

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sycamore Canyon School	56 73759 6118582	8/28/24	

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Sycamore Canyon School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement and

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Sycamore Canyon School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement and

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.

Educational Partner Involvement

How, when, and with whom did Sycamore Canyon 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):

1/17/24 - SSC Meeting held, SPSA plan update given

2/21/24 - SSC Meeting held, SPSA plan update given with mid-year data, proposal to move \$5,000 to purchase Wonders workbooks for teachers to use moving forward into future years. SSC approved 7-0. SSC also agreed 7-0 to spend the remaining ESSR-3 monies as needed so as to not lose the money so students benefit.

3/20/24 - SSC Meeting held, SPSA plan progress reviewed as it relates to goals and funding expenditures.

4/17/24 - 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 2024 - 2025 SPSA. SSC discussed proposed SPSA goals based on deep dive.

5/15/24 - SSC Meeting held. Proposed goals were discussed as well as election results.

8/28/24 - SSC Meeting held, proposed SPSA reviewed, discussed, and voted on. Bylaws updated, SPSA Monitoring Tool completed.

Future information will be added as work is completed.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

All students at Sycamore Canyon scored in the Orange in Chronic Absenteeism for 2023 school year as per the California School Dashboard.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, and Two or More Races students scored in the orange for suspension for the 2023 school year rate as per the California School Dashboard. For the 2022/2023 school year there were 5 students suspended in middle school and two students suspended in elementary school. All suspensions were given after other means of correction such as restorative practices, parent meetings, behavior contracts, etc. were afforded to students in prior situations. A continued practice of restorative practices in the 2023/2024 school year lead to there being one suspension in middle school and zero suspensions in elementary. Additionally, Students with Disabilities scored in Red in both ELA and Math which is measured by CAASPP.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sycamore Canyon School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.50%	0.51%	0.31%	5	5	3
African American	1.00%	0.82%	0.63%	10	8	6
Asian	23.09%	22.42%	23.06%	230	219	220
Filipino	1.51%	1.64%	1.26%	15	16	12
Hispanic/Latino	10.84%	11.05%	11.95%	108	108	114
Pacific Islander	0.20%	0.31%	0.42%	2	3	4
White	54.52%	55.17%	54.09%	543	539	516
Multiple/No Response	8.33%	8.09%	8.07%	83	79	77
Total Enrollment				996	977	954

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	76	106	80
Grade 1	86	67	63
Grade 2	89	96	69
Grade3	92	91	104
Grade 4	104	89	95
Grade 5	116	114	93
Grade 6	147	132	135
Grade 7	140	145	128
Grade 8	146	137	141
Total Enrollment	996	977	954

Conclusions based on this data:

- 3rd grade enrollment increased
- Overall enrollment has seen a slight decrease each year falling from 977 in 2022-2023 to 954 in 2023 - 2024.

3. Enrollment decreased 23 students from 22/23 - 23/24. This may have to do with Amgen moves and the community not having homes for sale and/or rent.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	53	50	49	4.8%	5.3%	5.1%
Fluent English Proficient (FEP)	118	130	123	13.0%	11.8%	12.9%
Reclassified Fluent English Proficient (RFEP)				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 remains consistent.
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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	92	92	104	88	91	104	88	91	104	95.7	98.9	100
Grade 4	106	87	95	106	86	87	106	86	87	100.0	98.9	91.6
Grade 5	116	117	93	115	117	88	115	117	88	99.1	100.0	94.6
Grade 6	147	132	135	140	128	133	140	128	133	95.2	97.0	98.5
Grade 7	137	140	128	135	136	115	135	136	115	98.5	97.1	89.8
Grade 8	145	138	141	128	124	127	128	124	127	88.3	89.9	97.6
All Grades	743	706	696	712	682	654	712	682	654	95.8	96.6	95.4

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2481.	2492.	2473	44.32	48.35	49.0	30.68	28.57	15.4	18.18	13.19	20.2	6.82	9.89	15.4
Grade 4	2517.	2530.	2540	47.17	48.84	57.5	24.53	27.91	19.5	11.32	15.12	18.4	16.98	8.14	4.6
Grade 5	2566.	2584.	2600	51.30	56.41	68.2	22.61	28.21	20.5	13.04	6.84	8.0	13.04	8.55	3.4
Grade 6	2610.	2573.	2592	47.86	29.69	40.6	36.43	46.09	37.6	11.43	12.50	15.0	4.29	11.72	6.8
Grade 7	2609.	2633.	2631	35.56	45.59	43.5	35.56	38.24	36.5	22.22	11.03	15.7	6.67	5.15	4.3
Grade 8	2615.	2620.	2641	29.69	34.68	39.4	45.31	39.52	43.3	15.63	16.94	13.4	9.38	8.87	3.9
All Grades	N/A	N/A	N/A	42.28	43.26	49.7	33.15	35.63	28.8	15.31	12.46	15.12	9.27	8.65	6.4

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.50	39.56		55.68	53.85		6.82	6.59	
Grade 4	39.62	39.53		50.94	56.98		9.43	3.49	
Grade 5	46.09	49.57		46.96	44.44		6.96	5.98	
Grade 6	45.71	39.06		50.71	48.44		3.57	12.50	
Grade 7	32.59	44.12		58.52	50.00		8.89	5.88	
Grade 8	35.16	34.68		57.81	51.61		7.03	13.71	
All Grades	39.47	41.20		53.51	50.44		7.02	8.36	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.55	41.76		60.23	46.15		10.23	12.09	
Grade 4	32.08	29.07		55.66	59.30		12.26	11.63	
Grade 5	44.35	42.74		40.87	52.14		14.78	5.13	
Grade 6	41.43	26.56		51.43	58.59		7.14	14.84	
Grade 7	42.22	44.85		51.85	48.53		5.93	6.62	
Grade 8	32.03	34.68		57.81	57.26		10.16	8.06	
All Grades	37.50	36.80		52.67	53.67		9.83	9.53	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.95	20.88		61.36	72.53		5.68	6.59	
Grade 4	19.81	24.42		74.53	66.28		5.66	9.30	
Grade 5	26.96	35.90		66.09	58.97		6.96	5.13	
Grade 6	21.43	18.75		72.14	74.22		6.43	7.03	
Grade 7	25.93	29.41		70.37	67.65		3.70	2.94	
Grade 8	21.09	27.42		71.88	64.52		7.03	8.06	
All Grades	24.30	26.39		69.80	67.30		5.90	6.30	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.27	31.87		67.05	62.64		5.68	5.49	
Grade 4	28.30	32.56		64.15	61.63		7.55	5.81	
Grade 5	29.57	30.77		60.00	58.97		10.43	10.26	
Grade 6	41.43	32.81		56.43	60.16		2.14	7.03	
Grade 7	26.67	39.71		65.93	56.62		7.41	3.68	
Grade 8	33.59	29.84		58.59	62.10		7.81	8.06	
All Grades	31.60	33.14		61.66	60.12		6.74	6.74	

Conclusions based on this data:

1. Sycamore Canyon students in grades 3 - 8 scored at 80% 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 682 students testing in 2023 and 654 students testing in 2024.
3. The overall achievement for students in grades 3 - 8 falling in the standard not met dropped from 8.6 - 6.4 meaning more students moved out of this category.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	92	92	104	88	91	104	88	91	104	95.7	98.9	100
Grade 4	106	87	95	106	86	87	106	86	87	100.0	98.9	91.6
Grade 5	116	117	93	114	117	89	114	117	89	98.3	100.0	95.7
Grade 6	147	132	135	141	128	133	141	128	133	95.9	97.0	98.5
Grade 7	137	140	128	135	136	116	135	136	116	98.5	97.1	90.6
Grade 8	145	138	141	129	126	127	129	126	127	89.0	91.3	90.1
All Grades	743	706	696	713	684	656	713	684	656	96.0	96.9	94.4

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2505.	2492.	2490	50.00	47.25	47.1	32.95	34.07	33.7	9.09	13.19	12.5	7.95	5.49	6.7
Grade 4	2528.	2543.	2544	46.23	50.00	44.8	24.53	22.09	40.2	19.81	24.42	10.3	9.43	3.49	4.6
Grade 5	2562.	2575.	2592	42.11	52.14	53.9	26.32	22.22	23.6	21.93	16.24	16.9	9.65	9.40	5.6
Grade 6	2609.	2593.	2607	53.19	42.19	48.9	17.73	30.47	28.6	20.57	17.19	15.8	8.51	10.16	6.8
Grade 7	2612.	2628.	2617	44.44	54.41	42.2	19.26	19.12	30.2	25.19	15.44	16.4	11.11	11.03	11.2
Grade 8	2659.	2651.	2677	56.59	49.21	62.2	17.05	23.02	16.5	13.18	17.46	13.4	13.18	10.32	7.9
All Grades	N/A	N/A	N/A	48.95	49.27	50.2	22.16	24.85	28.2	18.79	17.11	14.3	10.10	8.77	7.3

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	59.09	53.85		35.23	42.86		5.68	3.30	
Grade 4	51.89	51.16		38.68	43.02		9.43	5.81	
Grade 5	40.35	46.15		50.88	42.74		8.77	11.11	
Grade 6	53.19	46.09		36.17	41.41		10.64	12.50	
Grade 7	40.74	50.74		51.11	41.18		8.15	8.09	
Grade 8	63.57	55.56		29.46	38.10		6.98	6.35	
All Grades	51.19	50.44		40.39	41.37		8.42	8.19	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	54.55	47.25		37.50	46.15		7.95	6.59	
Grade 4	36.79	40.70		48.11	54.65		15.09	4.65	
Grade 5	34.21	47.01		53.51	42.74		12.28	10.26	
Grade 6	36.17	33.59		51.77	54.69		12.06	11.72	
Grade 7	36.30	47.79		51.11	45.59		12.59	6.62	
Grade 8	43.41	41.27		43.41	43.65		13.18	15.08	
All Grades	39.55	42.84		48.11	47.66		12.34	9.50	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47.73	48.35		51.14	47.25		1.14	4.40	
Grade 4	42.45	48.84		48.11	46.51		9.43	4.65	
Grade 5	33.33	40.17		57.02	52.14		9.65	7.69	
Grade 6	38.30	35.16		55.32	54.69		6.38	10.16	
Grade 7	35.56	41.91		54.81	47.06		9.63	11.03	
Grade 8	44.19	37.30		46.51	56.35		9.30	6.35	
All Grades	39.83	41.23		52.31	51.02		7.85	7.75	

Conclusions based on this data:

1. Sycamore Canyon students in grades 3 - 8 scored at 80% 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 684 students testing in 2023 and 654 students testing in 2024.
3. Fewer students fell within the not met category this year as compared to 2023.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	*
5	*	*	*	*	*	*	*	*	*	4	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*
2	53.85	*	*	46.15	*	*	0.00	*	*	0.00	*	*	13	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*	28.57	*	*	42.86	*	*	28.57	*	*	0.00	*	*	14
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	40.00	33.33	43.24	35.56	4.17	13.51	17.78	2.08	5.41	6.67	48	37	45

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	*	*	7.14	*	*	28.57	*	*	50.00	*	*	14.29	*	*	14
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	15.56	39.58	54.05	40.00	16.67	32.43	35.56	6.25	8.11	8.89	48	37	45

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	*	*	42.86	*	*	57.14	*	*	0.00	*	*	14
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	48.89	31.25	43.24	46.67	2.08	5.41	4.44	48	37	45

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	*	*	28.57	*	*	57.14	*	*	14.29	*	*	14
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	33.33	50.00	48.65	53.33	4.17	8.11	13.33	48	37	45

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	*	*	7.14	*	*	78.57	*	*	14.29	*	*	14
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	11.11	54.17	70.27	73.33	6.25	13.51	15.56	48	37	45

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	*	*	35.71	*	*	42.86	*	*	21.43	*	*	14
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	35.56	58.33	78.38	53.33	6.25	2.70	11.11	48	37	45

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 2023 - 2024 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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
977	4.9	5.1	
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	5.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	48	4.9
Students with Disabilities	46	4.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	0.8
American Indian	5	0.5
Asian	219	22.4
Filipino	16	1.6
Hispanic	108	11.1
Two or More Races	79	8.1
Pacific Islander	3	0.3
White	539	55.2

Conclusions based on this data:

1. The Asian and White subgroups make up 77.6% 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 22.4% of the student population.
3. Of the 977 students, 4.9% are made up of Socioeconomically Disadvantaged and English Learners (5.1%).

School and Student Performance Data

Overall Performance





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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Blue		

Conclusions based on this data:

1. Sycamore Canyon maintained its overall ranking of Very High or High in all notated areas with the exception of Chronic Absenteeism.
2. Chronic Absenteeism dropped to orange this year do to multiple incomplete Independent Study Contracts not being completed in elementary, long family vacations, 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

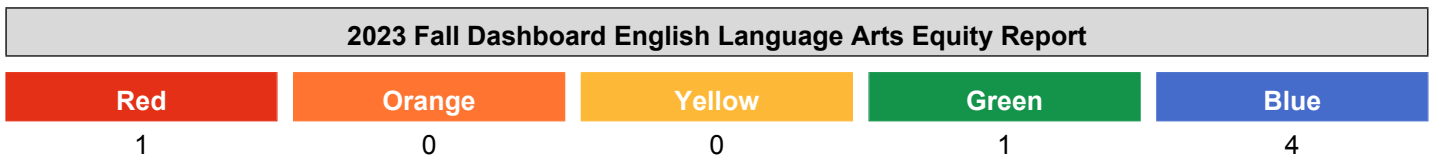
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue	 Blue	Less than 11 Students
64.2 points above standard	70.1 points above standard	0 Students
Increased +5.1 points	Increased Significantly +25.4 points	
670 Students	35 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	10.5 points above standard	 Red
0 Students	Increased Significantly +68.8 points	97.6 points below standard
	31 Students	Decreased Significantly -35.4 points
		44 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 5 Students	 Blue 110.8 points above standard Increased +14.4 points 150 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 37.9 points above standard Increased +9.9 points 75 Students	 Blue 60.4 points above standard Maintained -2.9 points 54 Students	 No Performance Color 0 Students	 Blue 49.9 points above standard Maintained +2 points 369 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 5 Students	90.3 points above standard Maintained -2.9 points 31 Students	57.3 points above standard Maintained +2.2 points 561 Students

Conclusions based on this data:

1. All identified subgroups increased their overall scores with the exception of Students with Disabilities. Reclassified English Learners and English Only students were 90.3 points above standard. Students with Two or More Races were 60 points above standard.
2. Students with Disabilities had a decrease their overall score.
3. English Language Learners were 70.1 points above standard.

School and Student Performance Data

Academic Performance Mathematics

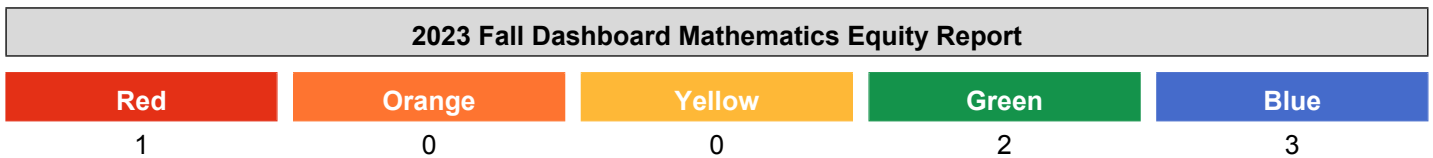
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 55.7 points above standard Maintained +0.9 points 672 Students	English Learners  Blue 73.3 points above standard Increased Significantly +21 points 35 Students	Foster Youth Less than 11 Students 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged 8.2 points above standard Increased Significantly +103.9 points 31 Students	Students with Disabilities  Red 99.8 points below standard Decreased Significantly -28.9 points 44 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 5 Students	 Blue 119.7 points above standard Increased +8 points 150 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 15.7 points above standard Decreased -4.8 points 75 Students	 Green 45.1 points above standard Decreased -12.8 points 54 Students	 No Performance Color 0 Students	 Blue 38.4 points above standard Maintained +0.8 points 371 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 5 Students	87.9 points above standard Decreased -6 points 31 Students	46.7 points above standard Maintained -0.8 points 563 Students

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 87.9 points above standard

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
77.3% making progress towards English language proficiency
Number of EL Students: 22 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
3	2	0	17

Conclusions based on this data:

- 77.3% of our 22 English Learners tested are making progress towards English proficiency which ranks them at the 'Very High' performance level.
- 3 of the 22 identified English Learners decreased one level.
- 17 of the 22 English Learners progressed at least one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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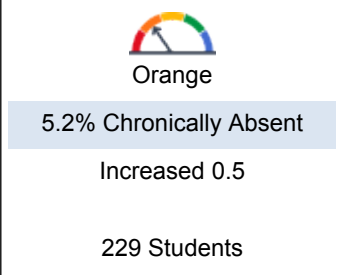
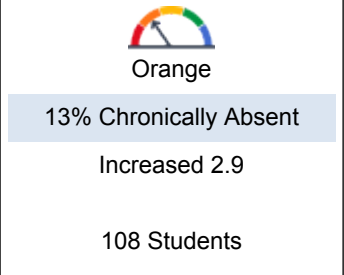
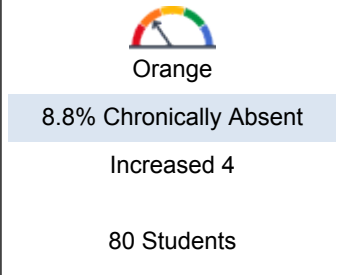
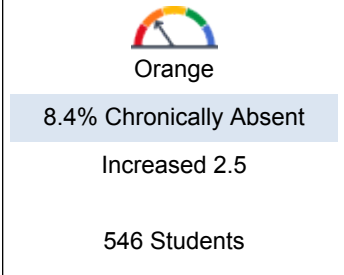
This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 8.1% Chronically Absent Increased 2.3 994 Students	English Learners Green 9.4% Chronically Absent Declined -5.1 53 Students	Foster Youth Less than 11 Students 2 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 14.5% Chronically Absent Declined -5.5 55 Students	Students with Disabilities Orange 16.4% Chronically Absent Increased 7.6 61 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 5 Students	 Orange 5.2% Chronically Absent Increased 0.5 229 Students	0% Chronically Absent Maintained 0 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13% Chronically Absent Increased 2.9 108 Students	 Orange 8.8% Chronically Absent Increased 4 80 Students	Less than 11 Students 3 Students	 Orange 8.4% Chronically Absent Increased 2.5 546 Students

Conclusions based on this data:

1. Overall Sycamore Canyon fell within the orange level last year with chronic absences being a result of families taking extended vacations, incomplete Independent Study Contracts, and/or illness.
2. English learners and Social Economically Disadvantaged students decreased but Students with Disabilities increased slightly. Of the identified students within these groups this was a direct result of extended vacations, incomplete Independent Study Contracts, and/or illness.
3. Asian and Two or More Races had a low number of absences.

School and Student Performance Data

Conditions & Climate Suspension Rate

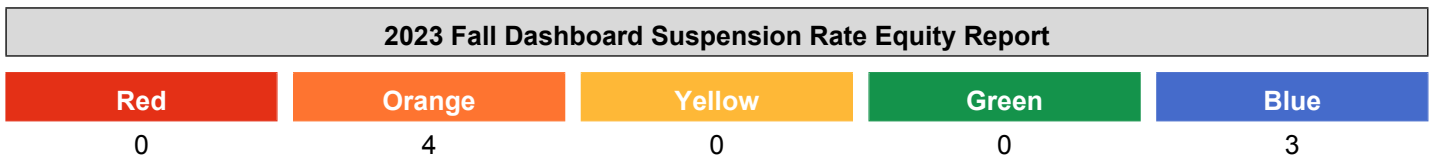
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.7% suspended at least one day</p> <p>Maintained -0.1 1003 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -3.4 54 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.8 56 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Maintained -0.2 61 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 9 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.4 232 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 14 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 0.9 109 Students</p>	<p align="center"> Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 1.2 81 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Blue</p> <p>0.5% suspended at least one day</p> <p>Declined -0.3 550 Students</p>

Conclusions based on this data:

1. Sycamore Canyon has less than 1% of students that were suspended.
2. A total of 6 students were suspended in the 22/23 school year with only one student being suspended in the 23/24 school year.
3. Having low overall student numbers in certain categories can create a higher rating, no sub group had a rating of 2.8% 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

1. All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), 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), McKinney/Vento (Foster/Homeless), 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 Math. (LCAP Goal 1 & 2)
3. All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), and McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE) 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), Socio-Economically Disadvantaged (SED), and McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE) 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), Socio-Economically Disadvantaged (SED), and McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE) on the F list by 5% in Middle School and 2% in Elementary. (LCAP Goals 1 & 2)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The most recent data from 23/24 indicated that on the CASSPP ELA, 50% of students Exceeded standard, 29% Met standard, 15% were Near standard and 6% were Below standard. Additionally, the data indicated that on the CASSPP Math, 50% of students Exceeded standard, 29% Met standard, 14% were Near standard and 7% were Below standard. In addition, 80% or more students in grades TK - 5th met or exceeded standards in ELA . 80% or more students in grades TK - 2 & 8th grade met or exceeded standard where 70% or more students met or exceeded standards in grades 3, 5, 6, & 7 as based on CVUSD math benchmarks.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 - 2024 CAASPP Scores ELA for ALL Students (SWD, EL, SED, McKinney/Vento, GATE)	2023-2024 CAASPP Scores ELA (% of ALL Students Meeting or Exceeding Standard) 3rd Grade - 64% 4th Grade - 77% 5th Grade - 88% 6th Grade - 78% 7th Grade - 80% 8th Grade - 82%	2024-2025 CAASPP Scores ELA (% of ALL Students Meeting or Exceeding Standard) 3rd Grade - 75% 4th Grade - 80% 5th Grade - 91% 6th Grade - 81% 7th Grade - 83% 8th Grade - 85%
2023 - 2024 CAASPP Scores Math for ALL Students (SWD, EL, SED, McKinney/Vento, GATE)	2023-2024 CAASPP Scores Math (% of ALL Students Meeting or Exceeding Standard) 3rd Grade - 80% 4th Grade - 85% 5th Grade - 77% 6th Grade - 77% 7th Grade - 72% 8th Grade - 78%	2024-2025 CAASPP Scores Math (% of ALL Students Meeting or Exceeding Standard) 3rd Grade - 83% 4th Grade - 88% 5th Grade - 80% 6th Grade - 80% 7th Grade - 75% 8th Grade - 81%
2023 - 2024 ELA Benchmarks for ALL Students (SWD, EL, SED, McKinney/Vento, GATE)	2023-2024 ELA Benchmarks TK/Kindergarten - 96% 1st Grade - 93% 2nd Grade - 95% 3rd Grade - 90% 4th Grade - 81% 5th Grade - 87% 6th Grade - 38% 7th Grade - 73% 8th Grade - 65%	2024-2025 ELA Benchmarks TK/Kindergarten - 95% 1st Grade - 95% 2nd Grade - 95% 3rd Grade - 90% 4th Grade - 84% 5th Grade - 87% 6th Grade - 70% 7th Grade - 76% 8th Grade - 70%
2023 - 2024 Math Benchmarks for ALL Students (SWD, EL, SED, McKinney/Vento, GATE)	2023-2024 Math Benchmarks TK/Kindergarten - 98% 1st Grade - 90% 2nd Grade - 90% 3rd Grade - 74% 4th Grade - 59% 5th Grade - 76% 6th Grade - 72% 7th Grade - 70% 8th Grade - 80%	2024-2025 Math Benchmarks TK/Kindergarten - 98% 1st Grade - 90% 2nd Grade - 90% 3rd Grade - 77% 4th Grade - 75% 5th Grade - 79% 6th Grade - 75% 7th Grade - 73% 8th Grade - 83%
2023 - 2024 F List for ALL Students (SWD, EL, SED, McKinney/Vento, GATE)	2023 - 2024 F List Elementary (3rd - 5th) 1% F's of ALL students Middle School 6% F's of ALL students	2024 - 2025 F List Elementary (3rd - 5th) 2% of ALL students Middle School 5% of ALL students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Release for opportunities to collaborate in professional learning communities (PLC) with grade and across grade level teachers to implement with fidelity, school-wide goals. Teachers review and analyze data for implementation of best practices, lesson planning and assessments in alignment with school-wide and SPSA goals.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	5804 OTRM 1000-1999: Certificated Personnel Salaries Teacher Release for articulation on data analysis and assessments 4040.59 0010 1000-1999: Certificated Personnel Salaries Vertical articulation across elementary and middle school
1.2	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	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 2000-2999: Classified Personnel Salaries Additional support from bilingual facilitator for ELL students
1.3	EL instructional supplies Funds allocated in Goal 4	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 4000-4999: Books And Supplies Earphones and additional materials to support ELL learners.
1.4	Elementary Summer and Middle School summer programs offered to identified students based on academic need and teacher recommendation.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 None Specified Summer academic supports provided by CVUSD.
1.5	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, McKinney/Vento, and SWD students	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	1550 OTRM 5000-5999: Services And Other Operating Expenditures Teacher development to further student growth 1400 4EEF 1000-1999: Certificated Personnel Salaries

			Teacher Conferences
1.6	Provide 3 release days for English teachers to assess student writing and to promote collaboration (6-8)	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	1600 0010 1000-1999: Certificated Personnel Salaries Assessment evaluations
1.7	Intervention Teacher Tier III: Provided systemic ELA & Math support to reinforce skills with struggling students (K-5)	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	12,000 0010 1000-1999: Certificated Personnel Salaries Intervention Specialist: Split between ELA and Math 3 - 4 sessions x 6-8 weeks
1.8	Implement SRI, Reading Counts, Spelling City, Mystery Science, Lexia, Smarty Ants, Imagine Learning, Achieve 3300, IXL, Delta Math, Raz Kids, and Peer Coach to reinforce skills and concepts	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	1500 0010 5000-5999: Services And Other Operating Expenditures Software costs to support classroom instruction 1000 OTRM 5000-5999: Services And Other Operating Expenditures Software costs to support classroom instruction
1.9	Books, supplies, technology, copier lease, teacher budgets, adoption support materials & operating costs to support the instructional program for all students	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	74466 0010 4000-4999: Books And Supplies Materials to support the instructional program for all learners 2448 OTRM 4000-4999: Books And Supplies
1.10	Purchase apps and other items for student iPads and devices	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	500 OTRM 5000-5999: Services And Other Operating Expenditures Apps and other instructional items. Split between 4 goals.
1.11	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.	All general education, students with disabilities (SWD), English Learners (EL), Socio-	0 None Specified

		Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	Embedded class within master schedule for academic support.
1.12	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.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 None Specified Expose students to CAASPP rigor and language.
1.13	1:1 technology	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	District Funded Opening access to all students. 10000 0010 Replacement Equipment for campus usage. (LCD Projectors, bulbs, printers, toner, etc.)
1.14	Review all students with IEP's to ensure students are accessing the general education setting as much as appropriate.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 None Specified Special education teachers meeting with administration to discuss placement.
1.15	Professional Development - Training takes place during Tuesday collaboration (PLC), training days, staff/leadership meetings as well as online.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 District Funded None Specified Training teachers on instructional strategies.
1.16	Before/After School Intervention is offered to designated Elementary/Middle School students.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	1000 OTRM 1000-1999: Certificated Personnel Salaries Academic supports offered to identified middle school students
1.17	Incorporate UDL Strategies to break down barriers for ALL students.	All general education, students with disabilities	0

		(SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	None Specified Focused lessons on identified targeted areas of improvement in ELA and math through UDL to ensure access to accommodate for student individual learning differences
1.18	School Counselor meets with identified at risk students to create and support student success plans which include academics	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 School counselor meets with identified at risk students to develop success plans
1.19	Professional Development	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	District Funded 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
1.20	Counseling for SEL and academic supports	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	Individual and small group supports with identified students.
1.21	ELOP TK - 6	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	Supports for students in grades TK - 6 to receive additional instruction and enrichment until 5:30 daily.
1.22	UDL Learning Walks	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and	Administration will conduct UDL learning walks with teachers to observe and collaborate on best practices

		Gifted and Talented Education (GATE)	
1.23	Materials and Supplies to support and extend TK Classes	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	500 0010 4000-4999: Books And Supplies Purchase materials and supplies for expanding the TK classes

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The above goals were implemented during the 2023-2024 school year. Pursuant to the discussion with School Site Council, it was agreed that the above goal will be implemented in the 2024-2025 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 that met or exceeded overall goals. 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.

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 2023 - 2024 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 24-25 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 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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 4 or more times a month during the 2024- 2025 school year. (LCAP Goal 3)
3. Record the number of participants in school activities (PTSA, ELAC, GATE) as measured by sign-in sheets and recorded volunteer hours during the 2024- 2025 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 2024 - 2025 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 2024 - 2025 school year. Activities will also include opportunities to learn about Diveristy, Equity, and Inclusion. (LCAP Goal 4)
7. Chronic Absenteeism
8. Suspension

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on stakeholder input through the SPSA Analysis meetings held in May and June of 2024, 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. Goal 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. Goal 7 - Will continue to monitor, educate, and support student attendance. Goal 8 - A continued focus on restorative practices, education, and other alternatives to keep students safe and on campus.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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	2023 - 2024 Smore Messages - 45 messages Blackboard Messages - 475+ messages Twitter - See Feed on Website Websites - 35 weekly updates	2024 - 2025 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	2023 - 2024 ELAC - 5 Meetings had between 3 - 9 people GATE - 1 Meeting had 26 parents attend. PTSA - GA meetings had between 10 - 20 people. SSC - Meetings ranged between 7-15 people. PTSA Volunteers - 11,947 hours	Increase total participants by 2 for each listed meeting. School events would increase by 3% or maintain current participation rate.
SEL teacher verification form, surveys, observations	2023 - 2024 Students received 30 minutes weekly (TK-5) and 25 minutes weekly (6-8) of SEL instruction as per LCAP.	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.	2023 - 2024 Parent Meetings - GATE 1, ELAC 5, PTSA GA 4, SSC 8, New Student Orientation 1, BTSN 1, TK/K Parent Infor Night 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.	2023 - 2024 Elem: 11 events, % of identified GATE attended MS: 11 events, % of identified GATE attended	Expected results would remain static.
Chronic Absenteeism	2023 - 2024 The 2023 California Dashboard shows 8.1% of students fell within the Chronic Absenteeism whereas Q data shows 6.3% in the 2023 - 2024 school year for ALL students TK - 8 which was the lowest of all CVUSD schools.	Expected results would be to lower the Chronic Absenteeism number to 5%.
Suspension	2023 - 2024 The 2023 California Dashboard shows an increase in various sub groups whereas Q data shows less than 1% for ALL students TK - 8 were suspended during the 23/24 school year.	Expected results would remain static.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Monthly activities to promote diversity, equity, and inclusion awareness, and other school connections.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 Provide students with activities to bring awareness of the diversity within our school community.
2.2	Communicate regularly with school community to foster engagement and support.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 None Specified Communication via Blackboard Connect, SMORE, School Website, Social Media & Teacher emails
2.3	Collect attendance information for school events including GATE, ELAC, BTSN, Open House, & PTSA events.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 None Specified Use sign in sheets, sign up genius, or other data collection to determine how many people attended the given activity.

2.4	Conduct annual Sycamore Parent Survey being sure to add additional opportunities to address concerns.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 4000-4999: Books And Supplies Use Google to create survey
2.5	Communicate with parents how to access Q in grades 3 - 8.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 None Specified Communicate directions via email, school website, Back to School Night, teacher newsletters.
2.6	Activities that provide support for Diversity, Equity, and Inclusion	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 Activites to provide students with oportunites to further their understanding of Diveristy, Equity, and Inclusion.
2.7	Support materials for GATE/ACES program	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	1000 OTRM 4000-4999: Books And Supplies Supplies and materials needed to support the GATE program
2.8	Opportunities for students to engage in the visual and performing arts.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	0 None Specified On site opportunities for students in Chorus, Band, & Strings 2500 Other 4000-4999: Books And Supplies Supplies to support VPA program
2.9	Provide activities on site to increase student engagement and enrich the educational program.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and	On site opportunities to include; ASB, Student Council Builders Club 1000 0010

		Gifted and Talented Education (GATE)	<p>5000-5999: Services And Other Operating Expenditures Noetic Math and Math Counts 500 0010</p> <p>5000-5999: Services And Other Operating Expenditures Speech and Debate 500 0010</p> <p>5000-5999: Services And Other Operating Expenditures Student Awards - Coyote Codes (Elem), department awards (MS) 0</p> <p>None Specified School Spirit Days 0</p> <p>None Specified Grade Level Performances 0</p> <p>None Specified Family Nights 0</p> <p>None Specified PTSA Sponsored Activities Student Assemblies, Movie Night, Grandparents Bingo, Culture in the Garden, Science night, Math Night, Art Night, International Night, SCS Garden Lessons, Fun Run, 5K, Carnival.</p> <p>2000 0010</p> <p>1000-1999: Certificated Personnel Salaries Math Counts & Builders Club</p>
2.10	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.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	<p>0</p> <p>None Specified</p> <p>On site opportunities to include in person and virtual SEL lessons given by teachers and/or counselors.</p> <p>0</p> <p>Provide SEL guest speakers, assemblies, and/or activities</p>
2.11	Dean of Students collaborates with GATE-DAC rep and GATE Site Reps to support the GATE program.	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically	<p>None Specified</p> <p>Dean of students attends GATE DAC meetings monthly</p>

		Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	
2.12	Clean and Safe Facilities	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	10,175.41 0010 4000-4999: Books And Supplies Yearly supplies to clean, maintain, disinfect, etc. school campus including restrooms, classrooms, gym, MPR, & all locations on property.
2.13	Chronic Absenteeism	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	<p>None Specified Attendance is monitored daily, clerk communicates & verifies all absences with families and sends out appropriate all calls daily.</p> <p>None Specified Students are provided with Short Term Independent Study should they not be able to attend school for an illness or are going out of town.</p> <p>None Specified Chronic Absence letters and School Attendance Review Board (SARB) letters are sent out to communicate the severity of absences as outlined by CVUSD protocols.</p> <p>None Specified Student Attendance Review Team (SART) meetings are held for students that fall into the chronic absence categories which include parents.</p> <p>None Specified School and District communications are sent out about the importance of regular attendance.</p>
2.14	Suspensions	All general education, students with disabilities (SWD), English Learners (EL), Socio-	None Specified

		Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	<p>Student discipline follows a logical progression utilizing Restorative Practices to educate students as appropriate. A focus is made to educate students rather than punish. This education includes student expectation talks multiple times a year, assemblies, classroom visits, parent meetings, reflection assignments, community service, etc.</p> <p>None Specified Counseling referrals</p> <p>None Specified Parent meetings, SST's, IEP's meetings</p>
2.15	Restorative Practices	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	Utilize Restorative Practices to guide students learning following a disciplinary incident.
2.16	3rd Grade GATE Facilitator	All general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE)	1000 OTRM 1000-1999: Certificated Personnel Salaries Provide a GATE facilitator for 3rd grade students

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and 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. The school website was updated regularly. A social media manager provided consistent social media postings through Facebook and Instagram. 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.

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 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

- Goal #3 Implement targeted actions that support positive student outcomes for Students With Disabilities.**
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 80% or higher in ELA as measured by District Benchmarks. (LCAP 1 & 2)
 4. SWD in grades TK - 8 will demonstrate a 3% increase or maintain 80% or higher in math as measured by District Benchmarks. (LCAP 1 & 2)
 5. Increase the Least Restrictive Environment (LRE) number of SWD spending 80% or more of their day in general education classes from 84% to 85%. (LCAP Goals 1, 2, & 3)
 6. Decrease the number of students with disabilities in grades 3 - 5 on the F list by 10% and grades 6-8 decrease by 10%. (LCAP Goals 1 & 2)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The current data indicated that on the CASSPP ELA, 27% Students with Disabilities (SWD) Exceeded or met standard which is up 4%, 40% were Near standard and 33% were Below standard. Additionally, the data indicated that on the CASSPP Math, 29% SWD Exceeded or met standard which is up 3%, 44% were Near standard and 27% were Below standard. In addition, current data indicates that 67% of SWD were in general education for 80% or more of the school day during the 2023-2024 school year. We also found that 27% of our identified SWD were on the F list which is down 17%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023- 2024 F Lists (SWD)	2023 - 2024 F List Elementary 23% of identified SWD's	2024-2025 F List Elementary 20% of identified SWD's

	Middle School 27% of identified SWD's	Middle School 24% of identified SWD's
2023 - 2024 CAASPP Scores ELA (SWD)	2023 - 2024 CAASPP Scores ELA (% of SWD Meeting or Exceeding Standards) 3rd Grade - 13% 4th Grade - 40% 5th Grade - 40% 6th Grade - 18% 7th Grade - 20% 8th Grade - 11%	2024-2025 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)	2023 - 2024 CAASPP Scores Math (% of SWD Meeting or Exceeding Standards) 3rd Grade - 50% 4th Grade - 40% 5th Grade - 33% 6th Grade - 18% 7th Grade - 20% 8th Grade - 11%	2024-2025 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%
Least Restrictive Environment (LRE)	2023 - 2024 Least Restrictive Environment student totals in general education is 67%	2024-2025 Least Restrictive Environment students in general education totals will be 85%
2023 - 2024 ELA Benchmarks for SWD Students	2023 - 2024 ELA Benchmarks TK/K - 100% 1st Grade - 33% 2nd Grade - 50% 3rd Grade - 74% 4th Grade - 81% 5th Grade - 79% 6th Grade - 50% 7th Grade - 47% 8th Grade - 56%	2024-2025 ELA Benchmarks TK/K - 100% 1st Grade - 66% 2nd Grade - 66% 3rd Grade - 77% 4th Grade - 84% 5th Grade - 82% 6th Grade - 70% 7th Grade - 70% 8th Grade - 70%
2023 - 2024 Math Benchmarks for SWD Students	2023 - 2024 Math Benchmarks TK/K - 100% 1st Grade - 33% 2nd Grade - 50% 3rd Grade - 55% 4th Grade - 22% 5th Grade - 47% 6th Grade - 67% 7th Grade - 64% 8th Grade - 66%	2024-2025 Math Benchmarks TK/K - 100% 1st Grade - 70% 2nd Grade - 70% 3rd Grade - 70% 4th Grade - 70% 5th Grade - 70% 6th Grade - 70% 7th Grade - 70% 8th Grade - 70%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	For SWD, a before/after school drop in support will be offered on specified days and student need.	Students With 0 Disabilities (SWD) which may also include English	

		Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	Special Education teacher will offer supports before school as needed.
3.2	SWD will be provided supports to access the general education setting to support LRE through instructional assistance.	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 None Specified None Specified Para Professional classroom support
3.3	Review all students with 504's or IEP's to ensure students are accessing the general education setting as much as appropriate.	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 None Specified None Specified Special education teachers meeting with administration to discuss placement.
3.4	SWD Parent Survey	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 None Specified Create and send out survey specifically designed to solicit parent feedback.
3.5	Administer SBAC mirror and interim assessments to SWD students as available.	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 None Specified To build confidence with navigating the program along with testing questions.
3.6	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.	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and	0 None Specified Embedded class within master schedule for academic support.

		Gifted and Talented Education (GATE).	
3.7	Incorporate UDL strategies to break down barriers for SWD students.	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 None Specified None Specified Focused lessons on identified targeted areas of improvement in ELA and math through UDL to ensure access to accommodate for student individual learning differences.
3.8	Supply identified SWD or 504 students, as per Assistive Technology need, with necessary devices or apps.	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	402 OTRM 4000-4999: Books And Supplies Purchase and provide necessary assistive technology and apps.
3.9	Co-Teaching Classes	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	District Funded None Specified Schedule co-teaching classes in the middle school master schedule.
3.10	Co-Teaching Professional Development	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	None Specified None Specified Provide/locate professional development focused on co-teaching
3.11	Provide release days for Co-Teaching planning and analysis	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	1000 0010 1000-1999: Certificated Personnel Salaries Provide co-teaching teachers release days for planning and analysis
3.12	Transportation fees	Students With Disabilities (SWD) which	500 OTRM

		may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	5000-5999: Services And Other Operating Expenditures Paying bus transportation for school based extracurricular activities
3.13	Diversifying Core Literature	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 District Funded None Specified Diversifying core literature and restructuring list to require student reading of at least 1 diverse text in each grade level
3.14	Technology	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	
3.15	Increase LRE	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	Continue to increase LRE by utilizing the master schedule to find opportunities to give further access to students
3.16	Special Education Department Chair	Students With Disabilities (SWD) which may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	3000 0010 1000-1999: Certificated Personnel Salaries To facilitate and help direct the learning loss in special education and general education. 348 OTRM 1000-1999: Certificated Personnel Salaries To facilitate and help direct the learning loss in special education and general education.
3.17	Hatchings Tier 1 and Tier 2 classroom counseling visits and small groups.	Students With Disabilities (SWD) which	

		may also include English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	Counsleors will provide students with classroom and small group lessons
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The above goals were implemented during the 2023-2024 school year. Goal 1 was met!! Goals 2 & 3 were not met. CAASPP testing continues to be a very challenging process for our SWD. Goal 4 was not met this year as we added multiple students to the SWD program with many additional services. These necessary additional services caused our LRE to drop. Goals 5 & 6 were met only in TK/K with all SWD students not performing as they had in the previous year. Students worked hard but had challenges with the rigor of the questions. Pursuant to the discussion with School Site Council, it was agreed that the above goals will be implemented during the 2024 - 2025 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.

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 2023 - 2024 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 24-25 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 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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 2024-2025 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)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 23/24 data indicated that on the CVUSD CAASPP, 39% of English Learners (EL) Exceeded or met standard, 25% were Near standard and 36% were Below standard. Additionally, the data indicated that on the CASSPP Math, 50% of English Learners Exceeded or met standard, 24% were Near standard and 26% were Below standard. These scores are all increases this year! In addition, current data indicates that 15 of EL students were reclassified during the 2023-2024 school year. Upon analyzing current ELAC attendance from 2023-2024 we found that given five ELAC meetings there were a total of 10 parents who attended. English Learners increased their scores in both the CVUSD ELA and Math Benchmarks.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 - 2024 CAASPP Scores ELA	2023-2024 CAASPP ELA (% of ELL Meeting or Exceeding Standards) 3rd Grade - 33% 4th Grade - 0% 5th Grade - 50% 6th Grade - 50% 7th Grade - 100% 8th Grade - 0%	2024 - 2025 CAASPP ELA (% of ELL Meeting or Exceeding Standards) 3rd Grade - 70% 4th Grade - 70% 5th Grade - 70% 6th Grade - 70% 7th Grade - 70% 8th Grade - 70%
2023 - 2024 CAASPP Scores Math	2023-2024 CAASPP Math (% of ELL Meeting or Exceeding Standards) 3rd Grade - 30% 4th Grade - 67% 5th Grade - 50% 6th Grade - 50% 7th Grade - 100% 8th Grade - 0%	2024 - 2025 CAASPP Math (% of ELL Meeting or Exceeding Standards) 3rd Grade - 70% 4th Grade - 70% 5th Grade - 70% 6th Grade - 70% 7th Grade - 70% 8th Grade - 70%
2023 - 2024 CVUSD Bench Marks ELA	2023-2024 ELA Benchmarks TK/K - 100% 1st Grade - 100% 2nd Grade - 87% 3rd Grade - 89% 4th Grade - 70% 5th Grade - 63% 6th Grade - 33% 7th Grade - 50% 8th Grade - 33%	2024 - 2025 ELA Benchmarks TK/K - 100% 1st Grade - 100% 2nd Grade - 90% 3rd Grade - 92% 4th Grade - 73% 5th Grade - 70% 6th Grade - 70% 7th Grade - 70% 8th Grade - 70%
2023 - 2024 CVUSD Bench Marks Math	2023-2024 Math Benchmarks TK/K - 100% 1st Grade - 100% 2nd Grade - 87% 3rd Grade - 78% 4th Grade - 61% 5th Grade - 66% 6th Grade - 100% 7th Grade - 75% 8th Grade - 100%	2024 - 2025 Math Benchmarks TK/K - 100% 1st Grade - 100% 2nd Grade - 90% 3rd Grade - 81% 4th Grade - 70% 5th Grade - 70% 6th Grade - 100% 7th Grade - 78% 8th Grade - 100%
2023 - 2024 EL Reclassification	2023-2024 Total Number of EL Students Reclassified was 15.	2024 - 2025 Total Number of EL Students Reclassified will be 15.
2023 - 2024 ELAC Attendance	2023-2024 ELAC Attendance 10 total parents for 5 meetings	2024 - 2025 ELAC Attendance 22 total parents for 5 meetings

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

4.1	Utilizing UDL strategies to break down barriers for EL students.	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 None Specified Teachers will use learned UDL strategies to support EL learners accessing the curriculum.
4.2	Exposure to SBAC mirrors and interim assessments to familiarize students with testing procedures and questioning.	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 None Specified Teachers will administer specific assessments to students in order to familiarize them with the CAASPP testing process.
4.3	Provide explicit English language instruction to identified EL's	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 None Specified Teachers will utilize adopted District EL curriculum to support language acquisition.
4.4	Frequent communication with EL families about CAASPP testing and provide information to parents regarding methods of support.	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 None Specified Communication
4.5	English Language Learner students who have reclassified will be recognized with Principals luncheon to celebrate their accomplishments.	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	100 0010 4000-4999: Books And Supplies Celebration with students who reclassified
4.6	Parent information is distributed at the time of enrollment to help parents understand supports available at school and ways they can get involved.	English Language Learners (ELL) which may also include Students With Disabilities (SWD),	100 0010 4000-4999: Books And Supplies Information to support families

		Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	
4.7	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	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 None Specified Hold ELAC meetings to communicate and keep parents apprised of the ELD program.
4.8	Complete the annual ELAC survey	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 None Specified Complete annual survey
4.9	Utilize ELD Facilitator to support staff and students.	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	0 None Specified Offer supports to identified ELL's and staff
4.10	Training and additional hours for ELD Facilitator to meet the needs of K - 8 EL students and to collaborate with certificated employees.	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	800 0010 2000-2999: Classified Personnel Salaries Additional support from EL Facilitator for EL students. 390 0010 4000-4999: Books And Supplies EL instructional supplies
4.11	Utilize EL Teacher Representative to educate staff on best practices.	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and	0 None Specified Offer supports and train teaching staff in EL strategies.

		Gifted and Talented Education (GATE).	
4.12	Purchase additional software (Rosetta Stone licenses, supplies, headphones, & devices as needed to support the EL program	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	250 0010 4000-4999: Books And Supplies Purchase additional Rosetta Stone Licenses 480 0010 4000-4999: Books And Supplies Supplies, headphones, devices
4.13	Assistant Principal attends all ELD advisor meetings and collaborates with ELD advisor rep.	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	None Specified Administration receiving training from VCOE and CVUSD on EL Road Map and EL Master Plan
4.14	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.	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	None Specified Embedded class within master schedule for academic support.
4.15	Intervention Teacher Tier III: Provided systemic ELA & Math support to reinforce skills with struggling students (TK-5) Funding allocated in Goal 1	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	None Specified Intervention Specialist: Split between ELA and Math 3 - 4 sessions x 6-8 weeks
4.16	Diversifying Core Literature	English Language Learners (ELL) which may also include Students With Disabilities (SWD), Socio-Economically Disadvantaged (SED), McKinney/Vento (Foster/Homeless), and Gifted and Talented Education (GATE).	None Specified Diversifying core literature and restructuring list to require student reading of at least 1 diverse text in each grade level

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The above goals were implemented during the 2023-2024 school year. After analyzing benchmark data for ELA it was determined that students did not score in the typical 80% range. It may be the rigor of the questions and/or the end of the year timing found students were tapped out after CAASPP testing. When reviewing students on the 'F' list only two middle school students were found to be on the list. Their grades were a result of the students not completing any work even with additional supports. Pursuant to the discussion with School Site Council, it was agreed that the above goals will be implemented during the 2024 - 2025 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 85% or higher in both ELA and Math.

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 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 Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$143,854.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$124,402.00
OTRM	\$15,552.00
4EEF	\$1,400.00
District Funded	\$0.00
None Specified	\$0.00
Other	\$2,500.00

Subtotal of state or local funds included for this school: \$143,854.00

Total of federal, state, and/or local funds for this school: \$143,854.00

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
0010	124,402	0.00
4EEF	1,400	0.00
OTRM	15,552	0.00
Other	2,500	0.00
None Specified	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	124,402.00
OTRM	15,552.00
4EEF	1,400.00
District Funded	0.00
None Specified	0.00
Other	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	33,192.59
2000-2999: Classified Personnel Salaries	800.00
4000-4999: Books And Supplies	92,811.41
5000-5999: Services And Other Operating Expenditures	7,050.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries		0.00
4000-4999: Books And Supplies		0.00
None Specified		0.00
	0010	10,000.00
1000-1999: Certificated Personnel Salaries	0010	23,640.59
2000-2999: Classified Personnel Salaries	0010	800.00
4000-4999: Books And Supplies	0010	86,461.41
5000-5999: Services And Other Operating Expenditures	0010	3,500.00
1000-1999: Certificated Personnel Salaries	OTRM	8,152.00
4000-4999: Books And Supplies	OTRM	3,850.00
5000-5999: Services And Other Operating Expenditures	OTRM	3,550.00
1000-1999: Certificated Personnel Salaries	4EEF	1,400.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Other	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	117,808.59
Goal 2	18,675.41
Goal 3	5,250.00
Goal 4	2,120.00
Goal 5	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Douglas Hedin	Principal
Cheryl Moncourtois	Other School Staff
Maria Holm	Other School Staff
	Classroom Teacher
Marci Hise	Classroom Teacher
Jericho Delaney	Classroom Teacher
Veronica Hutten	Parent or Community Member
Mary Rupp	Parent or Community Member
Gul Ertugrul	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 8/28/24.

Attested:

Principal, Doug Hedin Chairperson on 8/28/24
SSC Chairperson, Vice Chairperson on 8/28/24

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023

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
Gul Ertugrul	English Learner Advisory Committee Representative
Alia Matthews	Gifted and Talented Education Program Advisory Committee Representative
Maria Holm	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 8/28/24.

Attested:


Doug Hedin	Principal, Doug Hedin Chairperson on 8/28/24
JDR	Jericho Delaney, Vice Chairperson on 8/28/24


Signature: 
Alia Matthews (Sep 1, 2024 07:59 PDT)
Email: aliamatthews0@gmail.com

Signature: 
Hun Kaplowitz (Sep 3, 2024 12:21 PDT)
Email: hskappy@gmail.com

Signature: 
gulnihal (Sep 3, 2024 13:59 PDT)
Email: gulnihalb@hotmail.com

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Signature: 
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Signature: 
Jericho Delaney Ross (Sep 3, 2024 15:39 PDT)
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Signature: *Douglas Hedlin*
Email: dhedin@conejousd.org