School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sherwood Elementary School	27-66142-6026611	May 21, 2024	June 18, 2024

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

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

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

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

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

Schoolwide Program

Sherwood School will meet ESSA requirements in alignment with the LCAP and other federal, State and local programs by: providing all students significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

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

Plan Description

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

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

- Schoolwide Program

  Sherwood School will meet ESSA requirements in alignment with the LCAP and other federal, State and local programs by: providing all students significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

The school plan will be addressing three goals to support students academic achievement (all students, English Learners and Special Education students). Sherwood Elementary strongly believe that all students can succeed; therefore, appropriate measures, support and interventions will be provided to help achieve their goals.

Educational Partner Involvement

How, when, and with whom did Sherwood Elementary 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

The district took great care to ensure there were ample opportunities for all educational partners to have a voice and provide for all educational partners to have a voice and provide input on the use of funds:

The following Educational partners were involved in the planning process

1. English Language advisory Committee (ELAC): This group met monthly to discuss academic achievement and support for english learners, opportunities for parents involvement, & community out reach

2. School Site Council (SSC): Monthly meetings to review students achievements progress, discuss initiatives or issues surrounding students performance and make recommendations around these topics

3. School Leadership Team: Monthly meetings to review student dats, developed a list of priority, recommendations around professional development

All meetings were in person. Childcare was provided. Meetings were Spanish & english

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

CA Dashboard - State indicator for which overall performance was in the "Red" or "Orange" performance:

Red performance in English Language Arts for the following student groups: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disbalities, Homeless

Red performance in Mathematics for the following student groups: Students with Disabilities

Orange performance in Chronic Absenteeism for the following student groups: Students with Disabilities

Orange performance in Suspension for the following student groups: Students with Disabilities

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

Red performance in English Language Arts for the following student groups: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disbalities, Homeless

Red performance in Mathematics for the following student groups: Students with Disabilities

Other Needs

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

Increase student performance on Star Reading and Math assessments.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.66%	0.56%		6	5
African American	%	0.11%	%		1	
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	%	97.8%	97.98%		891	871
Pacific Islander	%	0.11%	0.22%		1	2
White	%	0.99%	0.56%		9	5
Multiple/No Response	%	0.33%	0.67%		3	6
			Total Enrollment		911	889

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		124	107
Grade 1		120	105
Grade 2		126	117
Grade3		127	129
Grade 4		136	128
Grade 5		133	136
Grade 6		145	138
Total Enrollment		911	889

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	687	648	677	71.80%	75.9%	76.2%
Fluent English Proficient (FEP)	119	153	108	16.10%	13.1%	12.1%
Reclassified Fluent English Proficient (RFEP)				6.7%		

Conclusions based on this data:

1. We average 76.9 % of English Learners from 2017-2018 to 2019-2020
2. We decreased Fluent english Proficient (FEP) student by .03% from 2017-2018 to 2019-2020
3. We decreased 6.5% in reclassifying (RFEP) students from 2017-2018 to 2019-2020

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	144	139	131	0	139	131	0	139	131	0.0	100.0	100.0
Grade 4	144	133	137	0	133	137	0	133	137	0.0	100.0	100.0
Grade 5	126	136	138	0	135	133	0	135	133	0.0	99.3	96.4
Grade 6	125	124	144	0	123	144	0	123	144	0.0	99.2	100.0
All Grades	539	532	550	0	530	545	0	530	545	0.0	99.6	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2343.	2331.		3.60	3.05		10.07	6.87		21.58	25.19		64.75	64.89
Grade 4		2366.	2378.		1.50	5.11		9.77	8.76		21.05	18.25		67.67	67.88
Grade 5		2425.	2412.		2.96	3.76		17.04	11.28		28.89	21.80		51.11	63.16
Grade 6		2449.	2456.		4.07	1.39		17.07	24.31		26.83	31.94		52.03	42.36
All Grades	N/A	N/A	N/A		3.02	3.30		13.40	13.03		24.53	24.40		59.06	59.27

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.32	3.05		50.36	48.85		45.32	48.09
Grade 4		0.75	3.65		57.14	53.28		42.11	43.07
Grade 5		5.19	3.01		60.74	53.38		34.07	43.61
Grade 6		7.32	3.47		42.28	53.47		50.41	43.06
All Grades		4.34	3.30		52.83	52.29		42.83	44.40

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.72	0.00		40.29	35.11		58.99	64.89
Grade 4		0.75	2.19		36.09	38.69		63.16	59.12
Grade 5		2.22	2.26		52.59	54.89		45.19	42.86
Grade 6		4.88	1.39		43.09	50.00		52.03	48.61
All Grades		2.08	1.47		43.02	44.77		54.91	53.76

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.88	3.82		70.50	60.31		26.62	35.88
Grade 4		0.75	5.84		63.16	63.50		36.09	30.66
Grade 5		3.70	5.26		73.33	62.41		22.96	32.33
Grade 6		8.94	9.03		58.54	63.19		32.52	27.78
All Grades		3.96	6.06		66.60	62.39		29.43	31.56

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.88	1.53		57.55	54.20		39.57	44.27
Grade 4		4.51	3.65		60.15	64.23		35.34	32.12
Grade 5		7.41	3.76		59.26	51.13		33.33	45.11
Grade 6		7.32	9.72		56.10	60.42		36.59	29.86
All Grades		5.47	4.77		58.30	57.61		36.23	37.61

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Conclusions based on this data:

1. Overall data shows the % of students meeting and exceeding ELA standards is 29.46%
2. Reading achievement was up overall. 5th grade had the greatest gain with 44.34% (meeting and exceeding)
3. Writing, Listening, and Research/Inquiry all had positive growth/gains overall.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	144	139	131	0	139	131	0	139	131	0.0	100.0	100.0
Grade 4	144	133	137	0	132	137	0	132	137	0.0	99.2	100.0
Grade 5	126	136	138	0	136	138	0	136	138	0.0	100.0	100.0
Grade 6	125	124	144	0	123	144	0	123	144	0.0	99.2	100.0
All Grades	539	532	550	0	530	550	0	530	550	0.0	99.6	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.	2377.		3.60	5.34		20.86	19.08		25.90	28.24		49.64	47.33
Grade 4		2392.	2415.		1.52	3.65		11.36	16.79		27.27	29.20		59.85	50.36
Grade 5		2418.	2415.		5.15	2.17		7.35	11.59		28.68	21.01		58.82	65.22
Grade 6		2437.	2460.		3.25	5.56		8.13	11.11		23.58	36.81		65.04	46.53
All Grades	N/A	N/A	N/A		3.40	4.18		12.08	14.55		26.42	28.91		58.11	52.36

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.91	7.63		49.64	51.91		42.45	40.46
Grade 4		2.27	3.65		40.91	45.99		56.82	50.36
Grade 5		6.62	3.62		32.35	32.61		61.03	63.77
Grade 6		2.44	7.64		32.52	47.22		65.04	45.14
All Grades		4.91	5.64		39.06	44.36		56.04	50.00

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.76	6.87		46.76	45.04		47.48	48.09
Grade 4		2.27	7.30		32.58	40.15		65.15	52.55
Grade 5		4.41	2.17		45.59	36.23		50.00	61.59
Grade 6		0.81	3.47		43.90	43.75		55.28	52.78
All Grades		3.40	4.91		42.26	41.27		54.34	53.82

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.60	8.40		69.06	60.31		27.34	31.30
Grade 4		4.55	5.11		46.21	54.01		49.24	40.88
Grade 5		1.47	2.90		46.32	50.00		52.21	47.10
Grade 6		3.25	6.25		56.10	54.17		40.65	39.58
All Grades		3.21	5.64		54.53	54.55		42.26	39.82

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Conclusions based on this data:

1. Overall data shows the % of students meeting and exceeding Math standards is 20.43%
2. 4th grade had the greatest % of students meeting and exceeding Math standards (25.19%)
3. Concepts & Procedures, Problem Solving & Modeling/Data Analysis, Communicating Reasoning were area of positive % growth

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1384.1	1418.1	1402.9	1400.2	1429.4	1412.2	1346.5	1391.5	1381.0	109	109	101
1	1412.0	1430.3	1441.4	1433.0	1457.9	1459.4	1390.5	1402.2	1422.9	109	97	102
2	1450.8	1453.8	1466.3	1465.3	1468.5	1484.3	1435.8	1438.6	1447.7	98	101	94
3	1467.4	1493.5	1472.1	1472.5	1502.1	1463.3	1461.8	1484.1	1480.3	111	110	98
4	1494.6	1507.2	1505.3	1497.7	1514.7	1506.1	1491.2	1499.2	1504.0	91	102	98
5	1501.4	1531.1	1508.2	1503.4	1532.3	1505.3	1498.8	1529.5	1510.5	81	83	93
6	1513.9	1526.8	1547.4	1523.3	1528.0	1550.7	1504.0	1525.1	1543.6	67	82	67
All Grades										666	684	653

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.17	11.01	5.94	28.44	27.52	26.73	23.85	43.12	39.60	38.53	18.35	27.72	109	109	101
1	2.75	8.25	3.92	18.35	28.87	34.31	37.61	32.99	38.24	41.28	29.90	23.53	109	97	102
2	3.09	3.96	15.96	42.27	39.60	35.11	31.96	30.69	26.60	22.68	25.74	22.34	97	101	94
3	4.50	11.82	6.12	21.62	43.64	27.55	46.85	30.00	32.65	27.03	14.55	33.67	111	110	98
4	6.59	21.57	20.41	49.45	36.27	36.73	28.57	25.49	27.55	15.38	16.67	15.31	91	102	98
5	4.94	27.71	16.13	35.80	42.17	35.48	37.04	20.48	27.96	22.22	9.64	20.43	81	83	93
6	13.43	26.83	34.33	35.82	34.15	41.79	32.84	19.51	11.94	17.91	19.51	11.94	67	82	67
All Grades	6.02	15.20	13.63	32.18	35.96	33.54	34.29	29.53	30.17	27.52	19.30	22.66	665	684	653

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.51	18.35	8.91	33.94	28.44	28.71	11.93	35.78	34.65	37.61	17.43	27.72	109	109	101
1	15.60	30.93	24.51	33.03	27.84	33.33	28.44	20.62	33.33	22.94	20.62	8.82	109	97	102
2	15.46	26.73	36.17	42.27	35.64	27.66	35.05	20.79	18.09	7.22	16.83	18.09	97	101	94
3	17.12	41.82	12.24	44.14	38.18	38.78	20.72	10.91	25.51	18.02	9.09	23.47	111	110	98
4	32.97	43.14	40.82	49.45	30.39	34.69	7.69	17.65	12.24	9.89	8.82	12.24	91	102	98
5	28.40	46.99	35.48	48.15	38.55	37.63	8.64	4.82	9.68	14.81	9.64	17.20	81	83	93
6	37.31	41.46	58.21	37.31	28.05	20.90	10.45	17.07	13.43	14.93	13.41	7.46	67	82	67
All Grades	22.11	35.09	29.40	40.90	32.46	32.16	18.35	18.71	21.59	18.65	13.74	16.85	665	684	653

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.83	5.50	3.96	11.93	19.27	19.80	47.71	49.54	46.53	38.53	25.69	29.70	109	109	101
1	0.92	3.09	3.92	13.76	12.37	17.65	17.43	34.02	31.37	67.89	50.52	47.06	109	97	102
2	1.03	1.98	3.19	31.96	31.68	27.66	36.08	27.72	31.91	30.93	38.61	37.23	97	101	94
3	0.90	2.73	3.06	9.01	27.27	25.51	40.54	40.00	32.65	49.55	30.00	38.78	111	110	98
4	2.20	2.94	5.10	20.88	29.41	26.53	36.26	33.33	36.73	40.66	34.31	31.63	91	102	98
5	3.70	12.05	5.38	3.70	22.89	16.13	51.85	43.37	44.09	40.74	21.69	34.41	81	83	93
6	1.49	2.44	19.40	5.97	32.93	34.33	58.21	37.80	25.37	34.33	26.83	20.90	67	82	67
All Grades	1.65	4.24	5.67	14.29	25.00	23.43	39.85	38.01	35.99	44.21	32.75	34.92	665	684	653

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.84	19.27	5.94	59.63	75.23	82.18	27.52	5.50	11.88	109	109	101
1	18.35	26.80	35.29	62.39	59.79	60.78	19.27	13.40	3.92	109	97	102
2	13.40	14.85	27.66	74.23	73.27	61.70	12.37	11.88	10.64	97	101	94
3	16.22	34.55	25.51	49.55	55.45	66.33	34.23	10.00	8.16	111	110	98
4	38.46	50.00	36.73	46.15	34.31	54.08	15.38	15.69	9.18	91	102	98
5	16.05	25.30	26.88	65.43	60.24	55.91	18.52	14.46	17.20	81	83	93
6	20.90	21.95	31.34	53.73	60.98	56.72	25.37	17.07	11.94	67	82	67
All Grades	19.10	27.78	26.80	58.80	59.94	62.94	22.11	12.28	10.26	665	684	653

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.18	21.10	11.88	37.61	46.79	53.47	42.20	32.11	34.65	109	109	101
1	15.60	30.93	24.51	58.72	43.30	52.94	25.69	25.77	22.55	109	97	102
2	20.62	39.60	51.06	70.10	42.57	29.79	9.28	17.82	19.15	97	101	94
3	44.14	58.18	9.18	40.54	28.18	59.18	15.32	13.64	31.63	111	110	98
4	46.15	41.18	45.92	45.05	46.08	35.71	8.79	12.75	18.37	91	102	98
5	59.26	77.50	50.54	28.40	13.75	29.03	12.35	8.75	20.43	81	80	93
6	70.15	61.25	68.66	19.40	26.25	25.37	10.45	12.50	5.97	67	80	67
All Grades	36.84	45.66	35.53	44.36	36.23	41.81	18.80	18.11	22.66	665	679	653

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.34	4.95	66.06	74.31	76.24	33.94	18.35	18.81	109	109	101
1	4.59	8.25	8.82	29.36	41.24	39.22	66.06	50.52	51.96	109	97	102
2	5.15	3.96	8.51	65.98	61.39	54.26	28.87	34.65	37.23	97	101	94
3	1.80	0.91	2.04	33.33	54.55	52.04	64.86	44.55	45.92	111	110	98
4	4.40	0.98	7.14	46.15	56.86	57.14	49.45	42.16	35.71	91	102	98
5	3.70	15.66	9.78	45.68	59.04	53.26	50.62	25.30	36.96	81	83	92
6	2.99	7.32	16.42	16.42	43.90	46.27	80.60	48.78	37.31	67	82	67
All Grades	3.16	5.99	7.82	44.36	56.43	54.45	52.48	37.57	37.73	665	684	652

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.34	22.02	22.77	43.12	45.87	34.65	49.54	32.11	42.57	109	109	101
1	1.83	2.06	3.92	45.87	58.76	68.63	52.29	39.18	27.45	109	97	102
2	5.15	8.00	8.51	54.64	58.00	52.13	40.21	34.00	39.36	97	100	94
3	2.70	9.09	14.29	56.76	76.36	63.27	40.54	14.55	22.45	111	110	98
4	3.30	15.69	21.43	70.33	61.76	58.16	26.37	22.55	20.41	91	102	98
5	1.23	23.46	10.75	71.60	61.73	65.59	27.16	14.81	23.66	81	81	93
6	2.99	17.28	38.81	83.58	66.67	52.24	13.43	16.05	8.96	67	81	67
All Grades	3.61	13.68	16.23	58.80	61.18	56.51	37.59	25.15	27.26	665	680	653

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1.

School and Student Performance Data

California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
911	**95.3**	**71.1**	**0.4**
Total Number of Students enrolled in Sherwood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	648	71.1
Foster Youth	4	0.4
Homeless	575	63.1
Socioeconomically Disadvantaged	868	95.3
Students with Disabilities	77	8.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.1
American Indian	6	0.7
Hispanic	891	97.8
Two or More Races	3	0.3
Pacific Islander	1	0.1
White	9	1

Conclusions based on this data:

1. We have high % percentage of Socioeconomically Disadvantaged 97.0%
2. We have high % percentage of English Learners 80.3%

3. We have high % percentage of Homeless 42.2%

School and Student Performance Data

Overall Performance

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Blue
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance

English Language Arts

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
5	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Red	 Red	Less than 11 Students
87.1 points below standard	93.4 points below standard	3 Students
Maintained -2.1 points	Decreased -5.4 points	
527 Students	422 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Red	 Red	 Red
93 points below standard	87.8 points below standard	181 points below standard
Decreased -5.6 points	Maintained -2.8 points	Decreased -4 points
322 Students	506 Students	57 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 4 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 85.9 points below standard Maintained -2.4 points 513 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
118 points below standard Decreased -6.8 points 320 Students	16.3 points below standard Decreased -11.9 points 102 Students	118.4 points below standard Decreased -11.7 points 51 Students

Conclusions based on this data:

1. 2018 Fall Dashboard English Language Arts Equity Report tells us that 4 groups are in Yellow
2. All of our groups increase by at least 20 points
3. Our English Learners had the greatest increased 35.7 points

School and Student Performance Data

Academic Performance

Mathematics

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	4	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Yellow	Less than 11 Students
81.9 points below standard	85.7 points below standard	3 Students
Increased +7.1 points	Increased +5 points	
527 Students	422 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Yellow	 Yellow	 Red
85.7 points below standard	81.5 points below standard	197.1 points below standard
Increased +8.3 points	Increased +6.7 points	Decreased -5.8 points
322 Students	506 Students	57 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 80.5 points below standard Increased +7.6 points 513 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
102.3 points below standard Increased +3.7 points 320 Students	33.5 points below standard Maintained +1.9 points 102 Students	121 points below standard Maintained +1.3 points 51 Students

Conclusions based on this data:

1. 2018 Fall Dashboard Mathematics Equity Report tells us that 4 groups are in Yellow
2. 2018 Fall Dashboard Mathematics Performance for All Students/Student Group shows that all groups had a positive growth of at least 13.9 points, the greatest being 36.8 points
3. 2018 Fall Dashboard Mathematics Data Comparisons for English Learners shows that all English learners, Reclassified English Learners and English Only Students has over 20 point growth

School and Student Performance Data

Academic Performance

English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Red
42% making progress towards English language proficiency
Number of EL Students: 536 Students
Performance Level: 2

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
113	198	7	218

Conclusions based on this data:

1. 60.8% of our English Learners are in Levels 3-4
2. 39.1% of our English Learners are in Levels 1-2
3. 15.2% of our English Learners are in Levels 1

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Yellow	Less than 11 Students
21.5% Chronically Absent	18.2% Chronically Absent	5 Students
Declined Significantly -6.9	Declined Significantly -5.5	
951 Students	726 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Yellow	 Yellow	 Orange
19.3% Chronically Absent	21.2% Chronically Absent	27.6% Chronically Absent
Declined Significantly -5.2	Declined Significantly -6.3	Declined -4.6
597 Students	910 Students	87 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 6 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 21.1% Chronically Absent Declined Significantly -7.1 929 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students

Conclusions based on this data:

1. 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group shows that 3 out of 4 groups are in Green
2. 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group shows that our Homeless students have the highest chronically absent of 7.1%
3. 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group shows that our Homeless students have the lowest chronically absent of 1.2%

School and Student Performance Data

Conditions & Climate

Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	3

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Blue	 Blue	Less than 11 Students
0.9% suspended at least one day	0.9% suspended at least one day	5 Students
Declined Significantly -1.3	Declined Significantly -1.2	
965 Students	737 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Green	 Blue	 Orange
0.7% suspended at least one day	0.9% suspended at least one day	4.4% suspended at least one day
Declined -0.9	Declined Significantly -1.3	Maintained 0
607 Students	923 Students	90 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 6 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 1% suspended at least one day Declined Significantly -1.3 943 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students

Conclusions based on this data:

1. 2018 Fall Dashboard Suspension Rate Equity Report shows that 3 out of 4 groups are in Green
2. 2018 Fall Dashboard Suspension Rate Equity Report shows that our Students with Disabilities have the highest % of suspensions. 9.3% suspended at least once
3. 2018 Fall Dashboard Suspension Rate Equity Report shows that our English Learners and Homeless have the least % of suspensions. 1.4% suspended at least once

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

All Students
We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Learning for all students

We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

We play a critical role in developing and equipping our students to become active, positive members and leaders in their local and global communities with the tools they need to make choices to shape their futures. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to move SCESD students to green on the Dashboard indicators.

Identified Need

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

Sherwood showed a decrease in ELA and demonstrated standards not met - Level 1 on the SBAC English Language Arts Assessment for the following student groups:
All Students: 59.27% Standard Not Met (Level 1)
English Learners: 74.01% Standard Not Met (Level 1)
Hispanic: 58.76% Standard Not Met (Level 1)
Socioeconomically Disadvantaged: 59.42% Standard Not Met (Level 1)
Students with Disabilities: 94.34% Standard Not Met (Level 1
Homeless: 61.68% Standard Not Met (Level 1)

Sherwood showed a decrease in Math and demonstrated standards not met - Level 1 on the SBAC Mathematics Assessment for the following student groups:
Students with Disabilities: 86.79% Standard Not Met (Level 1)

Sherwood School showed a decline in the percentage of EL's making progress toward English Language proficiency: 15.2% declined, and 42% of EL's progressed one ELPI level

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grades K-2 - Early literacy assessment		Approximately 75% of students in K-2 will show one year growth on the Early Literacy assessment.
Grades K-2 - Star Math -		Approximately 75% of students in grades K-2 will show 1 years growth.
SBAC ELA - All students	59.27% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - English Learners	74.01% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Hispanic	58.76% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Socioeconomically Disadvantaged	59.42% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Students with Disabilities	94.34% Standard Not Met (Level 1	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Homeless	61.68% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC Mathematics - Students with Disabilities	86.79% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
EL Progress Indicator - English Learners	42% of EL's progressed one ELPI level	Increase the percentage of EL's who progress one ELPI level by 3-7%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All teachers will incorporate small group instruction in their classrooms to increase the quality of differentiated Teachers will be provided with opportunities for professional development and collaboration. All staff will participate in classroom visits to gain insights on best practices. instruction. Teachers will get Sub release time to collaborate, data chats, and do classroom visits.	All Students	8,000.0 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Maker space
1.2	Intervention - ELA Grades K-6 Paraeducators time for K-2 grade classes during ELA Tier 1 Differentiation Instruction Additional Paraeducator time for K-6 students for Tier 2 instruction during, before, and after School	All Students	46622 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Paraeducator time to support student learning and climate and culture 18,250.00 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Paraeducator time to support student learning and climate and culture
1.3	Provide supplemental instructional supplies to enhance all programs (ELA, Math, ELD).	ALL Students	20,764.00

	Additional Supplies to help struggling students access core instruction. Provide student agendas to support continued learning and to promote parent/school communication. Provide office supplies needed for maintaining student records and to support school to home communication, such as printer ink, paper, etc.		LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Instructional and office supplies and materials to support student learning and to improve climate and culture 29,811.00 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies and materials to support student learning and improve climate and culture 10,000.00 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies and materials to support student learning
1.4	Provide extended learning opportunities , such as before & after school programs, intersessions, Saturday School, After School Sports Program, Robotics Program etc. will be provided based on data including BPST, STAR, module and mid-modules tests, Smarter Balanced data and ELPAC. Focus areas will include Math,Language Arts, ELD and STEAM. Administration, Certificated and classified miscellaneous time or conference registration fees for collaboration meetings to review data and collaborate to increase student achievement. Collaboration and training for all staff to improve students outcomes.	All Students	15,000.00 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Certificated extra hours to provide extended learning opportunities during after-school, intersessions and Saturday programs 25,038 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Student intervention, collaboration and substitute teachers to meet and collaborate.
1.5	Provide Staff with opportunities to attend conferences, workshops and in-services that increase teacher skills in the delivery of ELA, Math, ELD, Science, Social Studies and Classroom Management.	ALL Students	5,000.00 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Conference Registration Fees and accommodations 5,000.00 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Conference Registration Fees and accommodations
1.6	Additional Campus Supervisor Hours to improve climate and culture in the areas of safety and to reinforce and promote positive student behavior	ALL Students	38131 LCFF-Concentration/Supplemental

			2000-2999: Classified Personnel Salaries Campus Supervisor hours to provide assistance in maintaining safety and support climate and culture by way of promoting positive behavior.
1.7	Additional Library Aide time/services for students to have more access to reading materials at their reading level.	All Students	15,200 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Additional Library Aide time to provide services to students and assist in the access to reading
1.8	Provide childcare during parent meetings, parent classes and training Provide interpretation and translation services for parents during parent-teacher conferences, including support to parents of Reclassified students, and Special Education students	All Students	670.0 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Classified staff hours to provide childcare for parent meetings, trainings 10,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classified personnel for translating in support of parent involvement
1.9	Provide students experiences outside the regular classroom to enhance background knowledge (Field Trips)	All Students	24,000.0 LCFF-Concentration/Supplemental 5700-5799: Transfers Of Direct Costs Field trips
1.10	6-hour Typist Clerk to help increase pupil engagement, improve school climate, support parental involvement and other pupil outcomes Additional Typist Clerk II and School Secretary hours Additonal time for After School/Winter School program clerk hours Additional Prep. time for clerk/secretary	All students	2,000.00 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Clerical personnel hours to provide support with parent involvement and improve climate and culture 26974 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Clerical personnel hours to provide support with parent involvement and improve climate and culture
1.11	Provide all 2nd-6th grade students with an Chrome-book device & head phones/head sets to have access to resources necessary to acquire 21st Century Learning Skills	All students	10,000.0 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies

	Provide Ipads to our certificated staff so they can use the Ipad as a teaching tool so they increase pupil engagement and to increase teacher skills in the delivery of ELA, Math, ELD, Science, Social Studies and Classroom Management. Maintain/Upgrade exiting student and staff technology devices		Purchase of technology items/equipment and maintenance or upgrade
1.12	Provide additional counseling services with Harmony at Home (Stick & Stones, Olweus Anti-Bullying counseling program	All Students	6,700.00 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Provide additional counseling services with Harmony at Home
1.13	Additional academic support in ELA, EDL and Math provide through after school, Saturday, Summer, winter/spring recess intevention programs	All	26,500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher training, services, collaboration, data entry 20,000 Title I Part A: Allocation 4000-4999: Books And Supplies Student materials, books, supplies, technology hardware and software
1.14	Maker Space classroom to provide all students hands-on, creative ways to encourage students to design, experiment, build and invent as they deeply engage in science, engineering and tinkering	All Students	5,000.00 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2023-2024 successes:

ELA - 13.03% Standard Met (Level 3)
ELA - 3.30% Standard Exceeded (Level 4)
Math -14.55% Standard Met (Level 3)
Math - 4.18% Standard Exceeded (Level 4)
21.5% chronically absent - Declined 6.9%
0.9% suspended at least one day - Declined 1.3%, Decreased suspensions school-wide due to PBIS Tier I implementation and student incentives.

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

2023-2024 Challenges:

ELA - 59.27% Standard Not Met (Level 1)
ELA - 24.40% Standard Nearly Met (Level 2)
Math - 52.36% Standard Not Met (Level 1)
Math - 28.91% Standard Nearly Met (Level 2)

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

Goal changes: Goals will include SBAC test results as metrics.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Safe, Positive, and Well-Resourced Schools
Creating a safe, positive and well maintained school environment is crucial for the following: Student well-being, A safe environment ensures that the students can focus on learning without fear or distraction. Positive surrounding foster a sense of belonging, self-esteem and confidence, which are essential for academic success and personal growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Safe, Positive, and Well-Resourced Schools

We will ensure that all students will benefit from safe, inclusive, nurturing, well-maintained environments that prepare them to be respectful, compassionate, and empathetic global citizens.

Our schools must be safe, inclusive, nurturing, and well-maintained havens for students to learn, develop and thrive emotionally and socially as they become healthy and productive citizens who can interact and work together in the global community. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to maintain or move SCESD student groups to green on the Dashboard indicators.

Identified Need

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

Based on prior data, resources, and studies, our students won't be able to fully achieve their academic and social-emotional goals unless they will feel valued, supported, educated, safe, cared and nurtured school-wide.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of our staff will implement PBIS, SEL strategies with in the classroom	Teachers and classified will have the opportunity to attend PBIS/SEL training.	85%-100% of staff members will be able to attend PBIS/SEL training during the school year.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Promote Positive Behavior:	All Students	10,000.0

	Implement a school wide positive behavior support. program that rewards students for demonstrating positive behavior. Recognize and celebrate acts of kindness, responsibility, and respect Implement fun/incentive plan to promote: Student attendance, reading, and expected proper behavior during school time. Provide Incentives to students (Student Store) Trimester award assemblies Student of the Month, Perfect Attendance Certificates and/or Pencils, student Council Club, Safety Patrol, Green team, Student Field Day Student incentive field trips		LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Instructional and office supplies and materials to support student learning and to improve climate and culture
2.2	Conflict Resolution: Teach students conflict resolution and problem-solving skills to help them navigate social interactions and resolve conflicts peacefully. Provide opportunities for students to practice these skills though role-playing and peer mediation	All Students	10,000.0 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Instructional and office supplies and materials to support student learning and to improve climate and culture
2.3	Establish Clear Safety Protocols: Development and communicate clear safety protocols for emergencies such as fire drills, lock down procedures, and evacuation plans. Regularly practice these protocols with students and staff to ensure everyone knows what to do in case of an emergency.	All Students	1000.00 Title I Part A: Allocation 4000-4999: Books And Supplies Positive Climate Culture, books, supplies, material
2.4	Continous Improvement: Regularly solicit feedback from students, parents and staff on ways to improve the school environment. Use data and feedback to identify areas of growth and implement evidence-based practices to address them.	All Students	5,000.0 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Instructional, equipment and materials to support student learning and to improve climate and culture 20,000 Title I Part A: Allocation 4000-4999: Books And Supplies Student awards, certificates, trophies to promote attendance and class participation
2.5	Implement a comprehensive Bully Prevention Program: Create and implement a program that educates students, teachers, and parents about bully prevention strategies. Encourage open communication and provide resources for students who experience bullying.		5,000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Speakers, trainers, materials

2.6	School beautification: Materials to enhance school safety and beautification.	All students	LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Signage, Planter boxes, school gardent materials, etc.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1. Significantly reduced ODRs -
2. Integrated technology to enhance safety at school, such as walkie-talkies.
3. Provided Anti-Bully assembles.
4. Increased student supervision during the school day
5. Reduced suspension rates for the following student groups: EL's Homeless and SWD

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

1. Limited student supervision during the school day
2. Limited counseling services
3. Limited time to provide SST/COS services for students

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

The goals will remain the same.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Cultivate Quality Staff to Provide Excellent Service
Sherwood Elementary School is determined to continue providing exemplary training, professional development, coaching cycles, and support to all staff members (certificated and classified).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Cultivate Quality Staff to Provide Excellent Service

We will work together to ensure that high-quality staff are hired, retained, and provided with high-quality, ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

Our students deserve to be taught and cared for to become responsible citizens by exceptionally prepared and trained staff who model lifelong learning and customer service. The actions and services outlined in this goal specifically aim to address staff who will work with individuals, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided to address staff who will work with student groups.

Identified Need

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

Limited professional development opportunities. Need additional PD opportunities in differentiated instruction and ELD. Additional PD is needed in trauma informed practices and the MTSS process.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PD Logs certificated		Increase by 10%
PD logs for classified		Increase by 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Priority 2,4,8 Professional development on designated and integrated ELD will be provided as follows: SDAIE (specifically Designated Academic Instruction in English) training	English Learners	LCFF-Concentration/Supplemental PD, teacher collaboration, sustitute teachers

	GLAD strategies (Guided Language Acquisition Design Academic coach train and support teachers in the implementation of the state standards Benchmark ELD curriculum training and implementation Thinking Maps PD		
3.2	Conferences and workshops that meets the needs of all students such as trauma informed practices, PBIS, etc.	All Students	LCFF- Concentration/Supplemental Traveling, conferences, registrations, etc.
3.3	Training materials	All students	LCFF- Concentration/Supplemental Training materials, paper, books, ect.
3.4	Trainers/speakers for teacher support	All students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2023-24 Successes:
Consistent certificated staff
Certificated staff is dedicated to thinking maps focus - 100% staff were trained.

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

2023-24 Challenges:
Limited number of PD opportunities due to time constraints and area of focus.
Classified staff is inconsistant due to medical leave or unforeseen illnesses.

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

Goal changes:

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Enhance Belonging and Strengthen Home, School, and Community Partnerships
Sherwood Elementary School is dedicated to establishing and maintaining school, home and community partnership by providing opportunities where families access community programs, resources, training, events, and supports. Our school is also committed in providing a welcoming environment for all families, community members, and partners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Enhance Belonging and Strengthen Home, School, and Community Partnerships

We will work together as school, families, and community partners in meaningfully and culturally appropriate ways, to ensure equitable activities across all schools to nurture the whole child in their learning experience.

We are committed to the education of our students and development of families in our community. We understand the need to work together as a community, to understand, know, and raise our children. The actions and services outlined in this goal specifically aim to address partnerships with families and other entities in our community. They are designed to target and work with families to increase parent and family involvement by 10% as we work together to meet individual student needs, including foster youth, English Learners, and students currently experiencing homelessness.

Identified Need

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

The parent response rate on the parent survey is low and indicates that we need to.....

1.Increase parent participation on the survey
2. Increase the degree to which families become involved with and interact with their child's school
3. Increase learning behaviors - Families's perception of their child's learning-related behaviors

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey response rate	595 completed (900 students)	Increase by 15%
Parent Survey - How often do you meet in person with teachers at your child's school?	17%	Increase by 25%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

4.1	Invite family feedback after events	All Students	500.00 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Title I Part A: Parent Involvement
4.2	Sherwood will schedule activities and events to develop parents' skills as partners in education. Example: Cafecito con el director, parent workshops, conferences and training, etc. A needs assessment will be conducted at the beginning and middle of the school year.	All Students	1000.00 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures 2500.00 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries 2500.00 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries
4.3	Parent communication will be ongoing throughout the year by using different methods such as automated phone systems, student agendas, parent square, marquee, school newsletter, site website	All students	
4.4	Encourage parents to attend family engagement trainings throughout the school year.	All students	500 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
4.5	Provide families with information and/or on creating a home learning environment	All students	500 Title I Part A: Parent Involvement 4000-4999: Books And Supplies
4.6	Provide home-learning activities for families to engage in parent/teacher conferences, or other school related events	All students	399 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures
4.7	Implement our Parent Passport incentive program where parents can earn incentives when they participate in a school activity.	All students	
4.8	Provide families with interpretation and translation and childcare	All students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Cafecitos have been successful
Parent participations in our school parent/teacher conferences
Parent participations in our school fall and spring carnival

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

Due to not having a parent coordinator our parent activities started late in the school year

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

With the parent coordinator support Sherwood will schedule activities and events to develop parents' skills as partners in education. Example: Cafecito con el director, parent workshops, conferences and training, etc. A needs assessment will be conducted at the beginning and middle of the school year.
Invite family feedback after events
Parent communication will be ongoing throughout the year by using different methods such as automated phone systems, student agendas, parent square, marquee, school newsletter, site website

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$167929
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$427,559.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$164,360.00
Title I Part A: Parent Involvement	$3,569.00

Subtotal of additional federal funds included for this school: $167,929.00

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

State or Local Programs	Allocation ($)
LCFF-Concentration/Supplemental	$259,630.00

Subtotal of state or local funds included for this school: $259,630.00

Total of federal, state, and/or local funds for this school: $427,559.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Concentration/Supplemental	259,630	0.00
Title I Part A: Allocation	164,360	0.00
Title I Part A: Parent Involvement	3,569	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Concentration/Supplemental	259,630.00
Title I Part A: Allocation	164,360.00
Title I Part A: Parent Involvement	3,569.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	66,538.00
2000-2999: Classified Personnel Salaries	162,847.00
4000-4999: Books And Supplies	151,075.00
5000-5999: Services And Other Operating Expenditures	16,399.00
5700-5799: Transfers Of Direct Costs	24,000.00
5800: Professional/Consulting Services And Operating Expenditures	6,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Concentration/Supplemental	15,000.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	90,355.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	108,575.00
5000-5999: Services And Other Operating Expenditures	LCFF-Concentration/Supplemental	15,000.00
5700-5799: Transfers Of Direct Costs	LCFF-Concentration/Supplemental	24,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	6,700.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	51,538.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	71,822.00
4000-4999: Books And Supplies	Title I Part A: Allocation	41,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	670.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,399.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	368,660.00
Goal 2	51,000.00
Goal 4	7,899.00

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
Everardo Marquez	Principal
Elias Clemente	Classroom Teacher
Mariela Janusz	Classroom Teacher
Kathleen Ramos	Classroom Teacher
Samanta Martinez	Other School Staff
Yasmin Contreras	Parent or Community Member
Erika Toral	Parent or Community Member
Dulce Hernandez	Parent or Community Member
Laura Vela	Parent or Community Member
Audolina Roque	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 21, 2024.

Attested:



Principal, Everardo C. Marquez on May 21, 2024



SSC Chairperson, Yasmin Contreras on May 21, 2024