School Year: 2019-20

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Standiford Elementary	50-71290-6053102	October 8, 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

Standiford Elementary participated in the Single Plan for Student Achievement with input from all stakeholders: certificated staff, classified staff, parents, and administration. During the collaborative process, data from the previous year and progress towards meeting the goals was reviewed and future goals were developed. Last year's data was presented at a data summit to be able to share out the progress and establish areas of further development . Standiford' data summit was shared with site leadership, Guiding Coalition, school staff, and School Site Council. We have utilized the data to support our next steps in student achievement and goals were created to support the highest level of learning for Standiford students. Goals for the 2019-2020 school year were created with input and approved by site staff, Guiding Coalition, and members of the School Ste Council.

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	0.5%	0.46%	0.47%	2	2	2
African American	2.8%	3.70%	4.23%	12	16	18
Asian	7.6%	8.80%	6.57%	32	38	28
Filipino	1.7%	2.08%	3.99%	7	9	17
Hispanic/Latino	42.9%	43.75%	38.97%	181	189	166
Pacific Islander	0.7%	0.93%	1.88%	3	4	8
White	35.3%	35.65%	37.79%	149	154	161
Multiple/No Response	5.9%	2.31%	2.58%	25	10	11
Total Enrollment				422	432	426

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	69	47	60
Grade 1	70	70	54
Grade 2	62	62	69
Grade3	74	92	78
Grade 4	75	82	89
Grade 5	72	79	76
Total Enrollment	422	432	426

Conclusions based on this data:

1. Standiford's overall enrollment has remained consistent over the past 3 years.The Hispanic subgroup has slightly decreased by apprx. 5%, while the White subgroup increased sightly by apprx. 2%.

2. Standiford's class sizes continue to be at or near full capacity, which impacts the student to teacher ratio and meeting the diverse needs of students.

3. The highest percentage of subgroups continue to be Hispanic and White, which has been a trend over the past 3 years.

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	68	90	71	16.1%	20.8%	16.7%
Fluent English Proficient (FEP)	21	16	27	5.0%	3.7%	6.3%
Reclassified Fluent English Proficient (RFEP)	11		15	17.2%	0	16.7%

Conclusions based on this data:

1. The total amount of English Learners has deceased in 2018-2019 by over 4%.

2. The overall enrollment indicates that there are almost 17% of the total population at Standiford's that is an English Language Learner.

3. The number of Fluent English Proficient students was the highest in the last 3 years in 2018-2019 indicating that more students have been identified as FEP. Whereas reclassified student trend has remained consistent.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# 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	75	95	73	75	91	73	75	91	73	100	95.8	100
Grade 4	75	78	86	73	78	86	73	78	86	97.3	100	100
Grade 5	71	82	75	71	81	75	71	81	75	100	98.8	100
All Grades	221	255	234	219	250	234	219	250	234	99.1	98	100

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

Grade Level	Overall Achievement for All Students														
	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	2415.	2425.	2429.	22.67	30.77	32.88	22.67	18.68	21.92	22.67	18.68	15.07	32.00	31.87	30.14
Grade 4	2496.	2501.	2485.	35.62	38.46	34.88	26.03	33.33	22.09	20.55	10.26	12.79	17.81	17.95	30.23
Grade 5	2532.	2521.	2534.	32.39	27.16	37.33	33.80	34.57	32.00	9.86	18.52	12.00	23.94	19.75	18.67
All Grades	N/A	N/A	N/A	30.14	32.00	35.04	27.40	28.40	25.21	17.81	16.00	13.25	24.66	23.60	26.50

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% 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	17.33	30.77	26.03	40.00	34.07	41.10	42.67	35.16	32.88
Grade 4	32.88	33.33	37.21	46.58	48.72	37.21	20.55	17.95	25.58
Grade 5	33.80	25.93	41.33	47.89	51.85	42.67	18.31	22.22	16.00
All Grades	27.85	30.00	35.04	44.75	44.40	40.17	27.40	25.60	24.79

Grade Level	Writing Producing clear and purposeful writing								
	% 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	28.00	27.47	24.66	48.00	38.46	45.21	24.00	34.07	30.14
Grade 4	45.21	38.96	25.58	42.47	49.35	50.00	12.33	11.69	24.42
Grade 5	49.30	43.21	38.67	33.80	37.04	42.67	16.90	19.75	18.67
All Grades	40.64	36.14	29.49	41.55	41.37	46.15	17.81	22.49	24.36

Grade Level	Listening Demonstrating effective communication skills								
	% 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	21.33	25.27	32.88	60.00	51.65	47.95	18.67	23.08	19.18
Grade 4	24.66	30.77	23.26	63.01	61.54	65.12	12.33	7.69	11.63
Grade 5	26.76	18.52	26.67	54.93	65.43	58.67	18.31	16.05	14.67
All Grades	24.20	24.80	27.35	59.36	59.20	57.69	16.44	16.00	14.96

Grade Level	Research/Inquiry Investigating, analyzing, and presenting information								
	% 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	25.33	29.67	27.40	46.67	43.96	46.58	28.00	26.37	26.03
Grade 4	35.62	26.92	29.07	49.32	56.41	46.51	15.07	16.67	24.42
Grade 5	36.62	32.10	36.00	46.48	48.15	44.00	16.90	19.75	20.00
All Grades	32.42	29.60	30.77	47.49	49.20	45.73	20.09	21.20	23.50

Conclusions based on this data:

1. The last 2 years data reflects that overall achievement students exceeded or met the standard percentage has remained the same from 2017-2018 to the 2018-2019 year at approx. 60%.

2. Overall 4th grade had the most not met standards and an increase of -12.28%. This data shows us that we need to focus on 4th grade.

3. Overall students scored higher in the Listening domain and the lowest on the Writing domain.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	Overall Participation for All Students											
	# 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	75	95	73	75	93	73	75	93	73	100	97.9	100
Grade 4	75	78	86	74	78	86	74	78	86	98.7	100	100
Grade 5	71	82	75	70	82	75	70	81	75	98.6	100	100
All Grades	221	255	234	219	253	234	219	252	234	99.1	99.2	100

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

Grade Level	Overall Achievement for All Students														
	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	2439.	2421.	2425.	22.67	24.73	28.77	29.33	13.98	15.07	28.00	20.43	17.81	20.00	40.86	38.36
Grade 4	2489.	2485.	2468.	21.62	25.64	26.74	35.14	24.36	13.95	22.97	30.77	27.91	20.27	19.23	31.40
Grade 5	2539.	2512.	2523.	40.00	25.93	36.00	17.14	18.52	9.33	18.57	28.40	26.67	24.29	27.16	28.00
All Grades	N/A	N/A	N/A	27.85	25.40	30.34	27.40	18.65	12.82	23.29	26.19	24.36	21.46	29.76	32.48

Grade Level	Concepts & Procedures Applying mathematical concepts and procedures								
	% 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	41.33	34.41	36.99	33.33	19.35	20.55	25.33	46.24	42.47
Grade 4	36.49	29.49	32.56	36.49	42.31	22.09	27.03	28.21	45.35
Grade 5	47.14	32.10	37.33	21.43	33.33	22.67	31.43	34.57	40.00
All Grades	41.55	32.14	35.47	30.59	30.95	21.79	27.85	36.90	42.74

Grade Level	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% 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	32.00	29.03	27.40	42.67	27.96	32.88	25.33	43.01	39.73
Grade 4	27.03	28.21	26.74	50.00	47.44	34.88	22.97	24.36	38.37
Grade 5	31.43	27.16	33.33	41.43	43.21	37.33	27.14	29.63	29.33
All Grades	30.14	28.17	29.06	44.75	38.89	35.04	25.11	32.94	35.90

	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	28.00	31.18	28.77	52.00	40.86	38.36	20.00	27.96	32.88
Grade 4	35.14	32.05	33.72	40.54	41.03	24.42	24.32	26.92	41.86
Grade 5	32.86	24.69	32.00	45.71	48.15	44.00	21.43	27.16	24.00
All Grades	31.96	29.37	31.62	46.12	43.25	35.04	21.92	27.38	33.33

Conclusions based on this data:

1. Across all grades over the 3 year data, we see a steady decrease in the number of students exceed or meeting the standards and a steady increase in those who are nearly meeting or not meeting the standards.

2. 3rd grade has the highest percent increase at 43.84% for exceeding and meeting the standards above all grades for the 3 year data, outperforming all grades.

3. In 2017-2018 in 4th grade we see the bubble students move from the not met to nearly met from 19.23% to 30.77% showing a 11% increase in performance.

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	1409.1	1430.3	1423.9	1434.5	1374.4	1420.1	14	12
Grade 1	1467.7	1449.4	1459.4	1466.6	1475.5	1431.6	15	13
Grade 2	1498.9	1509.0	1508.7	1523.3	1488.5	1494.1	21	13
Grade 3	1512.2	1508.3	1510.5	1510.8	1513.5	1505.4	22	18
Grade 4	*	*	*	*	*	*	*	10
Grade 5	1530.4	*	1547.0	*	1513.2	*	11	*
All Grades							89	69

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	*	16.67	*	25.00	*	41.67	*	16.67	14	12
1	*	0.00	*	53.85	*	46.15	*	0.00	15	13
2	57.14	23.08	*	69.23	*	7.69	*	0.00	21	13
3	*	27.78	*	44.44	*	16.67	*	11.11	22	18
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*	*	*	11	*
All Grades	38.20	21.74	31.46	46.38	15.73	26.09	14.61	5.80	89	69

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	*	25.00	*	16.67	*	41.67	*	16.67	14	12
1	*	30.77	*	30.77	*	38.46	*	0.00	15	13
2	76.19	69.23	*	30.77	*	0.00	*	0.00	21	13
3	*	50.00	*	33.33	*	5.56	*	11.11	22	18
5	*	*	*	*	*	*	*	*	11	*
All Grades	57.30	49.28	19.10	28.99	12.36	15.94	*	5.80	89	69

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		8.33	*	33.33	78.57	58.33	*	0.00	14	12
1	*	0.00	*	15.38	*	53.85	*	30.77	15	13
2	*	7.69	*	61.54	*	23.08	*	7.69	21	13
3	*	11.11	*	33.33	*	44.44	*	11.11	22	18
5	*	*	*	*	*	*	*	*	11	*
All Grades	26.97	5.80	21.35	39.13	29.21	40.58	22.47	14.49	89	69

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	*	25.00	*	58.33	*	16.67	14	12
1	*	53.85	*	46.15	*	0.00	15	13
2	85.71	30.77	*	69.23	*	0.00	21	13
3	*	22.22	54.55	55.56	*	22.22	22	18
5	*	*	*	*	*	*	11	*
All Grades	47.19	28.99	40.45	62.32	12.36	8.70	89	69

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	*	25.00	*	50.00	*	25.00	14	12
1	*	15.38	*	84.62	*	0.00	15	13
2	71.43	76.92	*	23.08	*	0.00	21	13
3	63.64	83.33	*	16.67	*	0.00	22	18
5	*	*	*	*	*	*	11	*
All Grades	59.55	60.87	28.09	34.78	12.36	4.35	89	69

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		8.33	78.57	75.00	*	16.67	14	12
1	*	0.00	*	61.54	*	38.46	15	13
2	*	0.00	*	92.31	*	7.69	21	13
3	*	11.11	*	44.44	54.55	44.44	22	18
5		*	*	*	*	*	11	*
All Grades	24.72	5.80	44.94	65.22	30.34	28.99	89	69

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	*	58.33	*	33.33	*	8.33	14	12
1	*	7.69	*	92.31	*	0.00	15	13
2	*	15.38	*	76.92	*	7.69	21	13
3	*	38.89	*	50.00	*	11.11	22	18
5	*	*	*	*	*	*	11	*
All Grades	41.57	30.43	40.45	62.32	17.98	7.25	89	69

Conclusions based on this data:

1. Every year overall mean scale score went up in every grade level and kindergarten overall mean scale score was the highest increase between the 2 school years at 21%.

2. Data shows that there is a decrease in every grade of the amount of students tested indicating students left the district or were reclassified.

3. 2017-2018 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. With 63. 2% of the total population being socially economically disadvantaged, it is evident that Standiford Elementary meets the criteria for qualifications for a Title 1 school.

2. The 55 students with disabilities account for students qualified under speech, resource and Autism.

3. Hispanics at 43.8% along with Whites at 35.6% are the 2 highest subgroups represented t Standiford.

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. Standiford has no red colored performance indicators, but the Orange performances indicators to focus on are suspension and chronic absenteeism.

2. Math falls into the yellow indicator, which shows to be the academic area of focus for Standiford.

3. English indicator is green, which should remain a focus as students progress to each grade level.

School and Student Performance Data
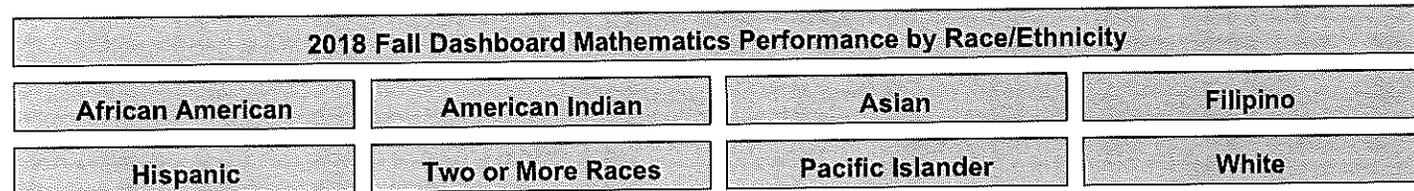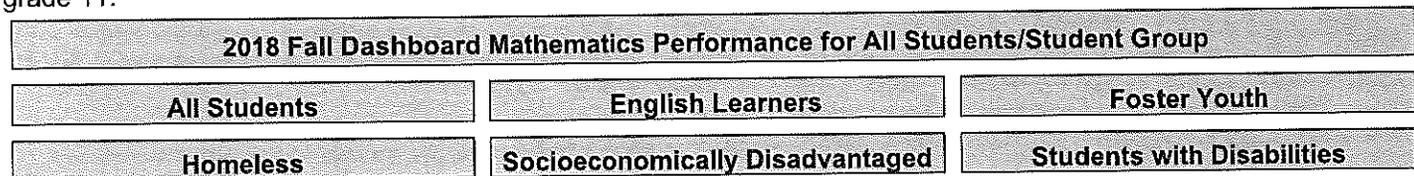
Academic Performance
English Language Arts

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

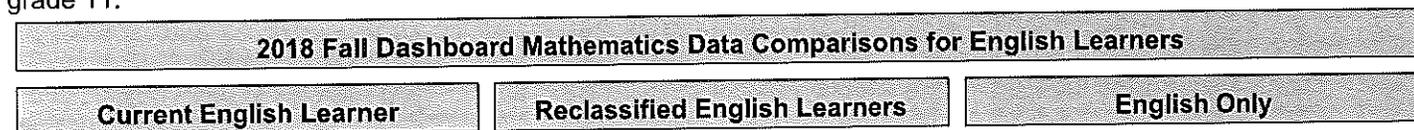| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

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. English Learner achievement on the CAASP for ELA has declined by -12.1 points as well as reclassification of English Learners by -26.6 points.

2. English Only students have increased by 4.9 points on the CAASP and are in the Green zone.

3. The largest sub group at Standiford, Hispanics maintained and are in the Orange, making that subgroup a focus on support.

School and Student Performance Data
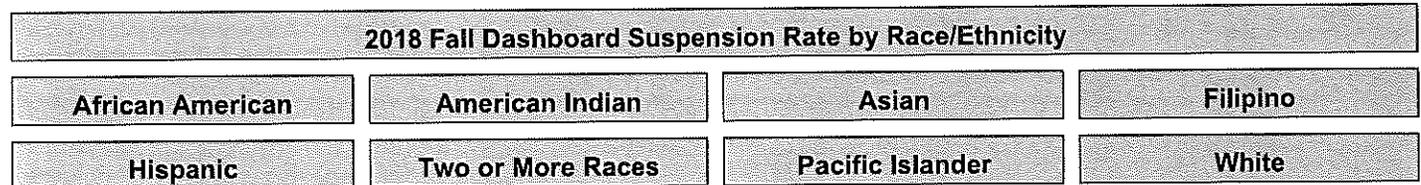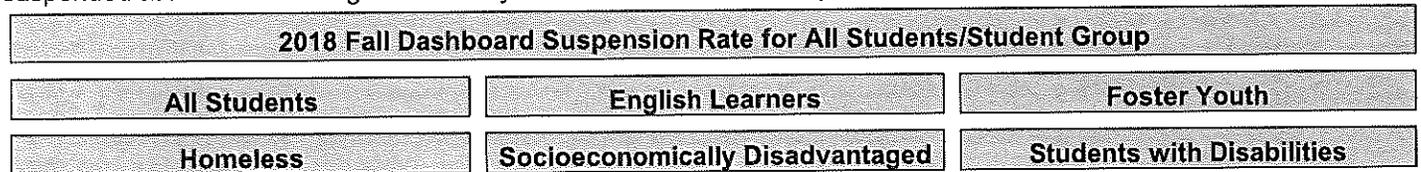
Academic Performance
Mathematics

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	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 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. English Learner achievement on the CAASP dashboard for Math has declined significantly by -31 points as well as for English only subgroup by -17 points, whereas reclassification of English Learners increased by 7.8 points.

2. All students performed on the Yellow indicator, with a decline of -15.2 points in performance.

3. Socioeconomically Disadvantaged students are in Orange zone decreasing -13.3 points. , Data shows that ELs are a continued focused subgroup for needed math supports to improve achievement.

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. Out of 89 students taking the new ELPAC test, 30.3% of the students are not meeting moderate development levels.

2. A total of 69.7% of ELs are at a level 3 or 4 and approaching criteria for 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:

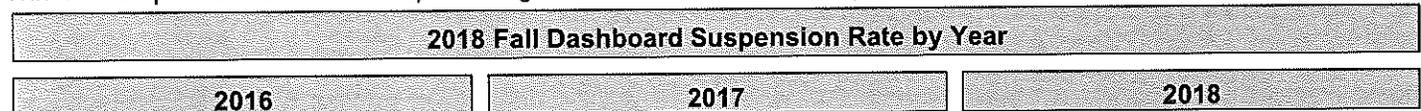| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

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. The dashboard for Chronic Absenteeism for All Students/Student Group has an overall increase in all groups.

2. Although, the dashboard for Chronic Absenteeism for All Students/Student Groups indicated an increase, we remain at Orange and increased only slightly at 1.2%.

3. Standiford's largest sub groups: Hispanic and White both have made improvements: Hispanics- maintained at 0.3% and Whites increased by 1.9%.

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. The dashboard for Suspension Rate for All Students/Student Group indicator is Orange with a slight increase of 1.4%.

2. The Dashboard Suspension Rate by Race/Ethnicity shows across most subgroups an increase, significantly for the African American subgroup with a 17.6% increase.

3. There was an overall increase of suspensions by 1.4% from 2017 to 2018.

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

ELA:By June 30, 2020, 100% of Standiford students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment. Current reality met or exceeded standards:

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 students. Even though there has been an increase in performance, students with disabilities are significantly far from 3 on the SBAC as indicated on the CA School Dashboard, followed by English Learners. There continues to be an achievement gap between all subgroups and our white and Hispanic students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Dashboard	All students above 16 points EL students 4.9 points from 3. Low income students 15.4 points from 3 Students w Disabilities 43.5 points from 3. White students above 41.6 points Hispanic students 18.9 points from 3	Fall 2019 Release Point from Level 3: All students and all student groups to move a minimum of 10 pints towards 3.
SBAC ELA Spring 2019	Met or Exceeded: All Students: 60.25% English Learners:21.7 % Low Income: 47.1% Students with Disabilities: 46.1% White students: 65.5% Hispanic students: 39.4%	Met or Exceeded: All Students 100% met or exceeded across all student groups
PLC Survey Fall 2019	PLC Survey Fall 2019 Average Scores:	To be at meet district overall results or higher to meet an average of 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Learning as our fundamental purpose - 2.76 Building a collaborative culture through high-performing teams- 3.15 A focus on results - 2.82	
ELPAC-ELPI CA School Dashboard Fall 2018	Level 4: 38.2 % Level 3: 31.5 % Level 2: 15.7% Level 1:14.6%	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
Oral Reading Records Spring 2019	Met or Exceeded Grade Level: K - 49% 1st - 44% 2nd - 47% 3rd - 75% 4th - 54% 5th - 75%	All grade levels are 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 student groups

Strategy/Activity

1.1 Teacher teams will collaborate with a clear focus on the four essential questions of a PLC. 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)   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

1.2 In addition, other teacher sub-groups will participate in PLC collaboration meetings with a clear focus on State Standards; effective research based instructional strategies, data analysis, and District, school-wide, and individual goals and their impact on student academic, social-emotional needs and or 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 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.3 Instructional coaches, ELD/Literacy Specialists, site administrators, and/or teacher leaders will support specific instructional strategies including Marzano's Instructional Strategies, State Standards, ELD 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)

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

1.4 Provide opportunities for Professional Learning through the Leader in Me coaching model.

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)
3,000	Title IV, 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 students

Strategy/Activity

1.5 Classroom teachers and support staff effectively collaborate to provide support, Tier 1-3 targeted, fluid intervention instruction for all student groups in grades K-5. Identified intervention resources, to meet the standards, will be connected to pacing charts, benchmarks, and common formative assessments.

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 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.6 Provide differentiated professional learning led by teacher leaders, instructional coach, site administration to promote the use of integrated technology in all content areas.

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 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.7 All teachers implement research-based instructional strategies, including Marzano's Effective Instructional Strategies, aligned with the district focus. GATE teachers will include the implementation of GATE standards and training during the GATE Conference..

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)
6,562	Title I, Part A

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.8 ELD/Literacy Specialist will collaborate with classroom teachers to provide literacy and targeted instructional support to all students based on data.

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)

All students

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)
3,275	Title I, Part A

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity
1.10 Standards-based opportunities directly connected to an instructional focus may be provided on or off campus.

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 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity
1.11 Library Media Assistant will provide support to all students and staff in all content areas.

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 2

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

Current reality met or exceeded standards as measured by the SBAC assessment.

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 and English Learners both on the SBAC and District ORR Benchmark Assessment. There is also significant achievement gap demonstrated with all significant subgroups as measured on the District ORR Benchmark Assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Spring 2019 3rd Grade	Met or Exceeded: All 3rd Grade Students: 54.8% English Learners: 21.4% Low Income: 51% Students with Disabilities:21.3%	Met or Exceeded: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities:100%
Oral Reading Records Spring 2019 3rd Grade	Reading at Grade Level: All 3rd Grade Students: 73% English Learners: 27% Low Income: 32% Students with Disabilities: 38%	Reading at Grade Level: All 3rd Grade 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 will work with their grade level collaborative teams as well as consult with ELD/Literacy specialist, Site Intervention team members, and/or Instructional coach to identify effective strategies, scaffolds, and supports that will be implemented for all students reading below grade level in order to support them with comprehension of grade level material.

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)
678	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 reading below grade level

Strategy/Activity

2.2 Classroom Teachers provide small group guided reading lessons on a daily basis reflective of the individual students 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 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as needing Tier 3 support in reading (usually means 1.5 or more years behind)

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

Math: By June 30, 2020, 100% of Standiford students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment. Current reality met or exceeded standards:

Identified Need

All student groups increased in performance on the SBAC with the exception of Students with Disabilities who decreased. There is consistency in performance with EL, Low Income and Hispanic students. All significant subgroups need significant improvement to reach Level 3 on the SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Mathematics Dashboard	All students 7 points from 3 EL students 18.9 points from 3 SED students 35 points from 3 Students w Disabilities 60.2 points from 3 White Students 10.3 points from 3 Hispanic Students 35.6 from 3	Fall 2019 Release Point from Level 3: All students and all student groups to move 10 points
SBAC Mathematics Spring 2019	Met or Exceeds: All Students: 54.1% English Learners: 21.4% Low Income: 51% Students with Disabilities: 27.3% White Students: 27% Hispanic Students: 23.3%	Met or Exceeds: All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities:100%
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	PLC Survey Fall 2019 Average Scores: Learning as our fundamental purpose - 2.76 Building a collaborative culture through high-performing teams- 3.15 A focus on results - 2.82	To be at meet district overall results or higher to meet an average of 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 Collaboration with emphasis on the 4 tenets of a PLC and building a Response to Intervention system to support student achievement in math across all grade levels, including developing and analyzing common formative assessments and use of district benchmarks to guide and drive instruction, identify student needs, develop and implement plans to meet the identified needs, and monitor student progress.

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

3.2 Incorporate incentives for achievement related to math fluency goals by grade. Classroom teachers will work with students to set goals related to math fluency and achievement of those goals will be celebrated schoolwide.

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

Strategy/Activity

3.3 Monitor student performance in core content areas and implement plans of support to help underachieving students reach proficiency including opportunities for extra support within the school day as well as outside of the school day (extended day/tutoring).

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)
2650	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

3.4 Draft, review, revise, publicize, celebrate and share grade level SMART goals to guide short-term and long-term instruction and target students 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)	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 Provide professional development to teachers regarding strategies and supports related to EL's and the vocabulary/reading skills required for math proficiency at 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)
3080	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 students

Strategy/Activity
3.6 Through systems of supports, classroom teachers, grade levels and site personal 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)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
3.7 Site Intervention Team will monitor student progress on a regular basis and meet with teams approximately every other month to provide support, suggestions, and receive updates on progress from each grade level in math.

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, the Standiford Elementary attendance rate will increase by at least 0.5% in comparison to the 2018-2019 rate.

Identified Need

The CALPADS 2018-2019 end of year report shows that students with chronic absenteeism for students greater than 20% decreased from 2017-2018 by 2% to 2018-2029 to 0.92%. This decrease
was reflected in an increase of students >10% and <20% from 2017-2018 8.8% to 2018-2019 8.4%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018, Chronic Absenteeism Dashboard	Chronically Absent: All students 7.4% EL students 3.9% SED students 8.3% Students w Disabilities 17.5% White students 5.4% Hispanic students 9.2%	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: 4.20 I know the rules and procedures at my school: 4.38 When I achieve a goal or accomplish something important my school's leaders, my teachers and other students celebrate it: 3.43	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)

All Students

Strategy/Activity

4.1 Build upon the positive school climate/culture, work with staff to increase positive student interactions including having all staff greet all students as they pass by them.

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 Provide training to staff on social emotional learning including providing all classrooms with curriculum, tools, and resources for making connections with students and incorporating activities that will increase feelings of empathy, inclusion, acceptance, and belonging.

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

Strategy/Activity

4.3 Conduct attendance challenges throughout the year to encourage/motivate students to be at school every day and on time.

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
4.4 Recognize classrooms with perfect attendance daily by giving a shout out, recognize classrooms with highest percentage of positive attendance weekly by awarding spirit award magnet, look for more ways to celebrate the students that are at school every day, on time, and stay all day.

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)
Students approaching 10% or higher chronic absenteeism

Strategy/Activity
4.5 Target students on the cusp of chronic absenteeism by holding an SST meeting with teacher, admin, parent, and other invested staff (counselor, nurse) to discuss attendance pattern, identify reasons for negative attendance, and develop a plan of support based on the identified 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)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Students with chronic absenteeism

Strategy/Activity
4.6 Create individualized incentive programs for students to encourage them/motivate them to come to school.

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 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.7 Teachers, staff, administrators, and parents will identify and plan for regular and meaningful parent engagement opportunities to support student achievement and a positive school-home relationship.

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 5

By June 30, 2020, identified student group(s)' suspensions will decrease by 25% from the total suspension rate for 2018-2019.

Identified Need

While the Fall dashboard reports a slight increase in suspensions from 16-17 school year to 17-18 school year, there is a larger increase from 2017 to 2018 school year by 1.4%. Over half of the reported suspensions are for "use of force or violence" this indicates that there is a need to teach students self-regulation strategies and alternatives to putting their hands on others when mad/frustrated. African American students have reported an 17.6% increase. Site administrators will continue to work with staff, students, and families to incorporate Other Means of Correction as part of a progressive discipline model.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018, Suspension Rate from the CA Dashboard	All students 2.5% EL students 0% SED students 2% Students w Disabilities 3.1% White students 1.8% Hispanic students 1.4%	Decrease in suspension rate of 25%
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: 4.20 I know the rules and procedures at my school: 4.38 When I achieve a goal or accomplish something important my school's leaders, my teachers and other students celebrate it: 3.43	Student scores will be at 4.5 or higher 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 and students identified to be in need of Tier 3 level of support for behavior, social, and/or emotional needs.

Strategy/Activity

5.1 Provide mental health clinician and/or behavior analyst support to address social, emotional, and behavior 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 Implement Leader In Me social/emotional curriculum and strategies to build students skill base related to social and emotional 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)   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

Strategy/Activity

5.3 Provide students with a safe space to de-escalate, take a break, and/or work through a self-regulating routine. This space will include tools such as fidgets, calming tools, and sensory 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)

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 Provide professional development to staff related to the use of other means of correction, teaching students essential behavior skills, and social/emotional 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)

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 Implement essential behaviors matrix and slides presentation school wide to reinforce consistent language among staff and students as well as consistent expectations.

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 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 Recognize/celebrate students who are doing a good job following LIM expectations in a variety of ways as frequently as possible using our Caught Being a Leader tickets (monthly assemblies, daily shout outs, weekly VIP lunch, etc.)

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 7

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

5.7 Site Intervention Team will meet bi-monthly to monitor progress of under performing students, identify any new students to keep on the radar, and provide teachers/staff with suggestions for supporting the students behavior, social, and/or emotional 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)   Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

At risk students and students who re offend

Strategy/Activity

5.8 Counselor/mental health clinician. admin, and staff will collaborate with parents and students at an SST meeting to identify a specific plan of support for the student that will reduce the likelihood of repeat offenses.

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)

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	$21,245.00

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	$18,245.00
Title IV, Part A	$3,000.00

Subtotal of additional federal funds included for this school: $21,245.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $21,245.00

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
Karen Herrick	Principal
Elese Saia	Classroom Teacher
Linda Farris	Classroom Teacher
Sara Fidalgo	Classroom Teacher
Courtney Zapien	Other School Staff
Tawnya Wheeler	Parent or Community Member
Thelma Saldivar	Parent or Community Member
Kerstin Corrales	Parent or Community Member
Janelle Smith	Parent or Community Member
Ashley Valencia	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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other: Standiford certificated staff; Standiford School Site Council

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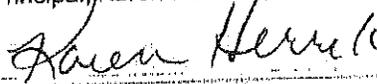
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/13/1/.

Attested:
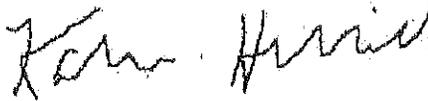
Principal, Karen Herrick on 12-1-2019

SSC Chairperson, Sara Fidalgo on