School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Banyan Elementary School	56 73759 6055867	August 25, 2021	

Purpose and Description

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

n/a

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

The School Plan for Student Achievement (or SPSA) is a plan of action to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal ESSA act require that each school consolidate all school plans for program funded through the ConAPP and ESSA improvement into a comprehensive plan.. Furthermore, the local board of education has asked the our school plans show a comprehensive vision of student development regardless of funding source or type.   Our goal is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

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 CAASPP 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 all 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.

Banyan Elementary School is entering its 54th year as a choice destination for elementary education in Newbury Park, CA. We pride ourselves on being a community based school that has wonderful parent and local business support. The Banyan staff is committed to helping each child reach their potential. Our goals align with district LCAP goals and the spirit of the Every Student Succeeds Act. We believe that all students are capable of personal growth as evidenced by their academic success. Students strive to grow in academics, citizenship, technology, and the arts. We make student centered decisions that empower each learner to be successful. Together we work to empower students to be Bobcats who ROAR (are Respectful, have Outstanding attitudes, are Always safe, and Responsible).

Banyan Elementary School is nestled in a charming residential neighborhood, with stunning views of Mt. Boney and in close proximity to national park lands. The school is the center of this neighborhood and a focus of the people who live here. children at Banyan receive a rich academic and social education delivered by highly skilled teachers and staff who are greatly supported by administration, parents, and community members. One only needs to look at the front of our school, for a shining example of what makes Banyan great-- our front landscaping that is a native California garden completely paid for, planted, and maintained by Banyan alumna and their parents. Banyan students are building strong academic skills and are developing relationships in a culturally, linguistically, and socioeconomically diverse environment. The school is home to about 450 kindergarten-5th grade students, 20 general education teachers, 1 special education teacher, and a team of classified staff members and specialists. Our faculty and staff work together to make sure every student can achieve.

In addition to meeting district and state standards, Banyan's academic programs are enriched by the joint efforts of our School Site Council, ELAC, and PTA. Our School Site Council oversees budgets and works in tandem with the principal and PTA to provide support to our faculty, staff, and students. Through the site budget, and supplemented by PTA funds, specialists are hired to support our intervention, PE, STEM, and art programs. Our PAWS (Practice & Achieve with Support) program is designed to target the academic need of all levels of learners. We also have a school wide focus to use UDL practices to remove barriers for all learners. In order to enrich our academic programs, Banyan continues to be progressive in the area of technology. We created and maintain a state of the art STEM lab, called Seelig Space (after a beloved senior volunteer). We have a variety of technologies and platforms available to expose children to tools that make learning more relevant to them. Our upper grade classes are one-to-one having a Chromebook available for all learners. We also maintain a myriad of web based software programs to assist in both intervention and enrichment both at school and at home.

Banyan Elementary is a family to all of those fortunate enough to work or learn here. Our PTA works diligently to ensure that our students are provided with outstanding programs that enrich education. They hold two fundraisers throughout the year to fund our art, music, and physical education programs. In addition, PTA provides an assortment of professionally presented enrichment assemblies for our children. Additionally they fund programs such as family art and science nights that compliment the curriculum at school. We make community outreach a priority. The principal sends an email home every Sunday informing parents of all events and happenings at the school. We also have a monthly newsletter, Cat Tales, that has a more extensive look at what is happening. PTA sends text messages using remind, and e-mail blasts as well. Finally, the principal is an avid tweeter-- making sure all of the amazing things that our students do are available for parents to view online. We also maintain a school website with great information on it for our families. Parents are encouraged to be as involved in school as their schedule allows-- with opportunities to serve on committees, represent us at district DAC committees, volunteering in their child's class, or donating items for special events. We maintain two alternative recess environments that help provide options for students which assists us on meeting diverse social emotional needs; the aforementioned maker space and our critically acclaimed Club 8 art room. Club 8 provides a linguistically diverse room for students to work on their fine art skills. Our bilingual facilitator and paraprofessional run this space, helping our bilingual newcomers find a safe space to practice their newly developed English skills. While not all of these environments are currently open due to health and safety guidelines (COVID-19), they tell the story of what makes Banyan unique.

This year presents unique challenges. This school community united together and worked hard to create an environment that adhered strictly to health and safety guidelines while also providing the most enriching academic and social environment possible.   We moved our weekly assemblies to you-tube so that all families could enjoy them. Teachers use their canvas sites to make sure kids are connected regardless of their ability to actually attend school in person. We hope that we will be able to host these live and in person during this academic year, when it becomes safe (we stayed digital all last year). We have created ways to take our talent show, patriotic assembly, and other traditions virtual. We will continue to monitor current case rates and local heath orders to make sure we provide our Bobcats with the safest and most enriching community possible. Our staff and parents have worked tirelessly to make sure that students have as many opportunities this year as possible.

We are incredibly proud of our school and invite you to see the magic first hand by visiting, volunteering, or following us on social media!

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Comprehensive Needs Assessment Components

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

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.
88% of parents saying their children enjoy coming to school
92% of parents report that the school creates a positive environment for learning
87% of parents report indicating that they are informed of their students' academic progress.
88% of parents report feeling comfortable on campus and participating in school events
87% of parents report that students' differences were treated with respect.
96% of students feel their teachers care about them
96% of elementary students said they knew who to go to at school if they have a problem;
64% of middle school students and 67% of high school students feel comfortable going to a counselor
89% of middle school students and 84% of high school students report that a counselor is available when needed.
94% of certificated staff know what to look for in students experiencing depression.
92% of certificated staff feel confident that they can meet their students' learning needs.
87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
81% of certificated staff feel students are engaged and motivated
98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

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

Teachers at Banyan are surveyed on a monthly basis to create programs. Parent feedback is collected via School Site Council.

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

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

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations,

administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments,unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, and School Site Council to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2021-22 school year, principals will track data using Mastery Connect, Canvas, ESGI, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Special Education, Homeless, and Foster.

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to "ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes." Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

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

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

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

This year, on-going professional learning will be provided by district office staff, including the district's Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, and Alternative Programs. This training will come in the form of weekly communications to all teachers, "virtual office hours", opportunities for teachers to schedule appointments, and larger group training on specific topics.

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

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

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

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

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

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

Each site has an upper grade and lower grade Lead Teacher as well as a Gifted and Talented Education (GATE) Coordinator and English Language Development (ELD) Coordinator who provide professional development on site. This team of Teacher Leaders support the goals of each school site and are an integral part of each site's LCAP team.

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

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

Additionally this year, we have been working in grade level teams across schools to help align and support teachers who teach the same grade across campuses. Banyan teachers have taken leadership roles in the curriculum development in Kindergarten, first, second, third, and fifth grades.

Teaching and Learning

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

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

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

Banyan currently adheres to all recommended instructional minutes in language arts and math.

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

Prior to the beginning of the school year, all CVUSD teachers were introduced to the concept of learning loss and provided structured time to refine or create assessments for the purpose of measuring learning loss due to school closures in 2019-2020 and limited instructional time in 2020-2021 . Grade-level elementary teams created common assessments, essential standards, and pacing guides in anticipation of learning loss. Secondary English Language Arts and Mathematics departments met during the summer to discuss learning loss and collaborate on brief diagnostic assessments to initially gauge learning loss. The assessments are standards-based and provide individual teachers and groups of teachers with data that informs necessary adjustments that should be made in instruction and the pacing of curriculum.

MTSS:
Tier 1 Intervention: Within the classroom setting, teachers are differentiating instruction by incorporating small group instruction based upon the skill level of their students. Good first teaching is enriched with cooperative learning groups and activity centers, as well as an intentional focus on the use of all three modalities of learning
(audio, visual, kinesthetic) to meet the diverse needs of students within the classroom setting. This model helps teachers to provide academic support for all levels of learners within the classroom.
Tier 2 Intervention: We have 3 intervention specialists who support students who are showing a delay in skills. We are currently using Smarty Ants (1-2) and Imagine Learning (3-5) for ELD students. Targeted reading intervention is being provided via Lexia. Finally, math intervention will be offered using Freckle software starting in 2021.
Tier 3 Intervention: These students are receiving intensive intervention in a small group setting taught by a credentialed teacher.

Behavior Intervention:
The CHAMPS program is implemented in every classroom and throughout the school.
The school PBIS, ROAR is in place in all classrooms and common spaces. This program includes expectations for different locations on campus, rewards for students meeting or exceeding behavior exceptions, anchor words, and a plan for students not following behavior expectations. There is also a leadership developed teacher guide available in both print and on our internal Google Drive. The staff has had to modify the program to fit the current health guidelines. Rewards are limited, but the school culture and unity this program provides are still an important part of our school.

With all of our interventions, parents are kept informed of their child's progress. Communication is essential for a school to home/home to school partnership.

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

All students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials and integrating the ELD standards.

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

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

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

At the elementary level, teachers will implement online supplemental intervention programs in literacy and math, such as: Lexia Reading, Freckle, Reading Eggs, and IXL. Elementary Academic Specialists support and provide small group instruction during class time.

Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in ELD/Intervention classes 2-5 times weekly (depending on grade level, need, and schedule), utilizing classroom teachers and the credentialed intervention staff, to receive targeted support in ELA skills. Intervention specialists also work with underperforming math students in flexible small groups and one-on-one interventions throughout the instructional day.

The following research-based educational practices are utilized: Universal Design for Learning, SDAIE strategies, Systematic ELD, GLAD (Guide Language Acquisition Design) strategies,differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, academic language instruction, productive partnering, and cooperative learning.

Evidence-based educational practices to raise student achievement

Teachers have engaged in training on best practices for student achievement. We have been studying Impact teams and work as grade level teams to improve our practice. Due to ESSR funds, we are able to provide increased paraprofessional support which will help mitigate increased class sizes (over small cohorts from last year.)

Parental Engagement

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

During the 2021-22 school year site Bilingual Facilitators and Title 1 Outreach Assistants provide support to parents/families to support student engagement. Hours have been increased so that they can better serve students and families. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes will be offered during the months of October through May through Title 1 Outreach. The English Learner Services department will provide ongoing parent webinars on distance learning supports for the home, language and literacy strategies for the home.

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

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

Banyan has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Banyan's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) and GATE-DAC representatives offer involvement and connection opportunities for parents. Banyan's parent DAC and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication. At Banyan, parents. volunteers assist in classrooms, work in the library, provide enrichment lessons in art, assist with organizing our Lunch Bunch events for our GATE students, and participate in a variety of activities offered throughout the year. GATE parent meetings inform parents of instruction and enrichment designed for our identified gifted and talented students, and the meetings also solicit parent involvement.

Funding

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

EIA funds are used to provide additional support and technology in the classroom. EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds. LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council This year we will also have access to ESSR funds which will be used to provide increased support for teaching and learning

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Many stakeholders were involved in generating goals and working towards overall school improvement memorialized in this document. Work on this document began in spring of the 2020-2021 year. We engaged all stakeholders in our April/May SSC and ELAC meetings in goal writing. Staff was engaged during our May staff meetings. Grade levels were put in breakout rooms to look at data and write goals appropriate for their level. In August, the Banyan staff started meeting about school safety, potential learning loss, and ways to measure progress without standardized testing. School stakeholder groups including school site council, PTA, and general parent population were invited to a study session where plans and potential goals were presented and feedback was

solicitated via a sipsa study session (zoom). Attendance was limited but the meeting was productive.

A video of the slides presented was sent out to all parents who had an opportunity to provide feedback (although few did) School site council met for the first meeting on August 25th where a comprehensive draft of the sipsa was shared and approved.   Mrs. Kennedy conducted some electronic conversations with the team to streamline goals and budget areas for the final school site council meeting where we will review and approve this document. Additionally, teachers provide bi-monthly feedback on the goals through a "Team Time" written document that is turned into the principal with feedback on goals, classroom needs, and other school initiatives. A draft copy of the plan was presented at a meeting the last week in August. The SSC approved the plan as written at that time. We went through the accountability form and made adjustments as recommended by team members. A copy of this plan was submitted for feedback to Mrs. Kennedy's director, Dena Sellers, who also provided feedback which led to some small adjustments. A final copy of this plan will be submitted to the BOE for review the week of 9/27/21. Any feedback by this board will be taken to school site council for consideration. This is a living document and can continue to be edited so that we are best meeting the needs of our learners throughout the academic year.

School Site Council will continue to meet on a monthly basis during which we continue to reference this document and monitor progress towards our goals. This year the school site council meets on the last Wednesday of every month . Meetings are open to the public.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.44%	0.23%	%	2	1	
African American	0.44%	0.23%	0.3%	2	1	1
Asian	1.74%	1.81%	2.2%	8	8	9
Filipino	0.87%	0.68%	1.2%	4	3	5
Hispanic/Latino	28.32%	27.89%	26.2%	130	123	106
Pacific Islander	%	0.23%	0.3%		1	1
White	62.75%	62.81%	63.9%	288	277	258
Two or More Responses	5.45%	6.12%	5.9%	25	27	24
Not Reported	%	0%	%		0	
			Total Enrollment	459	441	404

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	71	66	77
Grade 1	73	72	56
Grade 2	85	71	62
Grade3	78	85	62
Grade 4	72	73	82
Grade 5	80	74	65
Total Enrollment	459	441	404

Conclusions based on this data:

1. Enrollment is pretty consistent this year compared to last year (+7 students, but significantly down from previous years. This can be explained by parents opting for alternative programs due to COVID and declining enrollment in our area.

2. Hispanic students are by far our largest minority enrolled; with non-statistically significant representation in other subgroups.

3. Banyan is the largest non-magnet comprehensive K-5 school in this cluster and is in the largest 1/4 district wide.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	70	59	53	15.3%	13.4%	13.1%
Fluent English Proficient (FEP)	20	25	17	4.4%	5.7%	4.2%
Reclassified Fluent English Proficient (RFEP)	7	8	1	7.6%	11.4%	1.7%

Conclusions based on this data:

1. Members of our ELAC committee looked at this data and would like to see more students reclassify to Fluent English Proficient. The committee made this our number one priority for this school year. The decrease is a direct impact of not having taken the ELPAC exam in 2020 and not a commentary on instruction.

2. We added research based intervention in reading and writing that should assist students in their performance on the ELPAC exam.

3. We continue to work on outreach to our English Learner Families that have the added disadvantage of being bused to our school so that they are not walking-distance making parent participation more difficult for some families.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	77		62	76		61	76		61	98.7		98.3
Grade 4	71		82	71		81	71		81	100		98.7
Grade 5	78		65	76		65	76		65	97.4		100
All	226			223			223			98.7		

Table header: Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2455.		N/A	36.84		52.5	22.37		24.6	30.26		16.4	10.53		6.6
Grade 4	2531.		N/A	50.70		69.1	30.99		16	8.45		9.9	9.86		4.9
Grade 5	2539.		N/A	40.79		59.6	27.63		29.2	10.53		9.2	21.05		4.6
All Grades	N/A	N/A	N/A	42.60			26.91			16.59			13.90		

Table header: Overall Achievement for All Students

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	41.33			45.33			13.33		
Grade 4	46.48			45.07			8.45		
Grade 5	43.42			40.79			15.79		
All Grades	43.69			43.69			12.61		

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	28.00			52.00			20.00		
Grade 4	47.89			45.07			7.04		
Grade 5	50.00			34.21			15.79		
All Grades	41.89			43.69			14.41		

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
Grade 3	29.33			64.00			6.67		
Grade 4	25.35			73.24			1.41		
Grade 5	19.74			67.11			13.16		
All Grades	24.77			68.02			7.21		

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
Grade 3	24.00			62.67			13.33		
Grade 4	39.44			50.70			9.86		
Grade 5	34.21			42.11			23.68		
All Grades	32.43			51.80			15.77		

Conclusions based on this data:

1. We do not have disaggregated data because we used local assessments instead of CAASP in 2020-2021. Therefore, comparisons must be taken lightly because they are different data points.

2. Overall, however, there is no indication that students at Banyan (as a whole) experienced learning loss as a result of the COVID 19 crisis. We equate that to uninterrupted instruction daily even if instructional minutes were shortened. We also focused very clearly on essential standards which seemed to be effective in making sure students master material.

3. We anticipate continued growth with our significant sub-population and brought in research based interventions that should assist with students still not meeting benchmarks in these areas, We believe that some of this growth is indicative of the hard work we have done with intervention over the last few years.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	77		62	76		61	76		61	98.7		98.3
Grade 4	71		82	71		81	71		81	100		98.7
Grade 5	78		65	76		65	76		65	97.4		100
All Grades	226			223			223			98.7		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2445.		n/a	21.05		86.9	38.16		8.2	25.00		3.3	15.79		1.6
Grade 4	2517.		n/a	35.21		74.1	35.21		12.3	22.54		9.9	7.04		3.7
Grade 5	2500.		n/a	14.47		83.1	25.00		9.2	32.89		3.1	27.63		4.6
All Grades	N/A	N/A	N/A	23.32			32.74			26.91			17.04		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	38.16			35.53			26.32		
Grade 4	50.70			32.39			16.90		
Grade 5	18.42			39.47			42.11		
All Grades	35.43			35.87			28.70		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	28.95			52.63			18.42		
Grade 4	42.25			43.66			14.08		
Grade 5	18.42			46.05			35.53		
All Grades	29.60			47.53			22.87		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	32.89			55.26			11.84		
Grade 4	37.14			45.71			17.14		
Grade 5	17.11			50.00			32.89		
All Grades	28.83			50.45			20.72		

Conclusions based on this data:

1. This year we do not have desegregated data due to the fact that reported scores are based on local assessments not the CAASP assessment. We must note when doing comparisons that we have to be careful because we have different data points.

2. Nevertheless we have seen HUGE growth in math over the past two years. We attribute this to uninterrupted teaching time in 2020 in small cohorted groups and also work we did as part of the impact team model on math instruction and standards.

3. The school community is engaging in UDL practices to break down barriers for students in math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	1420.8	1420.0	1431.3	1429.8	1396.0	1396.7	12	11
Grade 1	1487.8	*	1481.4	*	1493.8	*	16	10
Grade 2	1481.9	1474.3	1483.8	1467.6	1479.5	1480.6	13	16
Grade 3	*	1456.8	*	1450.3	*	1462.8	*	12
Grade 4	1497.9	*	1488.3	*	1506.9	*	16	7
Grade 5	1516.9	1515.9	1503.8	1523.8	1529.8	1507.5	16	16
All Grades							82	72

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	18.18	*	18.18	*	54.55	*	9.09	12	11
1	*	*	*	*	*	*		*	16	*
2	*	12.50	*	56.25	*	18.75	*	12.50	13	16
3		0.00	*	50.00	*	25.00	*	25.00	*	12
4	*	*	*	*	*	*	*	*	16	*
5	*	18.75	*	50.00	*	25.00	*	6.25	16	16
All Grades	35.37	11.11	39.02	50.00	17.07	26.39	*	12.50	82	72

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	18.18	*	27.27	*	45.45	*	9.09	12	11
1	75.00	*	*	*		*	*	*	16	*
2	84.62	25.00		50.00	*	12.50	*	12.50	13	16
3	*	33.33	*	41.67	*	0.00		25.00	*	12
4	*	*	*	*	*	*	*	*	16	*
5	*	56.25	*	25.00	*	6.25	*	12.50	16	16
All Grades	57.32	27.78	26.83	41.67	*	18.06	*	12.50	82	72

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

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	45.45	*	45.45	*	9.09	12	11
1	*	*	*	*	*	*	*	*	16	*
2	*	18.75	*	43.75	*	18.75	*	18.75	13	16
3		0.00	*	33.33	*	33.33	*	33.33	*	12
4		*	*	*	*	*	*	*	16	*
5	*	6.25	*	18.75	*	62.50	*	12.50	16	16
All Grades	29.27	8.33	29.27	34.72	28.05	37.50	13.41	19.44	82	72

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	27.27	*	72.73	*	0.00	12	11
1	75.00	*	*	*	*	*	16	*
2	*	50.00	*	37.50		12.50	13	16
3	*	0.00	*	66.67	*	33.33	*	12
4	*	*	*	*	*	*	16	*
5	*	12.50	*	75.00	*	12.50	16	16
All Grades	46.34	22.22	41.46	65.28	*	12.50	82	72

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09	*	81.82	*	9.09	12	11
1	*	*	*	*	*	*	16	*
2	84.62	6.25	*	81.25	*	12.50	13	16
3	*	50.00	*	33.33		16.67	*	12
4	68.75	*	*	*	*	*	16	*
5	81.25	68.75	*	12.50	*	18.75	16	16
All Grades	64.63	31.94	24.39	52.78	*	15.28	82	72

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00	*	100.00	*	0.00	12	11
1	*	*	*	*	*	*	16	*
2	*	6.25	*	75.00	*	18.75	13	16
3		8.33	*	50.00	*	41.67	*	12
4	*	*	68.75	*	*	*	16	*
5	*	0.00	*	75.00	*	25.00	16	16
All Grades	21.95	9.72	57.32	68.06	20.73	22.22	82	72

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	45.45	*	36.36	*	18.18	12	11
1	*	*	*	*	*	*	16	*
2	*	18.75	*	68.75	*	12.50	13	16
3	*	16.67	*	58.33	*	25.00	*	12
4	*	*	81.25	*		*	16	*
5	*	12.50	*	81.25	*	6.25	16	16
All Grades	35.37	22.22	54.88	65.28	*	12.50	82	72

Conclusions based on this data:

1. Our scores stayed about the same in year over year comparisons.

2. The majority of our students are somewhat or moderately developed in most areas-- we worked on creating systematic intervention to get these students to the next level.

3. We need to look at interim assessments to help us determine if students are making growth that will improve their overall impact on the ELPAC.

School and Student Performance Data

Student Population

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

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
441	**22.9**	**13.4**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	59	13.4
Foster Youth	1	0.2
Homeless	3	0.7
Socioeconomically Disadvantaged	101	22.9
Students with Disabilities	35	7.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian	1	0.2
Asian	8	1.8
Filipino	3	0.7
Hispanic	123	27.9
Two or More Races	27	6.1
Pacific Islander	1	0.2
White	277	62.8

Conclusions based on this data:

1. Banyan has seen an increase in students who are from a socioeconomically disadvantaged household, which impacts both social emotional and academic growth. We have identified social emotional learning as a major goal for this year to help even the playing field for this population.

2. We continue to work on our LRE numbers and UDL practices to make school more inclusive for all learners so that, ideally, learners can participate to the best of their ability in the general education setting for the majority of their day.

3. We continue to work on celebrating cultural diversity to make sure all learners feel welcome and part of the Banyan Family.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

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

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

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Goal 1

By June 2021 all students (including EL's and SWDs) will demonstrate an improvement in mathematical fluency and reasoning which will be measured by:
- Tk-1 90% or more students scoring in the proficient (3) in counting, number sense, fluency, and place value standards
- In 2nd grade by having 75% of students meet the benchmark for fact fluency/timed tests
- In 3rd grade having 95% of students score 265 or higher in the math arena in IXL by the end of trimester one and 80% of students score 365 or higher by the end of the year.
- in 4/5 80% of the class will order 70% or higher on the end of course exam in 5th grade and average of all benchmark exams in 4th grade.

Identified Need

All of our data indicates that students at Banyan perform better in language arts than in math. This is true with our student groups (ELD and SED) and seems to have a bigger impact with these students. We need to shift our school wide focus so that students have an equal opportunity to achieve in all subjects.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark Exams/ previous state data	70% of 3rd graders, 55% of 4th graders, and 44% of 5th graders met or exceeded standards according to CAASP data in 2019. We were making significant progress on our goal when school ended abruptly in March of 2020. Local data suggests that in 2020-2021 94% of 3rd graders, 86% of 4th graders, and 91% of 5th graders met or exceeded the standards on their math benchmark exams. We do not have strand data to properly indicate if we have made significant progress in fluency. Nevertheless, the data looks excellent and overall math scores continue to improve. Our current data does not indicate a huge impact of learning loss in math for our school (when comparing year over year trimester data) However we specifically worked on writing specific smart goals for each grade level range to continue our good growth in this area and to improve the achievement gap.	see above for specific measurable goals.
Report cards	According to the first trimester (2020) report cards the following percentage of students are not meeting current grade level benchmarks: K 16%, First 13%, second 25%, 3rd .04%, 4th 16%, 5th 22%	We will decrease the number of at risk students: • K to 12% • 1st to 10% 2nd to 15% 3rd will maintain under 1% 4th grade will decrease to 10% 5th grade will decrease to 15%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Imagine Learning Math intervention for EL students. This intervention was put in place to support our EL students to achieve to their true potential in mathematics instruction. This intervention will take place before school	October-June	Intervention teacher Classroom teachers Principal	Salary -- intervention specialist/ para	2000-2999: Classified Personnel Salaries	0860	2,731.67
Purchase instructional materials to support intervention programs in the area of math Instructional Materials to support Intervention: Purchase math manipulatives, calculators or other supplies teachers need to provide UDL strategies in math for struggling learners.	Sept. 2021- May 2022	Intervention Teachers Principal	Instructional Materials to support intervention	4000-4999: Books And Supplies	Unrestricted	3500.00
Implement after school homework club	Sept. 2021-May 2022	Teachers Specialists Instructional Aides Principal MTSS team	Intervention Specialists / Cost split with learning loss and ELA goal	1000-1999: Certificated Personnel Salaries	0TRM	2,656.31
			Bus costs (split with Maple and Walnut)	5000-5999: Services And Other Operating Expenditures	0TRM	3810.04
			supplies and materials	4000-4999: Books And Supplies	0TRM	2,856.31

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Using data, teachers and administrator will identify students needing intervention. Principal and grade level teams will go through EAA protocols to determine what interventions need to be in place and what students would benefit from said interventions.	Starting in October 2021	Grade Level Teams Intervention Teacher	Skill cluster groups will be developed to provide targeted intervention. Develop growth targets for ELA intervention and evaluate student progress every 6-8 weeks. Rotate students as needed..	None Specified	None Specified	
Principal will monitor use of teaching strategies to improve mathematical concepts and fluency through observations. Strategies will be shared at staff meetings.	August 2021-June 2022	Principal	Principal classroom visitations and observations	None Specified	None Specified	
Reinforce and review Academic Language Strategies with all teachers at all grade levels. Spend time identifying students who are impacted by learning loss and develop action plans for these students.	Aug. 2021-June 2022	Principal ELD Coordinator	We will take time at staff meetings to review academic language acquisition for our EL learners.	None Specified	None Specified	
Math Seeds- purchase of math curriculum to support math standards in primary grades	2021-22	Various Teachers	Computer program (annual) This program serves students in grades k-2 and reinforces math skills taught as well as helps students practice fact fluency.	4000-4999: Books And Supplies	Unrestricted	1,485.22
Use of Do the Math- purchased math intervention program	2021-22	Various teachers, Principal	Learn how to best utilize this program purchase at the end of the year last year to utilize this year to address this goal			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Pay academic specialist	2000-2999: Classified Personnel Salaries	Other	3,977.78
Refill math supplies (graph paper, white board markers) and science consumables	2021-2022	Teachers	Money allocated for consumable math and science supplies	4000-4999: Books And Supplies	Unrestricted	653.00
Teacher release for assessment/ data review	2021-2022	Teachers	Primary teacher release for individual assessments - split with goal 4.	1000-1999: Certificated Personnel Salaries	Unrestricted	965.20

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We seemed to make excellent progress in math last year when looking at the data from local assessments. However, since we are comparing last years data to CAASP data from two years prior, we need to remember that the assessment data may not be reliable. .

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

COVID and cohorts made intervention very difficult and participation was low.

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.

We now live in a world that needs to move from remote to in-person seamlessly. Therefore, we have not only addressed issues in our metrics for measurement of achievement, but also in the way that we deliver content to make sure that students can access what they need from where ever they are.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

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

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

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

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Goal 2

By 2021 Banyan will have successfully implemented our safety plan and reorganized and reimagined spaces and time to meet the needs of students and keep both students and staff safe on campus. The school will focus on continued engagement in the school community for all groups . Our school PBIS, ROAR, will continue to be the cornerstone of our community which will be measured by student participation. We will continue to engage parents through canvas and other digital platforms and through increased engagement in school site council and DAC groups.

Identified Need

COVID has intensified the need to have a comprehensive social emotional program and to create a school culture where everyone belongs and expectations are clear. We know that we take the time to meet students social emotional needs and keep parents informed, we will better meet our academic goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Q behavior Detail	There is no baseline to dealing with students who have been living in a pandemic world. We know that previous to 2020, we found that having clear expectations led to a 25% reduction in	• We will have a decrease of 5% in repeat offenders. • Campus will feel calmer overall

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	repeat behavior incidents from the same student.	• Students who follow the rules will feel valued.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Development of a school wide reopening plan taking in account all of the health guidelines due to COVID-19 This plan was an effort led by the principal with input from all stakeholders. This plan will continue to be updated and communicated as public health orders change.	August 2021-June 2022	Principal with stakeholder feedback	See district/or school website for a copy of our plan

Webinars and infographics sent to parents via blackboard/smore | None Specified | | |
Updated ROAR Materials made and copied	August 2021	Principal, Lead Teachers	New Roar posters and materials	4000-4999: Books And Supplies	Unrestricted	50.00
Purchase of recess equipment to make zones more enjoyable.	August-November 2020	Principal	All equipment was purchased by PTA, private parent donation, and through the money earned in the Oaks Mall school cents program (mall gift cards spent at Dicks Sporting Goods)	4000-4999: Books And Supplies	Donations	
ROAR posters, safety posters and signs, Signs are posted in all classrooms, in common areas etc	August 2021	Teachers Specialists Instructional Aides Principal MTSS Team	PBIS notifications	4000-4999: Books And Supplies	Unrestricted	150.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Creation of assembly crew (4th and 5th grade students) who will be responsible for reinforcement of ROAR message and school culture. This year the crew films stories at home and submits them to the principal for a digital video show each week.	August 2021-June 2022	Principal	Students to serve as an assembly crew.	None Specified	None Specified	
Principal will monitor teachers teaching procedures to the students in their classes. A check off was developed so that teachers were held accountable for new procedures under health and safety guidelines.	August 2017-June 2018	Principal	Accomplished through walk-through observations, evaluation sessions, and monitoring. Additionally all teachers submit a slip letting us know that they have taught a targeted behavior.	None Specified	None Specified	
Weekly video Bobcat assemblies	September 2020-June 2021	Principal Teachers	A Banyan tradition is a weekly assembly on the quad. We have taken it virtual this year. Kids film individual segments at home and Mrs. Kennedy edits them together along with her announcements on Friday While there is little to no costs associated-- some set aside for software and or music purchases.	4000-4999: Books And Supplies	Unrestricted	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participation in Ït Starts with Hello" 4th and 5th graders will be trained to run this program.	September 2021 June 2022	Principal Lead Teacher Teachers	5th graders came to welcome younger students (safely from a distance) on the non-overlap days and helped them find their classrooms since parents could not accompany them.	None Specified	None Specified	
Funding for conferences addressing PBIS or SEL	September 2019-June 2020	Principal Teachers	Funding for proposed county workshops	5000-5999: Services And Other Operating Expenditures	Unrestricted	500
Additional hours for campus supervisors which assists with safety. Students feel more secure when there is someone to report problems to at recess.	2021-2022	CSA	We will go over our allocation significantly this year.	2000-2999: Classified Personnel Salaries	Unrestricted	2,031.51
SCHOOL SPONSORED ACTIVITIES/PROGRAMS Student leadership Spirit days GATE lunch bunch Patriotic Assembly Halloween Parade Biz-Baz Event (if possible) Family Reading Night Career Day Grade level virtual field trips Report card reward parties inclusive schools week Kindness week Abilities awareness Hispanic Heritage Month Black History Month Women in History Indigenous Culture Awareness Great Kindness Challenge Roots and Shoots Club Other board recognized months	August 2020-June 2021	Principal Teachers Parents General Staff	most events are PTA funded- some additional funding for some school sponsored events.	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
* A variety of classroom/student engagement activities						
Weekly emails from principal with activities	August 2020-June 2022	Principal Specialists Teachers	Weekly e-mails sent on Sundays	None Specified		
Sanford Harmony	August 2020-June 2022	Counselor Teachers	Counselor presents weekly Sanford Harmony social emotional needs lesson to support all learners during this difficult time. Teachers present these lessons and post the videos on their canvas site.	None Specified	General Fund	
PTA to sponsor events.	September 2020-June 2021	Principal Parents School funding is for sub for Teacher rep to PTA executive board meetings (split with PTA)	Sponsored Events • Art of the Masters • Music and Dance programs PTA sponsored student assemblies Talent Show Fun Run 'Red Ribbon Week Family Dance Carnival Family Science Night Family Art Night	1000-1999: Certificated Personnel Salaries	Unrestricted	743.00
Roar Rewards	August 2020-June 2121	Principal, Teacher	To encourage school culture and participation, monthly rewards will be offered to students participating	4000-4999: Books And Supplies	Unrestricted	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

This is a new goal.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

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

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

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

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Goal 3

By June 2022, we will decrease the achievement gap between students in our student groups (ELD, SWD, and SED students) as evidenced by:
1) An increase in 5% of students who are reclassifying fluent English proficient.
2) An increase in the number of SWD and EL Students who are meeting or exceeding standards as evidenced by CAASPP and benchmark data.
3)Identify students who show learning loss due to closures. Develop an action plan for said students. Monitor plan to make sure students are back on track.

Identified Need

Currently, there is a large discrepancy between the achievement of our student groups and unduplicated students. We need to increase time in research based interventions, increase student time in the general education setting (LRE), and systematically monitor progress of students. Closures seemed to disproportionately impact our student groups. A shortened school day impacts our students groups because integrated services are harder in a shortened timeframe. We have developed a plan to supplement our integrated services with addition designated services and have spent a great deal of time connecting students to services.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarty Ants and Imagine learning Data	Students in targeted groups will be in targeted research based interventions where we will track their growth on standards over time.	Students will show growth in the standards.
ELPAC data/ other data in Ellevation	EL Student ELPAC scores will increase to indicate readiness to reclassify to fluent English proficient.	More students will be ready to reclassify
CAASP/ Benchmark Data	Baseline tells us that targeted groups perform much lower than other students (as much as a 40% difference). These changes will decrease this achievement gap without affecting the excellent progress of our non-duplicated groups, but rather help our sub-populations preform at the same levels Our 2019 CAASP data gives us the following baseline: General Population- Blue indicator-- 39.6 points above standard ELD students-- Yellow indicator-- 49.3 points below standard SED students- yellow indicator 2--7.2 points below the standard SWD-- no color indicated because of size of population-- 31 points below the standard We hope to see an increase in 4 levels in Lexia. For Imagine Learning: Imagine Learning: 3-5th Language & Literacy Implementation Target is 60 minutes a week for 20 weeks in order to	An increase in performance by students who are in significant subgroups including SWD, ELD, and SED students. We would like to see each targeted group improve 10 points in this next year and be at standard by 2024.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	demonstrate significant growth. Literacy Benchmark • For 3rd Grade the expected learning growth is 771 Benchmark Score Units after completing an average total of 20 hours (the number of lessons vary) in one school year • For 4th Grade the expected learning growth is 351 Benchmark Score Units after completing an average total of 20 hours (the number of lessons vary) in one school year • For 5th Grade the expected learning growth is 249 Benchmark Score Units after completing an average total of 20 hours (the number of lessons vary) in one school year	
Teacher observation	There is a district and school initiative to become fluent in UDL practices to help remove barriers to education for students in our student groups including SWD, ELL, and SED..	Teachers will develop more strategies for helping students.
Lexia data	We hope to see an improvement of one grade level for students who participate in this program.	Students will log in for 20 minutes 4X per week to work on targeted reading skills.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention to support our EL students in all academic areas to build language skills and comprehension.	Oct, 2020- May 2021	Principal Teachers Specialists Instructional Aides ELD Paraprofessional MTSS Team	Intervention Specialist (Lexia) TBD (multi-funded)	1000-1999: Certificated Personnel Salaries	Other	2942.72
			Intervention- Lexia Botsford	2000-2999: Classified Personnel Salaries	Unrestricted	1562.14
			Intervention- Designated ELD- TBD	1000-1999: Certificated Personnel Salaries	0860	1508.33
Books that support UDL instruction	Aug, 2020-June 2021	Teachers Specialists	resource books for teachers	4000-4999: Books And Supplies	Unrestricted	500
Ongoing data analysis of English Language Development to inform instruction for both intervention and acceleration.	Aug. 2017-June 2018	Principal ELD Coordinator Facilitator Paraprofessional Teachers Specialists Aides	CAASPP, ELPAC, benchmark, and other local data will be used.	None Specified		
Principal will monitor use of teaching strategies to improve language and literacy through observations. Strategies will be shared at staff meetings.	Aug. 2019-June 2020	Principal Teachers	Formal and informal observations	None Specified	None Specified	
Bus supervision and assistance for our EL/SED students.	Jan. 2019-June 2020	Principal Office Manager Campus Supervisor	Assistance/Supervision/Safety campus supervisor	2000-2999: Classified Personnel Salaries	0TRM	2075.24

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Release- Data Analysis to inform instruction	October 2019-May 2020	Teachers	pay for teachers- during free time or sub coverage for a cohort to look at data.	1000-1999: Certificated Personnel Salaries	Unrestricted	1120.66
After School Homework club	October 2021-May 2022	Principal teachers, Academic specialists	Bus funds- split with Walnut and Maple-- multi funded with Goal one and four Salary	5000-5999: Services And Other Operating Expenditures 2000-2999: Classified Personnel Salaries		
Additional support time/ Intervention for K ELD/ SDS students.	January 2018-June-2018	Principal Student Support Services Teachers Intervention Specialist/ Parapro	Intervention and assistance	2000-2999: Classified Personnel Salaries	0TRM	2887.00
Celebrate inclusion (all the time) but especially during inclusion week	November 2020	Principal Teachers Counselor SEDAC rep	Creating an inclusive environment will help all students feel more comfortable so that they can focus on learning goals.	None Specified		
Purchase Read Naturally Live licenses to provide intervention in reading fluency and comprehension.	September-December 2019	Principal	Intervention taught by teachers	4000-4999: Books And Supplies	0TRM	591.10
Purchase educational technology for students who require it to universally design their learning.	September 2019-2020	Principal Case Manager Teacher Parent	using google texthelp and other software that can assist students with print disabilities or difficulties.	4000-4999: Books And Supplies	0TRM	750
Host an annual abilities awareness week to help students be more aware of disabilities and how they impact their peers	January 2020	Principal Parents Teachers	PTA funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Leveled Readers, computer based learning (ELA) and other materials for ELD students to help build reading comprehension on high interest texts that build academic vocabulary and deepen background knowledge.	October 2020-June 2021	Principal Teachers Academic Specialists	books and supplies	4000-4999: Books And Supplies	0TRM	1000.00

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We made some adjustments to this goals--stakeholders want to keep this goal. We have some specific ideas to improve further this year. We did see growth on ELPAC and hope to see that transfer to growth on benchmark exams as well.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Loss Goal

LEA/LCAP Goal

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

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

Goal 4

The Banyan staff will address learning loss that was an unfortunate outcome of school closures and limited teacher time last year.

We will identify prerequisite tests, intermediate steps and checks throughout the year, culminating in a benchmark or cumulative test that will measure gained learning.
TK 2- will use individual assessments.

3-5 will use IXL arena to identify and address needs.

Identified Need

Students with disabilities, English Learners, and socio-economically disadvantaged students seemed to have been disproportionately impacted by learning loss. Our data does not show learning loss for students in the blended model last year. We now have to bring all students (SHINE, Blended, and Remote) to the same levels while meeting individual needs and providing access to all learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Para Professional support in classrooms	September- May	Principal, academic specialists, teachers	Intervention specialist 1	2000-2999: Classified Personnel Salaries	Other	3620.75
			Intervention specialist 1	2000-2999: Classified Personnel Salaries	Other	2,731.73
			Intervention specialist 1	2000-2999: Classified Personnel Salaries	Other	2,731.73
Teacher Release time to identify students who need support and develop targeted intervention.	by June 2018	Principal, Teachers	Teacher Release	1000-1999: Certificated Personnel Salaries	Unrestricted	5261.59

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

New Goal

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$55,993.03

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
0860	$4,240.00
0TRM	$16,626.00
Other	$16,004.71
Unrestricted	$19,122.32

Subtotal of state or local funds included for this school: $55,993.03

Total of federal, state, and/or local funds for this school: $55,993.03

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
0TRM	16626.00	0.00
0860	4240.00	0.00
Other	16004.71	0.00
Unrestricted	19122.32	0.00

Expenditures by Funding Source

Funding Source	Amount
0860	4,240.00
0TRM	16,626.00
Other	16,004.71
Unrestricted	19,122.32

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,197.81
2000-2999: Classified Personnel Salaries	24,349.55
4000-4999: Books And Supplies	12,135.63
5000-5999: Services And Other Operating Expenditures	4,310.04

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0860	1,508.33
2000-2999: Classified Personnel Salaries	0860	2,731.67

1000-1999: Certificated Personnel Salaries	0TRM	2,656.31
2000-2999: Classified Personnel Salaries	0TRM	4,962.24
4000-4999: Books And Supplies	0TRM	5,197.41
5000-5999: Services And Other Operating Expenditures	0TRM	3,810.04
1000-1999: Certificated Personnel Salaries	Other	2,942.72
2000-2999: Classified Personnel Salaries	Other	13,061.99
1000-1999: Certificated Personnel Salaries	Unrestricted	8,090.45
2000-2999: Classified Personnel Salaries	Unrestricted	3,593.65
4000-4999: Books And Supplies	Unrestricted	6,938.22
5000-5999: Services And Other Operating Expenditures	Unrestricted	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,635.53
Goal 2	4,074.51
Goal 3	14,937.19
Goal 4	14,345.80

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

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Allison Kennedy	Principal
Mandy Reynolds	Parent or Community Member
Diana Seta	Parent or Community Member
Rebecca Herbert	Classroom Teacher
Melissa Ajzmundt	Classroom Teacher
Kelly Stoeber	Classroom Teacher
Susan Adamak	Other School Staff
Lauren Shaffer	Parent or Community Member
Lisa Soury	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
[signature]	District Advisory Committee Representative
[signature]	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
[signature]	School Site Representative
	Special Education Advisory Committee Representative
	Other: All SSC members, including the representatives listed above without signatures by their name, provided electronic signatures through email verification approving this SIPSA plan that can be provided upon request.
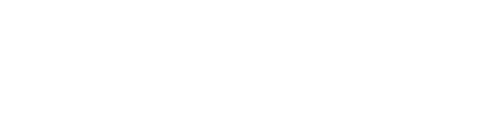
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 12/16/20.

Attested:

[signature]	Principal, Allison Kennedy on 12/18/20
[signature]	SSC Chairperson, Lauren Shaffer on 12/18/20

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

     b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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