

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sherwood Elementary	50-71290-6053086	11/12/2019	

## Stakeholder Involvement

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

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

Sherwood Elementary participated in a SPSA writing day with parents, classified staff, certificated staff, and administration. Through this process we were able to look at Sherwood's progress for the year and compare our data to years previous. Through this process we collected information in regards to next steps to meet our school goals. Site administration presented a data summit to cabinet and fellow district administrators outlining Sherwood's current data and next steps. Sherwood's data summit was shared with site leadership, school staff, and School Site Council. School Site Council received a spring and fall update on progress towards our school goals.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.42%	0.61%	1	2	3
African American	3.7%	3.56%	3.65%	17	17	18
Asian	6.7%	5.23%	6.9%	31	25	34
Filipino	1.3%	0.84%	0.61%	6	4	3
Hispanic/Latino	31.5%	33.47%	34.08%	146	160	168
Pacific Islander	1.1%	0.63%	0.41%	5	3	2
White	46.2%	47.49%	44.42%	214	227	219
Multiple/No Response	4.3%	3.14%	2.84%	20	15	14
Total Enrollment				463	478	493

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	105	111	113
Grade 1	81	78	78
Grade 2	86	75	84
Grade3	68	77	73
Grade 4	62	67	73
Grade 5	61	70	72
Total Enrollment	463	478	493

### Conclusions based on this data:

1. The overall enrollment has increased.
2. The largest student populations are White and Hispanic/Latino.
3. The smallest student populations are American Indian, Filipino, and Pacific Islander.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	92	87	91	19.9%	18.2%	18.5%
Fluent English Proficient (FEP)	6	6	15	1.3%	1.3%	3.0%
Reclassified Fluent English Proficient (RFEP)	2	3	11	2.4%	3.3%	12.6%

### Conclusions based on this data:

1. The percentage of English Learners has remained consistent over the past three years.
2. There has been a consistent increase of Fluent English Proficient students.
3. There has been an increase in percentage of students who were Reclassified Fluent English Proficient.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	68	61	69	66	61	69	66	61	100	97.1	100
Grade 4	57	66	62	57	65	61	57	65	61	100	98.5	98.4
Grade 5	53	66	66	53	66	65	53	66	65	100	100	98.5
All Grades	179	200	189	179	197	187	179	197	187	100	98.5	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2400.	2433.	2420.	17.39	30.30	19.67	21.74	27.27	22.95	27.54	16.67	26.23	33.33	25.76	31.15
Grade 4	2474.	2488.	2500.	26.32	32.31	39.34	33.33	26.15	26.23	19.30	26.15	19.67	21.05	15.38	14.75
Grade 5	2511.	2526.	2518.	24.53	33.33	29.23	28.30	30.30	27.69	24.53	19.70	18.46	22.64	16.67	24.62
All Grades	N/A	N/A	N/A	22.35	31.98	29.41	27.37	27.92	25.67	24.02	20.81	21.39	26.26	19.29	23.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.74	33.33	21.31	36.23	42.42	50.82	42.03	24.24	27.87
Grade 4	24.56	26.15	31.15	52.63	58.46	54.10	22.81	15.38	14.75
Grade 5	35.85	37.88	35.38	41.51	42.42	44.62	22.64	19.70	20.00
All Grades	26.82	32.49	29.41	43.02	47.72	49.73	30.17	19.80	20.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.84	26.15	21.31	50.72	41.54	50.82	30.43	32.31	27.87
Grade 4	26.32	35.38	40.98	57.89	47.69	40.98	15.79	16.92	18.03
Grade 5	43.40	37.88	33.85	37.74	45.45	46.15	18.87	16.67	20.00
All Grades	28.49	33.16	32.09	49.16	44.90	45.99	22.35	21.94	21.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.04	21.21	18.03	63.77	63.64	68.85	23.19	15.15	13.11
Grade 4	14.04	21.54	32.79	70.18	67.69	59.02	15.79	10.77	8.20
Grade 5	18.87	18.18	26.15	60.38	68.18	63.08	20.75	13.64	10.77
All Grades	15.08	20.30	25.67	64.80	66.50	63.64	20.11	13.20	10.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.94	33.33	24.59	49.28	40.91	40.98	34.78	25.76	34.43
Grade 4	26.32	21.54	29.51	52.63	72.31	52.46	21.05	6.15	18.03
Grade 5	33.96	34.85	20.00	41.51	46.97	56.92	24.53	18.18	23.08
All Grades	24.58	29.95	24.60	48.04	53.30	50.27	27.37	16.75	25.13

**Conclusions based on this data:**

1. Improvement of achievement due to focused tier 2 and tier 3 instruction.
2. Improvement of achievement based on consistent collaborative teacher teams focusing on their essential standards data, which allowed teams to provide immediate intervention and enrichment.
3. Improvement of achievement due to job-embedded professional learning with an emphasis on literacy including English Learner Development.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	68	61	69	68	61	69	68	61	100	100	100
Grade 4	57	66	62	57	66	62	57	66	62	100	100	100
Grade 5	53	66	66	53	66	66	53	66	66	100	100	100
All Grades	179	200	189	179	200	189	179	200	189	100	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2424.	2438.	2437.	8.70	23.53	19.67	37.68	33.82	36.07	27.54	17.65	18.03	26.09	25.00	26.23
Grade 4	2480.	2491.	2506.	22.81	18.18	37.10	22.81	40.91	30.65	40.35	30.30	22.58	14.04	10.61	9.68
Grade 5	2514.	2520.	2515.	22.64	27.27	21.21	30.19	27.27	27.27	22.64	21.21	28.79	24.53	24.24	22.73
All Grades	N/A	N/A	N/A	17.32	23.00	25.93	30.73	34.00	31.22	30.17	23.00	23.28	21.79	20.00	19.58

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level		% Above Standard			% At or Near Standard			% Below Standard		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3		21.74	39.71	40.98	46.38	33.82	22.95	31.88	26.47	36.07
Grade 4		31.58	40.91	54.84	43.86	36.36	29.03	24.56	22.73	16.13
Grade 5		35.85	39.39	28.79	28.30	34.85	40.91	35.85	25.76	30.30
All Grades		29.05	40.00	41.27	40.22	35.00	31.22	30.73	25.00	27.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.39	35.29	32.79	55.07	36.76	40.98	27.54	27.94	26.23
Grade 4	21.05	22.73	33.87	49.12	60.61	37.10	29.82	16.67	29.03
Grade 5	22.64	16.67	19.70	49.06	51.52	53.03	28.30	31.82	27.27
All Grades	20.11	25.00	28.57	51.40	49.50	43.92	28.49	25.50	27.51



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.84	33.82	27.87	57.97	42.65	49.18	23.19	23.53	22.95
Grade 4	24.56	30.30	32.26	50.88	51.52	51.61	24.56	18.18	16.13
Grade 5	22.64	25.76	21.21	54.72	46.97	51.52	22.64	27.27	27.27
All Grades	21.79	30.00	26.98	54.75	47.00	50.79	23.46	23.00	22.22

**Conclusions based on this data:**

1. Improvement of achievement due to focused tier 2 and tier 3 instruction.
2. Improvement of achievement based on consistent collaborative teacher teams focusing on their essential standards data, which allowed teams to provide immediate intervention and enrichment.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1381.5	1389.2	1392.0	1401.4	1356.5	1360.8	23	18
Grade 1	1455.7	1450.6	1445.4	1439.6	1465.6	1461.4	18	11
Grade 2	1424.2	1498.5	1416.4	1491.1	1431.7	1505.4	21	19
Grade 3	1436.6	1430.9	1428.9	1432.5	1443.9	1429.0	14	15
Grade 4	1432.3	1407.8	1423.7	1398.1	1440.5	1417.3	12	12
Grade 5	1473.6	*	1456.0	*	1490.7	*	11	9
All Grades							99	84

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	44.44	*	33.33	*	22.22	23	18
1	*	9.09	*	63.64	*	9.09	*	18.18	18	11
2	*	21.05	*	57.89	*	15.79	*	5.26	21	19
3	*	0.00	*	46.67	*	20.00	*	33.33	14	15
4		8.33	*	25.00	*	33.33	*	33.33	12	12
5	*	*	*	*	*	*	*	*	11	*
All Grades	19.19	7.14	36.36	46.43	17.17	21.43	27.27	25.00	99	84

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	16.67	*	33.33	*	27.78	*	22.22	23	18
1	*	18.18	*	54.55	*	9.09	*	18.18	18	11
2	*	21.05	*	68.42	*	10.53	*	0.00	21	19
3	*	20.00	*	33.33	*	20.00	*	26.67	14	15
4		25.00	*	25.00		16.67	*	33.33	12	12
5	*	*	*	*	*	*	*	*	11	*
All Grades	27.27	21.43	36.36	40.48	12.12	15.48	24.24	22.62	99	84



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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00		27.78	*	50.00	47.83	22.22	23	18
1	*	18.18	*	45.45	*	27.27	*	9.09	18	11
2	*	15.79	*	57.89	*	10.53	*	15.79	21	19
3		0.00	*	0.00	*	60.00	*	40.00	14	15
4		0.00	*	25.00	*	41.67	*	33.33	12	12
5	*	*	*	*	*	*	*	*	11	*
All Grades	18.18	5.95	21.21	29.76	24.24	35.71	36.36	28.57	99	84

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.83	22.22	*	66.67	*	11.11	23	18
1	66.67	72.73	*	9.09	*	18.18	18	11
2	*	36.84	*	63.16	*	0.00	21	19
3	*	6.67	*	60.00	*	33.33	14	15
4	*	16.67	*	50.00	*	33.33	12	12
5		*	*	*	*	*	11	*
All Grades	35.35	27.38	45.45	51.19	19.19	21.43	99	84

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	77.78	52.17	22.22	23	18
1	*	9.09	*	72.73	*	18.18	18	11
2	*	5.26	*	94.74	*	0.00	21	19
3	*	40.00	*	40.00	*	20.00	14	15
4	*	25.00	*	41.67	*	33.33	12	12
5	*	*	*	*	*	*	11	*
All Grades	31.31	16.67	39.39	63.10	29.29	20.24	99	84

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	60.87	72.22	*	27.78	23	18
1	*	27.27	*	45.45	*	27.27	18	11
2	*	15.79	*	68.42	*	15.79	21	19
3		0.00	*	46.67	*	53.33	14	15
4		0.00	*	50.00	*	50.00	12	12
5	*	*	*	*	*	*	11	*
All Grades	21.21	8.33	41.41	54.76	37.37	36.90	99	84

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	44.44	*	27.78	56.52	27.78	23	18
1	*	9.09	*	81.82	*	9.09	18	11
2	*	10.53	*	73.68	*	15.79	21	19
3	*	6.67	*	60.00	*	33.33	14	15
4	*	8.33	*	58.33	*	33.33	12	12
5	*	*	*	*	*	*	11	*
All Grades	26.26	15.48	43.43	55.95	30.30	28.57	99	84

**Conclusions based on this data:**

1. All teachers are provided a copy of students' profile of the ELPAC results
2. Student achievement has increased due to designated English Learner support for grades 3-5, focusing on reading and writing.
3. 17-18 was the first year using the ELPAC instead of the CELDT as a measure to determine EL growth.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

### Conclusions based on this data:

1. English Learner population comprises 18.2%.
2. Socioeconomically Disadvantaged students comprise 59% of our population.
3. Students with disabilities population comprises of 16.3%.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

#### Conclusions based on this data:

1. Implementation of PBIS- Golden Arrow and Restorative Practices to help build relationships between students and staff and foster a safe school environment to increase student achievement.
2. Chronic absenteeism is addressed by the site intervention team on a regular basis.
3. School wide social emotional curriculum being implemented 2019-2020 school year to align with our PBIS-Golden Arrow.

# School and Student Performance Data

## Academic Performance English Language Arts

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

#### Conclusions based on this data:

1. All students showed an increase in achievement.
2. Although our English Learners are below standard they have shown a large increase in achievement with an increase of 48.2 points
3. Although our Socioeconomically disadvantaged students are below standard they increased by 26.8 points

# School and Student Performance Data

## Academic Performance Mathematics

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Fillpino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

### Conclusions based on this data:

1. Although our English Learners and our Socioeconomically Disadvantaged students are below standard both subgroups increased in achievement from the previous year.
2. Students with disabilities are 44.2 points below standard and showed a decline in achievement. There is an identified need to support our students with disabilities with math proficiency.



# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

Conclusions based on this data:

1. A total of 56% of EL's are a level 3 or 4 and approaching reclassification.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. Attendance improvement efforts should be aimed toward Hispanic, African American students and students with disabilities.
2. Attendance improvement efforts have shown minimal success in lowering our overall chronic absenteeism rate by 1.8%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Suspension Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2018 Fall Dashboard Suspension Rate by Year

2016

2017

2018

### Conclusions based on this data:

1. Our overall suspension rate increased by .6% from 16-17 to 17-18.
2. A subgroup that we need to focus on and target is the two or more races and African American.

# 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

Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

## Goal 1

By June 30, 2020, 100% of Sherwood students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment.

## Identified Need

Based on the review of data, all student groups increased their percentage of students working towards standard. Our significant student groups are English Learners, Special Education, Socioeconomically Disadvantaged, White, and Hispanic. Even though there has been an increase in performance, English Learners are still far from standard on the SBAC as indicated on the CA School Dashboard, followed by students who are Socioeconomically Disadvantaged.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2018 Dashboard	All Students: 15.9 points above 3 EL Students: 26.6 points from 3 SED Students: 9.5 points from 3 Students with Disabilities: No performance color California Alternate Assessment: Level 1- 88.9%, Level 2- 5.6%, Level 3- 5.6% White Students: 27.2 points above 3 Hispanic Students: 6.1 points above 3	Fall 2019 Release Point from Level 3: All students and all student groups to move 10 points.
2. SBAC ELA Spring 2019	All Students: 55.1% English Learners: 19.2% Low Income: 46.8% Students with Disabilities: 0%	All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
3. PLC Survey Fall 2019 Professional Learning Communities (PLC) progress regarding implementation of	Learning as our fundamental purpose average score- 3.02	Increase average to 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 Above.	Building a collaborative culture through high-performing teams average score- 3.21 A focus on results average score- 3.04	
4. ELPAC Dashboard Fall 2018	Level 4: 19.2% Level 3: 36.4% Level 2: 17.2% Level 1: 27.3%	Spring 2020 ELPAC Summative Assessment Results: All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency Level or a move to the next 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 student groups

#### Strategy/Activity

1.1 Draft, review, revise, share with site leadership team and publicize grade level SMART goals to guide short-term and long-term instruction and target student needs.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2800

Source(s)

Title I, Part A

### 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

1.2 Instructional coaches, teacher leaders, and ELD/Literacy specialists will support specific instructional strategies, including Marzano's 4 effective instructional strategies, State Standards, and technology integration through professional development, modeling, observing, and providing feedback

#### 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

Title I, Part A

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All student groups

#### Strategy/Activity

1.3 As supported through embedded coaching, staff will engage in grade level collaboration with emphasis on the 4 tenets of a PLC in order to support student achievement, including CFA and district benchmarks, analyze data, guide and differentiate instruction, identify pupil needs and track pupil progress. Data analysis will include pupil groups.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All student groups

#### Strategy/Activity

1.4 With support from instructional coach and teacher leaders, professional learning opportunities will be provided to staff to increase depth of knowledge of literacy, ELA/ELD, and technology integration for the purpose of increasing student opportunities to develop 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)

4000

Title I, Part A

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All student groups

#### Strategy/Activity



1.5 Through a tiered system of supports, classroom teachers, grade levels, and site personnel will set individual student goals and implement interventions/enrichment opportunities to meet these goals.

#### **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

Title I, Part A

#### **Strategy/Activity 6**

##### **Students to be Served by this Strategy/Activity**

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

All student groups

##### **Strategy/Activity**

1.6 Provide opportunities for staff to participate in teacher lead and/or conferences/workshops professional learning aligned to site and district goals that support classroom instruction, MTSS, and SEL to improve overall student achievement.

#### **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

Title I, Part A

#### **Strategy/Activity 7**

##### **Students to be Served by this Strategy/Activity**

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

Students performing below grade level

##### **Strategy/Activity**

1.7 Site Intervention Team will monitor the academic progress of students performing below grade level.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

#### **Strategy/Activity 8**

##### **Students to be Served by this Strategy/Activity**

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

## English Learner Students

### Strategy/Activity

1.8 All English Learners will receive integrated and designated English Language Development time daily.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

Students performing below grade level

### Strategy/Activity

1.9 Extended day learning opportunities will be provided to identified students based on progress monitoring.

### 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)

1500

Title I, Part A

# 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

Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

## Goal 2

By June 30, 2020, 100% of SUSD third grade students will be reading at grade level.

## Identified Need

The students exiting 3rd grade not reading at grade level negatively impacts their academic performance in future grades. There is a significant achievement gap between our overall performance demonstrated on the SBAC and the District ORR Benchmark Assessment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. SBAC ELA Spring 2019 3rd Grade	All Students: 42.7% English Learners: 7.7% Low Income: 44.4% Students with Disabilities: 28.6%	All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
2. Oral Reading Records Spring 2019 3rd Grade	All Students: 81.36% English Learners: Not accurate data Low Income: Not accurate data Students with Disabilities: Not accurate data	All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%

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 reading below grade level

### Strategy/Activity

2.1 Classroom Teachers provide small group guided reading lessons on a daily basis reflective of the individual student reading levels.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## **Strategy/Activity 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**

2.2 Effective professional learning will be the vehicle for all school staff- teachers, administrators, counselors, and classified staff- to learn to effectively implement the research- based curricular and instructional practices, including technology embedded practices, proposed in State Curriculum Frameworks.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Strategy/Activity 3**

### **Students to be Served by this Strategy/Activity**

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

All students identified as Tier 3 for reading

### **Strategy/Activity**

2.3 Small group instruction provided by the ELD/Literacy Specialist

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Strategy/Activity 4**

### **Students to be Served by this Strategy/Activity**

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

English Learners performing on the ELPAC at levels 1 or 2 for written language

### **Strategy/Activity**

2.4 Designated ELD provided by the ELD/Literacy Specialist in small group

**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)

# 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

Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

## Goal 3

By June 30, 2020, 100% of Sherwood students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment.

## Identified Need

All student groups increased in performance on the SBAC. All significant subgroups with the exception of white students need significant improvement to reach Level 2 on the SBAC.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2018 Math Dashboard	All Students- 5.3 points above 3 EL Students- 20.8 points from 3 SED Students- 18.2 points from 3 Students with Disabilities-44.2 points from 3 White Students- 21.1 points above 3 Hispanic Students- 20.3 points from 3	Fall 2019 Release Point from Level 3: All students and all student groups to move 10 points.
2. SBAC Math Spring 2019	All Students: 57.1% English Learners: 25% Low Income: 48.3% Students with Disabilities: 21.4%	All Students:100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
3. PLC Survey Fall 2019- Professional Learning (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above	Learning as our fundamental purpose average score- 3.02 Building a collaborative culture through high-performing teams average score- 3.21 A focus on results average score- 3.04	Increase to average 4.0



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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

3.1 Draft, review, revised, share with site leadership team and publicize grade level SMART goals to guide short-term and long-term instruction and target student needs.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title I, Part A

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

3.2 Instructional coaches, site leadership members and embedded coaching will support specific instructional strategies, (such as Marzano and Math Framework), state standards and technology integration through professional development, modeling, observing and providing feedback.

#### 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)

1200

Source(s)

Title I, Part A

### 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

3.3 As supported through embedded coaching, staff will engage in grade level collaboration with emphasis on the 4 tenets of a Professional Learning Communities in order to support student achievement, including Common Formative Assessments and district benchmarks, analyze data, guide and differentiate instruction, identify pupil needs and track pupil progress. Data analysis will include pupil groups.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

3.4 With support from instructional coach and teacher leaders, professional learning opportunities will be provided for staff to increase depth of knowledge of mathematics practices.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

3.5 Through systems of supports, classroom teachers, grade levels and site personnel, will set individual student goals and implement intervention/enrichment opportunities to meet these goals.

**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

Title I, Part A

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

Students performing below grade level

**Strategy/Activity**

3.6 Extended day learning opportunities will be provided to identified students based on progress monitoring.

**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)

1500

Title I, Part A

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

Students performing below grade level

Strategy/Activity

3.7 Site Intervention Team will monitor student progress on a regular basis

**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)

# 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

Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

## Goal 4

By June 30, 2020 Sherwood's attendance rate will increase by at least 0.5% in comparison to the 2018-2019 rate.

## Identified Need

Overall our chronic absentee rate for all students declined by 1.8%. Students with Disabilities, African American, English Learners, and Hispanic students all have a chronic absenteeism rate of 10% or higher.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Attendance Rates	All Students: 96.6%	All Students: 98%
2. Chronic Absenteeism Rates	All Students: 7.7% English Learners: 10% Low Income: 7.8% Students with Disabilities: 23.8% Hispanic: 13.3% White: 3.8% African American: 22.2%	Chronic Absenteeism decrease by 2%
Marzano Student Survey Fall 2018	All scores are based on a rubric of 1 of strongly disagree to 5 strongly agree: My school is a safe place: 4.3 I know the rules and procedures at my school: 4.49 When I achieve a goal or accomplish something important my school's leaders, my teachers and other student celebrate it: 3.66	Increase by at least 0.50 in all three areas

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)

Chronically absent students

**Strategy/Activity**

4.1 Provide counselor and/or mental health clinician to address social and emotional needs so students are able to be academically successful

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

4.2 Teachers, administrator, and parents will identify and plan for regular and meaningful parent engagement opportunities to support student achievement.

**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)

300

Title I, Part A

**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**

4.3 Support effective communication between school, and home, including interpreting for English Learner families to facilitate student achievement.

**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)

473

Title I, Part A

300

Title IV, Part A

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

4.4 Implementation of Sanford Harmony and Mind UP Social Emotional Learning to improve the culture of the school and increase student achievement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

4.5 Provide opportunities for students to attend assemblies or activities related to social emotional learning strategies to improve student achievement.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Title I, Part A

500

Title IV, Part A

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

4.6 Engagement strategies to support regular attendance will be implemented with an emphasis on decreasing chronic attendance rates for individual students.

### Proposed Expenditures for this Strategy/Activity

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



Amount(s)	Source(s)
300	Title I, Part A
500	Title IV, Part A

# 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

Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

## Goal 5

By June 30, 2020, Sherwood's suspensions will decrease by 25% from the total suspension rate for 2018-2019.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 Suspension Data	Suspension Rate: 1.03% 2 Students made up the 5 suspensions: 1 Hispanic Male (Kinder), 1 Asian Female (5th Grade) Offenses: Attempted to cause physical injury, use of force or violence, dangerous object	Suspension Rate: 0.78%
Marzano Student Survey 2018	All scores are based on a rubric of 1 of strongly disagree to 5 strongly agree: My school is a safe place: 4.3 I know the rules and procedures at my school: 4.49 When I achieve a goal or accomplish something important in my school's leaders, my teachers and other student celebrate it: 3.66	Increase by at least 0.50 in all three areas.

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)

At risk students

**Strategy/Activity**

5.1 Provide counselor and/or mental health clinician to address social and emotional needs so students are able to be academically successful.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

5.2 Teachers, administrator, and parents will identify and plan for regular meaningful parent engagement opportunities to support student achievement.

**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)

200

Title I, Part A

200

Title IV, Part A

**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**

5.3 Support effective communication between school and home, including interpreting for English Learner families to facilitate student achievement.

**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)

550

Title I, Part A

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

5.4 Implementation of Sanford Harmony and Mind UP Social Emotional Learning to improve the culture of the school and increase student achievement.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

5.5 Utilize behavior flowchart and playground booklet to improve culture of the school and increase student achievement.

**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)

200

Title IV, Part A

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

5.6 Implement Sherwood's GOLDEN ARROW (Goals, Organized, Loyal, Determined, Empathy, Noteworthy-Assertive, Responsible, Respectful, Optimistic, Well Mannered) Positive Behavior to support student achievement.

**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)
300	Title I, Part A
500	Title IV, Part A

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All students
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### Strategy/Activity

5.7 Provide opportunities for students to attend assemblies and activities related to social emotional learning strategies to improve student achievement.
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### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I, Part A
500	Title IV, Part A

# 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	\$27,623.00

## 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, Part A	\$24,623.00
Title IV, Part A	\$3,000.00

Subtotal of additional federal funds included for this school: \$27,623.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$27,623.00



# 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
Gretchen Griffin	Principal
Alexandra Mayer	Classroom Teacher
Nichole Prom	Classroom Teacher
Trisha DeLosSantos	Classroom Teacher
Nick McMillen	Other School Staff
Megan Chilles	Parent or Community Member
Stacie Liebelt	Parent or Community Member
Alex Hardt	Parent or Community Member
Kari Helgeson	Parent or Community Member
Letitia Senechal	Parent or Community Member
	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**

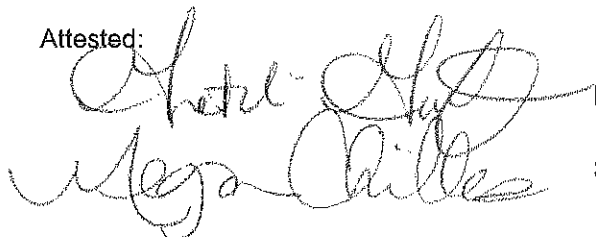
**Committee or Advisory Group Name**

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 11/12/2019.

Attested:



Principal, Gretchen Griffin on 11/12/2019

SSC Chairperson, Megan Chilles on 11/12/2019