School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Sycamore Valley Elementary School
Address	2200 Holbrook Dr. Danville, CA 94506
County-District-School (CDS) Code	07618046110449
Principal	Cheryl Lynn Situm
District Name	San Ramon Valley Unified School District
SPSA Revision Date	November 14, 2018
Schoolsite Council (SSC) Approval Date	December 19, 2018
Local Board Approval Date	December 20, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

Sycamore Valley's Mission and Core Belief:

All students can learn and have the right to a free and accessible learning environment, whereby: individuality, culture and learning styles are embraced and celebrated. Our mission is to instill life-long learning in an academically challenging and stimulating classroom, promote critical thinking skills and examine our students' growth to inform our instructional practices.

Shark Key Values:
*To support an inclusive learning environment through equitable teaching practices, tolerance and compassion.
*To continue strengthening relationships by nurturing a sense of teamwork, respect and trust with all stakeholders in our learning community.
*Self-reflection to improve, motivate and deliver purposeful instruction to ALL students.
*To assure basic skills, problem solving and encourage life-long learning for our students.

School Profile

Situated in a 35-acre park setting, Sycamore Valley Elementary School is located in a residential neighborhood just off Camino Tassajara Road. Established 26 years ago with strong parental support, Sycamore Valley offers an outstanding educational program, while meeting the needs of multiple intelligences in every classroom. We work together to maximize student potential and proficiency in all subject areas by providing technology access, engaging and challenging instruction and examining academic data to inform our teaching practices.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Sycamore involves all staff and parent groups through scheduled meetings, and parent and teacher surveys, to plan and prioritize essential educational programs in our Single School Site Plan for Student Achievement. Our School Site Council holds bi-monthly meetings to develop, evaluate and align resources to these essential educational programs, as designated by our learning community. The School Site Council is comprised of five parent or community members, three classroom teachers, one additional school staff member, and school site principal. The Site Council reviews and evaluates the Single School Plan for Student Achievement this school year, on December 19, 2018. All Site Council members have the responsibility to vote for and approve or decline essential programs, as it relates to the School's Accountability Report Card, Single School Site Plan for Student Achievement, Comprehensive School Site Safety and Emergency Plans.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.2%	0.33%	1	1	2
African American	0.8%	1.0%	0.83%	5	6	5
Asian	17.1%	18.0%	20.00%	110	113	120
Filipino	1.6%	2.2%	2.67%	10	14	16
Hispanic/Latino	8.7%	9.2%	9.67%	56	58	58
Pacific Islander	0.3%	0.5%	0.33%	2	3	2
White	62.7%	61.6%	57.67%	403	387	346
Multiple/No Response	8.7%	%	%	56		
			Total Enrollment	643	628	600

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	103	101	74
Grade 1	97	100	102
Grade 2	103	106	103
Grade3	103	100	114
Grade 4	119	107	95
Grade 5	118	114	112
Total Enrollment	643	628	600

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	30	28	23	4.7%	4.5%	3.8%
Fluent English Proficient (FEP)	32	28	34	5.0%	4.5%	5.7%
Reclassified Fluent English Proficient	3	3	10	15.0%	10.0%	35.7%

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	104	100	115	103	99	114	103	99	114	99	99	99.1
Grade 4	123	109	92	118	108	92	118	108	92	95.9	99.1	100
Grade 5	118	116	112	115	113	110	115	113	110	97.5	97.4	98.2
All Grades	345	325	319	336	320	316	336	320	316	97.4	98.5	99.1

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2472.	2493.	2496.	41	59.60	56.14	34	21.21	26.32	17	11.11	12.28	9	8.08	5.26
Grade 4	2532.	2524.	2534.	52	46.30	59.78	31	30.56	18.48	14	10.19	15.22	4	12.96	6.52
Grade 5	2567.	2543.	2536.	42	31.86	26.36	40	44.25	44.55	16	10.62	18.18	3	13.27	10.91
All Grades	N/A	N/A	N/A	45	45.31	46.84	35	32.50	30.38	15	10.63	15.19	5	11.56	7.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	49.49	51.75	58	39.39	40.35	6	11.11	7.89
Grade 4	44	41.67	56.52	52	49.07	39.13	4	9.26	4.35
Grade 5	45	46.90	43.64	46	41.59	45.45	9	11.50	10.91
All Grades	42	45.94	50.32	52	43.44	41.77	6	10.63	7.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	37	57.58	54.39	51	36.36	40.35	12	6.06	5.26
Grade 4	46	42.59	44.57	50	48.15	47.83	4	9.26	7.61
Grade 5	47	46.90	32.73	49	39.82	55.45	4	13.27	11.82
All Grades	43	48.75	43.99	50	41.56	47.78	7	9.69	8.23

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	28	42.42	45.61	70	52.53	49.12	2	5.05	5.26
Grade 4	27	29.63	34.78	69	62.96	61.96	4	7.41	3.26
Grade 5	33	33.63	25.45	64	58.41	66.36	3	7.96	8.18
All Grades	29	35.00	35.44	68	58.13	58.86	3	6.88	5.70

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	34	49.49	50.00	54	45.45	45.61	12	5.05	4.39
Grade 4	51	40.74	46.74	47	52.78	45.65	3	6.48	7.61
Grade 5	52	35.40	22.73	47	48.67	62.73	1	15.93	14.55
All Grades	46	41.56	39.56	49	49.06	51.58	5	9.38	8.86

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	104	100	115	103	99	114	103	99	114	99	99	99.1
Grade 4	123	109	92	118	108	92	118	108	92	95.9	99.1	100
Grade 5	118	116	112	115	113	110	115	113	110	97.5	97.4	98.2
All Grades	345	325	319	336	320	316	336	320	316	97.4	98.5	99.1

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2484.	2502.	2507.	43	54.55	60.53	35	32.32	27.19	16	12.12	8.77	7	1.01	3.51
Grade 4	2537.	2541.	2554.	42	50.93	58.70	42	27.78	29.35	14	15.74	7.61	1	5.56	4.35
Grade 5	2569.	2563.	2561.	49	38.05	42.73	25	38.05	22.73	19	17.70	22.73	7	6.19	11.82
All Grades	N/A	N/A	N/A	45	47.50	53.80	34	32.81	26.27	16	15.31	13.29	5	4.38	6.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	61	68.69	78.07	32	28.28	16.67	7	3.03	5.26
Grade 4	60	65.74	72.83	35	25.00	22.83	5	9.26	4.35
Grade 5	56	53.10	50.91	32	36.28	34.55	12	10.62	14.55
All Grades	59	62.19	67.09	33	30.00	24.68	8	7.81	8.23

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	59.60	59.65	41	36.36	34.21	12	4.04	6.14
Grade 4	53	47.22	51.09	42	46.30	45.65	5	6.48	3.26
Grade 5	49	40.71	40.91	41	47.79	44.55	10	11.50	14.55
All Grades	50	48.75	50.63	41	43.75	41.14	9	7.50	8.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	52	69.70	66.67	43	29.29	27.19	5	1.01	6.14
Grade 4	56	50.00	60.87	40	41.67	33.70	4	8.33	5.43
Grade 5	47	38.94	31.82	43	47.79	51.82	10	13.27	16.36
All Grades	52	52.19	52.85	42	40.00	37.66	6	7.81	9.49

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				25

Overall 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	*	*	*	*					*
All Grades	13	52.00	*	*	*	*	*	*	25

Oral 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	*	*	*	*					*
All Grades	15	60.00	*	*			*	*	25

Grade Level	Level 4 #	Level 4 %	Level 3 #	Level 3 %	Level 2 #	Level 2 %	Level 1 #	Level 1 %	Total Number of Students
Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade K	*	*			*	*			*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
All Grades	14	56.00	*	*	*	*	*	*	25

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade K	*	*					*
Grade 1	*	*					*
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	24	96.00	*	*			25

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*			*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	12	48.00	*	*	*	*	25

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	16	64.00	*	*	*	*	25

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*			*	*	*
Grade 2	*	*	*	*			*
Grade 3			*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	13	52.00	*	*	*	*	25

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**
600	**2.2%**	**3.8%**	**0.2%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	23	3.8%
Foster Youth	1	0.2%
Socioeconomically Disadvantaged	13	2.2%
Students with Disabilities	52	8.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.8%
American Indian	2	0.3%
Asian	120	20.0%
Filipino	16	2.7%
Hispanic	58	9.7%
Two or More Races	51	8.5%
Pacific Islander	2	0.3%
White	346	57.7%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Blue	**Suspension Rate** Blue
Mathematics Blue		
English Learner Progress No Performance Color		

Conclusions based on this data:

1.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	2

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

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
53.5 points above standard	56.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 3.2 points	Increased 56.8 points	
310 students	21 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	Green
0 Students	Less than 11 Students - Data Not Displayed for Privacy	6.5 points above standard
		Increased 16.3 points
	10 students	36 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	89 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1 students	1 students	Increased 9.1 points	5 students
		59 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
22.5 points above standard	53.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	48.1 points above standard
Declined -16.1 points	Declined -5.2 points	2 students	Increased 4.9 points
32 students	27 students		183 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**
Less than 11 Students - Data Not Displayed for Privacy	81.3 points above standard	51.3 points above standard
7 students	Increased 75.2 points	Maintained -1.2 points
	14 students	276 students

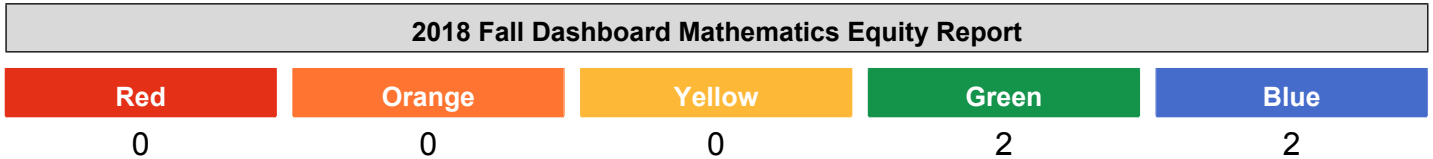**Conclusions based on this data:**

1.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	2

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

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
57.5 points above standard	61 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 6.6 points	Increased	1 students
310 students	36.1 points 21 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	Green
0 Students	Less than 11 Students - Data Not Displayed for Privacy	3.7 points above standard
	10 students	Increased 8.5 points
		36 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	90.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1 students	1 students	Increased 10.9 points	5 students
		59 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
26.1 points above standard	57.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	53.9 points above standard
Maintained -1.8 points	Maintained 2.7 points	2 students	Increased 7.4 points
32 students	27 students		183 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**
Less than 11 Students - Data Not Displayed for Privacy	66.5 points above standard	54.9 points above standard
7 students	Increased	Increased 3.5 points
	27.9 points	
	14 students	276 students

Conclusions based on this data:

1.

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
25	52%	40%	4%	4%

**Conclusions based on this data:**

1.

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.

2018 Fall Dashboard College/Career Equity Report

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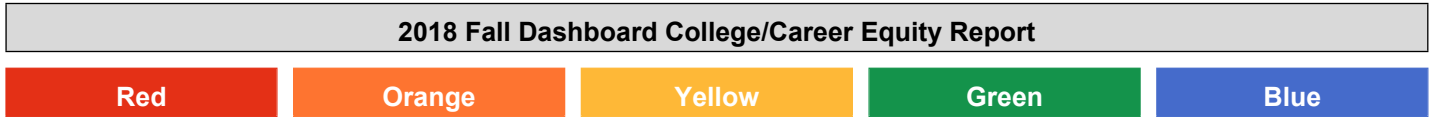
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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

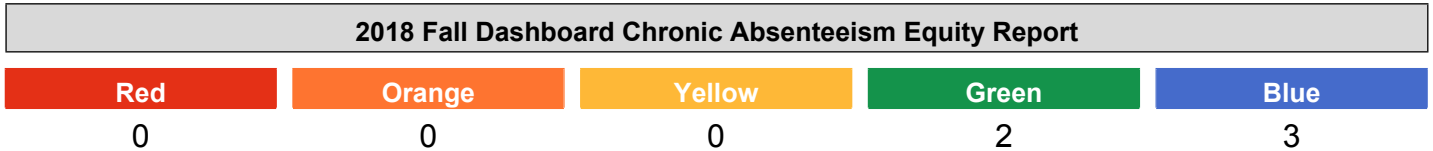**Conclusions based on this data:**

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:

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	3

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**
Blue	No Performance Color	No Performance Color
2.1% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.7%	Maintained 0%	1 students
616 students	27 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Blue
Less than 11 Students - Data Not Displayed for Privacy	5.9% chronically absent	1.5% chronically absent
0 students	17 students	Declined 1.5%
		65 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.8% chronically absent	0% chronically absent
6 students	2 students	Declined 1.7%	Maintained 0%
		123 students	16 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Blue
1.7% chronically absent	3.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	2.5% chronically absent
Increased 1.7%	Maintained 0.4%	2 students	Declined 0.8%
60 students	52 students		355 students

Conclusions based on this data:

1.

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.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
	N/A	
	N/A	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	5
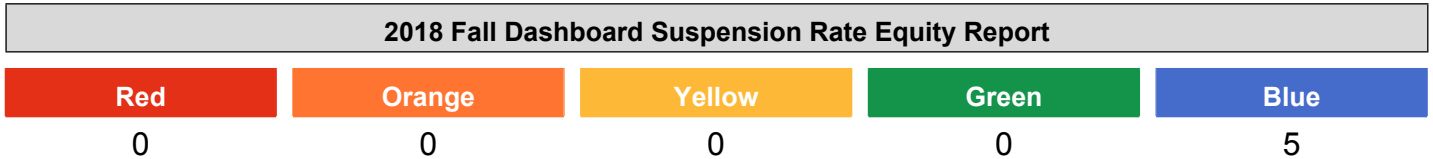
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
0.3% suspended at least once	3.4% suspended at least once	Less than 11 Students - Data Not
		1 students
Declined -0.8%	Maintained 0.2%	
625 students	29 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	Blue
0 Students	0% suspended at least once	0% suspended at least once
	18 students	Declined -1.5%
		66 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 6 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	0% suspended at least once Maintained 0% 125 students	0% suspended at least once Maintained 0% 16 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Blue
0% suspended at least once Maintained 0% 61 students	0% suspended at least once Declined -2.1% 52 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	0.6% suspended at least once Declined -1% 361 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
1.2% suspended at least once	1.1% suspended at least once	0.3% suspended at least once

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Common Core State Standards and Assessments

Goal Statement

Plan and implement professional development for all teachers in whole staff/department setting focused on K - 5th Grade California State Standards, RtI and CLR strategies. Provide equitable curriculum access to every child by responding with early interventions to avert the need for special education. Offer differentiation of instruction, inclusive and engaging teaching practices throughout the Sycamore campus.

LCAP Goal

Implement curricula, instruction, and assessments that are aligned to the California State Standards.

Basis for this Goal

Prior knowledge and needs assessment of staff members and students, CAASPP student assessment data, report cards, running records, essential standards, and Illuminate Education data.

Planned Strategies/Activities

Strategy/Activity 1

Participate in CAASPP Training offered by Technology Department

Students to be Served by this Strategy/Activity

EL students at Sycamore were identified in both Math (-8 percentage points) and ELA (-11 percentage points), as having declined in academic achievement scores, Spring 2017.

Timeline

October 2018 - March 2019

Person(s) Responsible

Hanna Ma & Principals

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Train in the administration of Interim CAASPP testing to best prepare students to take the CAASPP test in spring 2018 & principals disaggregate student data to develop academic goals.

Strategy/Activity 2

CAASPP power point shared with parent groups: PTA, SSC and Shark Fund and all Staff

Students to be Served by this Strategy/Activity

EL students at Sycamore were identified in both Math (-8 percentage points) and ELA (-11 percentage points), as having declined in academic achievement scores, Spring 2017.

Timeline

October 2018 - May 2019

Person(s) Responsible

Parents, Staff & Site Administrator

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	CAASPP data shared to identify K - 5 CCSS learning standard needs, continue selecting essential standards work, plan CLR & RtI strategies staff development & interventions to support all subgroups.

Strategy/Activity 3

Collaborate with District Coaches Rebecca Bartow & Allie Debruhl, (ELA, EL and CLR) & Pat McCauley (Math) to provide CCSS training for all teachers, and Project Supervisor, Angie Corritone to support Sycamore's professional development planning and coaching, including RtI support.

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2018 - May 2019

Person(s) Responsible

Administrator, TSA & District Coaches & Teachers

Proposed Expenditures for this Strategy/Activity

Source	State-restricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Coaching opportunities based on CAASPP scores, Illuminate Education data, Running Records, unit assessments, summative assessments and exit tickets, to support all students.

Strategy/Activity 4

Support Essential Standards in Reading by disaggregating Illuminate reading data at each grade level and responding to interventions for students performing: below, at and above grade level using RtI pyramid.

Students to be Served by this Strategy/Activity

All students

Timeline

October 2018 - May 2019

Person(s) Responsible

Administrator, TSA & Teachers

Proposed Expenditures for this Strategy/Activity

Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PLC planning & Staff Meetings to support reading interventions & literacy growth

Strategy/Activity 5

Select Essential Standards within K - 5th Grade Eureka Math curriculum

Students to be Served by this Strategy/Activity

All students

Timeline

Early Spring 2018

Person(s) Responsible

K - 5th Grade Teachers with support of District Math Coach - Pat McCauley, TSA & Principal

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Selecting Essential Math Standards & align lesson plans to Math instruction and lessons.

Strategy/Activity 6

Teacher on Special Assignment

Students to be Served by this Strategy/Activity

All students to participate in Maker's Space STEM activities to enhance learning, ingenuity and metacognition, and support K-5 California State Standards curriculum.

Timeline

2 days per week position (M & T)

Person(s) Responsible

Principal & TSA, Dwight Pratt

Proposed Expenditures for this Strategy/Activity

Amount	44,222.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	TSA salary position paid by our Parent Shark Fund

Strategy/Activity 7

Partner with Shark Fund, refreshing laptops and iPads and apply for Educational Grants and Donor Choose to enhance K - 5 California State Standards.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - May 2019

Person(s) Responsible

Shark Fund, PTA, CSA, Site Administrator & TSA

Proposed Expenditures for this Strategy/Activity

Amount	2,940.00
Source	Other
Description	iPad technology to support student learning
Source	Other
Description	eWaste fee
Description	Estimated Sales Tax

Strategy/Activity 8

California State Standards Report Card Implementation

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 1, 2019

Person(s) Responsible

Report Card Committee members

Proposed Expenditures for this Strategy/Activity

Source	State-restricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	School and district website, staff meetings and parent teacher conferences to support new semester Report Card implementation, changes/information

Strategy/Activity 9

During Technology meetings held with District Technology Team & Site CSA, vocalize the need for employee technology equipment/refresh & curriculum support needs

Students to be Served by this Strategy/Activity

Technology for Classroom Teachers

Timeline

September 2018 - June 1, 2019

Person(s) Responsible

District Technology Team, CSA, TSA & Principal

Proposed Expenditures for this Strategy/Activity

Amount	5,700.00
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Purchase employee technology as provided by the District Technology Team over time, beginning September 2018, until all employee technology is replaced/refreshed

Strategy/Activity 10

Provide on-going Computer Systems Assistant position to support working technology and student access to equipment on Sycamore's campus

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Shark Fund, Administrator, CSA & TSA

Proposed Expenditures for this Strategy/Activity

Amount	6,276.00
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent Shark Fund contributes 3.5 hrs. per week
Amount	23,692.00
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	District Funds contributes 16 hrs. per week

Strategy/Activity 11

Odyssey of The Mind, Math Olympiad & SLAM (Science, Language Arts & Mathematics) & Parent GATE Night

Students to be Served by this Strategy/Activity

Third - Fifth Grade GATE & Gen Ed. Students

Timeline

October 2018 - May 2019

Person(s) Responsible

GATE Liaison, GATE Parents & TSA

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Other
Description	To enrich 3rd - 5th grade California State Standards Curriculum, by fostering higher order thinking skills & problem solving & parent education

Strategy/Activity 12

Daily Use of iPads to support technology and State Standards curriculum as modeled and implemented by K - 2nd grade teachers

Students to be Served by this Strategy/Activity

K - 2nd grade students & by check-out for 3rd - 5th grades for project based learning opportunities

Timeline

August 2016- life of equipment

Person(s) Responsible

K - 5th Grade Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,900.00
Source	Donations
Description	Shark Fund donations

Strategy/Activity 13

Refresh Laptops and purchase 42 Chrome books to support technology and California State Standards curriculum as modeled and implemented by 4th - 5th grade teachers

Students to be Served by this Strategy/Activity

Fourth & Fifth Grade Students

Timeline

August 2017 - life of equipment

Person(s) Responsible

4th and 5th Grade Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,031.28
Source	LCFF Base
Description	Technology Funds from our School Site Budget

Strategy/Activity 14

Utilize free district approved keyboarding sites - Typing.com (free) and Typing Club for grades 3rd, 4th &5th to prepare for CAASPP Testing

Students to be Served by this Strategy/Activity

Third - Fifth Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

3rd - 5th Grade Teachers

Proposed Expenditures for this Strategy/Activity

Amount	368.00
Source	LCFF Base
Description	Students practice typing in the Tech Lab and in classrooms regularly - Cost estimate provided for Typing Club

Strategy/Activity 15

Student keyboards,iPads, mouse - all grades. Smart Boards utilized at 5th grade classrooms.

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

On-going

Person(s) Responsible

K - 5th Grade Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Source	Donations
Description	Annual Parent Technology Donations - $10.00 per family requested

Strategy/Activity 16

District (CSA) Computer Systems Assistant Training

Students to be Served by this Strategy/Activity

Supports K - 5th Grade Teachers & Students

Timeline

August 2018 - June 1, 2019

Person(s) Responsible

District Technology Director, Greg Pitzer & CSA, Alia Gettler

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	On-going annual CSA Site Technology Support Training provided to our 19.5 hr. Computer Systems Assistant

Strategy/Activity 17

DreamBox Math Intervention web-based program

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - May 2019

Person(s) Responsible

District Math Coaches, Gregory Duran and Pat McCauley, Math Curriculum Team & SRVUSD Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,000.00
Source	LCFF Base
Description	K - 5 grade students are utilizing this web-based math intervention program to raise academic performance, as a response to interventions district wide.

Strategy/Activity 18

Running Records administered to track students' reading levels

Students to be Served by this Strategy/Activity

All Students K - 5

Timeline

August 2018 - May 2019

Person(s) Responsible

K - 5 Teachers, Principal & TSA

Proposed Expenditures for this Strategy/Activity

Amount	0.00

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To assign appropriate reading materials by student literacy levels & respond to needed interventions by pulling small groups, conferring with students, providing EL reading support, inputting on-going reading assessment data into Illuminate, and tracking student progress to inform teaching practices.

Strategy/Activity 19

Provide Science Lab Specialist instruction at 1st & 2nd Grades & additional 3rd grade Science section from District Prep Funds

Students to be Served by this Strategy/Activity

1st - 3rd Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

District Science Coaches - Ann-Marie Walters, Jenny Hunau & Science Specialists, Katie Reedler & Chris Calderazzo

Proposed Expenditures for this Strategy/Activity

Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To support Next Generation Science Standards at 1st - 3rd Grades

Strategy/Activity 20

K - 5 CA State Standards Curriculum Coaching, Planning & Release Days

Students to be Served by this Strategy/Activity

K- 5 Teachers & Students

Timeline

September 2018 - May 2019

Person(s) Responsible

K - 5 Grade Teachers, District Coaches in ELA, Reading, Math & Science, TSA & Principal

Proposed Expenditures for this Strategy/Activity

Amount	7,700.00
Source	Other
Description	To support CA State Standards, strategically monitor student data & create instructional lessons to match students' learning goals with grade level team and district coaches, as supported by our Shark Fund & PTA.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Achievement Gap

Goal Statement

Provide students research based educational programs and differentiated instruction, delivered by highly qualified teachers and support staff to meet the needs of all learners. To help achieve this goal, staff will continue to implement our district initiatives to close the achievement gap: (RtI) Response to Intervention, Inclusion and Diversity, (CLR) Culturally and Linguistically Responsive Teaching and Learning and provide K - 5th grade California State Standards curriculum.

LCAP Goal

Implement programs and strategies that meet the needs of all learners to close the achievement gap.

Basis for this Goal

Student assessments, Report Cards, CogAT test results, Illuminate Data System, Common Assessments and observations.

Planned Strategies/Activities

Strategy/Activity 1

Provide Reading Intervention Specialists

Students to be Served by this Strategy/Activity

First through Fifth Grade Students

Timeline

August 2018 - June 1, 2019

Person(s) Responsible

LLI - Leveled Literacy Intervention Para Educator, Chris Terres, grades 1st - 4th
Kerry Kundi, Reading Intervention(Orton Gillingham)Program Instructor - as needed 1st - 4th

Proposed Expenditures for this Strategy/Activity

Amount	4,700.00
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Reading Intervention- Grades 1st - 4th
Amount	21,399.26
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Provide a total of eight K - 5 lessons by Art Instructor to enhance our English Language Arts California State Standards curriculum.

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

October 2018 - May 2019

Person(s) Responsible

Toby Silvestri, Art Instructor

Proposed Expenditures for this Strategy/Activity

Amount	8,960.00
Source	Donations
Description	Art lessons planned and coordinated at each grade level by our Art Instructor, hired each Oct and funded by parent donations.

Strategy/Activity 3

DreamBox Math Intervention web-based program to accelerate student math proficiency

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

SRVUSD to provide licensing and student access in collaboration with our CSA and classroom teachers, for all students.

Proposed Expenditures for this Strategy/Activity

Amount	7,000.00
Source	Other
Description	K - 5th grade math intervention program to support math proficiency.

Strategy/Activity 4

Principal to provide a Library Book Club to all K - 5th Grade students, promoting literacy throughout the Sycamore campus.

Students to be Served by this Strategy/Activity

All students

Timeline

Sept 2018 - May 2019

Person(s) Responsible

Principal & Library Media Coordinators, Karen Reedy & Liz Boss

Proposed Expenditures for this Strategy/Activity

Budget Reference	None Specified
Description	Read appropriate K - 5 literary selections to promote student engagement with reading

Strategy/Activity 5

Student Leadership Team

Students to be Served by this Strategy/Activity

Fourth & Fifth Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal, TSA & Bob O'Brien, Leadership Coordinator

Proposed Expenditures for this Strategy/Activity

Budget Reference	None Specified
Description	All fourth & fifth grade students will have the opportunity to participate in leadership opportunities this school year, to support equity and shared leadership on our school's campus.

Strategy/Activity 6

Provide Specialist Teachers to enhance the California State Standards curriculum

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - May 2019

Person(s) Responsible

PE, Music and Science Specialists.
Parent funding provided for Music K - 3rd grades & science materials donation for lab experiments.

Proposed Expenditures for this Strategy/Activity

Amount	96,311.00
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PE - Grades 1st - 5th

Amount	89,953.00
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Science Lab - 3rd - 5th

Amount	24,000.00
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Music - Chorus & Band at 4th and 5th Grades

Amount	56,380.00
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Science Lab 1st & 2nd Grades

Amount	7,002.63
Source	Donations
Description	Perceptual Motor PE - K, Chris Terres Twice per week, Chris Terres provides Kindergarten students with grade level specific physical education activities to promote motor skills, balance and coordination.

Strategy/Activity 7

K - 5th grade level teams will collaborate to discuss effective ELA, Math, Social Studies and Science curriculum strategies to enhance student performance as it relates to the California State Standards.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018- May 2019

Person(s) Responsible

Principal, TSA & K - 5th Grade Teachers

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Wednesday PLC Collaboration, Staff Meetings & District Professional Development

Strategy/Activity 8

Para educators will be trained to support students who participate in small group instruction for guided reading, literacy strategies, utilizing supplemental materials, and support Eureka Math curriculum at specific grade levels K - 5.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal, Teachers & Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	150,115.86
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Para educators assigned M-Th at each grade level K - 5 and at K/1 combo class = 12 para educators to support students at: Basic, Below or Far Below Grade Level in all subject areas - Shark Parent Funded. One SPED Para Educator M-F - District funded

Strategy/Activity 9

Classified Para Professional & Certificated Staff Development Days

Students to be Served by this Strategy/Activity

To support K - 5th Grade Students through Professional Development & Staff Trainings

Timeline

August 2018 - May 2019

Person(s) Responsible

District Office, Safety, Technology & Student Services Departments as well as TSA, Teachers & Principal

Proposed Expenditures for this Strategy/Activity

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Varied courses in Safety, curriculum, technology and student support services offered to Classified and Certificated Personnel during Staff Development Days

Strategy/Activity 10

Provide a Librarian Monday - Thursday on the Sycamore campus to ensure love of reading and literacy growth and California State Standards across grade levels

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Library Media Coordinators, Karen Reedy & Liz Boss, Principal, TSA, PTA & Shark Fund

Proposed Expenditures for this Strategy/Activity

Amount	32,643.52
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Karen Reedy and Liz Boss, our LMCs, fundraise throughout the school year with our parent groups to build our K - 5 Library and support our K -5 teachers implementing the CA State Standards. Classes are scheduled for 30 minute weekly visits to connect community and build independent reading skills. Liz Boss provides Library support to students every Thursday.

Strategy/Activity 11

Teachers will provide students who performed basic or below on given assessments, diffentiated instruction, CLR engagement strategies and additional instructional support and or supplemental materials to close the achievement gap across subject areas.

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

District RtI, CLR and Inclusion Coaches, Principal, TSA, Teachers & Para Educators

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Principal and TSA provided CAASPP, CELDT and Report Card data the year prior, to identify and address student learning needs and inform teaching practices during professional development.

Strategy/Activity 12

RtI - Selecting Essential Standards

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

January 2019

Person(s) Responsible

TSA, Principal & K - 5 Teachers

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will work at K - 5 grade level groups to select essential standards in Math

Strategy/Activity 13

Annual Staff Training to support Safety: Sexual Harassment, Child Abuse & Mandated Reporting, Epipen, CPR, AED and Use of Pesticides/Chemicals Training.

Students to be Served by this Strategy/Activity

Promotes safety & wellness for K - 5th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

District Office, TSA, School Nurse, Abbie Hofstede & Kathy Rooney, TSA & Principal

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Annual coursework is for the health and safety of all our students and staff.
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 14

Provide 1:1 LVN to SPED student at 4th grade & 1:1 Para Educator to SPED student at 4th grade

Students to be Served by this Strategy/Activity

Identified 4th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Educational Services Department and Sycamore Administration

Proposed Expenditures for this Strategy/Activity

Source	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries
Description	To provide 1:1 LVN and Para Educator services at 3rd grades to meet the specific needs of all our students.

Strategy/Activity 15

Provide RtI Training throughout each educational calendar school year to support all students K - 5.

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

RtI Program Manager, Angie Corritone, TSA, Principal & Teachers

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To proactively address specific learning goals/needs based on student data and intervene early to avert the need for Special Education.

Strategy/Activity 16

Provide on-going CLR Training & implementation of CLR booklet strategies during instruction.

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

District Coaches, Rebecca Bartow & Allie Debruhal, TSA, Principal, CLR Team & Staff

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To provide on-going engagement strategies to support all learners and maximize opportunities for proficiency for every student.

Strategy/Activity 17

Continue to provide Common Sense Media lessons for teachers to ensure safe student access to the internet and educational technology at 3rd - 5th grades.

Students to be Served by this Strategy/Activity

3rd - 5th Grade Students

Timeline

September 2018 - May 2019

Person(s) Responsible

Program Manager, Angie Corrone, TSA, Principal & Teachers

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To support safe access to technology tools, and to enhance the CSS curriculum and project based learning throughout the Sycamore campus & provide list of apps and programs being utilized to our families.

Strategy/Activity 18

RtI 1/2 day Symposiums

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

January 28 & April 23, 2019

Person(s) Responsible

RtI Team: Tori Johnson, Michelle Tontz, Jen Gray, Ann Telles, Kelly Delgado, Dwight Pratt & Principal

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To respond to needed academic interventions and support all learners K - 5

Strategy/Activity 19

Inclusion & Restorative Practices Trainings

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

TSA, Principal & District Admin.

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To provide on-going Inclusion & Restorative Practices Training included but not limited to: Restorative Circles, reflection journals, data examination, student led activities & restorative circles.

Strategy/Activity 20

STEM, SLAM (Science, Literature, Arts and Math) GATE Program & Makers Space

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

September 2018 - May 2019

Person(s) Responsible

Enrichment TSA, GATE Liaison, Deana Beltramo & Principal

Proposed Expenditures for this Strategy/Activity

Source	Other
Description	To provide enriched learning opportunities thru our new Makers Space and SLAM Program, to enhance our K-5 CA State Standards curriculum

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Promoting Comprehensive School Safety and Wellness

Goal Statement

Maintain and support healthy development of the whole child by providing a safe, nurturing and inclusive learning environment for all students and their families.

LCAP Goal

Maintain a positive and safe school climate that supports the well-being of all students.

Basis for this Goal

Healthy Kids Survey
Infinite Campus Behavioral Data
Attendance
Report Cards/Assessments
Parent and Teacher Feedback
Medical reports provided by Abbie Hofstede, School Nurse

Planned Strategies/Activities

Strategy/Activity 1

Gather safety and wellness data at Sycamore to develop Comprehensive School Site Safety & Emergency Plans

Students to be Served by this Strategy/Activity

5th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal, Staff & Safety & Wellness Coordinator, James Corral

Proposed Expenditures for this Strategy/Activity

Source	Tobacco-Use Prevention Education
Description	California Healthy Kids Survey administration in 5th Grade between Oct. - Nov. 2018 (Bi-annually) Infinite Campus Data & Staff, student and family feedback and observations.

Strategy/Activity 2

Offer Rainbow Room Support Program for K - 3rd grades

Students to be Served by this Strategy/Activity

Identified K - 5th Grade Students

Timeline

September 2018 - May 2019

Person(s) Responsible

Trained Rainbow Room Teacher, Teri Johnson, School Psychologist - Kelly Delgado, SST, 504 and Care Team referrals

Proposed Expenditures for this Strategy/Activity

Amount	3,339.12
Source	Donations
Description	Promote students' social and life skills while assisting with the formation of positive peer relationships in an educational school site setting. Parent Shark Funded, 3.5 hrs. per week
Amount	14,000.00
Source	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Discovery Counseling Program provides individual counseling and mental health services for 3rd - 5th grade students.

Students to be Served by this Strategy/Activity

Identified K - 5th Grade Students

Timeline

September 2018 - May 2019

Person(s) Responsible

Counselor, Molly McGuire

Proposed Expenditures for this Strategy/Activity

Source	Special Education
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	School Counseling and Intervention Program (SCIP) provided two days per week on Thursdays and Fridays.

Strategy/Activity 4

Sycamore Life Skills/Character Education Program

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Student Leadership Coordinator, Bob O'Brien, TSA, Principals, Yard Duty & Teachers

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Monthly life skills taught and supported with grade level curriculum, Student Leadership Team WED announcements, and teacher training of no cost to our Sycamore campus.

Strategy/Activity 5

"Words Matter" Week to support respect and students acting as allies throughout the Sycamore campus

Students to be Served by this Strategy/Activity

All Students

Timeline

February 4 - 8, 2019

Person(s) Responsible

PTA & Sycamore Staff

Proposed Expenditures for this Strategy/Activity

Source	Donations
Description	Parent Teacher Organization through SRVUSD, provided arm bracelets, pledge, mission and vision statement. PTA provided information, materials, school banner and Shark Bites information to our Sycamore families.

Strategy/Activity 6

Offer Fall & Spring Parent Teacher Conferences to address the needs of the whole child: social, emotional and academic growth and progress. Provide programs, instructional support and interventions as needed for our students and their families.

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2018 - March 2019

Person(s) Responsible

Principal, TSA, Teachers & Parents.

Proposed Expenditures for this Strategy/Activity

Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries

| Description | Parent Teacher Conferences support every student throughout the Sycamore Campus |

Strategy/Activity 7

Provide Yard Duty & Safety Handbooks - updated annually- to enforce and support a safe playground, classrooms and surrounding campus area

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal , TSA & Yard Duty Supervisor Lead

Proposed Expenditures for this Strategy/Activity

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Hold Yard Duty Orientation and Training in August and create supervision schedule to best meet the safety needs of our students and families.
Source	LCFF Base
Description	Encourage Parents to Volunteer & keep adult to student ratio higher than the recommended supervision ratio - one Yard Duty assigned for every 150 students. More adults supervising means increased safety for our students.

Strategy/Activity 8

Fall Behavioral Assemblies for K - 5 students and staff.

Students to be Served by this Strategy/Activity

1st - 5th Grade students

Timeline

August 2018

Person(s) Responsible

Principal, Yard Duty Lead & TSA

Proposed Expenditures for this Strategy/Activity

Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	K - 5th grade assemblies provide classroom and campus/school rules to support a safe and healthy learning environment during the school day in the MPR and on the playground.

Strategy/Activity 9

Red Top Recess Program coordinated by our PE Specialist to support children with social skills growth and motor coordination development

Students to be Served by this Strategy/Activity

Identified 1st - 5th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

PE Specialist, Bob O'Brien

Proposed Expenditures for this Strategy/Activity

Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Once per week sessions held on the 1st - 5th grade playground during AM or lunch recess - Bob O'Brien

Strategy/Activity 10

Monthly Safety Drills to support our Comprehensive School Site Safety Plan and effective student evacuation and safety procedures in the event of an emergency.

Students to be Served by this Strategy/Activity

K - 5th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Principal, Office Manager, Custodian & Staff

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Students practice monthly drills including but not limited to: Earthquake, Fire, Shelter in Place, Intruder/Stranger on the Campus, Chemical Spill (November 2018), and The Great Shake Out (County wide drill annually in October 2018)

Strategy/Activity 11

We require all Visitors and Parents to sign-in the Main Office and identify themselves at all times on the Sycamore campus by wearing a Visitor's badge.

Students to be Served by this Strategy/Activity

All Visitors

Timeline

August 2018 - June 2019

Person(s) Responsible

Office and Staff

Proposed Expenditures for this Strategy/Activity

Description	In addition to our sign-in policy, we have a posted sign informing all our guests to the Sycamore campus that we have the right to ask for their identification for safety purposes.

Strategy/Activity 12

Consistency of school wide R.A.D. Rules, posted throughout the Sycamore campus and enforced by staff and administration.
Student Leadership Team - 4th and 5th grades

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - May 2019
October 2018 - May 2019

Person(s) Responsible

Principal, TSA & Staff
Student Leadership Team Coordinator, Bob O'Brien, TSA & Principal

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	R.A.D. Rules: Respect others and property, Act safely and responsibly, Do you best. These school rules were created by our previous TSA, Natalie Turpen.
Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	To provide leadership opportunities for our 4th and 5th grade students throughout our campus.

Strategy/Activity 13

Updated Safety Management Handbook for Sycamore Staff

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Source	LCFF Base

Budget Reference	1000-1999: Certified Personnel Salaries
Description	Handbook created to articulate safety teams in place in the event of an emergency as well as evacuation procedures, kept inside emergency backpack located in every classroom on the Sycamore campus and on our School's website.

Strategy/Activity 14

Provide Resource Specialists F/T and SPED Para Educator to meet the specialized needs for K - 5th grade students identified with learning discrepancies

Students to be Served by this Strategy/Activity

identified K - 5th Grade Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Ann Telles, Kristen Coe - Resource Specialist Teachers & Marie Hernbroth, SPED Para Educator

Proposed Expenditures for this Strategy/Activity

Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Care Team Meets for one hour every Tuesday to discuss the needs of our resource students, to keep IEPs current, and meet the educational goals in every Resource Student's IEP (Individual Education Plan).

Strategy/Activity 15

Speech Services provided Monday - Wednesday on the Sycamore Campus to meet the needs of students requiring speech therapy, grades K - 5th

Students to be Served by this Strategy/Activity

Identified Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Kristen Cadigan (W) & Tania Swisher (M & T) - Speech Therapists

Proposed Expenditures for this Strategy/Activity

Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Care Team Meets every Tuesday to discuss the needs of our speech students to keep IEPs current and meet the educational goals in every Resource Student's IEP Plan.

Strategy/Activity 16

School Psychologist, serves students on our Sycamore campus Monday and Tuesday, to meet the social/emotional needs of our students as well as develop help to meet student's IEP goals

Students to be Served by this Strategy/Activity

Students identified by Psychologist, or as per IEP Goals

Timeline

August 2018 - May 2019

Person(s) Responsible

Kelly Delgado, School Psychologist

Proposed Expenditures for this Strategy/Activity

Source	Special Education
Description	Care Team Meets every Tuesday to discuss the needs of our resource students to keep IEPs current and meet the educational goals in their IEP Plan. Psychologist develops Behavior Support Plans and 1:1 counsel as needed to assist high needs students.

Strategy/Activity 17

Student Study Team and 504 Plans created to meet specific educational needs for K - 5th grade students

Students to be Served by this Strategy/Activity

Identified Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Care Team, Teachers, TSA & Principal

Proposed Expenditures for this Strategy/Activity

Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Scheduled as needed and in collaboration with parents of children with specific educational needs

Strategy/Activity 18

Illuminate Education Data System

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018 - May 2019

Person(s) Responsible

Admin, TSA & Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Strategically monitor all students by inputting assessment data & examining academic results to inform teaching practices.

Strategy/Activity 19

International Cultural Week & Festival Around the World
Anti-Defamation League (ADL) Certification
Abilities Awareness Week

Students to be Served by this Strategy/Activity

All Students

Timeline

September 24 - 28, 2018
February 4 - 8, 2019

Person(s) Responsible

Admin, Inclusion and Diversity PTA Chairperson, Lisa Tooloee & PTA
ADL - Jacqueline Regev, Ali Cannon, Principal, TSA, Teachers, Students, PTA & Families

Proposed Expenditures for this Strategy/Activity

Source	Donations
Description	"Students and their families will learn about and celebrate our school's cultural diversity, while traveling' around the world' to country booths on our blacktop area. Food, cultural dress, language and customs as well as live performances, showcase each country's talents and gifts shared during this inclusive event."
Source	Other
Description	ADL Training offered at conclusion of last school year with inclusive classroom activities still in practice
Source	Donations
Description	Abilities Awareness Week with learning stations to educate and increase awareness of all abilities

Strategy/Activity 20

(SUBS) Speak Up and Be Safe - Child abuse and Bullying Prevention Program
Health and Wellness RN on the Sycamore campus

Students to be Served by this Strategy/Activity

2nd & 4th Graders - SUBS
All Students

Timeline

December 2018 & March 2019 - SUBS

August 2018 - May 2019 - RN support

Person(s) Responsible

Speak Up and Be Safe Teachers, Admin, TSA & SY 2nd & 4th grade Classroom Teachers
To provide Health Screenings, medical support, education and wellness on the Sycamore campus on Wednesday.

Proposed Expenditures for this Strategy/Activity

Source	Other
Description	To educate and empower students to report bullying and abuse to a trusted adult for their safety.
Source	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Health screenings, medical support, and wellness education for all students.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	23,692.00
Donations	276,858.39
LCFF Base	308,443.28
Other	18,640.00

Expenditures by Budget Reference

Budget Reference	Amount
	36,899.12
1000-1999: Certificated Personnel Salaries	321,266.00
2000-2999: Classified Personnel Salaries	248,126.64

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		0.00
2000-2999: Classified Personnel Salaries	District Funded	23,692.00
	Donations	7,002.63
	Donations	15,199.12
1000-1999: Certificated Personnel Salaries	Donations	44,222.00
2000-2999: Classified Personnel Salaries	Donations	210,434.64
	LCFF Base	10,399.28
	LCFF Base	7,000.00
1000-1999: Certificated Personnel Salaries	LCFF Base	277,044.00
2000-2999: Classified Personnel Salaries	LCFF Base	14,000.00
	Other	3,940.00
	Other	14,700.00

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

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Cher Situm, Principal	Principal
Jennifer McMahon, Chairperson	Parent or Community Member
Mary Beth Wettig, 4th Grade Teacher	Classroom Teacher
Laura Lewis, 3rd Grade Teacher	Classroom Teacher
Kevin Coley, 2nd Grade Teacher	Classroom Teacher
Gene Pirogovsky, Parent Rep.	Parent or Community Member
Vickie Hutchins, Parent Rep.	Parent or Community Member
Krissy Poole, Parent Rep.	Parent or Community Member
Kim Six, Parent Rep.	Parent or Community Member
Barbara Jones, Secretary	Other School Staff

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
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other: PTA

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 December 21, 2018.

Attested:

	Principal, Cheryl Lynn Situm on December 19, 2018
	SSC Chairperson, Jennifer McMahon on December 19, 2018

Addendum

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed Expenditures

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

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

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      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.

2. 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).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. 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).

5. 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
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

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

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
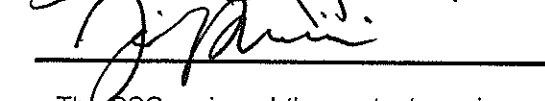California Tobacco-Use Prevention Education Program

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
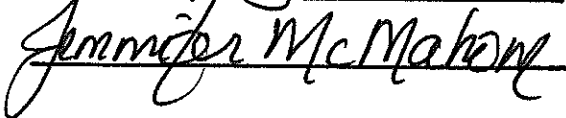
Signature	Committee or Advisory Group Name
[signature]	Special Education Advisory Committee
[signature]	Gifted and Talented Education Program Advisory Committee
[signature]	Other: PTA

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 December 21, 2018.

Attested:

[signature]	Principal, Cheryl Lynn Situm on December 19, 2018
[signature]	SSC Chairperson, Jennifer McMahon on December 19, 2018