2021-2022
SCHOOL PLAN FOR
STUDENT ACHIEVEMENT

Sycamore Elementary School
http://sycamore.cusd.claremont.edu

Amy Stanger, Principal

CDS Code: 19-64394-6012215
Approved by School Site Council (SSC) – October 13, 2021
Approved by the Board of Education – November 18, 2021
PURPOSE AND DESCRIPTION

☐ Title I Schoolwide Program  ☐ Comprehensive Support and Improvement (CSI)
☐ Targeted Support and Improvement (TSI)  ☐ Additional Targeted Support and Improvement (ATSI)
☒ Not a Title I, CSI, TSI, or ATSI School

**Briefly Describe the School’s Plan**

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

This plan is designed to establish a positive school culture that supports our students’ academic and social development. Our efforts will focus on developing each student’s understanding of the California Standards as well as the cognitive skills and habits for life-long, self-directed learning. The plan includes multiple pathways for the involvement of all stakeholders and suggests ways parents, guardians, students and staff can work together to support students in their journey to becoming respectful members of a diverse, global community.

STAKEHOLDER INVOLVEMENT

**Involvement Process for the SPSA and Annual Review and Update**

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

The planning and review process for Sycamore Elementary School’s School Plan for Student Achievement (SPSA) began in the previous year. Annual surveys of staff, students, and parents provided us with stakeholders’ perceptions of our school’s current strengths and areas for improvement. In the spring, during Governance Council meetings, committee meetings, and staff meetings, we were able to review survey responses alongside student engagement and assessment data. This information was reviewed within a novel context, during the second half of the 2020-2021 school year, a time of distance learning, hybrid learning, and in-person learning due to the global pandemic. Our observations and data from the previous school year paint a picture of students’ most recent learning experience, and they provide insights into the strengths and needs of students as we begin this school year. Based on this information, we knew the 2021-2022 priorities would include providing a positive and inclusive school culture, comprehensive supports for social-emotional learning, and an emphasis on growth through a multi-tiered system of supports (MTSS).

Stakeholders continued to plan for a safe return of students in late August of 2021. Staff began with planning and training for the social-emotional needs of students prior to the start of school. With our Governance Council, we began considering ways to maintain strong connections among students and families while practicing procedures to promote physical safety during the pandemic. On September 10, we met with our English Language Advisory Committee (ELAC), and parents provided greater detail regarding the needs of families and learners coming out of distance learning and continuing in a somewhat modified learning environment. In late September, staff gathered their observations and fall data, and with the support of our Shared Decision Making team, draft goals and actions were forwarded to our Governance Council for further review. The Governance Council approved the plan on October 13, 2021. The school community will continue to review and revise actions throughout the school year in staff, Governance Council, and ELAC meetings.
ANNUAL REVIEW AND UPDATE
SPSA Year Reviewed 2020-2021

SCHOOL GOAL A
English Language Arts
The percentage of students meeting or exceeding standards schoolwide in English language arts will increase from 72.7% to 76.7% as measured by the California Assessment of Student Performance and Progress (CAASPP).

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric Indicator</th>
<th>Expected Outcomes</th>
<th>Actual Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021 CAASPP Results</td>
<td>Schoolwide, 76.7% of students will meet or exceed standards in English language arts.</td>
<td>Met  ☑  Partially Met  ☐  Not Met ☐  Unable to measure.</td>
</tr>
</tbody>
</table>

Analysis

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

Although we were unable to measure this goal as we chose to administer local assessments, efforts to increase student achievement in English language arts were completed as planned and monitored using universal assessments of acadience, schoolwide measures of iReady diagnostics, and formative measures selected by grade-level teams. Staff successfully collaborated to refine our school’s Multiple Tiered System of Supports (MTSS) with both additional and revised actions in all tiers. Teachers used the time in morning meetings to support students with social-emotional learning and to promote feelings of school connection and engagement. Students had opportunities to engage in core curriculum, cross-curricular projects and in supplemental curriculum (Storyworks, Mystery Science, Learning For Justice Social Justice Standards and iReady), working toward mastery of essential grade-level standards. Students received targeted instruction and small group support from teachers during office hours and our Instruction and Intervention Teacher on Special Assignment (TOSA) and intervention teacher met with students in online tier 3 meetings for modified instruction and intervention. Students who requested support or were recommended for additional assistance were offered “What I Need” or “WIN” online time in the afternoon for tutoring and reteaching throughout the week.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Though our goal could not be measured via the CAASPP, fall, winter and spring iReady diagnostics indicated increasing levels of mastery over grade-level standards during the year. From fall to spring, the percentage of K-6 students scoring at or above grade level on iReady assessments increased from 63% to 73% schoolwide. Growth was observed across the grade levels throughout the year with a slight decrease in the percentage of students scoring in the at-promise range and notable increases in the percentage of primary students performing at or above grade level.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were few differences between our proposed plans and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

The tenacity required for the computer adaptive, iReady test proved difficult for many. Given the conditions for testing, it is difficult to know how much adult assistance each child received while taking these tests during distance learning. For these reasons, we must be cautious when making judgments from this data. In the coming year, staff feels strongly that iReady assessments should be completed during the instructional day when the setting and accommodations are more easily managed.

As we return to in-person instruction in 2021-2022, strategies will need to focus on engagement, social-emotional learning, growth mindset and the building of both stamina and independence. We will add Second Step Curriculum as a direct support for social-emotional learning schoolwide. In classrooms, we will emphasize short-term goals for students and monitor goals and actions through the Student Success Team process. Teachers will emphasize essential standards, taught with rigor through cross-curricular lessons designed to motivate students and make learning meaningful. When students require instruction based upon the previous year’s standards, teachers will differentiate for small groups. Our TOSA, intervention teacher, and instructional assistant will offer tier 2 intervention push-in support for classes. Students in need of small group instruction will receive tier 3 interventions outside the classroom. i-Ready lessons will provide individualized lessons for academic gaps and enrichment. All of these supports will be thoughtfully planned with cohorts in mind.
SCHOOL GOAL B:
Mathematics
The percentage of students meeting or exceeding standards schoolwide in mathematics will increase from 63.4% to 67.4% as measured by the California Assessment of Student Performance and Progress (CAASPP).

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric Indicator</th>
<th>Expected Outcomes</th>
<th>Actual Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021 CAASPP Results</td>
<td>Schoolwide, 67.4% of students will meet or exceed</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>standards in mathematics.</td>
<td>Partially Met</td>
</tr>
<tr>
<td></td>
<td>Unable to measure.</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

Analysis

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

Although we were unable to measure this goal as we chose to administer local assessments, teachers and grade-level teams monitored student learning using formative, curriculum-based assessments and iReady diagnostics. Staff successfully collaborated to refine our school’s Multiple Tiered System of Supports (MTSS) with opportunities for small group reteaching during teachers’ office hours. Tier 3 interventions were designed to support essential standards in numerical operations and problem-solving, and enrichment opportunities for upper-grade students were offered by support staff in noon-time Zoom sessions. Students received instruction and intervention remotely through much of the year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Though our goal could not be measured via the CAASPP, fall, winter, and spring iReady diagnostics indicated both that students grew in their level of mastery over grade-level standards during the year and that they approached the proficiency levels set out in our original goals. From fall to spring, the percentage of students scoring at or above grade level increased from 53% to 65% schoolwide. Fall scores in math indicated strength in the knowledge of kindergarteners while scores for grades 1-6 indicated that 37% to 55% of students were successful with grade-level content. Throughout the year, students in grades 1-5 moved dramatically toward stronger rates of grade-level proficiency, with grades 1, 2, and 4 increasing by 19-22% from fall to spring.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were few differences between our plans proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

The tenacity required for the computer adaptive, iReady test proved difficult for many. Given the conditions for testing, it is difficult to know how much adult assistance each child received while taking these tests during distance learning. For these reasons, we must be cautious when making judgments from this data. In the coming year, staff strongly believe that iReady assessments should be completed during the instructional day when the setting and accommodations are more easily managed.

Because this year’s fall assessments indicate students in most grade levels have not yet mastered the previous grade level’s standards, classroom teachers will intentionally provide lessons on the essential standards that are foundational to their grade level. When additional needs for remediation are noted, the Instruction and Intervention Teacher on Special Assignment (TOSA) and intervention teacher will provide additional small group support in the classroom. Individualized lessons of iReady will continue to support students, both for those students yet to master grade-level skills and for enrichment, however, that practice will be done as a part of the instructional day.
SCHOOL GOAL C: Positive Behavior Intervention Supports (PBIS)

Based upon school records and student, teacher and parent surveys, 92% of students will attend and engage in school activities daily and will affirm both a sense of school belonging and a belief that their school staff cares about them.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric Indicator</th>
<th>Expected Outcomes</th>
<th>Actual Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>School records and student, teacher, and parent surveys.</td>
<td>92% of students will attend and engage in school activities daily and will affirm both a sense of school belonging and a belief that their school staff cares about them.</td>
<td>□ Met □ Partially Met □ Not Met 95.9% of students were engaged daily during distance learning. Student surveys affirmed a belief that their school staff cares and a sense of school belonging at 93.8%. Parents rated these qualities at 96.5%.</td>
</tr>
</tbody>
</table>

Analysis

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

During distance learning, hybrid learning and the short time of in-person learning, time for social-emotional learning was prioritized. Time was provided to students for individual and small group sessions based on student interests and needs. Efforts to build feelings of school engagement were intentional and a number of tier 2 supports were provided to students on a weekly basis. Staff used a rubric to evaluate student engagement and participation and used class-based engagement opportunities including meetings for small group and office hours. In addition, students struggling with engagement and participation were invited to participate in WIN time to receive tutoring and weekly opportunities for interaction with an adult. Interest-based lunch groups facilitated online social times each day. These opportunities were available to students schoolwide with parent notices in the weekly Leaf, links on the Sycamore Student Canvas page, and weekly video reminders for students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Weekly engagement data varied during the year. Initially, we found that a handful of students experienced difficulties with the internet, Zoom, or Canvas, which affected their ability to sign in and complete online activities. After the first few weeks, routines were established, hotspots were shared, and issues with distance learning were reduced to a few, random device or internet issues. Staff measured engagement by attendance in Zoom and completion of most assignments. Based on teacher assessment, engagement rates were 95.9% schoolwide. Engagement was highest for students in grades K and 1 where parents supported online activity and lower for students who had an IEP or 504 Plan, were socio-economically disadvantaged, or non-white. When considering these influences, our data showed that students with multiple factors were less likely to score as engaged. For example, data for students with two factors (a combination of SPED, 504, SED or non-white) reflected 64.3% engagement.

Student, staff, and parent surveys continued to show that students felt connected with the school and school adults despite distance learning. 97.6% of our students affirmed that the school’s adults “care about them” and 90.0% stated they feel a sense of “belonging” at Sycamore. Similarly, 96.5% of parents stated their student “is respected” at school.

Certainly, this goal of engagement was supported by efforts we could not have imagined at the time we wrote the goal. The District’s technology team provided a great deal of support toward this goal as their ability to meet the needs of teachers, students, and families supported student engagement. Students suggested a variety of the interest-based groups we offered during daily lunch activities. The mental health team provided vital supports, and our Response to Intervention Team ensured we were able to add on differentiated supports for students experiencing distance learning in unique ways. Overall, the vast majority of students continued to connect for learning each day, thanks to the efforts of teachers and site staff who offered countless opportunities for support and connection.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Differences did exist in the provision of supports for students while in distance learning. Staff in our RTI program increased their hours slightly, and we capitalized on the hours of our librarian and noon duty staff. These staff simply met with students in new ways. This resulted in a high number of support hours with few additional expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

It seems our students have a strong sense of school belonging and a general sense that the staff cares about them. As we return to in-person learning this year, we will adjust our efforts to build on these strong relationships and direct ourselves to developing social-emotional skills for learning. These will include building skills for learning as well as social problem-solving through continued efforts of PBIS and the use of Second Step Curriculum.
MISSION STATEMENT

Sycamore students will:
• See themselves as members of a larger world community.
• Be active learners. They will be curious, will question, will take risks, and will apply knowledge to real situations and issues.
• Gain formal knowledge as indicated in the California standards.
• See themselves as lifelong learners and, as such, find value and joy in learning.

STUDENT ENROLLMENT BY GROUP

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Enrollment</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1.2%</td>
<td>1.9%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.5%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>9.5%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>24.6%</td>
<td>27.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>51.2%</td>
<td>48.4%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>11.2%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Declined to State</td>
<td>0.5%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Total Enrollment:</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

STUDENT ENROLLMENT DATA BY GRADE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>44</td>
</tr>
<tr>
<td>Grade 1</td>
<td>58</td>
</tr>
<tr>
<td>Grade 2</td>
<td>58</td>
</tr>
<tr>
<td>Grade 3</td>
<td>56</td>
</tr>
<tr>
<td>Grade 4</td>
<td>62</td>
</tr>
<tr>
<td>Grade 5</td>
<td>69</td>
</tr>
<tr>
<td>Grade 6</td>
<td>64</td>
</tr>
<tr>
<td>Total Enrollment:</td>
<td>411</td>
</tr>
</tbody>
</table>

LCAP SUBGROUP DATA

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>411</td>
<td>417</td>
<td>410</td>
<td>409</td>
</tr>
<tr>
<td>Special Education</td>
<td>51</td>
<td>12.4%</td>
<td>60</td>
<td>14.4%</td>
</tr>
<tr>
<td>English Learners</td>
<td>15</td>
<td>3.6%</td>
<td>15</td>
<td>3.6%</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>74</td>
<td>18.0%</td>
<td>74</td>
<td>17.7%</td>
</tr>
<tr>
<td>Unduplicated Student Count</td>
<td>79</td>
<td>19.2%</td>
<td>82</td>
<td>19.7%</td>
</tr>
</tbody>
</table>

**English Learners:** English learner enrollment numbers are based upon the first Wednesday in October; CALPADS reporting date.
THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT,
LOCAL CONTROL ACCOUNTABILITY PLAN, AND DISTRICT STRATEGIC GOALS

School Plan for Student Achievement (SPSA)*
The plan is designed to provide an analysis of student performance data, set priorities for program improvements, identify effective solution strategies, and provide ongoing monitoring of results.

Local Control Accountability Plan (LCAP)
Under the Local Control Funding Formula (LCFF) all school districts and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils in eight state priority areas:

<table>
<thead>
<tr>
<th>AREA</th>
<th>LCAP Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Services</td>
</tr>
<tr>
<td>2</td>
<td>Implementation of the California standards</td>
</tr>
<tr>
<td>3</td>
<td>Parent Involvement</td>
</tr>
<tr>
<td>4</td>
<td>Student Achievement</td>
</tr>
<tr>
<td>5</td>
<td>Student Engagement</td>
</tr>
<tr>
<td>6</td>
<td>School Climate</td>
</tr>
<tr>
<td>7</td>
<td>Course Access</td>
</tr>
<tr>
<td>8</td>
<td>Other Student Outcomes</td>
</tr>
</tbody>
</table>

CUSD Strategic Goals
The Strategic Goals provide the essential framework required for the District to create a “roadmap” for a three year period. These goals are used to align District resources and enable the Governing Board to monitor progress made each year toward reaching the Vision, focusing on the Mission, living the Core Values, and accomplishing the Goals of the District.

| GOAL #1 | Our students will achieve their academic and creative potential in challenging, relevant, and engaging learning environments that prepare them for career, college, and post-secondary opportunities. |
| GOAL #2 | Our schools will provide unique opportunities that develop the whole child by promoting involvement in extracurricular and co-curricular activities and encouraging positive student behaviors. |
| GOAL #3 | Our District will attract, support, and retain high-performing, highly qualified staff. |
| GOAL #4 | Our District will remain fiscally sound by maintaining a balanced budget, demonstrating long-term financial stability, and distributing resources equitably, based on student need. |
| GOAL #5 | 100% of our facilities will be safe, clean, and appropriate to support student learning. |
| GOAL #6 | All schools will engage their families and community to increase student success. |

*The SPSA is specifically designed to align with the state’s eight priorities of the LCAP and CUSD’s Strategic Goals.

### Area 1 LCAP Priority - Basic Services

<table>
<thead>
<tr>
<th>Basic Services*</th>
<th>Findings</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Misassignment</td>
<td>0</td>
<td>California Teacher Credentialing Report</td>
</tr>
<tr>
<td>Facilities in Good Repair</td>
<td>Good</td>
<td>Facilities Inspection Tool Survey</td>
</tr>
<tr>
<td>Student Access to Standards-aligned Instructional Materials</td>
<td>100%</td>
<td>Williams Report</td>
</tr>
</tbody>
</table>

*Data from fall 2020
Area 2 | LCAP Priority – Implementation of the California Standards

### Implementation of the California Standards

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The school provides meaningful and engaging cross-curricular, standards-based instruction.</td>
<td>• Ongoing professional development under Next Generation Science Standards (NGSS) and training under the NGSS adoption.</td>
</tr>
<tr>
<td>• The school demonstrates evidence of supporting students’ ability to think, reason and problem solve.</td>
<td>• Continued development of MTSS and PBIS strategies; specifically strategies in tier 3.</td>
</tr>
</tbody>
</table>

Area 3 | LCAP Priority – Parent Involvement

### Annual Parent Survey (Total of 132 respondents with 44% reporting)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The school teaches students to positively embrace diversity.</td>
<td>• Improve communication regarding ways families can support their student’s academic progress.</td>
</tr>
<tr>
<td>• The staff treats students with respect.</td>
<td>• Improve parents’ confidence in the school’s efforts to address teasing and bullying.</td>
</tr>
<tr>
<td>• The school communicates effectively and responds to student and parent needs.</td>
<td></td>
</tr>
</tbody>
</table>

### Parental Involvement

#### Efforts to Seek Parent Input

- Annual Parent Survey
- Annual English Learner Parent Survey
- Governance Community/School Site Council
- English Language Advisory Committee
- Governance Community/Parent Faculty Association
- Claremont Parent Faculty Association
- Multiple methods for accessing staff as needs arise

#### Promotion of Parent Participation

- Blackboard phone messages
- Opportunities to participate in virtual and in-person social events
- Weekly newsletter, Facebook posts, school website and Peachjar
- Teachers’ use of email, Bloomz, Class Dojo or other classroom communication tools
- Sign-up Genius and Google Forms for volunteering for the school
- Parent Institute for Quality Education Program (PIQE)
- Community-based fundraising and social events
- Invitations to Governance Committee meetings, including Safety, Curriculum and Equity and Inclusion Committees
- Goal setting and student-led conferences, IEP and 504 team meetings
- Parent Connect and parent access in Canvas
SCHOOL-PARENT COMPACT

The school distributes to parents of students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of students:

- The school’s responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children’s learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]):

- During the Governance/School Site Council, Curriculum Committee, and ELAC meetings, the Principal, EL Coordinator, Curriculum chairperson, and teachers provide training and dialogue on topics including the content and plans of the School Plan for Student Achievement (SPSA), summative assessments (CAASPP), local benchmarks and site-based assessments, standards-based and behavioral/social-emotional goals for students of various grades and age levels.
- During Back to School Nights, goal-setting conferences, and in parent interactions, teachers review grade-level standards, rubrics used across curricular areas, samples of curricular materials and student work.
- The principal’s newsletter, The Leaf, highlights the school’s outcomes, CA Standards and practices, tips for understanding student CAASPP testing reports, and suggestions for assisting students in the home setting with homework, attendance and health, as well as positive mindset toward learning.

The school provides parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]):

- Parent workshops provide families with information and activities to support the learning of their child.
- The principal’s newsletter, The Leaf, and teachers’ school-home communication includes parent-friendly links to CA standards, educational websites and apps, and suggestions for community-based learning opportunities.
- Community members sign a student-friendly compact that defines the roles for each stakeholder and summarizes our value for shared commitment between staff, parents, and family.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]):

- The school evaluates the school’s program using parent input gained organically and through annual surveys and creates opportunities for collaborative decision-making among all stakeholders.
- School staff collaborates to continually develop best practices for home/school communication, including face-to-face connection with parents through open-door policies, parent drop-in routines, volunteer opportunities, and pathways of electronic communication, such as Class Dojo, Bloomz, Remind, and email.

The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]):

- The principal’s newsletter, The Leaf, highlights community-based educational events for children and adults, including those for parent involvement with fellow parents in Claremont Unified School District, and local community.
- The school connects parents to district resources to community-based resources for health and welfare, including resources and training in the area of mental health.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand (ESSA Section 1116[e][5]):

- The school provides written materials in both English and Spanish, and accesses translators for conferences, meetings, and phone calls during the school year.
- The ELAC committee meets at times suggested by parents with varied times offered at least twice each year.

The school provides support for parental involvement activities requested by parents (ESSA Section 1116[e][14]):

- School surveys, Governance Council meetings, and the principal's open-door policy (with virtual meetings) allow parents to identify and advocate for activities provided by school staff and/or the school community.
- Governance Council, which includes both parents and staff members, provides a network of committees to collect input and direct the efforts and calendar for the school each year.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]):

- Fall and spring ELAC and DELAC meetings are jointly attended by staff and parents, with materials provided in both English and Spanish and translators available by request.

This Compact was adopted by the Sycamore Elementary School Governance Council on October 13, 2021 and will be in effect for the 2021-2022 academic year. The school will distribute the student-friendly Compact to all parents of students participating in the program on or before November 1 of each school year.

_____________________________________  __________________
Signature of Authorized Official    Date Approved
SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT POLICY

This policy describes the means for carrying out designated parent and family engagement requirements pursuant to ESSA Section 1116(c).

To involve parents in the programs, the following practices have been established:

- Back to School Coffee, fall and spring courtyard picnics, Back to School Night, Kindergarten Play-Based Observation Day, goal-setting conferences, curriculum planning sessions, monthly Governance Council meetings and open committee meetings, open house, curriculum nights, open SSC elections, annual parent surveys, and an abundance of opportunities to volunteer, observe and participate in the school’s programs. When these activities are not possible in person, virtual alternatives are provided, as possible.

The school convenes an annual meeting to inform parents about requirements and about the right of parents to be involved in the program (ESSA Section 1116[c][1]).

- The school’s handbook is provided all families in August, the school’s Compact is provided in September/October, and the September and October Governance/SSC meetings provide information about opportunities for parent involvement and expectations for parent/school partnerships.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

- ELAC and Governance meetings are held after school and in the evenings, with some committees meeting at alternate times. Parent surveys allow committee members to suggest times that work best for the group.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s programs and the parent involvement policy (ESSA Section 1116[c][3]).

- Opportunities for training as well as the planning, reflection and revision of the school’s plan are a part of monthly Governance/SSC meetings. The principal’s newsletter is shared via email and in hard copy, and it highlights upcoming agendas for these meetings. All agendas are posted at least 48 hours before the meeting.

The school provides parents of students with timely information about programs (ESSA Section 1116[c][4][A]).

- In addition to the school’s yearly calendar, the principal’s newsletter, Blackboard Connect emails and phone calls provide timely access to schoolwide events and community-based opportunities. In September, the principal publishes an overview of resources to support students in various ways. Classroom newsletters and personalized parent letters echo these events, as well.

The school provides parents of students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]).

- During our Governance/School Site Council, Back to School nights, Curriculum Committee meeting, and ELAC meetings, the principal, EL Coordinator, and curriculum chairperson share an overview of the School Plan for Student Achievement (SPSA), including a review of summative assessments (CAASPP), local benchmarks, site-based assessments and curricular goals for all students. Curriculum events are held periodically, to highlight changes in curriculum or key instructional practices, or showcase student work.

If requested by parents of students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]).

- Collaborative decision making is valued by the community and exercised in governance council meetings, goal-setting conferences and student-led conferences, as well as committees including Curriculum and Assessment, Sustainability, Safety and Facilities, Ways and Means, Communication, PBIS, and ELAC.

This School-Level Parent and Family Engagement Policy has been developed jointly, updated periodically, and agreed upon by parents of children participating in programs, as evidenced by:

- The by-laws and ongoing work of Sycamore’s Governance Council/SSC.

This policy was adopted by the Sycamore Elementary School Governance Council on October 13, 2021 and will be in effect for the 2021-2022 school year. The school will distribute the policy to all parents of students participating in the program on or before November 1, 2021.

_____________________________________  __________________
Signature of Authorized Official    Date Approved
## Area 4 LCAP Priority – Student Achievement

### English Learner Language Data

#### English Language Proficiency Assessments for California (ELPAC)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students</td>
<td>2 2 3 4</td>
<td>1 2 4 3</td>
<td>0 3 3 0</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>18.2% 18.2% 27.3% 36.4%</td>
<td>10.0% 20.0% 40.0% 30.0%</td>
<td>0.0% 50.0% 50.0% 0.0%</td>
<td></td>
</tr>
</tbody>
</table>

Limited data is available for the 2019-2020 academic year due to COVID-related school closures resulting in the suspension of ELPAC testing.

ELPAC Performance Level Descriptions (Oral and written English skills): Level 1 – Minimally developed; Level 2 – Somewhat developed; Level 3 – Moderately developed; Level 4 – Well developed.

*2017-18 is a baseline year for ELPAC data as the test was first administered in spring 2017. Growth and reclassification data was first reported for English learners in 2018-19.*
Grade 1 – Reading

Grade 1 - Fall
- 59% 3+ Grades Below
- 9% 2 Grades Below
- 32% 1 Grade Below

Grade 1 - Spring
- 63% 3+ Grades Below
- 9% 2 Grades Below
- 24% 1 Grade Below

Grade 1 – Math

Grade 1 - Fall
- 41% 3+ Grades Below
- 20% 2 Grades Below
- 40% 1 Grade Below

Grade 1 - Spring
- 63% 3+ Grades Below
- 10% 2 Grades Below
- 25% 1 Grade Below
Grade 3 – Reading

Grade 3 – Math

Student Count: 54
Grade 4 – Reading

Grade 4 – Fall

Grade 4 – Spring

Grade 4 – Math

Grade 4 – Fall
Grade 5 – Reading

Grade 5 - Fall

- 29% 3+ Grades Below
- 28% 2 Grades Below
- 20% 1 Grade Below
- 17% Early On-Grade
- 6% Mid On-Grade or Above

Grade 5 - Spring

- 42% 3+ Grades Below
- 23% 2 Grades Below
- 25% 1 Grade Below
- 6% Early On-Grade
- 5% Mid On-Grade or Above

Grade 5 – Math

Grade 5 - Fall

- 27% 3+ Grades Below
- 16% 2 Grades Below
- 41% 1 Grade Below
- 13% Early On-Grade
- 5% Mid On-Grade or Above

Grade 5 - Spring

- 28% 3+ Grades Below
- 28% 2 Grades Below
- 28% 1 Grade Below
- 8% Early On-Grade
- 8% Mid On-Grade or Above
Grade 6 – Reading

Grade 6 - Fall

Grade 6 - Spring

Grade 6 – Math

Grade 6 - Fall

Grade 6 - Spring
**Analysis of Educational Practices - LCAP Staff Survey** (Total of 25 respondents with 63% reporting)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The school demonstrates caring, concern and high expectations for students in an environment that honors individual differences.</td>
<td>• Continue to develop a rigorous, relevant, and coherent curriculum for all students, articulated through the grades.</td>
</tr>
<tr>
<td>• The school maintains an atmosphere of trust, respect, and professionalism with broad-based and collaborative processes for planning.</td>
<td>• Ensure there is adequate curriculum for the effective implementation of the California Standards.</td>
</tr>
<tr>
<td>• The school implements academic support programs to ensure students are meeting all requirements.</td>
<td></td>
</tr>
</tbody>
</table>
Area 5  LCAP Priority – Student Engagement

### Four-Year Attendance Rate

<table>
<thead>
<tr>
<th></th>
<th>2017-2018 Attendance Rate</th>
<th>2018-2019 Attendance Rate</th>
<th>2019-2020* Attendance Rate</th>
<th>2020-2021 Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sycamore Elementary School</td>
<td>96.9%</td>
<td>96.4%</td>
<td>96.4%</td>
<td>97.8%</td>
</tr>
<tr>
<td>TK-6 Schools</td>
<td>96.2%</td>
<td>96.3%</td>
<td>96.1%</td>
<td>97.5%</td>
</tr>
<tr>
<td>District</td>
<td>96.1%</td>
<td>96.2%</td>
<td>96.3%</td>
<td>96.9%</td>
</tr>
</tbody>
</table>

*Attendance rates for 2019-2020 are based on the date range of August 28, 2019 to March 13, 2020. March 13, 2020 was the last school day before the COVID closure, and the last day attendance was taken.

### Chronic Absenteeism

Defined as a student who is absent for any reason on ten percent or more of the school days in the school year

<table>
<thead>
<tr>
<th></th>
<th>2017-2018 Chronic Absenteeism Rate</th>
<th>2018-2019 Chronic Absenteeism Rate</th>
<th>2019-2020* Chronic Absenteeism Rate</th>
<th>2020-2021 Chronic Absenteeism Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sycamore Elementary School</td>
<td>2.6%</td>
<td>3.8%</td>
<td>4.3%</td>
<td>4.3%</td>
</tr>
<tr>
<td>TK-6 Schools</td>
<td>5.7%</td>
<td>5.7%</td>
<td>5.5%</td>
<td>5.3%</td>
</tr>
<tr>
<td>District</td>
<td>7.2%</td>
<td>7.5%</td>
<td>6.1%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

*Chronic Absenteeism rates for 2019-2020 are based on the date range of August 28, 2019 to March 13, 2020. March 13, 2020 was the last school day before the COVID closure, and the last day attendance was taken.

Area 6  LCAP Priority – School Climate

### Four-Year Suspensions/Expulsions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Suspension data represents the total number of partial or full-day out-of-school suspensions for the school year. This data does not represent the number of events by unduplicated student counts, that is, one student may generate multiple suspension days.

### Four-Year Mobility Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobility</td>
<td>10.2%</td>
<td>5.2%</td>
<td>8.0%</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

Area 7  LCAP Priority – Course Access (applies to high schools only)
## Area 8 | LCAP Priority – Other Student Outcomes

### Four-Year Annual Retentions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1st Grade</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4th Grade</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5th Grade</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6th Grade</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
CRITICAL FINDINGS/BASIS FOR 2021-2022 GOALS

As a result of analyzing the eight state LCAP priorities, other local data, and educational practices, Sycamore Elementary School has selected to focus on the following:

<table>
<thead>
<tr>
<th>State Priorities</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area 4</strong></td>
<td><strong>Student Achievement</strong></td>
</tr>
<tr>
<td>Given the extended time of distance learning due to the COVID-19 pandemic, the school will prioritize social-emotional learning and MTSS in order to support student progress in ELA and math.</td>
<td></td>
</tr>
<tr>
<td><strong>Area 6</strong></td>
<td><strong>School Climate</strong></td>
</tr>
<tr>
<td>Given the extended time of distance learning due to the COVID-19 pandemic, the school will promote wellness, connection, and engagement by emphasizing social-emotional learning and differentiated supports for the whole child.</td>
<td></td>
</tr>
</tbody>
</table>
**District Strategic Goal #1:** Our students will achieve their academic and creative potential in challenging, relevant, and engaging learning environments that prepare them for career, college, and post-secondary opportunities.

**LCAP Priority: Area 4 - Student Achievement**

**School Goal A: English Language Arts**
The percentage of students meeting or exceeding standards schoolwide in English language arts will increase from 72.7% to 76.7% as measured by the California Assessment of Student Performance and Progress (CAASPP).

<table>
<thead>
<tr>
<th>Actions To Be Taken To Reach This Goal</th>
<th>Timeline</th>
<th>Students to be Served</th>
<th>Mid-year Evaluation</th>
<th>End-of-Year Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The staff will use data from universal measures, iReady assessments, CAASPP Interim Assessment Blocks (IAB), and CAASPP to guide instruction and direct MTSS.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Based on the site’s agreements for MTSS, staff will identify, prioritize, and provide intervention for students within and after the school day in an effort to support identified needs.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Classroom teachers will provide differentiated supports and accommodations to support participation, engagement, and learning.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Staff will be trained and supported in the use of PBIS and SEL strategies to provide feedback and support engagement for all students.</td>
<td>August 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Staff will collaborate to refine their practices related to social-emotional learning and the use of the Second Step curriculum.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Staff will participate in monthly staff, PLC and Student Success Team (SST) meetings.</td>
<td>August 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Teachers will use the California Department of Education (CDE) Digital Library to link IABs with re-teaching and instruction.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Certificated and classified staff will collaborate and receive on-site training to refine instructional practices related to Thinking Maps, WFTBB, and Path to Proficiency.</td>
<td>August 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Teachers will use technology as a tool for differentiation, individualization, and exchanging feedback for learning.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Staff will use core curriculum, technology and supplemental curriculum (Storyworks, Mystery Science, Learning for Justice Social Justice Standards, and iReady) to support student learning with engaging and meaningful, cross-curricular integration.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Staff will receive professional development in areas of reading development and instructional strategies for students with learning disabilities.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**District Strategic Goal #1:** Our students will achieve their academic and creative potential in challenging, relevant, and engaging learning environments that prepare them for career, college, and post-secondary opportunities.

**LCAP Priority: Area 4 - Student Achievement**

**School Goal B: Mathematics**
The percentage of students meeting or exceeding standards schoolwide in mathematics will increase from 63.4% to 67.4% as measured by the California Assessment of Student Performance and Progress (CAASPP).

<table>
<thead>
<tr>
<th>Actions To Be Taken To Reach This Goal</th>
<th>Timeline</th>
<th>Students to be Served</th>
<th>Mid-year Evaluation</th>
<th>End-of-Year Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. See Goal A, actions # 1-9 for identical actions for this goal.</td>
<td>August 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Staff will use core curriculum, technology and supplemental curriculum to support student learning with differentiated instruction including iReady for intervention and Reflex Math, Think Central, Prodigy, SplashLearn, and Mystery Science to support mathematical learning and monitor student growth and needs.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Staff will continue to choose instructional practices to reinforce Growth Mindset and the Standards for Mathematical Practice.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teachers will include efforts to encourage flexible mathematical thinking using supplemental resources including Number Talks, YouCubed, and Engage New York.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. A parent math night will be offered to encourage positive mathematical mindsets, communicating regarding math thinking, and real-world math applications.</td>
<td>December 2021 to April 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
District Strategic Goal #2: Our schools will provide unique opportunities that develop the whole child by promoting involvement in extracurricular and co-curricular activities and encouraging positive student behaviors.

LCAP Priority: Area 6 – School Climate

School Goal C: PBIS
Based upon records of monthly classroom walkthroughs, 80% will provide evidence for use of at least 4 PBIS evidence-based practices and CASEL’s critical practices for integrating SEL.

<table>
<thead>
<tr>
<th>Actions To Be Taken To Reach This Goal</th>
<th>Timeline</th>
<th>Students to be Served</th>
<th>Mid-year Evaluation</th>
<th>End-of-Year Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will participate in daily SEL lessons based on Social-emotional competencies through the Second Step curriculum.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students and staff will use the school’s “Guiding Questions” and PBIS expectations to identify, practice, and receive feedback on positive behaviors then promote community celebrations when targeted goals are met.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The PBIS team will organize team meetings to monitor and actively support students with tier 2 and 3 supports.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The principal will use the weekly newsletter to regularly communicate with families regarding schoolwide SEL efforts and supports.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The principal will regularly communicate with all staff regarding students’ behavioral plans and individual needs, hosting additional classified staff meetings to link staff to those efforts, as needed.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. PBIS expectations and goals will be reviewed during site-wide video announcements and reinforced by all staff.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The school will provide parent and student surveys related to reinforcing and informing efforts for Goal C.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The tenets of Growth Mindset and goal setting will be taught and encouraged among students, staff, and parents.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The school will host a community meeting to promote community awareness and understanding of practices related to equity and inclusion.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. All students will participate in training for digital citizenship.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The principal will conduct monthly walkthroughs focused on the use of PBIS and SEL practices and share feedback with individual teachers and the PBIS team.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Within the first trimester, the principal will reach out to new families to learn from and build connections.</td>
<td>August 2021-December 2021</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. An all-school assembly will provide a focus on growth mindset and PBIS themes.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Students will have an opportunity to participate in a schoolwide Service Day with student projects related to the school, local community and extended community.</td>
<td>December 2021</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Students will be surveyed in order to incorporate their ideas into school-related plans and needs.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Actions that Support Schoolwide Efforts:

<table>
<thead>
<tr>
<th>Actions To Be Taken To Reach This Goal</th>
<th>Timeline</th>
<th>Students to be Served</th>
<th>Mid-year Evaluation</th>
<th>End-of-Year Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school will encourage student voice and empowerment by providing a variety of leadership and service opportunities during the year.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Opportunities will be provided for students to self-select interest-based activities including clubs, activities, and student initiated activities during the school day, as protocols allow.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Staff, students, and families will collaborate to foster an equitable and inclusive environment by providing instruction and refining the school’s practices with respect to language, curriculum, policies and practices.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Buddy families will connect with new families to support their transition to Sycamore.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Teachers will receive professional development related to instructional technology and adjustments to hardware will be made to support staff and student integration of these tools.</td>
<td>November 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ALIGNMENT TO THE DISTRICT’S LEA PLANS (LCAP & LEA Plan) - PLANNED IMPROVEMENTS

District Strategic Goal #1: Our students will achieve their academic and creative potential in challenging, relevant, and engaging learning environments that prepare them for career, college, and post-secondary opportunities.

LCAP Priority: Area 4 - Student Achievement

School Goal D: English Learners
Based on iReady assessments administered three times a year, 90% of English learner (EL) students in grades 1 to 6 will meet iReady goals for growth in English language arts and math.

<table>
<thead>
<tr>
<th>Actions To Be Taken To Reach This Goal</th>
<th>Timeline</th>
<th>Students to be Served</th>
<th>Mid-year Evaluation</th>
<th>End-of-Year Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. See Goal A, actions # 1-11 for identical actions for this goal.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The teachers will provide daily designated EL instruction and ongoing integrated EL instruction.</td>
<td>September 2021 to June 2022</td>
<td>English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. EL students will be given the highest priority for RtI services as criteria for supports are met.</td>
<td>September 2021 to June 2022</td>
<td>English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The principal will observe instruction for EL students and provide feedback to teachers on this instruction once every six weeks.</td>
<td>September 2021 to June 2022</td>
<td>English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The EL Coordinator will meet with the family of each EL student within the first month of school.</td>
<td>September 2021 to June 2022</td>
<td>English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The principal will contact the family of each EL student within the first trimester to establish connection and learn from families.</td>
<td>September 2021 to June 2022</td>
<td>English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. See Goal B, actions #2-5 for identical actions for this goal.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. See Goal C, actions #1-15 for identical actions for this goal.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The use of SEL practices will be analyzed with EL students in mind.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Strategic Goal #1: Our students will achieve their academic and creative potential in challenging, relevant, and engaging learning environments that prepare them for career, college, and post-secondary opportunities.

LCAP Priority: Area 4 - Student Achievement

School Goal E: Socio Economically Disadvantaged
The percentage of Socio Economically Disadvantaged (SED) students meeting or exceeding standards schoolwide in English language arts will increase from 54.0% to 60.0% and in mathematics 40% to 60% as measured by the California Assessment of Student Performance and Progress (CAASPP).

<table>
<thead>
<tr>
<th>Actions To Be Taken To Reach This Goal</th>
<th>Timeline</th>
<th>Students to be Served</th>
<th>Mid-year Evaluation</th>
<th>End-of-Year Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. See Goal A, actions # 1-11 for identical actions for this goal.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. SED students will be given priority for RtI as criteria for supports are met.</td>
<td>September 2021 to June 2022</td>
<td>SED students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. SED students will be given priority and support for enrichment opportunities, based upon student interests.</td>
<td>September 2021 to June 2022</td>
<td>SED students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. PBIS data and the use of SEL practices will be analyzed with SED students in mind.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. See Goal B, actions #2-5 for identical actions for this goal.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. See Goal C, actions #1-15 for identical actions for this goal.</td>
<td>September 2021 to June 2022</td>
<td>All</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the School Site Council (SSC). The current make-up of the SSC is as follows:

<table>
<thead>
<tr>
<th>Names of Members</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Rockne</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Krystal Sanders</td>
<td></td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>Steve Schaefer</td>
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<td>X</td>
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<tr>
<td>Ad Santell</td>
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<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Leslie Swick</td>
<td></td>
<td></td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Alicia Forester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Amy Stanger</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Jessica Marchant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Dawn Derleth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Melissa Jackson</td>
<td></td>
<td></td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Tina Hensley</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Talia Bowman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Total number of members in each category**

<table>
<thead>
<tr>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDATIONS AND ASSURANCES

The School Site Council (SSC) recommends this school plan and proposed federal expenditures to the District Governing Board for approval and assures the following:

1. The SSC is correctly constituted and was formed in accordance with District Governing Board policy and state law.

2. 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.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

- [ ] State Compensatory Education Advisory Committee
- [X] English Learner Advisory Committee
- [ ] Special Education Advisory Committee
- [ ] Gifted and Talented Education Program Advisory Committee
- [ ] District/School Liaison Team for Schools in Program Improvement
- [ ] Compensatory Education Advisory Committee
- [ ] Departmental Advisory Committee (secondary)
- [ ] Other committees established by the school or district (list):

   [Signature]

4. 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 LEA plan.

5. This SPSA is based upon 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.

6. This SPSA was adopted by the SSC at a public meeting on October 13, 2021.

Attested:

Amy Stanger
Typed Name of School Principal

[Signature]
Signature of School Principal

10-13-21
Date

Sarah Rockne
Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

10-26-21
Date