School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sycamore Elementary School	36-75069-6037279	October 27, 2025	December 9, 2025

Purpose and Description

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

Schoolwide Program

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall address how funds provided to the school will be used to improve the academic performance of all pupils.

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

ESSA aims to provide an equal opportunity with specific provisions for students that are socioeconomically disadvantaged, English learners, students of color, and students in special education. The purpose of the SPSA is to coordinate all educational services at the school and identify goals to support all students. The SPSA shall address how funds provided to the school will be used to improve the academic performance of all students.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Sycamore used the most recent Kelvin School Climate Results (December 2024) to obtain data that would assist in fostering a positive school climate and engagement in learning; prevent youth health-risk behaviors and other barriers to academic achievement and promote positive youth development, resilience, and well-being.

STUDENT SURVEYS

In reviewing Kelvin Climate & Culture data from our most recent pulse, 83% of our students in grades 3rd-6th (199 students) participated in December 2024. The following is a summary of the findings:

Positive School Climate: 82% of the responses were considered favorable, which is a 9% increase from last year's survey. Compared to students across the district, our scores are 3% more favorable. Below is a breakdown by category. (3rd-6th Grade)

School Connectedness: 90% favorable (up 6%)
Academically Prepared and Equipped: 87% favorable (up 6%)
Engaged: 82% favorable (up 3%)
College and Career Empowered: 78% favorable (up 5%)
School Safety: 77% favorable (up 10%)

PARENT SURVEY

In reviewing Kelvin Climate & Culture data from our most recent pulse in December 2024. The following is a summary of the findings:

34%, with 142 responses/ parent participation (same)
Positive School Climate: 91% Favorable (same)

Teaching and Learning: 93% Favorable (same)
School Leadership: 92% Favorable (same)
Communication and Service: 90% Favorable (same)

Conclusions:

-To increase participation rates we need to promote the surveys more to our parent community.

-Not all students completed the survey. This needs to be a priority.

-All staff needs to continue to collaborate to find authentic ways to build connections with our students in and outside the classroom.

-We need to find ways to increase students' perceptions of school (68% reported liking school - up 10% from last year).

-We need to find ways to help students with self-efficacy, resilience, and problem-solving. (78% favorable response)

-We need to focus on and highlight when students treat each other well (only 58% of students scored this question favorably).

-Educate students on what bullying and cyberbullying are and how both can be prevented. (72% see bullying to be somewhat of a problem)

-Provide opportunities to ask students about what they want to be when they grow up and find ways to connect students to career and college resources.

-Provide training to all staff on how we can support our students with their social-emotional learning and needs.

-Work collaboratively with the district to find ways to help our families feel more connected and informed on district events and opportunities.

-Continue to work with our office staff and administration to strengthen our customer service skills concerning communication.

-There is a need to provide incentives for behavior, achievement, and attendance for all students, which includes recognition events such as assemblies, Stally Rallies, and morning announcement leaderboards.

With Sycamore's exit out of Additional Targeted Support and Improvement (ATSI) status, we will use the CA Dashboard data to address all student populations that score in the orange or red performance level bands (Performance levels are listed from lowest to highest: red, orange, yellow, green, and blue).

According to CA Dashboard School Climate and Pupil Engagement Data, we will address areas of need through:

Goal 1: Safe, Connected & Engaged

-Decrease our chronic absenteeism with the following student groups: English Learners (orange), Students with Disabilities, and African-American students (both red)
-Provide additional social-emotional and behavioral supports and strategies to identified students
-Continue to use progressive discipline and our PBIS and MTSS systems to decrease the suspension rate of our Students with Disabilities and African-American students (both yellow)

According to CA Dashboard Student Pupil Data, we will address areas of need through:

Goal 2: Academically Prepared & Empowered

-Increase the achievement of all students (English Learners, African American, SPED, and socioeconomically disadvantaged) in ELA & Math
-Using data to determine Tier II and Tier III intervention for students in ELA and math
-The district will be providing funding for two paraeducators who will be working as part of our intervention support team for the 2025-2026 academic year

Goal 3: College & Career Equipped

-Create more opportunities for students to be exposed to college and career
-Increase the number of students/classes that participate in goal setting in academic and personal areas
-The implementation of our signature identity, Leader in Me, is partially funded by the district and partially through our site funding. This will include funding for student leadership guides, teacher and staff professional development, Lighthouse Team and admin coaching, and our annual Leader in Me membership fee.

Classroom Observations

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

Classroom observations are conducted by site and district administrators. Informal observations utilizing the Bullseye app and Fidelity Integrity Tool (FIT), are conducted throughout the year by site administrators. These observations allow for the opportunity to assess the classroom instructional program on a regular basis and provide feedback to teachers as to best first instruction practices. This is also an opportunity for administrators to determine areas of need for professional learning and follow up with next steps. Teachers on the track for evaluation have two to four formal observations during the school year with a mid-year and end-of-year evaluation. Formal observations and evaluations are aligned to district mandates agreed upon by Upland Unified School District and the Upland Teachers Association. This is a formal opportunity to observe all aspects of lessons and provide very specific feedback to the teacher to reinforce effective strategies as well as offer suggestions for improvement.

In particular, observations and post-observation conversations are intended to guide staff in reflection, recognize best, first instruction and build professional capacity.

Observations, both formal and informal, have allowed us to determine the need for academic, behavioral, and social alignment across all grade levels. We also recognize the need to provide more consistent, monthly informal observations

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Sycamore uses multiple measures throughout the school year to guide instruction: Classroom assessments and I-Ready diagnostics guide teachers in tracking progress and creating targeted interventions. The CAASPP was given in the spring of 2024, and our school has focused on analyzing our state and local assessments. Students take the i-Ready diagnostic three times throughout the school year (fall, winter, spring).

Upland Unified School District implemented 100% goals, otherwise known as the 2-4-6-8-10 goals. The goals our students are striving to achieve are:

- By the end of 2nd grade, all students will read at or above grade level
- By the end of 4th grade, all students will master basic math operations (add, subtract, multiply and divide)
- By the end of 6th grade all 6th Graders will write a multi-paragraph essay

A variety of progress monitoring tools are used to measure progress. This information is used to determine areas of need for students and their progress toward meeting standards and growth.

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

I-Ready, Standards-based Assessments (SBAs), ESGI, and informal and formal assessments are used to determine student growth and intervention. Students below standard receive targeted intervention in the classroom and/or literacy lab. Students are monitored by classroom teachers.

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

Teachers receive professional learning related to Common Core Standards, evidenced based practices, district adopted curriculum, differentiation, assessment, social emotional learning, and culture and climate.

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

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

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

Teachers receive instructional support through staff meetings, administrator feedback, support staff, and district specialists. Teachers are focusing on the use of technology and the impact it has on student learning. There is ongoing professional learning of standards, assessments, MTSS, restorative practices, Outward Mindset, and shifts in the curriculum to ensure all teachers can move forward with confidence. During professional learning, there is a designated time for training on strategies and methods. The use of technology is encouraged to enhance student's learning experiences and support is provided to teachers so they are able to embed it into their daily instruction.

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

An intervention team of four part time instructional aides will provide intervention support for students and teachers to help improve reading performance of struggling students and designated English Language Development (ELD) instruction to our English learners. Classroom teachers provide small group instruction, reteaching, and scaffolding of information for struggling students.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Sycamore's website
AERIES Communication phone messages
Parent Conferences are provided three times a year and as needed
Student Support Services
Parent volunteers
Web-based sites for remediation, enrichment, and support
Differentiated materials purchased for leveled reading
After-School intervention opportunities
Within school day intervention (Stallion Time)
Tutor.com resources provided at no cost via student's Clever portal

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

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

Involvement with parents includes:

- School Website
- Coffee with the Administrators
- Fall Family Event
- Family Game Nights
- Back-to-School Night
- Monthly Dine-Out Nights

* Leader in Me Parent Information Events

- Open House
- Parent Conferences
- Award Assemblies
- Volunteer Assembly
- MTSS
- Principal and Teacher Newsletters
- Communication folders/planners
- PTA Newsletters
- Student binders
- Parent Square Communication system for weekly announcements and other school-related information
- All educational partners are invited and encouraged to serve on the school site council (SSC) and other groups that support the overall goals and vision for the school.

Funding

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

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

- Support for English Language Learners
- Resource Specialist Program (RSP)
- Gifted and Talented Education (GATE)
- Daycare
- Band
- Reach out Program through Student Support Services
- Full-time reading intervention teacher
- District provided P.E. instruction in grades K-6
- Student Support Services
- Library assistance
- Crisis intervention
- Speech
- Psychological services
- Champions Program (Afterschool program)

* Counselor services (three days per week)
* Wellness Center and Wellness Center aide
* Visual and Performing Arts (VAPA)
* Physical education
* Request for Assistance (RFA) through Student Support Services

Fiscal support (EPC)

Sycamore receives funding from district general budget, LCAP, Title I, donations, and PTA for some school related activities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Using I-Ready, ELPAC, GATE, CAASPP, and California Dashboard data to measure student engagement (Chronic Absenteeism, Attendance and Suspension rates) from the year, goals are created. Teachers provide input on the strategies needed to help meet the goals. Monthly School Site Council and English Learner Advisory Council meetings are held to review, seek input and feedback, and update our school plan for student achievement. The goals and strategies are shared with staff and our SSC. These meetings took place in October 2024, November 2024, December 2024, January 2025, February 2025, and March 2025. SSC reviewed and approved the 2025-26 SPSA on October 27, 2025.

Resource Inequities

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

This section does not apply to Sycamore as we are not a CSI-identified school.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	7.52%	6.64%	6.31%	33	28	26
Asian	4.33%	3.32%	3.64%	19	14	15
Filipino	1.37%	1.42%	1.21%	6	6	5
Hispanic/Latino	63.1%	66.35%	69.90%	277	280	288
Pacific Islander	0.23%	0.24%	0.49%	1	1	2
White	17.31%	16.59%	14.08%	76	70	58
Two or More Races	2.73%	4.74%	4.13%	12	20	17
Not Reported	3.42%	0.71%	0.24%	15	3	1
			Total Enrollment	439	422	412

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			22
Kindergarten	64	55	44
Grade 1	54	49	57
Grade 2	54	54	56
Grade3	61	55	59
Grade 4	51	58	62
Grade 5	78	51	62
Grade 6	77	76	50
Total Enrollment	439	422	412

Conclusions based on this data:

1. The majority of our student population is Hispanic. We must ensure that our staff engages in culturally proficient practices and be considerate of our cultural base as we plan our community involvement strategies.
2. We experienced a slight decrease in enrollment by 17 students in 2023-2024
3. We had the highest decrease of students in fifth grade, resulting in downsizing from three sixth grade classes to two classes in 23-24.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	31	39	30	7.1%	9.1%	7.3%
Fluent English Proficient (FEP)	15	12	16	3.4%	2.8%	3.9%
Reclassified Fluent English Proficient (RFEP)	8			3%		

Conclusions based on this data:

1. To increase the number of students reclassified, we need to focus on moving students one level each year on the English Language Performance Indicator (ELPI)
2. Our EL population has grown nearly 5% since 21-22; we must ensure that all EL students are receiving integrated and designated ELD, as well as ELPAC support.
3. Our English Learner population has increased steadily since 21-22.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	62	56	64	61	55	62	61	55	62	98.4	98.2	96.9
Grade 4	53	59	60	53	59	59	53	59	59	100.0	100	98.3
Grade 5	76	50	62	76	50	60	76	50	60	100.0	100	96.8
Grade 6	78	75	55	78	74	55	78	74	55	100.0	98.7	100
All Grades	269	240	241	268	238	236	268	238	236	99.6	99.2	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2429.	2421.	2407.	32.79	23.64	19.35	18.03	16.36	19.35	14.75	36.36	25.81	34.43	23.64	35.48
Grade 4	2427.	2456.	2466.	7.55	28.81	27.12	30.19	16.95	23.73	24.53	20.34	23.73	37.74	33.90	25.42
Grade 5	2468.	2489.	2499.	13.16	20.00	23.33	27.63	32.00	28.33	22.37	16.00	16.67	36.84	32.00	31.67
Grade 6	2467.	2510.	2532.	5.13	14.86	16.36	11.54	22.97	32.73	39.74	33.78	32.73	43.59	28.38	18.18
All Grades	N/A	N/A	N/A	14.18	21.43	21.61	21.27	21.85	25.85	26.12	27.31	24.58	38.43	29.41	27.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.59	16.36	16.13	50.82	69.09	62.90	24.59	14.55	20.97
Grade 4	11.32	20.34	18.64	69.81	52.54	67.80	18.87	27.12	13.56
Grade 5	10.53	16.00	16.67	65.79	68.00	56.67	23.68	16.00	26.67
Grade 6	6.41	14.86	14.55	51.28	58.11	58.18	42.31	27.03	27.27
All Grades	12.69	16.81	16.53	58.96	61.34	61.44	28.36	21.85	22.03

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	27.87	16.36	19.35	42.62	54.55	43.55	29.51	29.09	37.10
Grade 4	1.89	16.95	13.56	58.49	50.85	67.80	39.62	32.20	18.64
Grade 5	9.21	18.00	16.67	57.89	54.00	61.67	32.89	28.00	21.67
Grade 6	6.41	17.57	18.18	43.59	47.30	61.82	50.00	35.14	20.00
All Grades	11.19	17.23	16.95	50.37	51.26	58.47	38.43	31.51	24.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.75	14.55	11.29	67.21	80.00	72.58	18.03	5.45	16.13
Grade 4	5.66	16.95	8.47	77.36	66.10	79.66	16.98	16.95	11.86
Grade 5	14.47	12.00	13.33	65.79	70.00	73.33	19.74	18.00	13.33
Grade 6	7.69	14.86	14.55	80.77	67.57	67.27	11.54	17.57	18.18
All Grades	10.82	14.71	11.86	72.76	70.59	73.31	16.42	14.71	14.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.03	5.45	6.45	54.10	74.55	72.58	27.87	20.00	20.97
Grade 4	9.43	15.25	11.86	64.15	66.10	66.10	26.42	18.64	22.03
Grade 5	5.26	16.00	20.00	65.79	50.00	61.67	28.95	34.00	18.33
Grade 6	2.56	9.46	16.36	67.95	72.97	67.27	29.49	17.57	16.36
All Grades	8.21	11.34	13.56	63.43	66.81	66.95	28.36	21.85	19.49

Conclusions based on this data:

1. 99.2% of our students in grades 3-6 took the CAASPP assessment. Staff and administration are focused on encouraging students to attend school during testing and providing make-up opportunities for absent students.
2. 43.28% of students are at or above grade level in ELA. A focus on Comprehension of literary and non-fictional texts has the potential to increase overall student achievement.
3. Writing, Listening and Research and Inquiry are subtests which can be focused on to promote overall student achievement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	62	56	64	61	55	64	61	55	64	98.4	98.2	100
Grade 4	53	59	60	53	59	60	53	59	60	100.0	100	100
Grade 5	76	50	62	76	50	61	76	50	61	100.0	100	98.4
Grade 6	78	75	55	78	75	55	78	75	55	100.0	100	100
All Grades	269	240	241	268	239	240	268	239	240	99.6	99.6	99.6

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2438.	2423.	2404.	21.31	16.36	6.25	37.70	27.27	34.38	19.67	25.45	18.75	21.31	30.91	40.63
Grade 4	2444.	2465.	2453.	9.43	16.95	10.00	22.64	30.51	18.33	35.85	25.42	45.00	32.08	27.12	26.67
Grade 5	2465.	2489.	2496.	9.21	16.00	21.31	11.84	26.00	18.03	34.21	24.00	27.87	44.74	34.00	32.79
Grade 6	2476.	2486.	2510.	5.13	12.00	18.18	14.10	13.33	27.27	34.62	22.67	20.00	46.15	52.00	34.55
Grade 11															
All Grades	N/A	N/A	N/A	10.82	15.06	13.75	20.52	23.43	24.58	31.34	24.27	27.92	37.31	37.24	33.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.59	27.27	12.50	60.66	49.09	50.00	14.75	23.64	37.50
Grade 4	13.21	27.12	15.00	49.06	42.37	48.33	37.74	30.51	36.67
Grade 5	11.84	20.00	13.11	48.68	46.00	55.74	39.47	34.00	31.15
Grade 6	3.85	9.33	16.36	52.56	42.67	41.82	43.59	48.00	41.82
Grade 11									
All Grades	12.69	20.08	14.17	52.61	44.77	49.17	34.70	35.15	36.67

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.15	16.36	17.19	40.98	52.73	42.19	27.87	30.91	40.63
Grade 4	9.43	22.03	6.67	56.60	49.15	68.33	33.96	28.81	25.00
Grade 5	7.89	16.00	21.31	50.00	50.00	47.54	42.11	34.00	31.15
Grade 6	1.28	6.67	7.27	53.85	54.67	58.18	44.87	38.67	34.55
All Grades	11.57	14.64	13.33	50.37	51.88	53.75	38.06	33.47	32.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.31	16.36	7.81	65.57	70.91	68.75	13.11	12.73	23.44
Grade 4	13.21	20.34	10.00	52.83	57.63	60.00	33.96	22.03	30.00
Grade 5	5.26	12.00	11.48	63.16	64.00	62.30	31.58	24.00	26.23
Grade 6	3.85	12.00	9.09	64.10	60.00	70.91	32.05	28.00	20.00
All Grades	10.07	15.06	9.58	61.94	62.76	65.42	27.99	22.18	25.00

Conclusions based on this data:

1. 38.49% of students scored at or above standard, an increase of 7.15%.
2. 4th grade showed the highest growth with 47.46% of students scoring at or above grade level in mathematics.
3. Problem Solving & Modeling/Data Analysis has the highest percentage of students below standard at 33.47%, which was a 4.59% decrease from 22-23.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	10	6	4
1	*	*	*	*	*	*	*	*	*	4	7	*
2	*	*	*	*	*	*	*	*	*	5	6	5
3	1457.9	*	*	1452.4	*	*	1463.1	*	*	11	4	8
4	*	*	*	*	*	*	*	*	*	*	10	6
5	*	*	*	*	*	*	*	*	*	8	*	8
6	*	*	*	*	*	*	*	*	*	5	5	*
All Grades										44	39	35

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	9.09	*	*	18.18	*	*	45.45	*	*	27.27	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.98	17.95	14.29	32.56	35.90	20.00	32.56	28.21	45.71	27.91	17.95	20.00	43	39	35

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	18.18	*	*	36.36	*	*	27.27	*	*	18.18	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.28	41.03	31.43	39.53	38.46	31.43	27.91	12.82	14.29	16.28	7.69	22.86	43	39	35

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.98	7.69	2.86	11.63	20.51	17.14	41.86	46.15	42.86	39.53	25.64	37.14	43	39	35

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	54.55	*	*	45.45	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.98	28.21	21.88	65.12	58.97	56.25	27.91	12.82	21.88	43	39	32

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	36.36	*	*	45.45	*	*	18.18	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.58	48.72	48.48	53.49	43.59	30.30	20.93	7.69	21.21	43	39	33

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	9.09	*	*	27.27	*	*	63.64	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.30	5.13	3.13	46.51	56.41	50.00	44.19	38.46	46.88	43	39	32

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	27.27	*	*	45.45	*	*	27.27	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.95	12.82	9.09	53.49	66.67	63.64	32.56	20.51	27.27	43	39	33

Conclusions based on this data:

1. With 90.7% of our ELs at beginning and/or somewhat/moderately developed a focus on reading is needed.

2. With 93% of our ELs at Level 1,2 or 3 in written language, a focus on writing is needed.

3. With very few of our ELs at Level 4 in the different domains, a focus on integrated and designated ELD is needed.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
422	**74.6%**	**9.2%**	**0.7%**
Total Number of Students enrolled in Sycamore 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	39	9.2%
Foster Youth	3	0.7%
Homeless	18	4.3%
Socioeconomically Disadvantaged	315	74.6%
Students with Disabilities	60	14.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	28	6.6%
American Indian	0	0.0%
Asian	14	3.3%
Filipino	6	1.4%
Hispanic	280	66.4%
Two or More Races	20	4.7%
Pacific Islander	1	0.2%
White	70	16.6%

Conclusions based on this data:

1. With 280 Hispanic students, it is imperative that the cultural needs of this specific student group are met through parent engagement opportunities and staff cultural proficiency trainings.

2. With 315, or 74.6% of our students in the socioeconomically disadvantaged population, it is important for Sycamore to find means of supporting these students with supplies, materials, and resources essential for learning.

3. With 60 students with disabilities, it is important for Sycamore to increase the capacity of instructional supports among teachers and paraprofessionals.

School and Student Performance Data

Overall Performance

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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

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our chronic absenteeism rate decreased by 6.8%. We need to continue to focus on decreasing the overall chronic absenteeism rate, looking closely at decreasing the rate for our African-American, English Learner, and Students with Disabilities populations.
2. Our suspension rate decreased, with our overall rate now in the green range. We will continue to utilize alternate means of correction (i.e. restorative practices) as well as an implementation plan for socio-emotional learning.

3. With math and ELA CAASPP achievement now in the yellow range, it is important that teachers continue to be provided time to collaborate on their data driven lesson planning, with a plan for strategic and deliberate intervention strategies.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 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.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	1

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 No Performance Color	 No Performance Color
10.1 points below standard	52.5 points below standard	Less than 11 Students
Increased 23.2 points	Increased 29.4 points	3 Students
235 Students	25 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	88.9 points below standard	19.0 points below standard
3 Students	Maintained 2.3 points	Increased 25.9 points
	18 Students	181 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
61.7 points below standard	38.8 points below standard	0 Students
Increased 28.0 points	Increased 18.4 points	
42 Students	17 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	Less than 11 Students	13.9 points below standard
9 Students	5 Students	Increased 21.4 points
		154 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
Less than 11 Students	Less than 11 Students	18.3 points above standard
9 Students	1 Student	Increased 38.9 points
		37 Students

Conclusions based on this data:

1. All reporting groups made growth in ELA Distance from Standard (DFS), with notable gains among SWD (+28 points) and SED (+25.9 points). This indicates effective intervention and Tier II supports.
2. Despite improvement, the achievement gap remains between White (Blue) students and Hispanic/SWD groups (Yellow). Focused differentiated instruction and scaffolded supports are still needed.
3. The +23-point overall DFS improvement aligns with strengthened Tier I literacy instruction and structured intervention programs (Stallion Time, i-Ready use) as noted in SPSA Goal 2.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 No Performance Color	 No Performance Color
30.7 points below standard	58.8 points below standard	Less than 11 Students
Increased 13.9 points	Increased 28.8 points	3 Students
235 Students	25 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	94.2 points below standard	37.8 points below standard
3 Students	Declined 13.1 points	Increased 19.5 points
	18 Students	181 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
67.4 points below standard	64.0 points below standard	0 Students
Increased 8.5 points	Increased 3.9 points	
42 Students	17 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	Less than 11 Students	31.7 points below standard
9 Students	5 Students	Increased 17.5 points
		154 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	Less than 11 Students	11.2 points below standard
9 Students	1 Student	Maintained 2.7 points
		37 Students

Conclusions based on this data:

1. All student groups improved in math DFS, particularly the SED and Hispanic populations, showing targeted interventions are beginning to close gaps.
2. Although progress is positive, most groups remain below standard (Yellow). The SPSA emphasizes the need to embed consistent small-group math interventions parallel to ELA's Stallion Time model. Basic math skills (UUSD 4th grade 100% goal) will continue to be a focus.
3. Sycamore's math performance improved overall; however, Students with Disabilities, English Learners, Socioeconomically Disadvantaged, and Hispanic students remain furthest from standard and will be the continued focus for targeted math intervention and instructional support.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
No Performance Color	No Performance Color
54.5 points above standard making progress.	making progress.
Number Students: 33 Students	Number Students: 1 Student

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.

2024 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**
3	11	0	18

Conclusions based on this data:

1. Providing students with integrated and designated ELD instruction remains a focus in efforts to increase progress of at least one level on the ELPI.
2. 54.5% of ELs made progress (up from 44.8% in 2023).
3. Identifying and tracking EL students who did not advance remains crucial. Instructional teams should use progress monitoring tools (i-Ready, ELPAC) to adjust interventions and accelerate language proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
16.7% Chronically Absent	21.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 6.8	Declined 8	3 Students
444 Students	46 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	25.9% Chronically Absent	20% Chronically Absent
7 Students	Increased 3.7	Declined 4.4
	27 Students	335 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
20.3% Chronically Absent	26.7% Chronically Absent	0 Students
Declined 16.5	Declined 2.7	
79 Students	30 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
14.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	17.4% Chronically Absent
Declined 7.5	6 Students	Declined 9.7
14 Students		299 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
16.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy	11.4% Chronically Absent
Increased 9.8	1 Student	Declined 4.8
24 Students		70 Students

Conclusions based on this data:

1. Chronic absenteeism declined 6.8% schoolwide and among each subgroup — a primary factor in Sycamore's exit from ATSI status.
2. EL, African American, and SWD populations remain above 20% absenteeism; consistent monitoring and restorative attendance practices remain priorities.
3. We need to focus on our Student Attendance Review Team (SART) process, where we need to educate our parents about the importance of having students attend school when they are not sick and ways to recover absences..

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	3	1

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Blue	 No Performance Color
2.4% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 1%	Declined 2.1%	3 Students
454 Students	49 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - data not displayed for privacy	3.4% suspended at least one day	2.3% suspended at least one day
8 Students	Increased 3.4%	Declined 1.3%
	29 Students	343 Students

Students with Disabilities	African American	American Indian
 Yellow	 Yellow	 No Performance Color
3.8% suspended at least one day	3.1% suspended at least one day	0 Students
Declined 1.2%	Declined 8.6%	
80 Students	32 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2.3% suspended at least one day
Maintained 0%	6 Students	Declined 0.4%
15 Students		304 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
4.2% suspended at least one day	Fewer than 11 students - data not displayed for privacy	2.8% suspended at least one day
Increased 4.2%	1 Student	Declined 2.2%
24 Students		72 Students

Conclusions based on this data:

1. The shift to Green overall (1% decrease) and decline across all student groups supports that PBIS, MTSS, and Leader in Me implementation are reducing exclusionary discipline.
2. ATSI exit achieved: Improved rates for African American and SWD groups — both previously ATSI indicators — reflect success in applying restorative practices and socio-emotional learning integration.
3. Continued implementation of Leader in Me and daily SEL lessons will reinforce the behavioral gains achieved through positive school climate initiatives.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Upland Unified School District will ensure students are Safe, Connected, and Engaged as evidenced by a decrease in chronic absenteeism, a decrease in suspension and expulsion rates, and a decrease in dropout rates.

Goal 1

Sycamore will create an environment where all students feel safe, connected, and engaged in school as evidenced by a 3% decrease in chronic absenteeism and a suspension rate of 1% or lower.

Identified Need

Sycamore exited Additional Targeted Support and Improvement (ATSI) status in the areas of chronic absenteeism for English learners, and African-American students. We also exited ATSI status for a high suspension rate of African-American students. In an effort to continue to address factors which affect our school's climate and culture we will focus on our orange indicators on the CA Dashboard to decrease chronic absenteeism and continue to work to decrease suspension rates for the identified student groups.
Our focus is to decrease CA Dashboard orange indicators of chronic absenteeism with the following student groups: English Learners 21.7% (46 students), African-American 26.7% (30 students) and Students with Disabilities 20.3% (79 students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Chronic Absenteeism	(CA Dashboard 2024) Schoolwide: 16.7% (Yellow, decrease of 6.8%) English Learners: 21.7% (Orange, decrease of 8%) African American: 26.7% (Orange, decrease of 2.7%) Students with Disabilities: 20.3% (Orange, decrease of 16.5%) Socioeconomically Disadvantaged: 20.0% (Yellow, decrease of 4.4%) Hispanic: 17.4% (Yellow, decrease of 9.7%) White: 11.4% (Yellow, decrease of 4.8%)	(CA Dashboard 2025) Schoolwide: 13.7% or lower English Learners: 18.7% or lower African-American: 23.7% or lower Students with Disabilities: 17.3% or lower Socioeconomically Disadvantaged: 17.0% or lower Hispanic: 14.4% or lower White: 8.4% or lower
California Dashboard Suspension Rate	(CA Dashboard 2024)	A Suspension Rate rate 1% or below.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Schoolwide: 2.4% (Green, decrease of 1%) English Learners: 0% (Blue, decrease of 2.1%) African American: 3.1% (Yellow, decrease of 8.6%) Students with Disabilities: 3.8% (Yellow, decrease of 1.2%) Socioeconomically Disadvantaged: 2.3% (Green, decrease of 1.3%) Hispanic: 2.3% (Green, decrease of 0.4%) White: 2.8% (Green, decrease of 2.2%)	Schoolwide: 1.0% or lower English Learners: Maintain 0% African American: 1.0% or lower Students with Disabilities: 1.0% or lower Socioeconomically Disadvantaged: 1.0% or lower Hispanic: 1.0% or lower White: 1.0% or lower
PBIS Admin Referrals	Upland Unified Aeries and Educlimber Spring 2024 99 referrals	85 referrals or less
All staff training in the Leader in Me 8 Habits of Highly Effective Students	100% of our teaching staff have been trained in Leader in Me 8 Habits of Highly Effective Students 0% of our classified staff have been trained	100% of staff will be trained in Leader in Me 8 Habits of Highly Effective Students
Leader in Me CORE Teacher Training	100% of teachers have completed the CORE I Leader in Me teacher training	100% of teachers will be trained in the CORE II teaching strategies

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on students that are socioeconomically disadvantaged, homeless, foster youth, African American and English Learners.

Strategy/Activity

Student Engagement (SE)

Sycamore will work to increase student engagement, attendance, and connectedness, and promote a safe and positive learning environment.

We will implement and purchase materials and supplies for the following:

-Positive Behavior Intervention and Supports (PBIS) system
-Assemblies such Leader in Me (LiM) , Behavior Recognition “Stally Rallies”, and Spirit Days/Weeks
-Reward/Incentive system
-Enrichment and academic support for students such as classroom interactive rugs and equipment to engage students' learning environment, low classroom competitive games, and activities, and personnel
-Monthly incentives to promote increased student attendance
-Within the school day and after-school enrichment activities/clubs
-Attendance Recovery Team/Program
-Field trip transportation
-Play structure

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
31,096	LCAP
28000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with a focus on students that are socioeconomically disadvantaged, homeless, foster youth, African American and English Learners.

Strategy/Activity

Safety (S)

Sycamore will cultivate and strengthen students' social-emotional wellness and physical safety. This may include:

- The purchase of miscellaneous supplies and equipment to ensure we create and maintain a safe environment for all students such as mats, tables, and other items
- Providing experiences, materials and supplies that show empathy, how to regulate emotions and manage behavior
- Anti-bullying assemblies, social/emotional support, SEL books, and materials/supplies

-The purchase of playground equipment/structures to enhance gross motor development
-Additional personnel to assist with supervision and student safety

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,300	LCAP
4000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on students that are socioeconomically disadvantaged, homeless, foster youth, African American and English Learners.

Strategy/Activity

Parent/Family Engagement (PFE)

Provide parent engagement activities and spirit items to inform and educate on various programs such as Leader in Me, iReady, WatchDOGS, or other initiatives.

This may include the following:

- Entering into an agreement with third-party vendors or consultants
- Purchase of school pride items (ex. Magnets, bumper stickers)
- Purchase of light refreshments and relevant materials/supplies as needed (WatchDOGS, Leader in Me parent nights)
- Provide childcare for parents that attend parent engagement activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Title I

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

During the 2024 school year, Sycamore implemented multiple strategies to create a safe, connected, and engaging environment, including consistent use of PBIS, Leader in Me, Attendance Recovery Saturdays, and family engagement initiatives. These systems were implemented schoolwide with fidelity and supported by ongoing staff professional learning focused on SEL,

restorative practices, and behavior intervention. The effectiveness of these strategies is evident in the school's exit from ATSI status and in the 6.8% decrease in chronic absenteeism and 1% decrease in suspension rate. The combination of proactive attendance supports, social-emotional instruction, and positive reinforcement has improved student connectedness and overall campus climate.

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

Implementation of the planned strategies aligned closely with the intended actions outlined in the SPSA. There were no major deviations from the budgeted expenditures. However, minor adjustments were made to allocate additional resources toward attendance incentives and family outreach activities to sustain improvement among targeted subgroups. Some professional learning funds originally designated for PBIS were repurposed to support Leader in Me coaching and staff development on restorative practices, ensuring alignment with schoolwide SEL priorities. For the 2025-2026 school year, our site Teacher on Special Assignment (TOSA) Interventionist position was eliminated, due to the teacher moving into an administrative role at another UUSD site. Reallocated funds were added to Goal 1 to help support student safety, social-emotional growth, and engagement.

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.

As a result of this analysis, the goal and metrics will remain the same, but specific strategies have been refined to better address subgroup needs. The expected outcomes have been updated to reflect a 3% decrease in chronic absenteeism and a suspension rate of 1% or lower for 2025. Changes include expanding early attendance interventions through improved progress monitoring, enhancing Tier 1 SEL instruction using Leader in Me, and increasing targeted support for Students with Disabilities and African American students through small-group behavior coaching and restorative check-ins. These adjustments are reflected in the planned Strategy/Activity section for Goal 1 of the updated SPSA. Specifically, Strategy/Activity 1, with the addition of playground equipment that will increase student engagement and social-emotional growth while meeting state safety guidelines. Strategy/Activity 2 includes the addition of personnel to assist with student supervision and safety.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Upland Unified School District will ensure all students are Academically Prepared & Equipped by demonstrating growth towards meeting grade-level standards in English Language Arts (ELA) and Mathematics, and English Learners (EL) will also demonstrate progress in their English language development.

Goal 2

Sycamore Elementary School students will be academically prepared & empowered as evidenced by meeting the following targets:
1. Increase our overall Distance from Standard (DFS) by 10 points towards standard in both ELA and Math on the California Assessment of Student Performance and Progress (CAASPP)
2. 50% of our students will meet or exceed grade level standards in ELA on the California Assessment of Student Performance and Progress (CAASPP)
3. 43% of our students will meet or exceed grade level standards in Math on the California Assessment of Student Performance and Progress (CAASPP)
4. 55% of our students are at or above grade level in ELA and Math on I-Ready assessment
5. 55% of our English Learners will increase one level on the English Learner Progress Indicator (ELPI).
6. 20% of our English Learners will reclassify.

Identified Need

All students will benefit from increased opportunities of best first instruction provided in class, utilizing Tier I and II differentiated instruction within the common core standards. Specific student groups in need of targeted intervention and support in ELA and math are: Hispanic, Students with Disabilities (SWD), English Learner (EL), and socioeconomically disadvantaged (SED).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	(CA Dashboard 2024) All Students: -10.1 DFS (orange), a 23.2 increase English Learner (EL): -52.5 DFS, 29.4 increase Foster Youth: N/A Socioeconomically Disadvantaged (SED): - 19 DFS (orange), a 25.9 increase Students with Disabilities (SWD): - 61.7 DFS (orange), a 28 increase African American (AA): -38.8 DFS (orange), an 18.4 increase	(CA Dashboard 2025) All Students: -0 DFS (green) English Learner (EL): -42.5 DFS Foster Youth: N/A Socioeconomically Disadvantaged (SED): - 9 DFS (orange) Students with Disabilities (SWD): - 51.7 DFS (orange) African American (AA): -28.8 DFA (orange) All Students: 50% meeting/exceeding standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All Students: 43% meeting/exceeding standard English Learner (EL): 0% meeting/exceeding standard Foster Youth (FY): N/A Socioeconomically Disadvantaged (SED): 40% meeting/exceeding standard Students with Disabilities (SWD): 9% meeting/exceeding standard African American (AA): 29% meeting/exceeding standard	
CAASPP Math Results	(CA Dashboard 2024) All Students: -30.7 DFS (orange), a 13.9 increase English Learner (EL): -58.8 DFS (orange), a 28.8 increase Foster Youth (FY): N/A Socioeconomically Disadvantaged (SED): -37.8 DFS (orange), a 25.9 increase Students with Disabilities (SWD): -67.4 DFS (orange), an 8.5 increase African American (AA): -64 DFS (orange), a 3.9 increase All Students: 38% meeting/exceeding standard English Learner (EL): 12% meeting/exceeding standard Foster Youth (FY): N/A Socioeconomically Disadvantaged (SED): 35% meeting/exceeding standard Students with Disabilities (SWD): 15% meeting/exceeding standard African American (AA): % meeting/exceeding standard	(CA Dashboard 2025) All Students: -20.7 DFS (orange) English Learner (EL): -48.8 DFS (orange) Foster Youth (FY): N/A Socioeconomically Disadvantaged (SED): -27.8 DFS (orange) Students with Disabilities (SWD): -65.8 DFS African American (AA): -38.8 DFS (orange), an 18.4 increase All Students: 43% meeting/exceeding standard
English Learner Progress Indicator (ELPI) Results	(CA Dashboard 2024) 54.5% of English Learners moved one ELPAC Level, a 9.7% increase	(CA Dashboard 2025) 55% of English Learners will move one ELPAC level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Reclassification	(Spring 2024) 18.5% (6 out of 33) of English Learners have reclassified	20% of our English Learners will reclassify
iReady ELA	(MOY 2024) Overall: 47% at or above grade level African-American: 36% at or above grade level English Learners: 12% at or above grade level SED: 42% at or above grade level SWD: 22% at or above grade level	(EOY 2025) Overall Expected: 55% at or above grade level Overall Actual: 63% at or above grade level African-American: 57% at or above grade level English Learners: 20% at or above grade level SED: 56% at or above grade level SWD: 28% at or above grade level
iReady Math	(MOY 2024) Overall: 31% at or above grade level African-American: 22% at or above grade level English Learners: 9% at or above grade level SED: 25% at or above grade level SWD: 11% at or above grade level	(EOY 2025) Overall Expected: 55% at or above grade level Overall Actual: 50% at or above grade level African-American: 43% at or above grade level English Learners: 23% at or above grade level SED: 43% at or above grade level SWD: 22% at or above grade level

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on students that are socioeconomically disadvantaged, students with disabilities, homeless, foster youth and English learners.

Strategy/Activity

Academic intervention, enrichment support and achievement recognition will be provided for all students. Students will be provided with supplemental instructional materials, programs and experiences to increase access to the core curriculum and celebrate growth.
This may include the following:

-Within the school day intervention (Stallion Time/UA/EL) personnel, instructional supplies, and training
-After-school tutoring
-After-school enrichment opportunities (Running Club, Clubs)
-iAcademic achievement growth (iReady/CAASPP growth/incentives/assemblies)
-Programs such as IXL (Reading, Math, Science)
-Magazine subscriptions (Scholastic News)
-Instructional Materials
-Playground equipment/structure to strengthen gross motor, early developmental foundational skills

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16000	LCAP
112141	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with a focus on students that are socioeconomically disadvantaged, students with disabilities, homeless, foster youth and English learners.

Strategy/Activity

Provide teachers with professional learning and collaboration time to analyze data to identify students' needs and instructional support, especially our English learners
This may include the following:

-Utilizing substitutes (SST Meetings, grade level planning, case management)
-Leader in Me (LiM) coaching through staff development days, release days, and/or instructional days
-Data mining sessions
-Collaboration opportunities (planning, training, observation)
-Leader in Me Symposium

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

2000	LCAP
15600	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Enrichment supplemental instructional supplies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCAP

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

All but one of the strategies were implemented this year. We were able to implement after-school intervention and enrichment support. Students participated in Math Camp (district and site funded), an intervention program designed to help our students reach UUSD's 4th-grade math 100% goals and increase achievement on district and state assessments. Sixth-grade students have been able to participate in after-school tutoring to help improve student achievement. We have been able to implement enrichment opportunities for students with the district's help with our Garden Club and Green Team. We have also funded our Running Club, with 180 students participating in this after-school enrichment activity, run by certificated and classified staff and community partners.

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

For the 2025-2026 school year, our site Teacher on Special Assignment (TOSA) Interventionist position was eliminated, due to the teacher moving into an administrative role at another UUSD site. Reallocated funds were added to Goal 2 to help meet our expected outcomes for all learners.

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 main changes that were made to Goal 2 relate to Strategy/Activity 1, with the hiring of additional Instructional paras to provide English Language Development and Intervention. A portion of the funds will also be used to help purchase playground equipment for our transitional kindergarten and kindergarten students to stengthen gross motor and early developmental foundational skills. With the review of our 2024 Dashboard data, we found that we exceeded our CAASPP goal of a 20 point Distance from Standard (DFS) increase overall for ELA (23.2, -10.1 DFS), but not for Math (13.9, -30.7 DFS). This required our team to re-evaluate our goal and adjust to increase our overall Distance from Standard (DFS) by 10 points towards standard in both ELA and Math.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Upland Unified School District will ensure that all scholars are College and Career-equipped as measured by the CA State Dashboard.

Goal 3

Sycamore teachers and students will increase knowledge of career skills in all content areas, increase knowledge of career pathways, and participate in goal setting conversations that are both academic and career focused. We will increase the implementation of our Signature Identity program, Leader in Me.

Identified Need

To expose students to college and career related activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-6 Goal Setting	75% of teachers conducted goal setting conversations with their students K-6th	100% of teachers conduct goal setting conversation with their students with academics and personal goals.
Leader in Me Student Portfolios	1 upper grade class created student portfolios	100% of students will create a student portfolio
College and Career Day	Career Day held in the spring of 2025 75% of students answered favorably to the Kelvin Survey question: My school teaches me about different colleges and careers that prepare me to be successful in the future.	100% of 3rd-6th-grade students will attend the College and Career Day event 95% of students in grades 3-6th will answer favorably to the Kelvin Survey question: My school teaches me about different colleges and careers that prepare me to be successful in the future.
Knowledge of UHS Pathways	5th and 6th grade classes were introduced to the UHS Pathways	100% of upper grade students and families (grades 4th-6th) will be familiar with the UHS Pathways
College and/or Career Awareness	62% of students surveyed answered favorably to the Kelvin Survey question: Adults at this school ask me questions	95% of students will answer favorably on the Kelvin Survey question: Adults at this school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	about what I want to do when I grow up.	ask me questions about what I want to do when I grow up.
Create classroom mission statements for Leader in Me	80% of classrooms created classroom mission statements	100% of classrooms will create and post a classroom mission statement.
Create individual mission statements for Leader in Me	0%	100% of upper grade classrooms will have students create individual mission statements

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student groups

Strategy/Activity

College and Career Day supplies to promote career and college awareness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student groups

Strategy/Activity

Provide instructional materials, supplies, or professional learning opportunities to increase students' knowledge of career and/or college pathways and skills to support setting and attaining academic and career goals.

This may include:

- Materials/supplies for counselors and teachers to implement related programs, and goal setting
- Supplies/materials to support student goal setting, organization, and executive functioning skills
- Supplies and materials for students to complete a Career Exploration research project
- Leader in Me Student Leadership Guides

- Leader in Me student portfolios
- Leader in Me membership
- Signature Identity supports

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9442	Title I

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Goal setting conversations happened in most grade levels, but we need to increase the frequency of goal setting conversations. Teachers were asked to goal set with their students using iReady as the frame of reference since all students K - 6 are expected to achieve weekly minutes and lesson passage. The Leader in Me 8 Habits training included each teacher receiving a workbook. This year, we are implementing student portfolios for all grades. A component of the portfolio will include goal setting, and future aspirations of what students want to be/do when they grow up.

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

Planning for and attending our College and Career Day was a success in the 24-25 school year. Students in grades 4th-6th were invited to attend. Members of our school community and educational partners were invited to attend and share about their professions. Students brainstormed questions for the participants and used a note-taking guide as they visited booths. 6th-grade students completed a career exploration research project and presented their projects to the 5th-grade 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.

We will continue to set annual outcomes with regard to our signature identity program, Leader in Me implementation. In the activities section of our SPSA the purchase of Leader in Me student leadership guides are listed. We will be purchasing for the 25-26 academic year for one grade level that chose to utilize this additional learning resource for their students. This year, we are planning to hold a College and Career event for students and families scheduled in May. Students will complete the Career Exploration research project, with additional funds allocated to help

students with materials to create their displays. The funding allocated for Strategy/Activity 2 will be used to host three parent nights for Leader in Me throughout the year, one each trimester.

Possible Future Expenditures

LCAP and Title I

Possible adjustments and funds from vacant positions will be liquidated and allocated to the actions and services below .
NOTE: Include Strategies/Activities, Object Code, and Estimated Costs
(Not to exceed 10% of the tentative allocation)

Planned Expenditure Object Code	Strategies/Activities	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP Proposed Cost	Title I Proposed Cost
4310 Instructional Materials/Supplies	Purchase of technology items (ex. headphones, printers for student project use)	Goal 2: Academically Prepared and Empowered	Schoolwide	$500	$
5840 Computer Tech Fees, Software Licenses, Svcs	Purchase of Listenwise computer program to increase	Goal 2: Academically Prepared and Empowered	Schoolwide	$	$$3,700
4390 Other Materials	Signage around campus to promote behavior expectations "RACE to Success, college going atmosphere and other student engagement items.	Goal 1: Safe, Connected, and Engaged	Schoolwide	$1500	$
4390 Other Materials	Replacement of items related to safety (such as items out of compliance, outdated items or items beyond)	Goal 1: Safe, Connected, and Engaged	Schoolwide	$2000	$
4310 Instructional Materials/Supplies	Incentives for students making growth in IReady diagnostics	Goal 2: Academically Prepared and Empowered	Schoolwide	$1500	$
1130-Certificated Teaching-Addl Duty	Intervention support after school hours	Goal 2: Academically Prepared and Empowered	English Learner Foster Youth Low-Income Students with Disabilities Homeless	$	$4278.05

1140 Certificated Teaching - Sub	Teacher collaboration or professional learning, by utilizing substitutes	Goal 2: Academically Prepared and Empowered	Professional Development English Learner Foster Youth Low-Income	$	$1000
5220 Inservice/Conference	Providing staff opportunities to attend conferences	Goal 1: Safe, Connected, and Engaged	Professional Development English Learner Foster Youth Low-Income	$	$3000
5840 Computer Tech Fees, Software Licenses, Svcs	Purchase of site licenses for	Goal 2: Academically Prepared and Empowered	Students with Disabilities Low-Income Foster Youth English Learner	$4200	$
5712 Field Trips other transportation	Field trips related to college and career	Goal 3: College and Career Equipped	Schoolwide English Learner Low-Income Foster Youth African American	$	$2000
5810 Contracted Services	Assemblies related to college & career,			$1000	$
			Total:	$10,700	$13,978.05

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$243,779.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$176,383.00

Subtotal of additional federal funds included for this school: $176,383.00

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 ($)
LCAP	$67,396.00

Subtotal of state or local funds included for this school: $67,396.00

Total of federal, state, and/or local funds for this school: $243,779.00

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
Susan Holstrom	Principal
Jeannette Poot May	Other School Staff
Crystal Loftis	Classroom Teacher
Laura Wilkin	Classroom Teacher
Sara Klein	Classroom Teacher
Bhavini Feldman	Parent or Community Member
Kimberly Higgins	Parent or Community Member
Josh Diosomito	Parent or Community Member
Matthew Dorsey	Parent or Community Member
Leslie Reyes	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 10/27/25.

Attested:



Principal, Susan Holstrom on 10/27/25

SSC Chairperson, Bhavini Feldman on 10/27/25