



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sycamore Elementary School	36750696037279	6/6/19	

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)

Schoolwide Program

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.

ESSA aims to provide an equal opportunity for students that are socioeconomically disadvantaged, English learners, students of color, and students in special education. Our goals provide support for all students with specific provisions for our students that are socioeconomically disadvantaged and students of color.

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).

Our current climate is assessed through formal and informal conversations within groups such as School Site Council, staff meetings, and shared decision making. Sycamore used the California Healthy Kids survey, Attendance and Suspension records. A Parent survey and student survey was conducted for each site through the District Office and results were shared with staff and parent groups.

Parent Survey Results: 81 parent responses
School Leadership: Overall 78.1%

Our School's Principal

1. has high expectations for all students 81.4%
2. provides opportunities for families to be involved in the school 79%
3. is visible before and after school 74%

Communication & Service: Overall 82.5%

4. I am treated with respect by all staff 81.4%
5. I am greeted with a kind and respectful tone when I call or visit the school 88.8%
6. When I call the school, phone calls are returned to me in a timely manner (within 24 hours). 80.2%
7. If I have a concern, I am able to meet with someone who can help me in a timely manner. 76.5%
8. I am able to easily communicate with my child's teacher (s) 86.4%
9. I receive communication from the school in a timely manner. 81.4%

Teaching and Learning: Overall 76.1%

10. My child's teacher (s) provides access to a curriculum that meets his/her needs 80.2%
11. My child's teacher (s) keeps me informed regularly of how my child is performing and being graded 80.2%
12. My child is assigned homework that is valuable to his/her learning 74%
13. My child has at least one adult on campus who advocates for him/her in the school 65.4%
14. My child has access to computers and technology for learning in school 92.5%
15. There are multiple opportunities for my child to be involved in after school activities 64.1%

4th, 5th, and 6th grade Student Survey: 182 Student responses

Hope: The ideas and energy for the future 82%

The hope index is an indicator of respondents' excitement about strategies for the future. Percent of students responding "Agree" or "Strongly Agree"

1. I have many goals 81%
2. I can think of many ways to get good grades 78%
3. I know I will graduate from high school 82%
4. I know college is an option for me after high school 82%
5. There is an adult in my life who cares about my future 92%
6. I know I will find a good job in the future 80%
7. I can find many ways to deal with problems 77%

Engagement: A measure of involvement in and enthusiasm for school 79%

The engagement index is an indicator of respondents' involvement in and enthusiasm for school. It measures passion for and commitment to school. Percent of students responding "Agree" or "Strongly Agree."

8. I have a best friend at school. 83%
9. I feel safe at school 76%
10. My teachers make me feel my schoolwork is important 88%
11. At school, I have the opportunity to do what I do best every day. 75%
12. In the last seven days, I have learned something interesting at school. 80%
13. In the last seven days, someone has told me I have done good work at school 66%

14. The adults at my school care about me. 76%

15. Teachers treat me with respect. 85%

Well Being - A measurement of how we think about an experience our lives

The well being index is a global representation of a . person's life evaluation.) is the worst possible life an d10 is the best possible life. Those who rate today a 7 or higher and the future an 8 or higher are considered thriving. Those who rate today and the future a 4 or lower on either scale are considered suffering.

Present Well Being

Thriving (7+) 66%

Suffering (4 or less) 76%

Future Wellbeing

Thriving (8+) 76%

Suffering (4 or less) 5.9%

Classroom Observations

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

Classroom observations are conducted by site and district administrators. Observations are made several times throughout the year by site administrators. The informal observations allow administrators the opportunity to assess the classroom instructional program on a regular basis. These observations provide feedback to the teacher as to strategies that are effective or suggestions for improvement. This is also an opportunity for administrators to determine areas of need for Staff Development. Teachers on the track for evaluation have two to four formal observations during the school year with a mid-year and end of year evaluation. Formal observations and evaluations are aligned to district mandates agreed upon by Upland Unified School District and the Upland Teachers Association. This is a formal opportunity to observe all aspects of lessons and provide very specific feedback to the teacher to reinforce effective strategies as well as offer suggestions for improvement.

In particular, observations and post-observation conversations are intended to guide staff in looking at data and ensuring learning of all students. Teachers have been working collaboratively with grade level teams and peers to integrate technology into the classroom, implement Close Reading lessons, and more hands-on math activities for students to develop a deeper understanding of the concepts.

Observations, both formal and informal, have allowed us to determine the need for academic, behavioral and social alignment across all grade levels.

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)

Sycamore uses multiple measures throughout the school year for instruction: Classroom benchmarks guide teachers in tracking progress and creating targeted interventions. The CAASPP is given once a year to measure student achievement in English Language Arts and Mathematics. In 2019-2020, Sycamore will implement IReady to analyze data in math and ELA.

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

The data from CAASPP state assessment, SRI, IReady, Fountas and Pinnell, ESGI, and classroom informal and formal assessments are used to determine student growth and intervention. Students below standard receive targeted intervention in the classroom and/or literacy lab. Student is monitored by classroom teachers.

Teachers participate in data days. During this time they analyze student benchmarks/assessments, discuss best practices and make a plan to meet the needs of their diverse student population through differentiated instruction. Additionally the receive mini staff development opportunities and share effective strategies that lead to thoughtful conversations.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Sycamore have credentials in the area they teach in.

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

Teachers receive professional development related to Common Core Standards and other research based methods for instruction.

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

Professional development in literacy, math, GATE, EL students, and technology as well as follow up coaching support ensure a full implementation of training. Additionally, Sycamore provides time for teacher collaboration on student achievement data, curriculum development and review of classroom based performance measures.

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

Teachers receive instructional support through staff meetings, administrators, support staff, and district specialists. Teachers are focusing on the use of technology and the impact it has on student learning. There is ongoing professional development of standards, assessments, MTSS and shifts in curriculum to ensure all teachers can move forward with confidence. Each staff meeting has a designated time for training on strategies and methods. The use of technology will be embedded in all staff development much in the way that it is embedded into daily instruction.

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

Teachers participate in weekly grade level meetings. During this time they collaborate, plan lessons and assessments. Grade levels participate in data days, during which time they plan and develop assessments, lessons and intervention.

Teaching and Learning

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

Upland Unified has adopted California approved textbooks in the areas of English Language Arts, Science, and Social Studies. Teachers are provided with instructional resources to support daily instruction.

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

Sycamore adheres to the K-6 state recommended instructional minutes for reading/language arts and mathematics. Recommended ELD minutes for English learners are being taught by teachers.

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

Grade level teams have created a master schedule in order to provide intervention for their students and allow for fluid grouping of students.

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

All students have access to state adopted curriculum and materials to support the common core standards.

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

All highly qualified teachers use all SBE-adopted and standards-aligned instructional materials for general education, interventions, and special education.

Opportunity and Equal Educational Access

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

A full time reading specialist and three part time instructional aides provide support for teachers and students to improve reading performance of struggling students. Classroom teachers provide small group instruction, reteaching, and scaffolding of information for struggling students.

Evidence-based educational practices to raise student achievement

Sycamore believes that continuity and alignment are key to increasing student achievement. Many of our students lack the language skills needed to articulate their thoughts and ideas through writing. For this reason, we have English Language Development embedded within our instructional practices daily (integrated ELD) and through a protected time of the day when teachers focus on ELD standards to attend to their English Learner's needs (designated ELD). Learning is differentiated and we provide many hands on activities to allow ample opportunities for students to build conceptual knowledge and content area vocabulary. Some classrooms are beginning to implement Daily 5 which allows daily periods of reading at instructional levels. This model provides teachers with time to conference with and coach students on their reading, giving them meaningful feedback and needed intervention. Teachers are extending writing across all content areas and using Exempars. As a result, students are using content vocabulary and more able to explain their thinking verbally and through writing. Assessments are being adapted to align with Common Core by ensuring a range of Depth of Knowledge questions.

Parental Engagement

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

Sycamore's website
Blackboard Connect phone messages
English class for parents twice a week using Rosetta Stone computer program
Parent Conferences are provided twice a year and as needed
Healthy Start
Parent volunteers
Web-based sites for remediation, enrichment and support
Differentiated materials purchased for leveled reading
After-School Homework Club

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)

There are several opportunities for parents and community representatives to be involved with the planning and implementation of activities and programs at Sycamore. DLAC, ELAC, GATE, SSC Advisory Committees, and PTA are just a few committees that we offer annually for parent and community involvement. Family and community involvement takes place at a multitude of levels; Parent volunteers are an integral part of our school community.

Involvement with parents includes:

- School Website
- Fall Family Event
- Family Game Nights
- Back-to-School Night
- Monthly Dine-out Nights
- Open House
- Parent Conferences
- Award Assemblies
- Volunteer Assembly
- MTSS
- Teacher Newsletters
- Communication folders
- PTA Newsletters
- Student binders
- Automated dialing system for communicated school information
- Parents and community members are consistently invited and encouraged to serve on the school site committees that support the overall goals and vision for the school.

Funding

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

Categorical funds consist of ELLI, Title I, and Title III. State and Federal funds are used to support, but not supplant, the district's general funds in providing resources and services to all of our students. The following special programs are offered at the school:

- English Language Learner program (ELL)
- Resource Specialist Program (RSP)
- Gifted and Talented Education (GATE)
- Daycare
- Band
- Reach out Program through Healthy Start
- Full-time reading intervention teacher
- District provided P.E. instruction in grades 1-6
- Healthy Start
- Library assistance
- Crisis intervention
- Speech
- Psychological services

Fiscal support (EPC)

Sycamore receives funding from district general budget, categorical, donation, and PTA for some school related activities.

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

Using CAASPP, ELPAC, GATE, and Attendance data from the year, and holding Climate and Culture meetings, goals are created. Teachers provide input on the strategies needed to help meet the goal. Monthly School Site Council and English Learner Advisory Council meetings are held to review, update our school plan for student achievement. The goals and strategies are shared with staff, SSC and ELAC.

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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.9%	0.64%	0.43%	4	3	2
African American	8.2%	8.47%	7.69%	36	40	36
Asian	3.2%	3.81%	4.06%	14	18	19
Filipino	2.3%	1.69%	1.28%	10	8	6
Hispanic/Latino	52.4%	55.51%	60.68%	231	262	284
Pacific Islander	0.2%	1.06%	0.64%	1	5	3
White	27.9%	24.58%	20.09%	123	116	94
Multiple/No Response	0.9%	0.85%	2.56%	4	4	12
Total Enrollment				441	472	468

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	65	70	45
Grade 1	61	80	75
Grade 2	55	61	80
Grade3	65	56	62
Grade 4	54	59	72
Grade 5	77	58	66
Grade 6	64	88	68
Total Enrollment	441	472	468

Conclusions based on this data:

1. The majority of our student population is Hispanic and has increased by 3.01% over the last 3 years. Should this rate of increase continue we must ensure that our staff be culturally competent and considerate of our cultural base as we plan our community involvement strategies
2. Increased enrollment in primary grades has added to an overall increase of 31 students school-wide
3. Some student groups at Sycamore are below 10% of the student population. It is important for us to look at data as it applies to all students, whether a large or small number of students exists at Sycamore.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	44	33	26	10.0%	7.0%	5.6%
Fluent English Proficient (FEP)	22	31	28	5.0%	6.6%	6.0%
Reclassified Fluent English Proficient (RFEP)	10	19	5	16.9%	43.2%	15.2%

Conclusions based on this data:

1. Between the 15-16 school year and the 17-18 school year the number of RFEPs increased by 29%.
2. Between the 15-16 school year and the 17-18 school year the number of ELs has decreased by 5.9% due to the increase of students being redesignated.
3. Between the 15-16 school year and the 17-18 school year the number of FEPs increased by 0.7%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	60	60	67	59	60	67	59	60	67	98.3	100	100
Grade 4	57	61	71	55	61	70	55	61	70	96.5	100	98.6
Grade 5	84	56	72	84	56	69	84	56	69	100	100	95.8
Grade 6	66	84	65	66	84	64	66	84	64	100	100	98.5
All Grades	267	261	275	264	261	270	264	261	270	98.9	100	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2438.	2465.	2397.	30.51	35.00	16.42	28.81	33.33	16.42	13.56	20.00	25.37	27.12	11.67	41.79
Grade 4	2489.	2480.	2492.	34.55	26.23	30.00	21.82	22.95	31.43	25.45	29.51	22.86	18.18	21.31	15.71
Grade 5	2464.	2525.	2514.	15.48	25.00	26.09	19.05	44.64	31.88	21.43	12.50	20.29	44.05	17.86	21.74
Grade 6	2532.	2504.	2543.	21.21	13.10	21.88	27.27	26.19	39.06	28.79	23.81	23.44	22.73	36.90	15.63
All Grades	N/A	N/A	N/A	24.24	23.75	23.70	23.86	31.03	29.63	22.35	21.84	22.96	29.55	23.37	23.70

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.81	38.33	13.43	44.07	43.33	43.28	27.12	18.33	43.28
Grade 4	25.45	26.23	28.57	52.73	44.26	55.71	21.82	29.51	15.71
Grade 5	19.05	25.00	23.19	44.05	48.21	56.52	36.90	26.79	20.29
Grade 6	21.21	15.48	31.25	48.48	44.05	43.75	30.30	40.48	25.00
All Grades	23.11	25.29	24.07	46.97	44.83	50.00	29.92	29.89	25.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.59	35.00	14.93	42.37	53.33	43.28	22.03	11.67	41.79
Grade 4	40.00	34.43	24.29	45.45	44.26	62.86	14.55	21.31	12.86
Grade 5	27.38	41.07	37.68	30.95	41.07	42.03	41.67	17.86	20.29
Grade 6	25.76	21.43	25.00	42.42	39.29	51.56	31.82	39.29	23.44
All Grades	31.44	31.80	25.56	39.39	44.06	50.00	29.17	24.14	24.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.12	36.67	17.91	57.63	50.00	67.16	15.25	13.33	14.93
Grade 4	12.73	8.20	28.57	72.73	85.25	57.14	14.55	6.56	14.29
Grade 5	15.48	19.64	18.84	54.76	66.07	72.46	29.76	14.29	8.70
Grade 6	18.18	10.71	17.19	68.18	65.48	70.31	13.64	23.81	12.50
All Grades	18.18	18.01	20.74	62.50	66.67	66.67	19.32	15.33	12.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.90	38.33	14.93	38.98	53.33	44.78	27.12	8.33	40.30
Grade 4	27.27	32.79	27.14	60.00	47.54	57.14	12.73	19.67	15.71
Grade 5	14.29	23.21	26.09	42.86	60.71	53.62	42.86	16.07	20.29
Grade 6	28.79	20.24	28.13	54.55	45.24	60.94	16.67	34.52	10.94
All Grades	25.00	27.97	24.07	48.48	50.96	54.07	26.52	21.07	21.85

Conclusions based on this data:

1. Students overall showed an increase of students meeting and exceeding standards in ELA by 2.78%.
2. Students growth overall has remained the same in the area of reading. Therefore, more of an emphasis needs to be placed on students demonstrating their understanding of literary and non-fictional texts.
3. Between the 15-16 and 17-18 school year the percent of students exceeding standards decreased by 2.99% in listening. Therefore, more opportunities for students to be able to demonstrate effective communication skills needs to be incorporated into daily instruction.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	60	60	67	59	60	67	59	60	67	98.3	100	100
Grade 4	57	61	71	57	61	70	57	61	70	100	100	98.6
Grade 5	84	56	72	84	56	71	84	56	71	100	100	98.6
Grade 6	66	84	65	66	84	64	66	84	64	100	100	98.5
All Grades	267	261	275	266	261	272	266	261	272	99.6	100	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2459.	2407.	15.25	33.33	8.96	33.90	28.33	26.87	23.73	28.33	29.85	27.12	10.00	34.33
Grade 4	2486.	2476.	2491.	19.30	13.11	20.00	38.60	29.51	27.14	22.81	39.34	38.57	19.30	18.03	14.29
Grade 5	2470.	2493.	2485.	9.52	19.64	12.68	20.24	14.29	15.49	23.81	35.71	38.03	46.43	30.36	33.80
Grade 6	2528.	2501.	2532.	16.67	19.05	28.13	24.24	11.90	18.75	34.85	29.76	25.00	24.24	39.29	28.13
All Grades	N/A	N/A	N/A	14.66	21.07	17.28	28.20	20.31	22.06	26.32	32.95	33.09	30.83	25.67	27.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.42	46.67	17.91	40.68	36.67	43.28	33.90	16.67	38.81
Grade 4	38.60	29.51	34.29	40.35	39.34	44.29	21.05	31.15	21.43
Grade 5	16.67	16.07	19.72	30.95	42.86	36.62	52.38	41.07	43.66
Grade 6	24.24	21.43	29.69	42.42	29.76	35.94	33.33	48.81	34.38
All Grades	25.19	27.97	25.37	37.97	36.40	40.07	36.84	35.63	34.56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.34	38.33	20.90	50.85	43.33	41.79	28.81	18.33	37.31
Grade 4	19.30	14.75	24.29	57.89	60.66	54.29	22.81	24.59	21.43
Grade 5	13.10	12.50	9.86	40.48	50.00	52.11	46.43	37.50	38.03
Grade 6	16.67	15.48	26.56	54.55	42.86	40.63	28.79	41.67	32.81
All Grades	16.92	19.92	20.22	50.00	48.66	47.43	33.08	31.42	32.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.73	38.33	16.42	54.24	51.67	43.28	22.03	10.00	40.30
Grade 4	26.32	24.59	22.86	47.37	57.38	55.71	26.32	18.03	21.43
Grade 5	10.71	19.64	12.68	44.05	53.57	45.07	45.24	26.79	42.25
Grade 6	21.21	17.86	26.56	39.39	45.24	43.75	39.39	36.90	29.69
All Grades	19.55	24.52	19.49	45.86	51.34	47.06	34.59	24.14	33.46

Conclusions based on this data:

1. Between 15-16 and 17-18 the number of students meeting or exceeding standards decreased by 1.62%.
2. 19.6% of students exceeded standard on the claim performance in the area of problem solving.
3. A decrease in overall math achievement as students progress through the grade levels was noted.

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	*		*		*		*	
Grade 1	*		*		*		*	
Grade 2	*		*		*		*	
Grade 3	*		*		*		*	
Grade 4	*		*		*		*	
Grade 5	*		*		*		*	
Grade 6	*		*		*		*	
All Grades							26	

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
All Grades	*		46.15		*		*		26	

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
All Grades	57.69		*		*		*		26	

Written Language Number and Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	#	%	#	%	#	%	#	%		
Grade K					*	*	*	*	*	
Grade 1	*	*	*	*			*	*	*	
Grade 2			*	*			*	*	*	
Grade 3							*	*	*	
Grade 4			*	*	*	*			*	
Grade 5					*	*			*	
Grade 6					*	*	*	*	*	
All Grades	*	*	*	*	*	*	*	*	26	

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
All Grades	42.31		42.31		*		26	

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
All Grades	61.54		*		*		26	

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
All Grades	*		*		50.00		26	

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
All Grades	*		61.54		*		26	

Conclusions based on this data:

1. With 61% of our ELs at Moderate levels in writing, a focus on writing performance tasks based of priority standards is needed.
2. With 50% of our ELs at beginning leveis in reading, a focus on reading performance tasks focusing on priority standards is needed.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
472	57.8%	7.0%	
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	7.0%
Homeless	17	3.6%
Socioeconomically Disadvantaged	273	57.8%
Students with Disabilities	78	16.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	8.5%
American Indian	3	0.6%
Asian	18	3.8%
Filipino	8	1.7%
Hispanic	262	55.5%
Two or More Races	16	3.4%
Pacific Islander	5	1.1%
White	116	24.6%

Conclusions based on this data:

1. With 262 Hispanic students, it is imperative that the cultural needs of this specific subgroup are met through parent engagement opportunities and staff cultural proficiency trainings.
2. With 273 socioeconomically disadvantaged students, it is important for Sycamore to grow their PBIS framework as well as an implementation plan for socio-emotional learning (SEL).
3. With 78 students with disabilities, it is important for Sycamore to increase the capacity of instructional supports among teachers

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. With chronic absenteeism in orange, it's evident that a need for parent education attendance incentives are provided, so that a correlation is made between school attendance and school budgets.
2. With a suspension rate of orange, it is imperative that alternate means of correction be investigated as well as an implementation plan for socio-emotional learning.
3. With math in the yellow, it is important that teacher be provided time to appropriately pace out their lessons, plan strategic and deliberate intervention strategies.

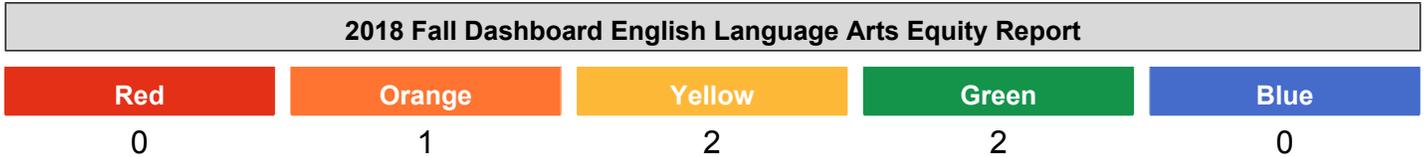
School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>4.7 points above standard</p> <p>Increased 7.3 points</p> <p>247 students</p>	<p>English Learners</p> <p>Orange</p> <p>5.5 points below standard</p> <p>Declined -7 points</p> <p>39 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>10.7 points below standard</p> <p>Increased 8.3 points</p> <p>136 students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>33.6 points below standard</p> <p>Increased 26.9 points</p> <p>53 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 6.5 points above standard Increased 47.3 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.9 points below standard Increased 6.2 points 130 students	 No Performance Color 33.9 points above standard Increased 18.7 points 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Green 10.2 points above standard Increased 4.8 points 68 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.1 points below standard Declined -9.2 points 14 students	35.2 points above standard Increased 3.5 points 25 students	5 points above standard Increased 7.8 points 203 students

Conclusions based on this data:

1. With a decrease of 7 points among our 39 English learners indicates that

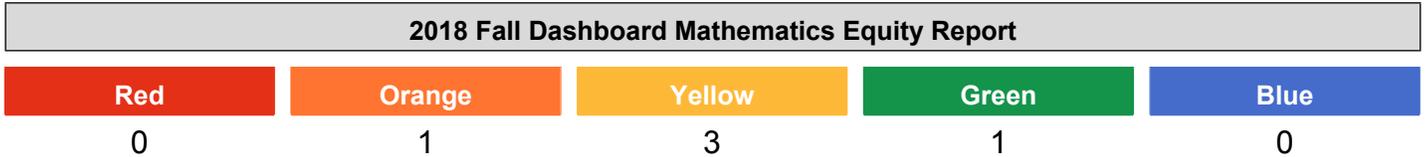
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 20.6 points below standard Maintained 2.1 points 247 students	<p>English Learners</p>  Green 11.8 points below standard Increased 10.8 points 39 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<p>Socioeconomically Disadvantaged</p>  Yellow 35.1 points below standard Increased 4.4 points 136 students	<p>Students with Disabilities</p>  Yellow 53.8 points below standard Increased 4.4 points 53 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 33.2 points below standard Increased 51.6 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 26.2 points below standard Maintained -2 points 130 students	 No Performance Color 1.5 points above standard Increased 38.6 points 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Yellow 16.8 points below standard Declined -4.4 points 68 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.9 points below standard Increased 18.8 points 14 students	25.2 points above standard Increased 16 points 25 students	21.5 points below standard Maintained 0.7 points 203 students

Conclusions based on this data:

1. Targeted instructional strategies need to be implemented for math.
2. Provide teachers professional development in the areas of math.
3. Targeted instructional strategies need to be used during small groups.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
26	19.2%	46.2%	15.4%	19.2%

Conclusions based on this data:

1. Targeted interventions and strategies need to be put in place for ELA and Math instruction.
2. Provide teachers with professional development in the area of ELD instruction in ELA and math.
3. Identify EL students not making progress in ELA and math and identify specific strategies in small group instruction.

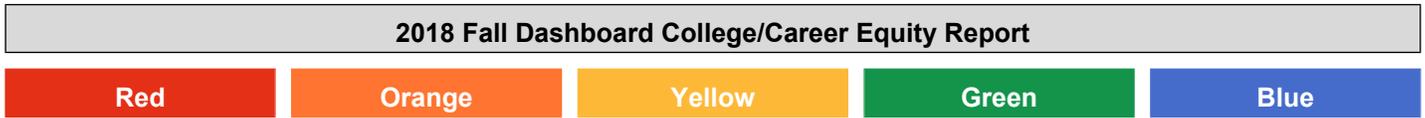
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

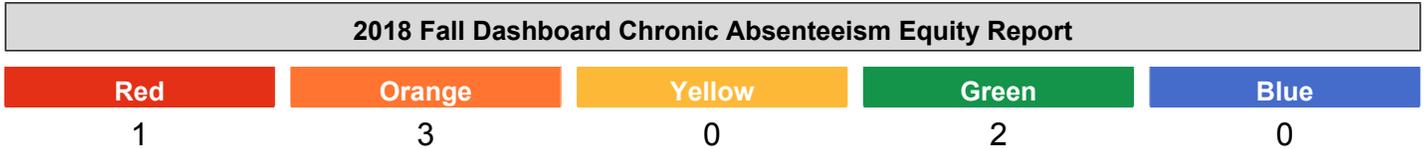
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
9.3% chronically absent	15.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 2.3%	Increased 11.4%	3 students
496 students	33 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
14.8% chronically absent	12.7% chronically absent	12% chronically absent
Increased 10.8%	Increased 3%	Maintained 0.4%
27 students	292 students	92 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 7% chronically absent Declined 4.1% 43 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 5% chronically absent Increased 5% 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.3% chronically absent Increased 4.9% 274 students	 No Performance Color 5% chronically absent Declined 8.6% 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Green 4.9% chronically absent Declined 1.9% 122 students

Conclusions based on this data:

1. With an increase in absences by 2.3% a monthly reward challenge for all classes that maintain or decrease in their absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

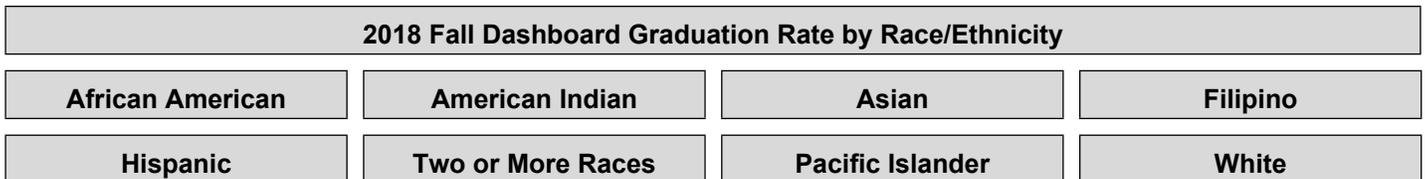
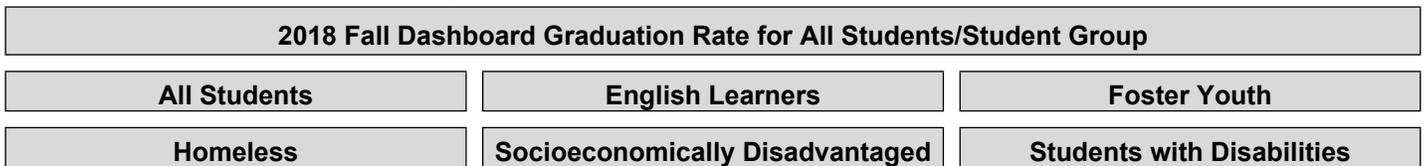
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

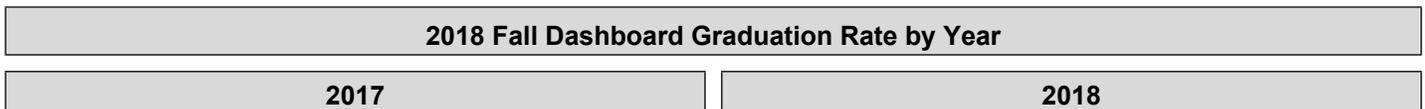
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

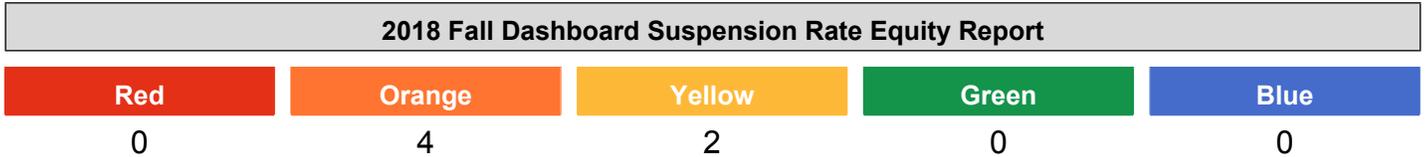
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 1.6% suspended at least once Increased 0.8% 504 students	<p>English Learners</p>  Orange 2.6% suspended at least once Increased 2.6% 38 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 5 students
<p>Homeless</p>  No Performance Color 3.7% suspended at least once Declined -0.3% 27 students	<p>Socioeconomically Disadvantaged</p>  Orange 1.7% suspended at least once Increased 0.6% 297 students	<p>Students with Disabilities</p>  Yellow 1.1% suspended at least once Maintained 0% 94 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 4.4% suspended at least once Declined -1% 45 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0% suspended at least once Maintained 0% 22 students	 No Performance Color Less than 11 Students - Data 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.4% suspended at least once Increased 1% 278 students	 No Performance Color 0% suspended at least once Maintained 0% 20 students	 No Performance Color Less than 11 Students - Data 5 students	 Orange 1.6% suspended at least once Increased 0.9% 122 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1% suspended at least once	0.8% suspended at least once	1.6% suspended at least once

Conclusions based on this data:

1. Alternate means of correction need to occur for all students
2. Continue to focus our efforts on climate and culture work.
3. Implement socio-emotional learning daily.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Implement a Multi-Tiered System of Supports (MTSS) that aligns programs and services to meet the academic, social-emotional, and physical needs of students.

Goal 1

Sycamore will focus on students who have NEARLY MET and EXCEEDED standards in ELA and Math in order to close the achievement gap and challenge our high achieving students.

Identified Need

An emphasis on students that have nearly met standards will help increase the number of students meeting standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Results	Overall performance on the ELPAC was 32% Well-Developed (Level 4); 37% Somewhat Moderate (Level 2/3); 32% Beginning (Level 1)	An overall performance growth of 100% of our Level 1 to an Level 2, 100% of our Level 2 to Level 3, and a 50% increase from Level 3 to Level 4.
ELA CAASPP Results	Overall performance on the CAASPP was 55% of our students met or exceeded standards	An overall performance growth of 15% in met or exceeded standards. (Goal of 70%)
Math CAASPP Results	Overall performance on the CAASPP was 41% of our students met or exceeded standards	An overall performance growth of 29% in met or exceeded standards. (Goal of 70%)
ELA Performance Tasks	Developing	3 or better on the writing Rubric
Math Performance Tasks	Developing	3 or better on the Math Rubric
iReady ELA	Grade level performance on the iReady ELA Diagnostic on or above grade level. K: 59% 1st: 38% 2nd: 36% 3rd: 51% 4th: 49% 5th: 38%	An overall performance growth of 20% on or above grade level standards (goal of 70%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th: 49^	
IReady Math	Grade level performance on the IReady Math diagnostic on or above grade level. K: 56% 1st: 44% 2nd: 22% 3rd: 29% 4th: 54% 5th: 35% 6th: 51%	An overall performance growth of 20% on or above grade level standards (goal of 70%)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Positive Behavior Intervention and Supports (PBIS)
Behavior Assembly

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
1000	ELLI
100	ELLI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide teacher with professional collaboration time by utilizing substitutes (Instructional days) through staff development days and release days.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

9000

Source(s)

ELLI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Collect and analyze IReady, ELA math and EL data, identify students from each grade level for reading and math interventions and their specific literacy or math needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

2340

Source(s)

ELLI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide teachers the opportunities to attend conferences and district provided professional development to challenge GATE and high achieving students and how to provide specific and targeted intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

5000

Source(s)

ELLI

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Collect and analyze IReady, ELA math and EL data, identify students from each grade level to challenge in reading and math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
4000	ELLI

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Reading instructional aide specialists will provide support for students to improve reading comprehension and fluency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
54535	Title I
4000	ELLI

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Ensure equitable access and use of innovative technology.

Goal 2

Provide students with the opportunity to demonstrate or extend their learning through the application of innovative technology.

Identified Need

Students need more opportunities to demonstrate or extend their learning through technology,

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google Docs	Beginners	Proficient when Writing
Google Slides	Beginners	Proficient when presenting
Google Sheet	Beginners	Proficient when collaborating
Google Search	Beginners	Proficient when do research

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Online resources to support ELA and math will be purchased to increase student computer literacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
10000	ELLI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5th and 6th grade students

Strategy/Activity

Provide after school computer programming using Code.org and Spheros

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology/instructional supplies and equipment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

3000

ELLI

1000

ELLI

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve consistency and equity in teaching and rigorous learning experiences.

Goal 3

Sycamore will provide rigorous academic instruction for all students to apply their learning through WICOR strategies with an NGSS focus.

Identified Need

A need for study skills (Learning) and organization of content delivery (teaching) through WICOR strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Writing	SBAC Writing Performance	70% of students pass SBAC
Performance Tasks	SBAC RESEACH SCORE	70% of students pass SBAC on ELA performance task
Reading	44% of students K-6 were at grade level on IReady diagnostic	70% of students pass SBAC or IReady diagnostic

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide extension/enrichment activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
2000	ELLI
8950	ELLI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Teachers will collaborate in grade level teams to design lessons that provide differentiated instruction to meet the needs of all learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide training on the use of graphic organizers when writing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

0

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Continue to train all teachers in close reading Strategies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

0

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Provide teacher with opportunity to attend conferences to be trained on WICOR strategies increase student achievement, student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

2000.00

Source(s)

ELLI

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Classroom supplies and equipment (posters, binders, dividers, notebooks)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

4000

Source(s)

ELLI

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Struggling Students

Strategy/Activity

Reading Lab Teacher will provide support for students to improve reading performance of English Learners and at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will be provided professional development on the NGSS standards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

1250.00

Source(s)

ELLI

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Materials purchased to support project based learning in science

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

2151

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Utilize DOK levels when developing assignments, projects, or performance tasks

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

1000

Source(s)

Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve parent and community engagement

Goal 4

Sycamore will provide opportunities for parents and community to plan and participate in the school-wide development of climate and culture.

Identified Need

A variety of parent sub groups to have a presence on campus and provide input.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Survey	School Leadership: Overall 78.1% agree/strongly agree Communication & Service: Overall 82.5% agree/strongly agree Teaching and Learning: Overall 76.1% agree/strongly agree	School Leadership: Overall 80% agree/strongly agree Communication & Service: Overall 95% agree/strongly agree Teaching and Learning: Overall 80% agree/strongly agree
Student Survey	Hope: The ideas and energy for the future 82% Engagement: A measure of involvement in and enthusiasm for school 79% Present Well Being Thriving (7+) 66% Future Wellbeing Thriving (8+) 76%	Hope: 85% Engagement: 85% Present Well Being: 80% Thriving Future Well being: 80% Thriving

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide opportunities for parent involvement through AVID, Math, ELA, and technology nights

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

1000

ELLI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide opportunities for parent involvement in grade level culminating activities ie: Colonial Day

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

2000

ELLI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide opportunities for parent involvement through theme based Family Nights with and instructional focus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

500.00

ELLI

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$118,826.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$57,686.00

Subtotal of additional federal funds included for this school: \$57,686.00

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

State or Local Programs	Allocation (\$)
	\$0.00
ELLI	\$61,140.00

Subtotal of state or local funds included for this school: \$61,140.00

Total of federal, state, and/or local funds for this school: \$118,826.00

School Site Council Membership

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

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

Name of Members	Role
Qiana Jackson	Principal
Mindi Amrhein	Classroom Teacher
Nayeli Barbosa	Other School Staff
Laura Wilkin	Classroom Teacher
Madeline Pirrone	Classroom Teacher
Christina Tesmer	Other School Staff
Kim Jones	Parent or Community Member
Sarah Chavez	Parent or Community Member
Marlene Contreras	Parent or Community Member
Mark Wood	Parent or Community Member
Danielle Morgon	Parent or Community Member
Chris Bui	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

English Learner Advisory Committee

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 6/6/19.

Attested:



Principal, Qiana Jackson on 6/6/19



SSC Chairperson, Kim Jones on 6/6/19

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 .

Attested:



Principal, Qiana Jackson on

6/6/19

SSC Chairperson, Kim Jones on

Kim Jones 6/6/19