Sycamore Canyon students in grades 3 - 8 scored at 74% or higher meeting or exceeding standard at each grade level in the CAASPP ELA. These scores exceeded the overall CVUSD scores and other schools.
2. The number of students tested this year were lower than the previous year with 743 students testing in 2022 and 711 students testing in 2023.
3. The overall scale scores for students in 2023 rose in every grade level tested.

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	102	92	91	0	88	91	0	88	91	0.0	95.7	100.0
Grade 4	109	106	89	0	106	86	0	106	86	0.0	100.0	96.6
Grade 5	128	116	117	0	114	117	0	114	117	0.0	98.3	100.0
Grade 6	141	147	132	0	141	128	0	141	128	0.0	95.9	97.0
Grade 7	148	137	145	0	135	136	0	135	136	0.0	98.5	93.8
Grade 8	139	145	137	0	129	126	0	129	126	0.0	89.0	92.0
All Grades	767	743	711	0	713	684	0	713	684	0.0	96.0	96.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2505.	2492.		50.00	47.3		32.95	34.1		9.09	13.2		7.95	5.5
Grade 4		2528.	2543.		46.23	50.0		24.53	22.1		19.81	24.4		9.43	3.5
Grade 5		2562.	2575.		42.11	52.1		26.32	22.2		21.93	16.2		9.65	9.4
Grade 6		2609.	2593.		53.19	42.2		17.73	30.5		20.57	17.2		8.51	10.2
Grade 7		2612.	2628.		44.44	54.4		19.26	19.1		25.19	15.4		11.11	11.0
Grade 8		2659.	2651.		56.59	49.2		17.05	23.0		13.18	17.5		13.18	10.3
All Grades	N/A	N/A	N/A		48.95	49.3		22.16	24.9		18.79	17.1		10.10	8.8

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		59.09			35.23			5.68	
Grade 4		51.89			38.68			9.43	
Grade 5		40.35			50.88			8.77	
Grade 6		53.19			36.17			10.64	
Grade 7		40.74			51.11			8.15	
Grade 8		63.57			29.46			6.98	
All Grades		51.19			40.39			8.42	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		54.55			37.50			7.95	
Grade 4		36.79			48.11			15.09	
Grade 5		34.21			53.51			12.28	
Grade 6		36.17			51.77			12.06	
Grade 7		36.30			51.11			12.59	
Grade 8		43.41			43.41			13.18	
All Grades		39.55			48.11			12.34	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.73			51.14			1.14	
Grade 4		42.45			48.11			9.43	
Grade 5		33.33			57.02			9.65	
Grade 6		38.30			55.32			6.38	
Grade 7		35.56			54.81			9.63	
Grade 8		44.19			46.51			9.30	
All Grades		39.83			52.31			7.85	

Conclusions based on this data:

1. Sycamore Canyon students in grades 3 - 8 scored at 72% or higher meeting or exceeding benchmark in the Math CAASPP. This is an increase from the previous year.
2. The number of students tested this year were lower than the previous year with 743 students testing in 2022 and 711 students testing in 2023.
3. Overall scale scores increased in grades 3, 4, 5, and 7 increased from 2022 where grades 6 and 8 decreased slightly.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1452.4	*	*	1470.7	*	*	1410.0	8	8	14
1	1505.4	*	*	1491.8	*	*	1518.4	*	*	11	8	8
2	1543.2	*	*	1538.5	*	*	1547.2	*	*	13	6	7
3	*	*	*	*	*	*	*	*	*	*	4	6
4	*	*	*	*	*	*	*	*	*	4	4	1
5	*	*	*	*	*	*	*	*	*	4	*	3
6	*	*	*	*	*	*	*	*	*	*	*	3
7	*	*	*	*	*	*	*	*	*	*	*	2
8	*	*	*	*	*	*	*	*	*	*	*	1
All Grades										48	37	45

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	28.57	*	*	28.57	*	*	42.86	*	*	0.00	*	*	14
1	45.45	*	*	45.45	*	*	9.09	*	*	0.00	*		11	*	8
2	53.85	*	*	46.15	*	*	0.00	*	*	0.00	*		13	*	7
3	*	*	*	*	*	*	*	*	*	*	*		*	*	6
4	*	*	*	*	*	*	*	*	*	*	*		*	*	1
5	*	*	*	*	*	*	*	*	*	*	*		*	*	3
6	*	*	*	*	*	*	*	*	*	*	*		*	*	3
7	*	*	*	*	*	*	*	*	*	*	*		*	*	2
8	*	*	*	*	*	*	*	*	*	*	*		*	*	1
All Grades	43.75	24.32	31.11	43.75	54.05	31.11	10.42	16.22	31.11	2.08	5.41	6.67	48	37	45

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	63.64	*		36.36	*		0.00	*		0.00	*		11	*	
2	76.92	*		23.08	*		0.00	*		0.00	*		13	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	60.42	37.84		33.33	43.24		4.17	13.51		2.08	5.41		48	37	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	45.45	*		36.36	*		18.18	*		0.00	*		11	*	
2	38.46	*		53.85	*		7.69	*		0.00	*		13	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	37.50	5.41		39.58	54.05		16.67	32.43		6.25	8.11		48	37	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	81.82	*		18.18	*		0.00	*		11	*	
2	69.23	*		30.77	*		0.00	*		13	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	66.67	51.35		31.25	43.24		2.08	5.41		48	37	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	9.09	*		90.91	*		0.00	*		11	*	
2	61.54	*		38.46	*		0.00	*		13	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	45.83	43.24		50.00	48.65		4.17	8.11		48	37	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	54.55	*		36.36	*		9.09	*		11	*	
2	53.85	*		46.15	*		0.00	*		13	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	39.58	16.22		54.17	70.27		6.25	13.51		48	37	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	27.27	*		72.73	*		0.00	*		11	*	
2	53.85	*		46.15	*		0.00	*		13	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	35.42	18.92		58.33	78.38		6.25	2.70		48	37	

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 TK -5 indicate that out of 44 (19 were brand new to Sycamore as of the 2022 - 2023 academic school year) students who have not been reclassified as RFEP, 25% are Bridging, 4% Emerging, and 71% Expanding. There are currently 51 students (TK-8) on the ELL roster of which 29% are RFEP and 71% ranging from Bridging to Expanding.
In grades 6 -8, there were 7 ELL students 1 student is Bridging with 6 ELL students reclassified as RFEP.
On average, most ELLs are exited out of the program within 3 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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
996	3.4	5.3	0.1
Total Number of Students enrolled in Sycamore Canyon School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	5.3
Foster Youth	1	0.1
Homeless		
Socioeconomically Disadvantaged	34	3.4
Students with Disabilities	49	4.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.0
American Indian	5	0.5
Asian	230	23.1
Filipino	15	1.5
Hispanic	108	10.8
Two or More Races	83	8.3
Pacific Islander	2	0.2
White	543	54.5

Conclusions based on this data:

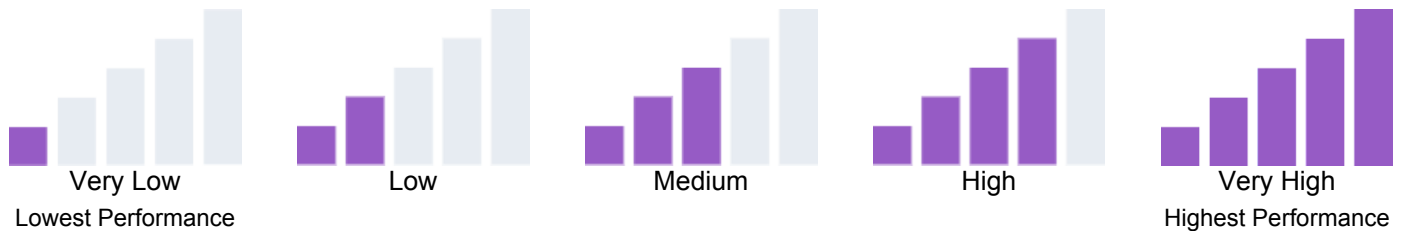
1. The Asian and White subgroups make up 87.6% of the students with Pacific Islander being the lowest with 1 student.
2. The African American, American Indian, Filipino, Hispanic, Two or More Races, and Pacific Islander make up 12.4% of the student population.
3. Of the 996 students, 3.4% are made up of Socioeconomically Disadvantaged and English Learners (4.8%).

School and Student Performance Data

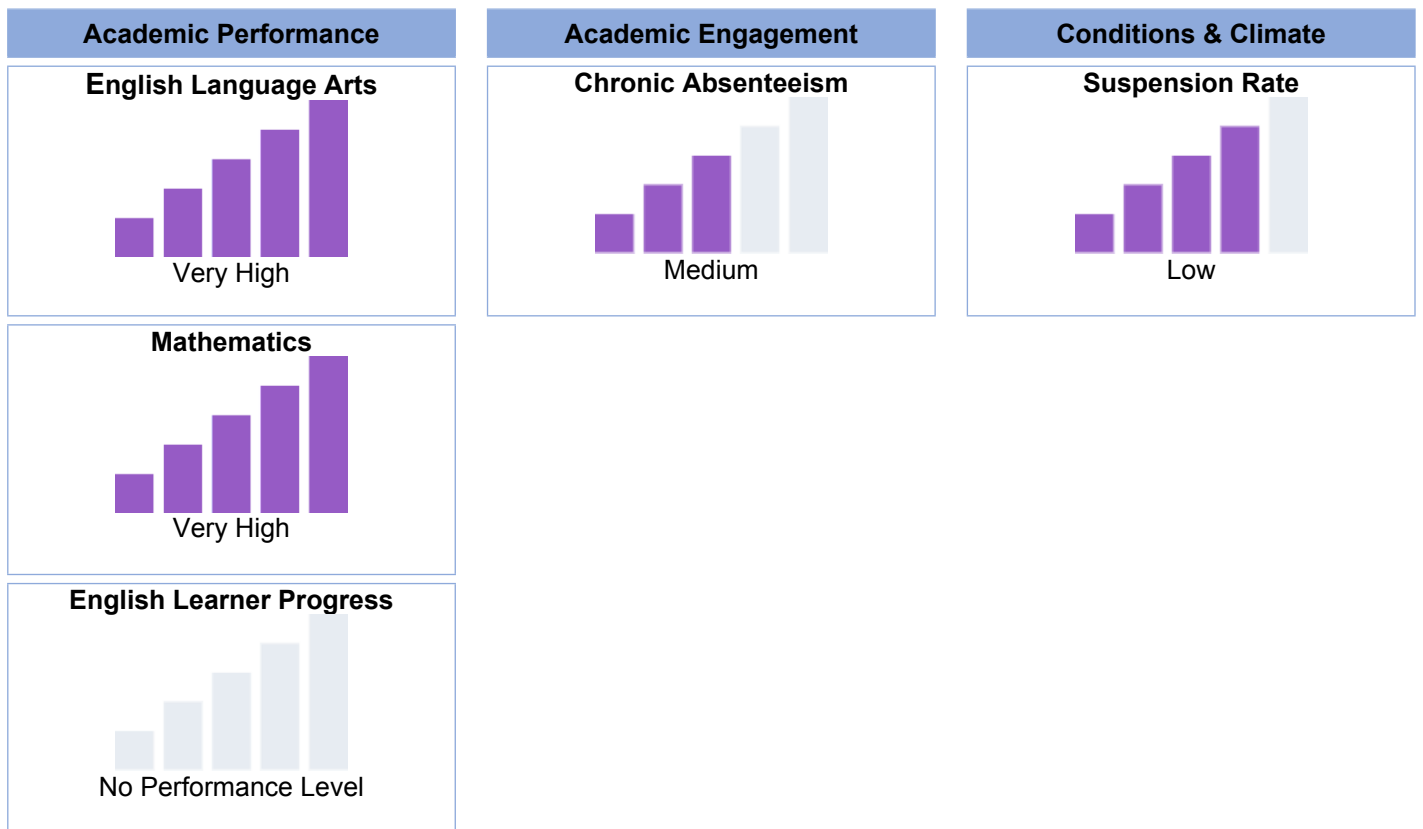
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Sycamore Canyon maintained its overall ranking of Very High in all notated areas with the exception of Chronic Absenteeism.
2. Chronic Absenteeism dropped to Medium this year do to multiple incomplete Independent Study Contracts not being completed in elementary as well as higher than normal sickness rate.

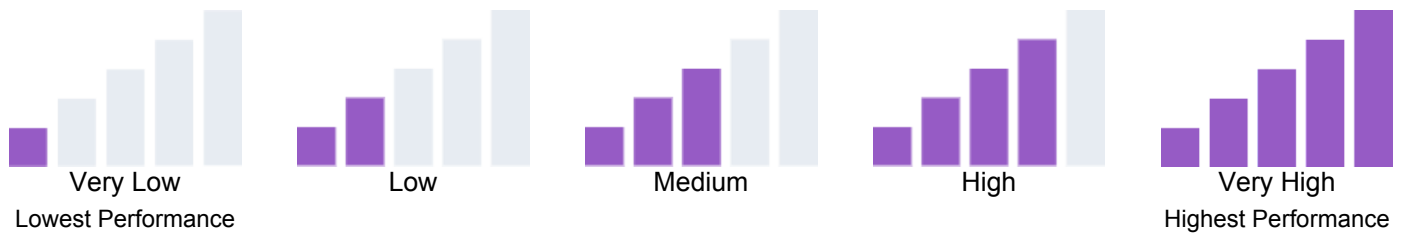
3. Sycamore Canyon does not have enough students in the English Learner Progress band to register a score.

School and Student Performance Data

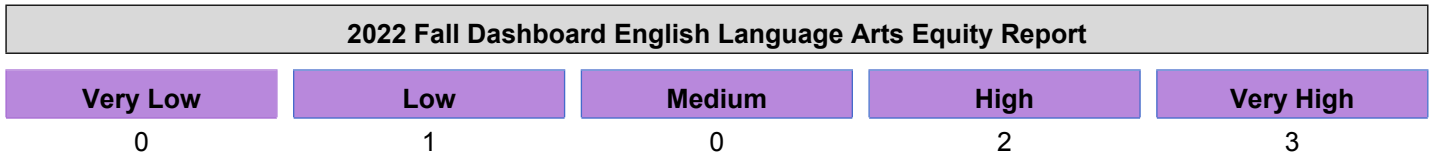
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

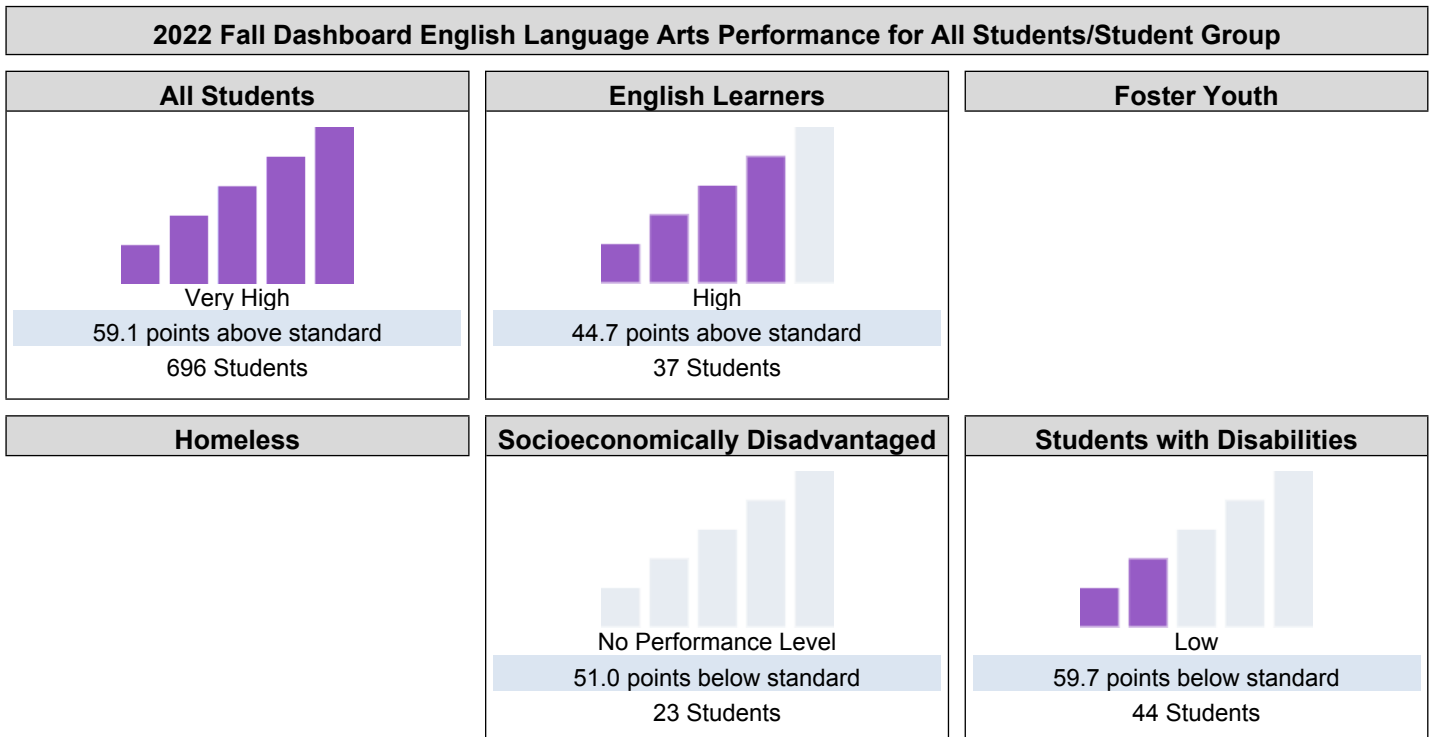
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



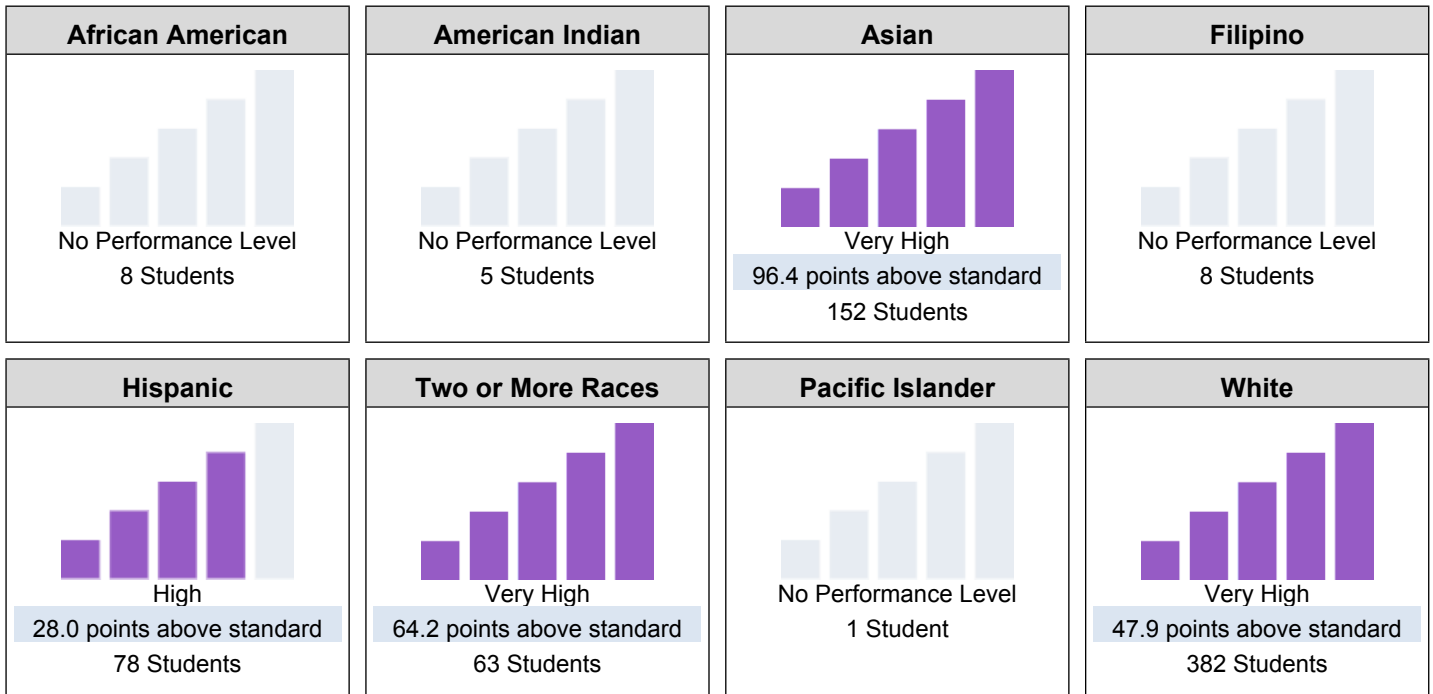
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.8 points below standard 11 Students	93.2 points above standard 26 Students	55.2 points above standard 585 Students

Conclusions based on this data:

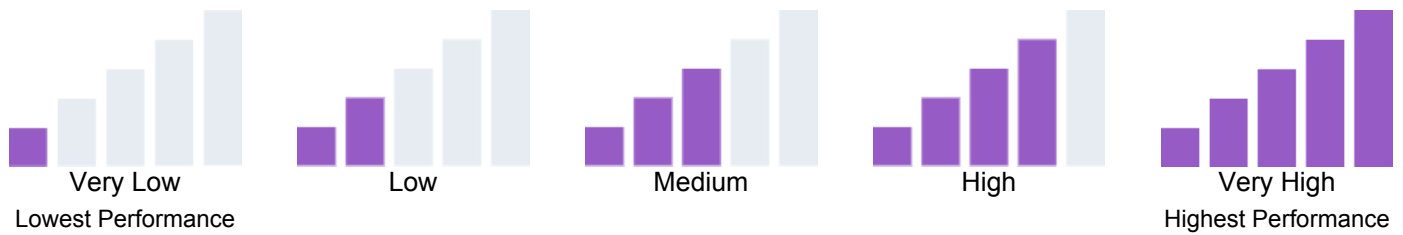
- All identified subgroups increased their overall scores with the exception of Students with Disabilities. Reclassified English Learners and English Only students were 93 and 55 points above standard. Students with Two or More Races were 64 points above standard.
- Students with Disabilities had a decrease to their overall score.
- English Language Learners were 44.7 points above standard.

School and Student Performance Data

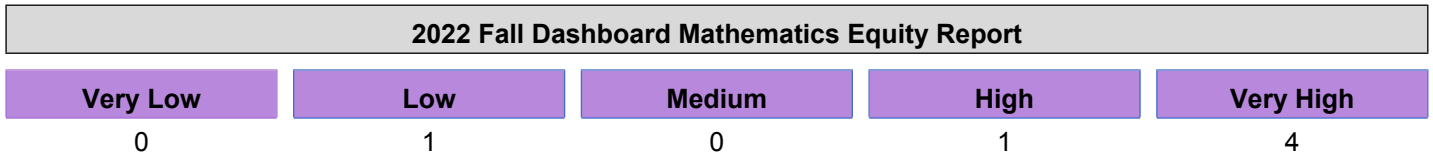
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

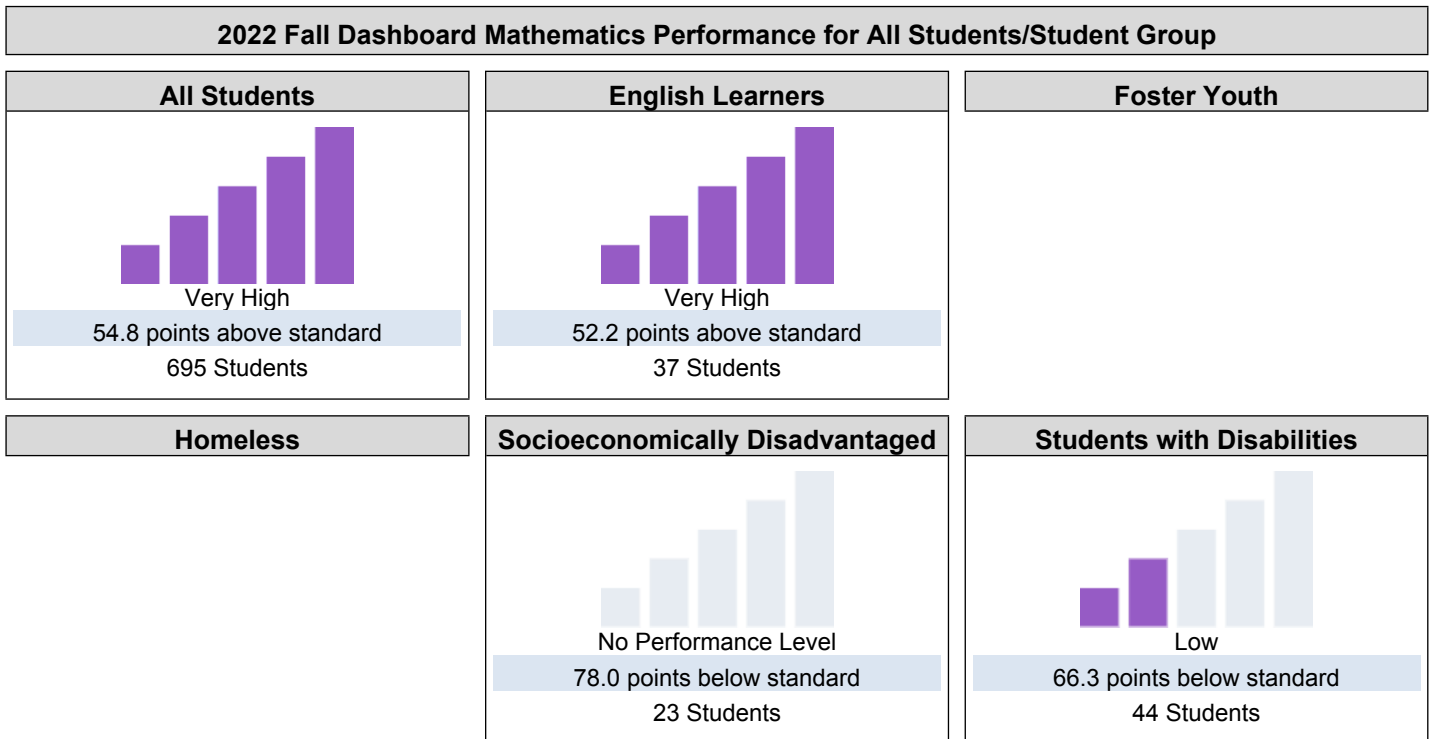
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



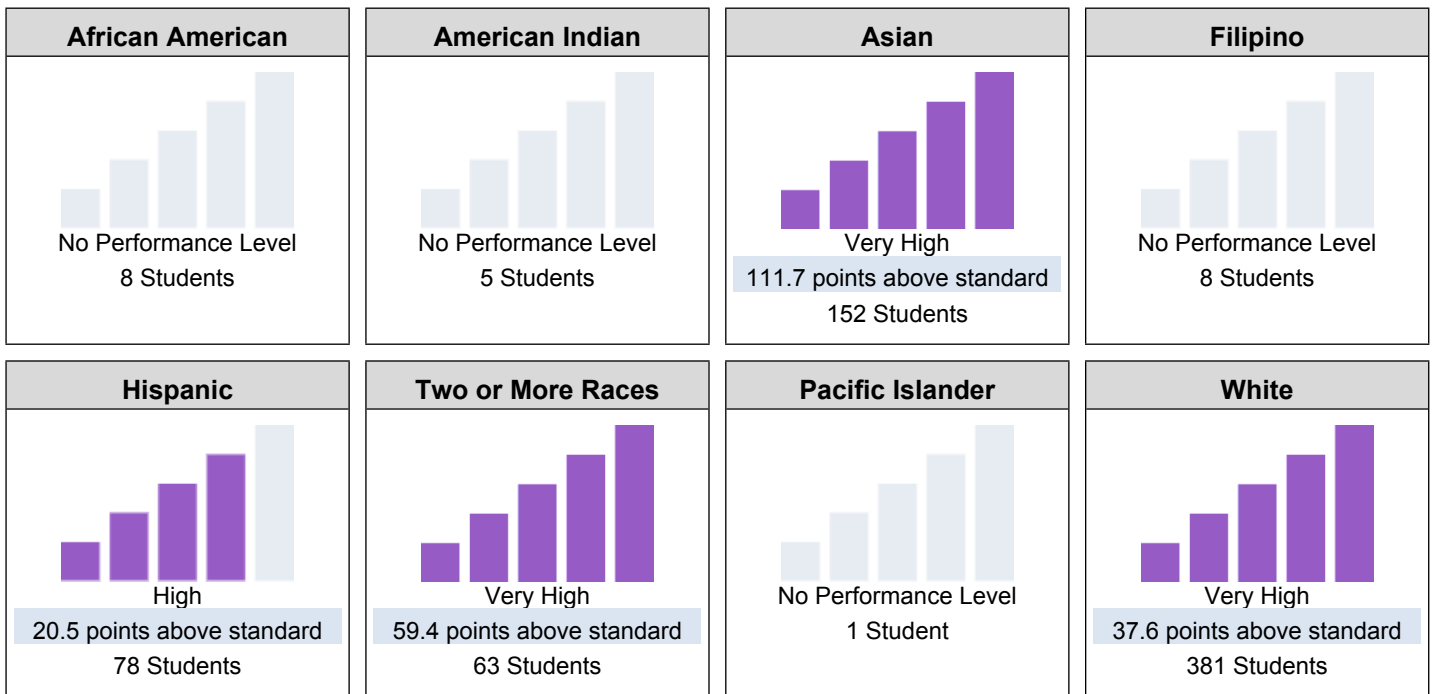
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>46.2 points below standard 11 Students</p>	<p>93.8 points above standard 26 Students</p>	<p>47.6 points above standard 584 Students</p>

Conclusions based on this data:

1. Overall, all students maintained in the high or very high ranking again this year with the exception of Students with Disabilities.
2. Reported subgroups including Asian, Hispanic, Filipino, and Two or More Races all fell in the high or very high range.
3. Reclassified English learners and English Only students maintained their levels scoring 93.8 and 47.6 points above standard.

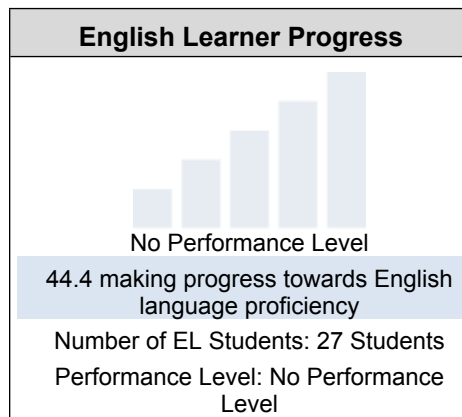
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
22.2%	33.3%	7.4%	37.0%

Conclusions based on this data:

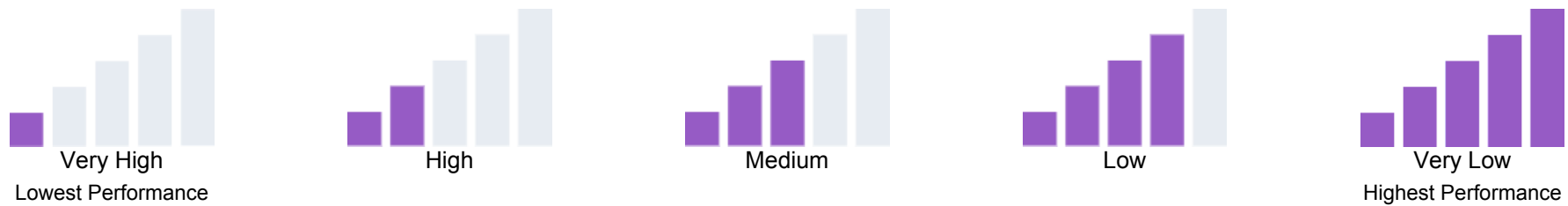
- 42.4% of our 27 English Learners tested are making progress towards English proficiency which ranks them at the 'Very High' performance level.
- 33.3% of the 27 identified English Learners maintained an ELPI level of 4.
- 22.2% of the 27 English Learners decreased one ELPI level.

School and Student Performance Data

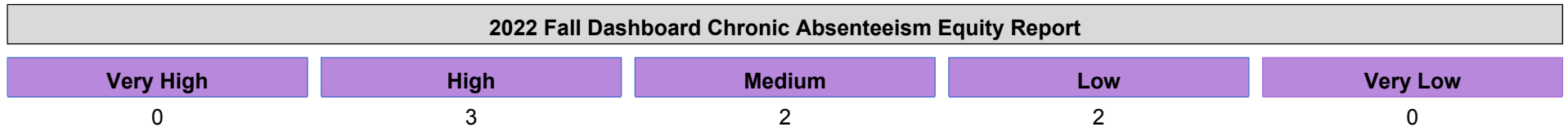
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Medium

5.8% Chronically Absent

1013 Students

English Learners



High

14.5% Chronically Absent

55 Students

Foster Youth



No Performance Level

Less than 11 Students

1 Student

Homeless

Socioeconomically Disadvantaged



High

20% Chronically Absent

45 Students

Students with Disabilities

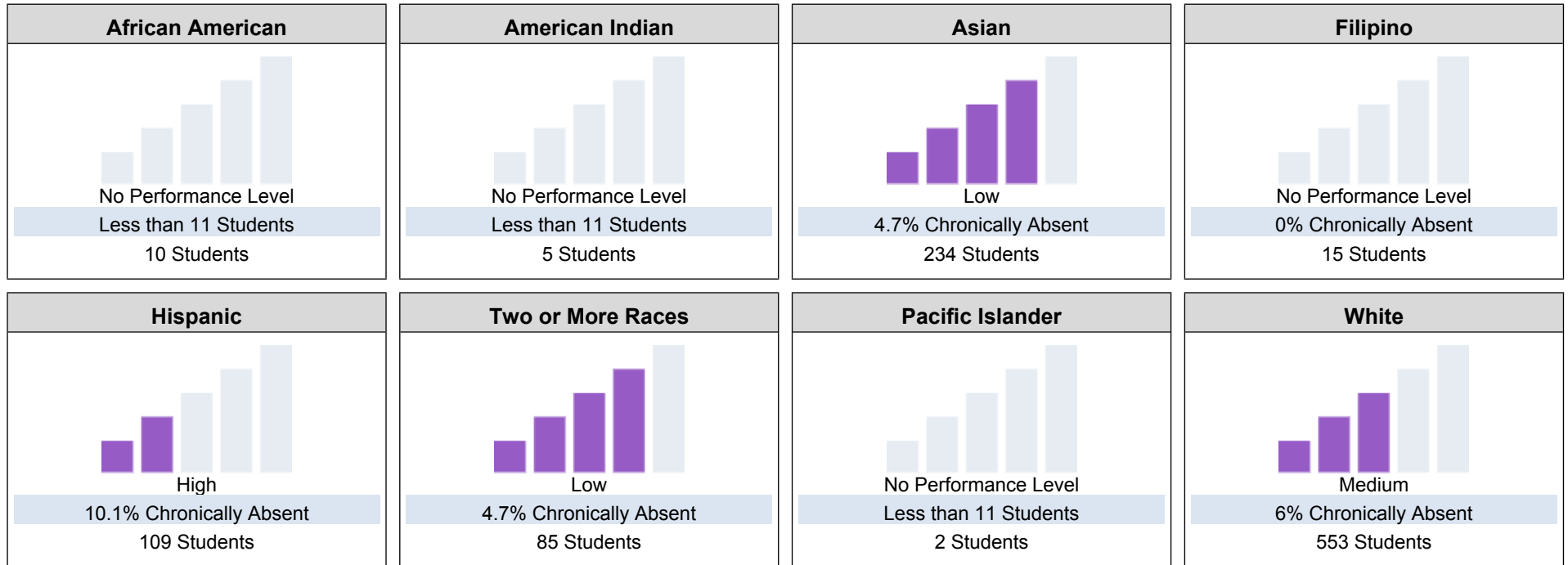


Medium

8.8% Chronically Absent

57 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

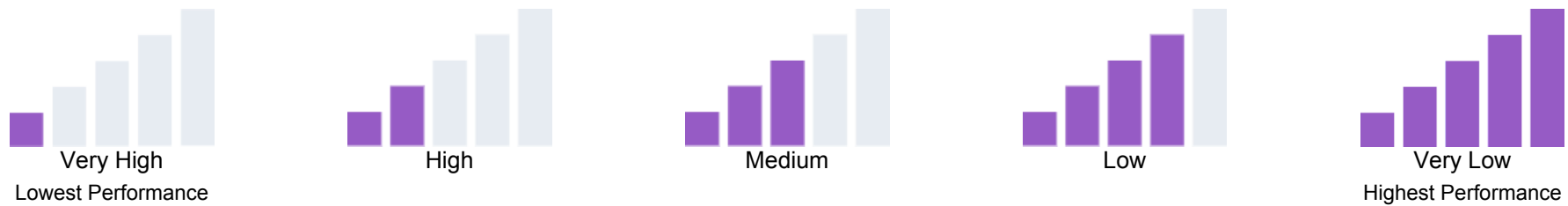
- Overall Sycamore Canyon fell within the medium level last year with chronic absences being a result of families taking extended vacations, incomplete Independent Study Contracts, and/or illness.
- English learners and Social Economically Disadvantaged students had the highest levels of chronic absenteeism. Of the identified students within these groups this was a direct result of extended vacations, incomplete Independent Study Contracts, and/or illness.
- Asian and Two or More Races had a low number of absences.

School and Student Performance Data

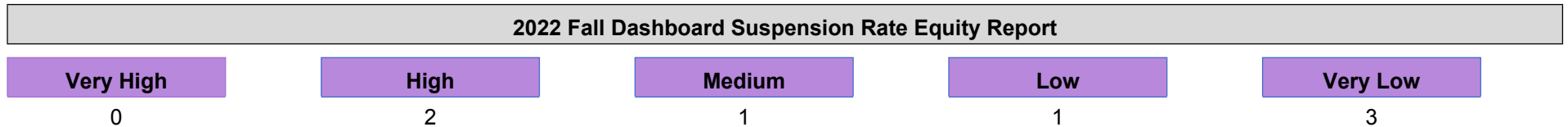
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

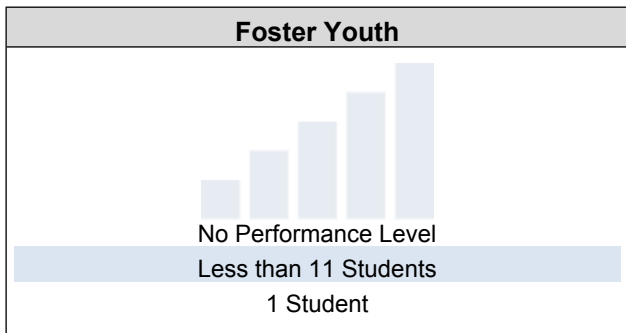
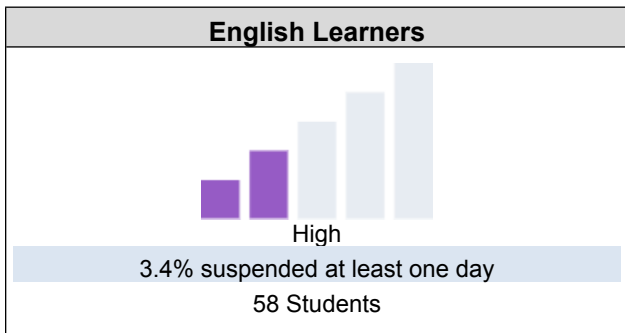
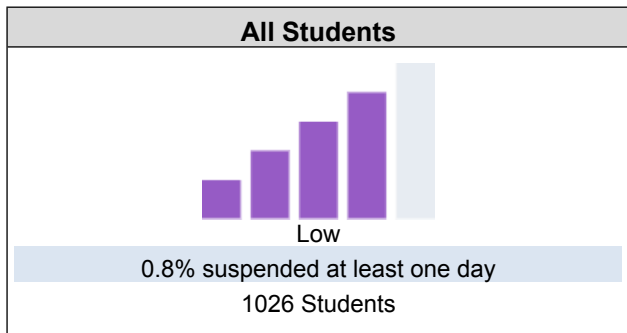


This section provides number of student groups in each level.

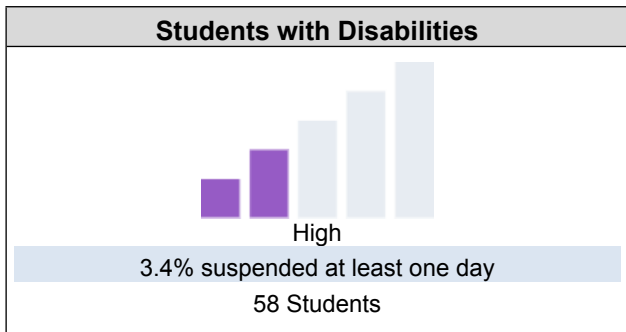
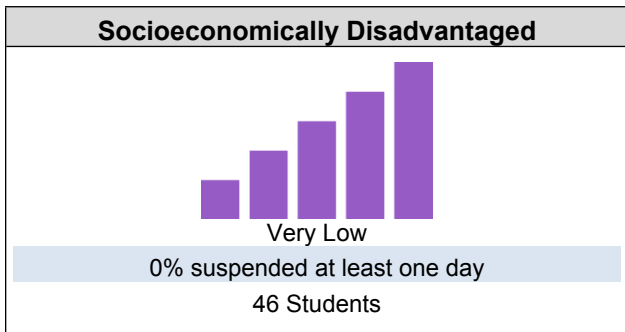


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

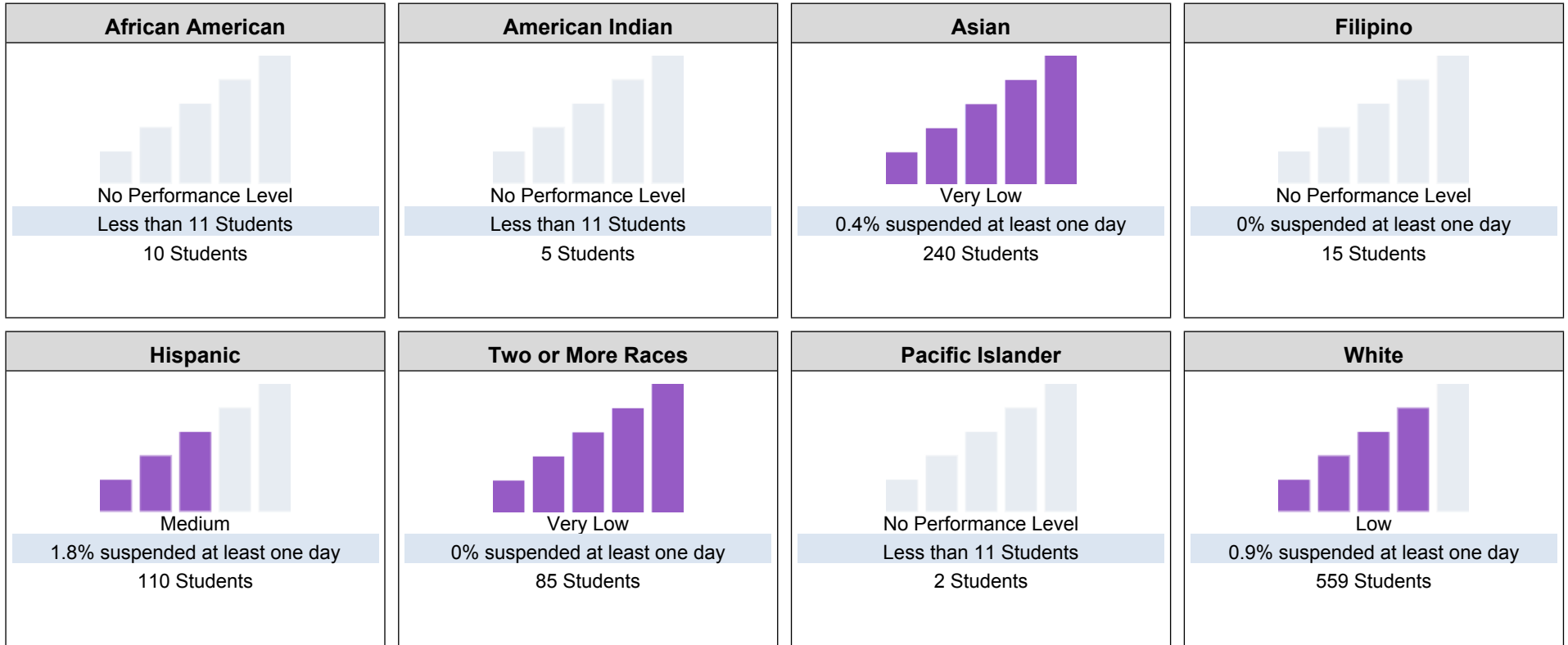
2022 Fall Dashboard Suspension Rate for All Students/Student Group



Homeless



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Sycamore Canyon has less than 1% of students that were suspended.
2. No students were suspended in the socioeconomically disadvantaged where one student with disabilities was suspended.
3. Having low overall student numbers in certain categories can create a higher rating, no sub group had a rating of 3.4% and this was one student.

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 a minimum of 3% 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 a minimum of 3% or maintain in the blue or green bands in ELA, 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 - 8 will demonstrate a 3% increase and/or maintain 85% 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 85% 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 with a focus on no more than 2% of students with an F. (LCAP Goals 1 & 2)

Identified Need

The most recent data from 22/23 indicated that on the CASSPP ELA, 42% of students Exceeded standard, 32% Met standard, 15% were Near standard and 9% were Below standard. Additionally, the data indicated that on the CASSPP Math, 49% of students Exceeded standard, 23% Met standard, 18% were Near standard and 10% were Below standard. In addition, 80% or more students in grades TK - 3 & 5th met or exceeded standards in both ELA and Math as based on CVUSD math benchmarks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 - 2023 CAASPP Scores ELA for ALL Students (SWD, EL, SED, GATE)	2022-2023 CAASPP Scores ELA (% of ALL Students Meeting or Exceeding Standard) 3rd Grade - 77% 4th Grade - 77% 5th Grade - 85% 6th Grade - 76% 7th Grade - 84% 8th Grade - 74%	2023-2024 CAASPP Scores ELA (% of ALL Students Meeting or Exceeding Standard) 3rd Grade - 80% 4th Grade - 80% 5th Grade - 88% 6th Grade - 79% 7th Grade - 87% 8th Grade - 77%
2022 - 2023 CAASPP Scores Math for ALL Students (SWD, EL, SED, GATE)	2022-2023 CAASPP Scores Math (% of ALL Students Meeting or Exceeding Standard) 3rd Grade - 81% 4th Grade - 72% 5th Grade - 74% 6th Grade - 73% 7th Grade - 74% 8th Grade - 72%	2023-2024 CAASPP Scores Math (% of ALL Students Meeting or Exceeding Standard) 3rd Grade - 84% 4th Grade - 75% 5th Grade - 77% 6th Grade - 76% 7th Grade - 77% 8th Grade - 75%
2022 - 2023 ELA Benchmarks for ALL Students (SWD, EL, SED, GATE)	2022-2023 ELA Benchmarks TK/Kindergarten - 95% 1st Grade - 96% 2nd Grade - 94% 3rd Grade - 86% 4th Grade - 84% 5th Grade - 75% 6th Grade - 72% (Baseline)	2023-2024 ELA Benchmarks TK/Kindergarten - 93% 1st Grade - 97% 2nd Grade - 88% 3rd Grade - 85% 4th Grade - 73% 5th Grade - 82% 6th Grade - 75%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th Grade - 95% (Baseline) 8th Grade - 78% (Baseline)	7th Grade - 98% 8th Grade - 81%
2022 - 2023 Math Benchmarks for ALL Students (SWD, EL, SED, GATE)	2022-2023 Math Benchmarks TK/Kindergarten - 98% 1st Grade - 96% 2nd Grade - 95% 3rd Grade - 94% 4th Grade - 86% 5th Grade - 87% 6th Grade - 87% 7th Grade - 87% 8th Grade - 88%	2022-2023 Math Benchmarks TK/Kindergarten - 100% 1st Grade - 99% 2nd Grade - 98% 3rd Grade - 97% 4th Grade - 86% 5th Grade - 90% 6th Grade - 90% 7th Grade - 90% 8th Grade - 91%
2022 - 2023 D/F List for ALL Students (SWD, EL, SED, GATE)	2022 - 2023 D/F List Elementary (3rd - 5th) 10% - 8% D's, 2% F's of ALL students Middle School 12% - 9% D's, 3% F's of ALL students	2023 - 2024 D/F List Elementary (3rd - 5th) 3% of ALL students Middle School 5% 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	September 2023 - June 2024	Teachers Administration Counselor Intervention Specialist	Teacher Release for articulation on data analysis and assessments Vertical articulation across elementary and middle school	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	OTRM 0010	5804 4040.59

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
for implementation of best practices, lesson planning and assessments in alignment with school-wide and SPSA goals.						
Training and additional hours for ELD facilitator to meet needs of K-8 students, including individual student support, and collaboration with certificated employees. Assistant Principal will join ELL Advisor at District led meetings and trainings. Funds allocated in Goal 4	September 2023 - June 2024	Administration Teachers ELD Facilitator	Additional support from bilingual facilitator for ELL students	2000-2999: Classified Personnel Salaries		0
EL instructional supplies Funds allocated in Goal 4	September 2023 - June 2024	Administration Teachers ELD Facilitator	Earphones and additional materials to support ELL learners.	4000-4999: Books And Supplies		0
Elementary Summer and Middle School summer programs offered to identified students based on academic need and teacher recommendation.	September 2023 - June 2024	Administration District Staff Teachers	Summer academic supports provided by CVUSD.	None Specified		0
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 2023 - June 2024	Administration Teaachers	Teacher development to further student growth Teacher Conferences	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	OTRM 4EEF 0010	1865 900 1500
Provide 3 release days for English teachers to assess student writing and to promote collaboration (6-8)	September 2023 - June 2024	Administration English Teachers	Assessment evaluations	1000-1999: Certificated Personnel Salaries	0010	1600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Teacher Tier III: Provided systemic ELA & Math support to reinforce skills with struggling students (K-5)	September 2023 - June 2024	Administration Certificated Staff	Intervention Specialist: Split between ELA and Math 3 - 4 sessions x 6-8 weeks	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	20000
Implement SRI, Reading Counts, Spelling City, Mystery Science, Lexia, Smarty Ants, Imagine Learning, Achieve 3300, IXL, Delta Math, Raz Kids, and TBD to reinforce skills and concepts	September 2023 - June 2024	Administration Teachers	Software costs to support classroom instruction	5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	7500
Books, supplies, technology, copier lease, teacher budgets, adoption support materials & operating costs to support the instructional program for all students	September 2023 - June 2024	Administration Teachers	Materials to support the instructional program for all learners	4000-4999: Books And Supplies	0010	74466
Purchase apps and other items for student iPads and devices	September 2023 - June 2024	Administration Teachers	Apps and other instructional items. Split between 4 goals.	5000-5999: Services And Other Operating Expenditures	0TRM	1449
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 2023 - June 2024	Teachers Administration Counselor	Embedded class within master schedule for academic support.	None Specified		0
Teachers will conduct practice tests using SBAC Mirrors or CASSPP Interim Assessments in grades 3 - 8 at least two times during the school year as available.	September 2023 - June 2024	Teachers Administration Counselor	Materials needed to support program	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1000
1:1 technology	September 2023 - June 2024	Teachers Administration Site Tech	Expose students to CAASPP rigor and language.	None Specified		0
			Opening access to all students.		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Replacement Equipment for campus usage. (LCD Projectors, bulbs, printers, toner, etc.)		0010	10000
Review all students with IEP's to ensure students are accessing the general education setting as much as appropriate.	September 2023 - June 2024	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 2023 - June 2024	District TOSA's Administration	Training teachers on instructional strategies.	None Specified	District Funded	0
Before/After School Intervention is offered to designated Middle School students.	September 2023 - June 2024	Teachers Counselor Administration	Academic supports offered to identified middle school students	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	15000
Incorporate UDL Strategies to break down barriers for ALL students.	September 2023 - June 2024	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 2023 - June 2024	Teachers Counselor Administration	New Social Science (TK-5) & Science Adoption (6-8)		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development	September 2023 - June 2024	Counselor Administration Teachers	August 21 all teachers participated in a professional learning day focused on designing first instruction using the UDL framework with a specific emphasis on Checkpoints 7.2 & 8.3		District Funded	
Before/After School Academic Support for Elementary Students	September 2023 - June 2024	Counselor Administration Teachers	Academic supports offered to identified elementary school students	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	5000
ELOP TK - 6	September 2023 - June 2024	Counselor Administration Teachers BGC	Supports for students in grades TK - 6 to receive additional instruction and enrichment until 5:30 daily.			
UDL Learning Walks	September 2023 - June 2024	Administration Teachers	Administration will conduct UDL learning walks with teachers to observe and collaborate on best practices			
Administration and Teacher collaboration release days for Student Supports	September 2023 - June 2024	Administration Teachers	Administration will provide release times for teachers during the work day to meet and discuss learning loss and the supports needed to meet the needs of students.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	4520
					ESSER III - Other Allowable Uses	3520

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Materials to Support the Middle School English, Math, Social Science, and Science Program	September 2023 - June 2024	Administration Teachers	Supplementary Science materials will allow teachers to support students of all levels including ELD, SWD, SES.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	5000
Materials and Supplies to support and extend TK Classes	September 2023 - June 2024	Administration Teachers	Purchase materials and supplies for expanding the TK classes	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	2500
Technology	September 2023 - June 2024	Administration Teachers	Purchase new teacher lap tops and other instructional technology for classroom instruction.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	17000

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-2023 school year. Pursuant to the discussion with School Site Council, it was agreed that the above goal will be implemented in the 2023-2024 school year with adjustments being made to targeted growth in all areas 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 performed at a level they did previous to COVID. Scores were in the 80% or higher bands for benchmarks with only one grade level not reaching the 80% in ELA. 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.

There were no differences as both ELA and Math goals were met. Sycamore Canyon implemented the intended and stated actions from the 2022 - 2023 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 Scores along with CVUSD Benchmarks. This year's 23-24 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 the school website, weekly Smore, and email blasts at least 7 or more times a month during the 2022- 2023 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 2023- 2024 school year. (LCAP Goal 3)
4. Provide students with at least one activity/event per month that promotes inclusion, diversity awareness, and/or school connectedness during the 2023- 2024 school year. (LCAP goal 4)
5. The GATE facilitator will offer an activity for GATE students once a month alternating grade levels each month with up to 50% of GATE students participating.. (LCAP Goal 4)
6. Provide students with at least one SEL lesson per week in the classroom and/or through activities, guest speakers, projects, or assemblies during the 2022 - 2023 school year. (LCAP Goal 4)

Identified Need

Based on stakeholder input through the SPSA Analysis meetings held in May and June of 2023, 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 & 4 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 - Continue to provide students with multiple opportunities to learn about each other and how connected we all are. Goal 5 - Based on GATE student participation in extended learning opportunities we found that a large group of identified GATE students are not attending. Goal 6 - Will provide all students with the expected LCAP Goal 4 SEL instruction on a weekly basis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Attendance for Inclusive Schools Week	100% of students participated in presentations, activities, and learning.	Broaden student awareness of seen and unseen disabilities by providing educational experiences through Inclusive Schools Week.. A student survey will be provided upon the conclusion of the activities.
Blackboard Reports, Smore, and School Website	2022 - 2023 Smore Messages - 45 messages Blackboard Messages - 475+ messages Twitter - See Feed on Website Websites - 35 weekly updates	2023 - 2024 Smore Messages - 45 messages Blackboard Messages - 400+ messages Twitter/Social Media - increase postings with social media manager Websites - 35 weekly updates
Sign in sheets, Sign Up Genius, Google Forms, Raptor to measure student/family participation	2022 - 2023 ELAC - Meetings had between 3 - 10 people GATE - Meetings had 48 parents attend. PTSA - GA meetings had between 10 - 20 people.	Increase total participants by 2 for each listed meeting. School events would increase by 3% or maintain current participation rate.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SSC - Meetings ranged between 7-15 people. PTSA Volunteers - 11,049 hours .	
SEL teacher verification form, surveys, observations	2022 - 2023 Students received 30 minutes weekly (TK-5) and 45 minutes weekly (6-8) of SEL instruction.	45 min weekly (TK - 5) & 20 minutes weekly (6-8) as per LCAP
Administration record keeping of school events including GATE, ELAC, BTSN, Open House, Parent Information & PTSA events.	2022 - 2023 Parent Meetings - GATE 1, ELAC 5, PTSA GA 4, SSC 8, New Student Orientation 1, BTSN 1, School Events - PTSA Events 50+, GATE - 11 events in Elem and Middle School, Open House 1	Expected results would show at least 15 events for the 2023 - 2024 school year.
Calendared school events and sign up sheets for designated GATE activities.	2022 - 2023 Elem: 11 events, 50% of identified GATE attended MS: 11 events, 30% of identified GATE attended	Expected results would remain static.
Chronic Absenteeism	2022 - 2023 Q data shows less than 1% for ALL students TK - 8	Expected results would remain static.
Suspension	2022 - 2023 Q data shows less than 1% for 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
Monthly activities to promote diversity, equity, and inclusion awareness, and other school connections.	September 2022 - June 2023	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	0010	2000
Communicate regularly with school community to foster engagement and support.	September 2022 - June 2023	Administration Teachers Classified Staff Counselors	Communication via Blackboard Connect, SMORE, School Website, Social Media & Teacher emails	None Specified		0
Collect attendance information for school events including GATE, ELAC, BTSN, Open House, & PTSA events.	September 2022 - June 2023	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 2022 - June 2023	Administration	Use Google to create survey	4000-4999: Books And Supplies		0
Communicate with parents how to access Q in grades 3 - 8.	September 2022 - June 2023	Administration Teachers	Communicate directions via email, school website, Back to School Night, teacher newsletters.	None Specified		0
Support for STEAM Lab Enrichment	September 2022 - June 2023	Administration	Materials and supplies for operating STEAM Lab.	5000-5999: Services And Other Operating Expenditures	0010	2000
Support materials for GATE/ACES program	September 2022 - June 2023	Administration GATE Facilitator PTSA	Curriculum and materials to support differentiated learning.	4000-4999: Books And Supplies	0010	2500
				4000-4999: Books And Supplies	OTRM	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Opportunities for students to engage in the visual and performing arts.	September 2022 - June 2023	Teachers Administration Arts Council	On site opportunities for students in Chorus, Band, & Strings	None Specified		0
			Supplies to support VPA program	4000-4999: Books And Supplies	Other	1500
Provide activities on site to increase student engagement and enrich the educational program.	September 2022 - June 2023	Administration Teachers Support Staff	On site opportunities to include; ASB, Student Council Builders Club			
			Noetic Math and Math Counts	5000-5999: Services And Other Operating Expenditures	0010	1000
			Speech and Debate	5000-5999: Services And Other Operating Expenditures	0010	500
			Student Awards - Coyote Codes (Elem), department awards (MS)	5000-5999: Services And Other Operating Expenditures	0010	500
			School Spirit Days	None Specified		0
			Grade Level Performances	None Specified		0
			Family Nights	None Specified		0
			PTSA Sponsored Activities	None Specified		0
			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.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Math Counts & Builders Club	1000-1999: Certificated Personnel Salaries	0010	2000
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 2022 - June 2023	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 2022 - June 2023	Administration District	Dean of students attends GATE DAC meetings monthly	None Specified		
Clean and Safe Facilities	September 2022 - June 2023	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	0010	13663.41
					Other	1000
					0010	5000
Chronic Absenteeism	September 2022 - June 2023	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 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 2022 - June 2023	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		
Restorative Practices	September 2022 - June 2023	Administration Counselor	Utilize Restorative Practices to guide students learning following a disciplinary incident.			
3rd Grade GATE Facilitator	September 2022 - June 2023	Administration Counselor Teachers	Provide a GATE facilitator for 3rd grade students	1000-1999: Certificated Personnel Salaries	OTRM	1000

Annual Review

SPSA Year Reviewed: 2022-23

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.

1. All students participated in Inclusive Schools Week. 2. Based on stakeholder input, the weekly Smore communication was initiated in place of traditional emails and had great success in keeping the school community informed. This communication kept parents apprised of upcoming events, information, etc., and allowed them to use the archived messages for reference. The school website was updated weekly. A social media manager took over and provided consistent social media postings. 3. School/Parent meetings were held in-person and attendance was documented. 4. Students were afforded opportunities to be connected both middle school and elementary. Middle school afforded students opportunities to connect with ASB activities whereas elementary had student council events. 5 Both elementary and middle school GATE students were offered 11 after-school enrichment opportunities. 6. Middle School and Elementary students were given weekly SEL lessons.

Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals will be implemented in the 2023-2024 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.

There were no differences between implementation and expenditures.

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 a minimum of 3% or have 50% overall meeting or exceeding standard or maintaining 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 a minimum of 3% or have 50% overall meeting or exceeding standard, 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 85% 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 85% 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 84% to 85%. (LCAP Goals 1, 2, & 3)
6. Decrease the number of students with disabilities in grades 3 - 5 on the D/F list by 5% and grades 6-8 decrease by 15%. (LCAP Goals 1 & 2)

Identified Need

The current data indicated that on the CASSPP ELA, 3% Students with Disabilities (SWD) Exceeded standard, 20% Met standard, 40% were Near standard and 37% were Below standard. Additionally, the data indicated that on the CASSPP Math, 13% SWD Exceeded standard, 12% Met standard, 25% were Near standard and 50% 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 2021-2022 school year. We also found that 33% of our identified SWD were on the D/F list.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 - 2023 D/F Lists (SWD)	2022 - 2023 D/F List Elementary 22% of identified SWD's Middle School 44% of identified SWD's	2023-2024 D/F List Elementary 17% of identified SWD's Middle School 31% of identified SWD's
2022 - 2023 CAASPP Scores ELA (SWD)	2022 - 2023 CAASPP Scores ELA (% of SWD Meeting or Exceeding Standards) 3rd Grade - 25% 4th Grade - 17% 5th Grade - 35% 6th Grade - 39% 7th Grade - 46% 8th Grade - 14%	2023-2024 CAASPP Scores ELA (% of SWD Meeting or Exceeding Standards) 3rd Grade - 50% 4th Grade - 50% 5th Grade - 50% 6th Grade - 50% 7th Grade - 50% 8th Grade - 50%
2022 - 2023 CAASPP Scores Math (SWD)	2022 - 2023 CAASPP Scores Math (% of SWD Meeting or Exceeding Standards) 3rd Grade - 33% 4th Grade - 0% 5th Grade - 43% 6th Grade - 28% 7th Grade - 10% 8th Grade - 20%	2023-2024 CAASPP Scores Math (% of SWD Meeting or Exceeding Standards) 3rd Grade - 50% 4th Grade - 50% 5th Grade - 50% 6th Grade - 50% 7th Grade - 50% 8th Grade - 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Least Restrictive Environment (LRE)	2022 - 2023 Least Restrictive Environment student totals in general education is 84%	2023-2024 Least Restrictive Environment students in general education totals will be 85%
2022 - 2023 ELA Benchmarks for SWD Students	2022 - 2023 ELA Benchmarks TK/K - 66% 1st Grade - 100% 2nd Grade - 56% 3rd Grade - 81% 4th Grade - 92% 5th Grade - 54%	2023-2024 ELA Benchmarks TK/K - 70% 1st Grade - 100% 2nd Grade - 59% 3rd Grade - 84% 4th Grade - 95% 5th Grade - 57%
2022 - 2023 Math Benchmarks for SWD Students	2022 - 2023 Math Benchmarks TK/K - 83% 1st Grade - 100% 2nd Grade - 56% 3rd Grade - 89% 4th Grade - 73% 5th Grade - 75% 6th Grade - 81% 7th Grade - 84% 8th Grade - 97%	2023-2024 Math Benchmarks TK/K - 86% 1st Grade - 100% 2nd Grade - 59% 3rd Grade - 92% 4th Grade - 76% 5th Grade - 78% 6th Grade - 84% 7th Grade - 87% 8th Grade - 100%

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/after school drop in support will be offered on specified days and student need.	September 2023 - June 2024	Teacher Administration	Special Education teacher will offer supports before school as needed.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	5000
SWD will be provided supports to access the general education setting to support LRE through instructional assistance.	September 2023 - June 2024	Administration Teachers Para Professionals	Para Professional classroom support	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review all students with 504's or IEP's to ensure students are accessing the general education setting as much as appropriate.	September 2023 - June 2024	Administration Teachers Counselor	Special education teachers meeting with administration to discuss placement.	None Specified	None Specified	0
SWD Parent Survey	September 2023 - June 2024	Administration	Create and send out survey specifically designed to solicit parent feedback.	None Specified		0
Administer SBAC mirror and interim assessments to SWD students as available.	September 2023 - June 2024	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 2023 - June 2024	Administration Teachers Support Staff	Embedded class within master schedule for academic support.	None Specified		0
Incorporate UDL strategies to break down barriers for SWD students.	September 2023 - June 2024	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 2023 - June 2024	Administration	Purchase and provide necessary assistive technology and apps.	4000-4999: Books And Supplies	OTRM	1500
Co-Teaching Classes	September 2023 - June 2024	Administration Teachers	Schedule co-teaching classes in the middle school master schedule.	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Co-Teaching Professional Development	September 2023 - June 2024	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 2023 - June 2024	Administration Teachers	Provide co-teaching teachers release days for planning and analysis	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	3000
Transportation fees	September 2023 - June 2024	Administration Teachers	Paying bus transportation for school based extracurricular activities	5000-5999: Services And Other Operating Expenditures	OTRM	750
Diversifying Core Literature	September 2023 - June 2024	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	0
Technology	September 2023 - June 2024	Administration Teachers	Purchase a new laptop for the SWD teacher to replace old so she is able to instruct students.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	2000
Increase LRE	September 2023 - June 2024	Administration Teachers Counselor	Continue to increase LRE by utilizing the master schedule to find opportunities to give further access to students			
Special Education Department Chair	September 2023 - June 2024	Administration Teachers Counselor	To facilitate and help direct the learning loss in special education and general education.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	3000

Annual Review

SPSA Year Reviewed: 2022-23

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 were implemented during the 2022-2023 school year. Goals 1 & 2 were not met. Goals 3 & 4 were met with the exception of three grade levels. Goal 5 was met as we increased from 80% to 84% of being in the general education classroom 80% of the day or more. Goal 6 was not met as 22% (Elementary) and 60% (Middle School) of SWD students were on the D/F list. Pursuant to the discussion with School Site Council, it was agreed that the above goals will be implemented during the 2023 - 2024 school year with the above-listed adjustments. 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.

Sycamore Canyon implemented the intended and stated actions from the 2022 - 2023 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 Scores along with CVUSD Benchmarks. This year's 23-24 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 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 a minimum of 3% or have 55% overall meeting or exceeding standard, 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 a minimum of 3% or have 55% overall meeting or exceeding standard, 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 85% 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 85% 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 20% during the 2022-2022 school year. (LCAP Goal 1)
6. Increase parent participation and attendance at the English Language Advisory Committee (ELAC) meetings so that 22 or more of the total number of ELL parents attend at least one ELAC meeting during the 2023 - 2024 school year. (LCAP Goal 3)

Identified Need

The 21/22 data indicated that on the CVUSD CAASPP, 0% of English Learners (EL) Exceeded standard, 20% Met standard, 20% were Near standard and 60% were Below standard. Additionally, the data indicated that on the CASSPP Math, 12% of English Learners Exceeded standard, 31% Met standard, 27% were Near standard and 30% were Below standard. In addition, current data indicates that 14% of EL students were reclassified during the 2021-2022 school year. Upon analyzing current ELAC attendance from 2021-2022 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
2022 - 2023 CAASPP Scores ELA	2022-2023 CAASPP ELA (% of ELL Meeting or Exceeding Standards) 3rd Grade - 25% 4th Grade - 0% (1 student) 5th Grade - 0% (1 student) 6th Grade - 0% (1 student) 7th Grade - 0% (1 student) 8th Grade - N/A	2023 - 2024 CAASPP ELA (% of ELL Meeting or Exceeding Standards) 3rd Grade - 50% 4th Grade - 50% 5th Grade - 50% 6th Grade - 50% 7th Grade - 55% 8th Grade - 50%
2022 - 2023 CAASPP Scores Math	2022-2023 CAASPP Math (% of ELL Meeting or Exceeding Standards) 3rd Grade - 75% 4th Grade - 0% (1 student) 5th Grade - 100% 6th Grade - 0% (1 student) 7th Grade - 50% 8th Grade - N/A	2022 - 2024 CAASPP Math (% of ELL Meeting or Exceeding Standards) 3rd Grade - 55% 4th Grade - 50% 5th Grade - 50% 6th Grade - 50% 7th Grade - 100% 8th Grade - 50%
2022 - 2023 CVUSD Bench Marks ELA	2022-2023 ELA Benchmarks TK/K - 74% 1st Grade - 65% 2nd Grade - 80% 3rd Grade - 75% 4th Grade - 75% 5th Grade - 76% 6th Grade - 50% 7th Grade - 50%	2023 - 2024 ELA Benchmarks TK/K - 100% 1st Grade - 92% 2nd Grade - 100% 3rd Grade - 50% 4th Grade - 53% 5th Grade - 78% 6th Grade - 53% 7th Grade - 53%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8th Grade - N/A	8th Grade - TBD
2022 - 2023 CVUSD Bench Marks Math	2022-2023 Math Benchmarks TK/K - 93% 1st Grade - 97% 2nd Grade - 100% 3rd Grade - 71% 4th Grade - 60% 5th Grade - 80% 6th Grade - 100% 7th Grade - 100% 8th Grade - 100%	2023 - 2024 Math Benchmarks TK/K - 96% 1st Grade - 100% 2nd Grade - 100% 3rd Grade - 74% 4th Grade - 63% 5th Grade - 83% 6th Grade - 100% 7th Grade - 100% 8th Grade - 100%
2022 - 2023 EL Reclassification	2022-2023 Total Number of EL Students Reclassified was 6.	2023 - 2024 Total Number of EL Students Reclassified will be 8.
2022 - 2023 ELAC Attendance	2022-2023 ELAC Attendance 10 total parents for 5 meetings	2023 - 2024 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 2023 - June 2024	Teachers Administration	Teachers will use learned UDL strategies to support EL learners accessing the curriculum.	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Exposure to SBAC mirrors and interim assessments to familiarize students with testing procedures and questioning.	September 2023 - June 2024	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 2023 - June 2024	Teachers Administration	Teachers will utilize adopted District EL curriculum to support language acquisition.	None Specified		0
Frequent communication with EL families about CAASPP testing and provide information to parents regarding methods of support.	September 2023 - June 2024	Teachers Administration	Communication	None Specified		0
English Language Learner students who have reclassified will be recognized with Principals luncheon to celebrate their accomplishments.	September 2023 - June 2024	Administration ELD Facilitator	Celebration with students who reclassified	4000-4999: Books And Supplies	0010	100
Parent information is distributed at the time of enrollment to help parents understand supports available at school and ways they can get involved.	September 2023 - June 2024	Administration ELD Facilitator Clerical Staff	Information to support families	4000-4999: Books And Supplies	0010	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 2023 - June 2024	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 2023 - June 2024	Administration ELD Facilitator Parents	Complete annual survey	None Specified		0
Utilize ELD Facilitator to support staff and students.	September 2023 - June 2024	Administration ELD Facilitator	Offer supports to identified ELL's and staff	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training and additional hours for ELD Facilitator to meet the needs of K - 8 EL students and to collaborate with certificated employees.	September 2023 - June 2024	Administration Teachers ELD Facilitator	Additional support from EL Facilitator for EL students.	2000-2999: Classified Personnel Salaries	0010	800
			EL instructional supplies	4000-4999: Books And Supplies	0010	390
Utilize EL Teacher Representative to educate staff on best practices.	September 2023 - June 2024	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 2023 - June 2024	Administration ELD Facilitator Teachers	Purchase additional Rosetta Stone Licenses	4000-4999: Books And Supplies	0010	250
			Supplies, headphones, devices	4000-4999: Books And Supplies	0010	480
Assistant Principal attends all ELD advisor meetings and collaborates with ELD advisor rep.	September 2023 - June 2024	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 2023 - June 2024	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 2023 - June 2024	Administration Certificated Staff	Intervention Specialist: Split between ELA and Math 3 - 4 sessions x 6-8 weeks	None Specified		
Additional hours for ELD Facilitator	September 2023 - June 2024	Administration Teachers ELD Facilitator	Extra hours given to offer additional supports to specified students as needed.		District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Diversifying Core Literature	September 2023 - June 2024	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: 2022-23

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 were implemented during the 2022-2023 school year. Pursuant to the discussion with School Site Council, it was agreed that the above goals will be implemented during the 2023 - 2024 school year with the above-listed adjustments. After analyzing benchmark data for Math and ELA it was determined that students did not score in the typical 80% range. The school continues to set high expectations by setting a growth of 3% or maintaining an overall average of 85% 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.

Sycamore Canyon implemented the intended and stated actions from the 2021 - 2022 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 22-23 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 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 TK - 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)	2022 - 2023	2023 - 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmarks TK - 2	94% 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.	95% or more of identified students in TK - 2 will have '3's' academic areas 95% 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 and Middle School Summer Programs offered to identified students based on academic need and teacher recommendation.	September 2023 - June 2024	Administration Certificated Teachers	Summer academic supports provided by CVUSD.	None Specified	District Funded	0
Provide SEL guest speakers, assemblies, or activities	September 2023 - June 2024	Administration Certificated Teachers Counselors	SEL engagement through outside/inside sources.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	5000

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 2023 - June 2024	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 2023 - June 2024	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 2023 - June 2024	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 2023 - June 2024	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 2023 - June 2024	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 Funded in Goal 1	September 2023 - June 2024	Admin Teachers Counselors	Teachers provide open times to meet independently with students who have needs.	None Specified		
NPHS after school tutoring	September 2023 - June 2024	Admin Teachers NPHS Students	NPHS students provide tutoring support to elementary students by appointment	None Specified		0
On-going learning loss discussion and collaboration among departments and grade-levels on Tuesday PLC's.	September 2023 - June 2024	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 2023 - June 2024	Admin Teachers Counselors	Adopted SEL curriculums for given grade spans.		District Funded	
Wellness Counselor for Middle School	September 2023 - June 2024	Admin Counselor Wellness Counselor	Wellness Counselor to support Middle School Students	None Specified	None Specified	0

Annual Review

SPSA Year Reviewed: 2022-23

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.

Sycamore Canyon was able to implement all listed actions based on metrics referenced in each area. Pursuant to the discussion with School Site Council, it was agreed that the above goals will be implemented during the 2022 - 2023 school year with the above-listed adjustments. 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.

Sycamore Canyon implemented the intended and stated actions from the 2021 - 2022 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 22-23 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.

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	\$240,248.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
0010	\$122,890.00
0TRM	\$14,418.00
4EEF	\$1,400.00
District Funded	\$0.00
ESSER III - Learning Loss	\$57,020.00
ESSER III - Other Allowable Uses	\$42,020.00
None Specified	\$0.00
Other	\$2,500.00

Subtotal of state or local funds included for this school: \$240,248.00

Total of federal, state, and/or local funds for this school: \$240,248.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
OTRM	14,418	0.00
4EEF	1,400	0.00
ESSER III - Learning Loss	57,020	0.00
Other	2,500	0.00
ESSER III - Other Allowable Uses	42,020	0.00
0010	122,890	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	122,890.00
OTRM	14,418.00
4EEF	1,400.00
District Funded	0.00
ESSER III - Learning Loss	57,020.00
ESSER III - Other Allowable Uses	42,020.00
None Specified	0.00
Other	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	70,864.59
2000-2999: Classified Personnel Salaries	800.00
4000-4999: Books And Supplies	120,449.41
5000-5999: Services And Other Operating Expenditures	25,165.00

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
	0010	16,500.00
1000-1999: Certificated Personnel Salaries	0010	7,640.59
2000-2999: Classified Personnel Salaries	0010	800.00
4000-4999: Books And Supplies	0010	93,949.41
5000-5999: Services And Other Operating Expenditures	0010	4,000.00
	OTRM	1,949.00
1000-1999: Certificated Personnel Salaries	OTRM	6,804.00
4000-4999: Books And Supplies	OTRM	2,500.00
5000-5999: Services And Other Operating Expenditures	OTRM	3,165.00
1000-1999: Certificated Personnel Salaries	4EEF	900.00
5000-5999: Services And Other Operating Expenditures	4EEF	500.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	49,520.00
5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	7,500.00
	ESSER III - Other Allowable Uses	3,520.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	6,000.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	22,500.00

5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	10,000.00
None Specified	None Specified	0.00
	Other	1,000.00
4000-4999: Books And Supplies	Other	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	183,214.59
Goal 2	33,663.41
Goal 3	15,750.00
Goal 4	2,620.00
Goal 5	5,000.00

School Site Council Membership and Assurances

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 (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 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
Drew Haver	Classroom Teacher
Beth Carr	Classroom Teacher
Maxine Bahns	Parent or Community Member
Sarah Epstein	Parent or Community Member
Marci Hise	Parent or Community Member
MacKenzie Smith	Parent or Community Member
Shadi Khodavandloo	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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives 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
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council 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 8//23.

Attested:

Principal, Doug Hedin Chairperson on 8/30/23
SSC Chairperson, Beth Carr Vice Chairperson on 8/30/23

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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

Signature	Committee or Advisory Group Name
Hun Kaplowitz	District Advisory Committee Representative
Gulnihal Ertugrul	English Learner Advisory Committee Representative
<u><i>Alia Matthews</i></u> <small>Alia Matthews (Aug 31, 2023 16:09 PDT)</small>	Gifted and Talented Education Program Advisory Committee Representative
Kate Taillon	School Site Representative
Beth Pearcey Neal	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council 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 8//23.

Attested:

Doug Hedin	Principal, Doug Hedin Chairperson on 8/30/23
Beth Carr	SSC Chairperson, Beth Carr Vice Chairperson on 8/30/23

Signature: Douglas Hedlin

Email: dhedin@conejouso.org

Signature: Kathleen Taillon
Kathleen Taillon (Aug 31, 2023 13:44 PDT)

Email: ktaillon@conejouso.org

Signature: Beth Pearcey Neal
Beth Pearcey Neal (Aug 31, 2023 15:58 PDT)

Email: bpneal@me.com

Signature: Hskappy
Hun Kaplowitz (Aug 31, 2023 16:32 PDT)

Email: hskappy@gmail.com

Signature: Elizabeth Carr
Elizabeth Carr (Aug 31, 2023 12:19 PDT)

Email: ecarr@conejouso.org

Signature: Gulnihal Otugrul
Gulnihal Otugrul (Aug 31, 2023 15:07 PDT)

Email: gulnihalb@hotmail.com

Signature: Shadi Khodavandloo
Shadi Khodavandloo (Aug 31, 2023 16:30 PDT)

Email: shadikhoda@gmail.com












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Final Audit Report


2023-08-31


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 Agreement completed.

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