

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stockard Coffee Elementary	50-71290-6095517	November 19, 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

Stockard Coffee Elementary participated in a Single Plan Student Achievement writing day with parents, classified staff, certificated staff, and administration. Through the process we were able to look at Stockard Coffee's progress for the year and compare our data to the previous year's. Through this process we collected information in regards to next steps to meet our school's goals. Site administration presented a data summit to cabinet and fellow district administrators outlining the school's current data and next steps. Stockard Coffee's data summit was shared with site leadership, school staff, and school site council. School Site Council receives 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%	%	0.21%	1		1
African American	2.4%	2.17%	1.93%	11	10	9
Asian	6.2%	6.29%	5.78%	29	29	27
Filipino	1.3%	2.60%	2.57%	6	12	12
Hispanic/Latino	42.5%	44.47%	47.11%	199	205	220
Pacific Islander	1.5%	1.08%	1.5%	7	5	7
White	40.4%	39.05%	37.47%	189	180	175
Multiple/No Response	4.3%	2.60%	1.5%	20	12	7
<b>Total Enrollment</b>				468	461	467

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	73	60	80
Grade 1	59	90	58
Grade 2	74	65	92
Grade 3	92	68	69
Grade 4	89	91	71
Grade 5	81	87	96
Grade 6			1
<b>Total Enrollment</b>	468	461	467

### Conclusions based on this data:

1. Class sizes continue to be at or near maximum capacity which impacts teacher in terms of effectively meeting the needs of individual students.
2. Stockard Coffee's population remains fairly constant with minor increases in Hispanic/Latino population.
3. There is a minor decrease in the white population.

# 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	86	101	101	18.4%	21.9%	21.6%
Fluent English Proficient (FEP)	22	22	20	4.7%	4.8%	4.3%
Reclassified Fluent English Proficient (RFEP)	15	10	13	15.0%	11.6%	12.9%

### Conclusions based on this data:

1. Number of English learners has increased slightly since 16/17.
2. Fluent English Proficient students remains fairly constant.
3. The number of students RFEPed has decreased since 16/17.

# 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	98	70	73	97	69	72	97	69	72	99	98.6	98.6
Grade 4	86	93	71	84	93	71	84	93	71	97.7	100	100
Grade 5	79	82	92	79	81	92	79	81	92	100	98.8	100
All Grades	263	245	236	260	243	235	260	243	235	98.9	99.2	99.6

\* 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	2401.	2426.	2420.	20.62	23.19	20.83	17.53	31.88	23.61	25.77	24.64	29.17	36.08	20.29	26.39
Grade 4	2447.	2451.	2484.	21.43	19.35	32.39	16.67	25.81	23.94	23.81	19.35	22.54	38.10	35.48	21.13
Grade 5	2515.	2512.	2506.	20.25	25.93	23.91	39.24	29.63	28.26	22.78	28.40	22.83	17.72	16.05	25.00
All Grades	N/A	N/A	N/A	20.77	22.63	25.53	23.85	28.81	25.53	24.23	23.87	24.68	31.15	24.69	24.26

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	16.49	28.99	20.83	37.11	46.38	51.39	46.39	24.64	27.78
Grade 4	16.67	23.66	23.94	50.00	47.31	56.34	33.33	29.03	19.72
Grade 5	25.32	23.46	22.83	55.70	51.85	53.26	18.99	24.69	23.91
All Grades	19.23	25.10	22.55	46.92	48.56	53.62	33.85	26.34	23.83

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	23.71	21.74	11.11	36.08	57.97	61.11	40.21	20.29	27.78
Grade 4	22.62	20.43	29.58	44.05	41.94	50.70	33.33	37.63	19.72
Grade 5	37.97	37.04	30.43	44.30	39.51	46.74	17.72	23.46	22.83
All Grades	27.69	26.34	24.26	41.15	45.68	52.34	31.15	27.98	23.40

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	14.43	18.84	27.78	60.82	65.22	56.94	24.74	15.94	15.28
Grade 4	16.67	12.90	21.13	53.57	68.82	61.97	29.76	18.28	16.90
Grade 5	25.32	19.75	22.83	62.03	62.96	58.70	12.66	17.28	18.48
All Grades	18.46	16.87	23.83	58.85	65.84	59.15	22.69	17.28	17.02

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	21.65	31.88	22.22	47.42	43.48	48.61	30.93	24.64	29.17
Grade 4	16.67	18.28	30.99	50.00	47.31	43.66	33.33	34.41	25.35
Grade 5	27.85	33.33	26.09	54.43	44.44	47.83	17.72	22.22	26.09
All Grades	21.92	27.16	26.38	50.38	45.27	46.81	27.69	27.57	26.81

**Conclusions based on this data:**

1. Overall met/exceeded scores increased slightly from over the past three years.
2. 4th grade had the highest percentages of met/exceeded in 18-19.
3. Overall students who scored above standard/near standard was highest in the listening category.

# 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	98	70	73	97	70	73	97	70	73	99	100	100
Grade 4	87	93	71	84	93	71	84	92	71	96.6	100	100
Grade 5	79	82	92	79	82	92	79	82	92	100	100	100
All Grades	264	245	236	260	245	236	260	244	236	98.5	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	2394.	2417.	2418.	8.25	22.86	16.44	27.84	27.14	28.77	23.71	21.43	24.66	40.21	28.57	30.14
Grade 4	2442.	2440.	2470.	13.10	10.87	18.31	16.67	18.48	25.35	38.10	32.61	35.21	32.14	38.04	21.13
Grade 5	2484.	2490.	2490.	10.13	19.51	15.22	22.78	20.73	20.65	35.44	19.51	28.26	31.65	40.24	35.87
All Grades	N/A	N/A	N/A	10.38	17.21	16.53	22.69	21.72	24.58	31.92	25.00	29.24	35.00	36.07	29.66

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	16.49	35.71	30.14	39.18	30.00	36.99	44.33	34.29	32.88
Grade 4	21.43	17.39	32.39	23.81	29.35	35.21	54.76	53.26	32.39
Grade 5	16.46	20.73	25.00	39.24	34.15	33.70	44.30	45.12	41.30
All Grades	18.08	23.77	28.81	34.23	31.15	35.17	47.69	45.08	36.02

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	18.56	20.00	19.18	38.14	50.00	42.47	43.30	30.00	38.36
Grade 4	13.10	13.04	22.54	39.29	43.48	46.48	47.62	43.48	30.99
Grade 5	12.66	17.07	11.96	53.16	43.90	52.17	34.18	39.02	35.87
All Grades	15.00	16.39	17.37	43.08	45.49	47.46	41.92	38.11	35.17

**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	19.59	30.00	16.44	43.30	38.57	61.64	37.11	31.43	21.92
Grade 4	14.29	15.22	23.94	47.62	45.65	46.48	38.10	39.13	29.58
Grade 5	8.86	20.73	15.22	59.49	37.80	51.09	31.65	41.46	33.70
All Grades	14.62	21.31	18.22	49.62	40.98	52.97	35.77	37.70	28.81

**Conclusions based on this data:**

1. The overall percent of students with standard met increased slightly from 17-18 to 18-19
2. Third grade students who exceed/met standard slightly outperformed fourth and fifth overall.
3. Overall students who scored above standard/near standard was highest in the Communicating Reasoning category.

# 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	*	1412.2	*	1416.1	*	1402.6	*	16
Grade 1	1455.0	1465.8	1453.7	1464.8	1455.5	1466.3	24	15
Grade 2	1469.6	1493.4	1464.4	1493.4	1474.5	1492.8	16	29
Grade 3	1456.7	1486.0	1449.2	1475.4	1463.8	1496.2	12	14
Grade 4	1511.3	*	1499.3	*	1522.7	*	19	10
Grade 5	1487.9	1551.9	1471.8	1544.9	1503.6	1558.4	12	20
All Grades							92	104

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	*	12.50	*	25.00	*	43.75		18.75	*	16
1	*	26.67	*	26.67	*	40.00	*	6.67	24	15
2	*	17.24	*	48.28	*	27.59	*	6.90	16	29
3	*	14.29	*	21.43	*	50.00	*	14.29	12	14
4	*	*	63.16	*	*	*		*	19	*
5	*	40.00	*	40.00		20.00	*	0.00	12	20
All Grades	28.26	22.12	39.13	36.54	15.22	30.77	17.39	10.58	92	104

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	*	18.75	*	25.00	*	31.25		25.00	*	16
1	45.83	33.33	*	33.33	*	26.67	*	6.67	24	15
2	*	34.48	*	41.38	*	17.24	*	6.90	16	29
3	*	21.43	*	42.86	*	21.43	*	14.29	12	14
4	*	*	*	*	*	*	*	*	19	*
5	*	45.00	*	55.00		0.00	*	0.00	12	20
All Grades	38.04	31.73	31.52	40.38	16.30	17.31	14.13	10.58	92	104

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	*	12.50	*	37.50	*	25.00		25.00	*	16
1	*	26.67	*	26.67	*	6.67	*	40.00	24	15
2	*	10.34	*	44.83	*	27.59	*	17.24	16	29
3	*	7.14	*	35.71	*	28.57	*	28.57	12	14
4	*	*	57.89	*	*	*	*	*	19	*
5	*	10.00	*	50.00	*	40.00	*	0.00	12	20
All Grades	22.83	11.54	34.78	40.38	19.57	26.92	22.83	21.15	92	104

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	*	0.00	*	81.25		18.75	*	16
1	54.17	53.33	*	40.00	*	6.67	24	15
2	*	27.59	*	65.52	*	6.90	16	29
3	*	14.29	*	64.29	*	21.43	12	14
4	*	*	57.89	*	*	*	19	*
5	*	15.00	*	85.00	*	0.00	12	20
All Grades	43.48	22.12	45.65	67.31	*	10.58	92	104

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	*	16
1	*	13.33	45.83	66.67	*	20.00	24	15
2	*	37.93	*	58.62	*	3.45	16	29
3	*	35.71	*	42.86	*	21.43	12	14
4	63.16	*	*	*	*	*	19	*
5	*	75.00	*	25.00	*	0.00	12	20
All Grades	46.74	39.42	35.87	49.04	17.39	11.54	92	104

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	*	6.25	*	68.75		25.00	*	16
1	*	40.00	*	20.00	50.00	40.00	24	15
2	*	6.90	*	68.97	*	24.14	16	29
3	*	0.00	*	50.00	*	50.00	12	14
4	*	*	84.21	*	*	*	19	*
5	*	10.00	*	85.00	*	5.00	12	20
All Grades	21.74	10.58	46.74	59.62	31.52	29.81	92	104

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	*	56.25	*	18.75		25.00	*	16
1	*	20.00	45.83	66.67	*	13.33	24	15
2	*	27.59	*	62.07	*	10.34	16	29
3	*	35.71	*	42.86	*	21.43	12	14
4	*	*	57.89	*		*	19	*
5	*	50.00	*	50.00	*	0.00	12	20
All Grades	38.04	36.54	46.74	50.00	15.22	13.46	92	104

**Conclusions based on this data:**

1. First Grade and Fourth grade had the highest number of EL's tested.
2. 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
461	52.1%	21.9%	1.3%

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
English Learners	101	21.9%
Foster Youth	6	1.3%
Homeless	2	0.4%
Socioeconomically Disadvantaged	240	52.1%
Students with Disabilities	56	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.2%
Asian	29	6.3%
Filipino	12	2.6%
Hispanic	205	44.5%
Two or More Races	8	1.7%
Pacific Islander	5	1.1%
White	180	39.0%

### Conclusions based on this data:

1. Stockard Coffee has a high population of students who are Socioeconomically Disadvantaged.
2. The percentage of students who are English Learners is the second highest sub group at Stockard Coffee.
3. White, Hispanic, and Asian make up the top three ethnicities represented at Stockard Coffee.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. There is a continued need to focus on student achievement in both ELA and Math.
2. The positive reinforcements and school wide expectations in place continue to keep Stockard Coffee's overall suspension rate low , keeping the school in the green.
3. Chronic absenteeism is addressed by the site intervention team and AP on a regular basis.

# 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
0	3	1	0	1

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		
<p><b>All Students</b></p>  <p>Green</p> <p>2.7 points below standard</p> <p>Increased 10.1 points</p> <p>233 students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>42.4 points below standard</p> <p>Declined -16.3 points</p> <p>62 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>24 points below standard</p> <p>Increased 5.6 points</p> <p>128 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>88 points below standard</p> <p>Increased 17.4 points</p> <p>45 students</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 69.8 points above standard Increased 43.4 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 30.7 points below standard Maintained -2.8 points 103 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 13.5 points above standard Increased 16.3 points 100 students

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
94.9 points below standard Declined -15.2 points 35 students	25.6 points above standard Declined -8 points 27 students	11.7 points above standard Increased 21.7 points 167 students

**Conclusions based on this data:**

- Overall, every subgroup increased except for English Learners.
- Students with disabilities have shown an increase in achievement.
- English Learners had the largest decline (-15.2).

# 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
0	3	1	1	0

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		
<p><b>All Students</b></p>  <p>Yellow</p> <p>31.1 points below standard</p> <p>Increased 9.1 points</p> <p>233 students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>57.8 points below standard</p> <p>Declined -12.7 points</p> <p>62 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>49 points below standard</p> <p>Increased 10.2 points</p> <p>128 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>121.6 points below standard</p> <p>Increased 11.7 points</p> <p>45 students</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 49.6 points above standard Increased 48.4 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 54.7 points below standard Maintained -1 points 103 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 23.9 points below standard Increased 12.9 points 100 students

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
106.1 points below standard Declined -14.8 points 35 students	5 points above standard Maintained -1.5 points 27 students	21.5 points below standard Increased 18.8 points 167 students

**Conclusions based on this data:**

- Overall, every subgroup increased except for English Learners.
- Students with disabilities have shown an increase in achievement.
- English Learners had the largest decline (-14.8).

# 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
92	28.3%	39.1%	15.2%	17.4%

#### Conclusions based on this data:

1. A total of 67% 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:



This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	1

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		
<p><b>All Students</b></p> Yellow 8.2% chronically absent Maintained 0.4% 485 students	<p><b>English Learners</b></p> Yellow 8.4% chronically absent Maintained 0.3% 107 students	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p><b>Socioeconomically Disadvantaged</b></p> Orange 11.6% chronically absent Maintained 0.4% 259 students	<p><b>Students with Disabilities</b></p> Orange 10.8% chronically absent Increased 0.7% 74 students

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

African American	American Indian	Asian	Filipino
 No Performance Color 16.7% chronically absent Increased 1.3% 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 0% chronically absent Declined 3% 30 students	 No Performance Color 0% chronically absent 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.8% chronically absent Declined 0.8% 217 students	 No Performance Color 11.1% chronically absent Increased 1.6% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Orange 8.9% chronically absent Increased 1.1% 191 students

**Conclusions based on this data:**

- Attendance improvement efforts should be targeted to low socioeconomic students as well as students with disabilities.
- Attendance improvement efforts have shown great success in improving the attendance of the Asian and Hispanic population.
- White is a subgroup that have not benefited as much from our attendance improvement efforts.

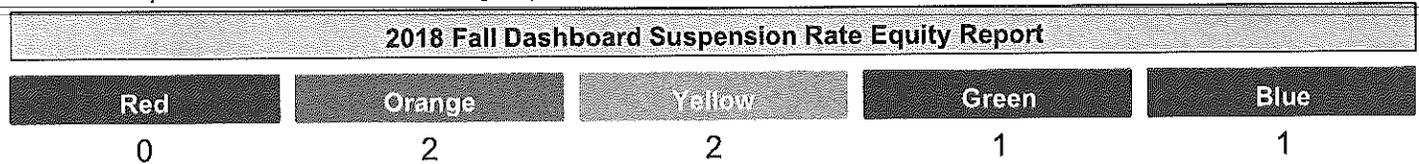
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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		
<p><b>All Students</b></p> <p> Green</p> <p>1.8% suspended at least once</p> <p>Declined -0.5%</p> <p>494 students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>2.7% suspended at least once</p> <p>Increased 0.7%</p> <p>111 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 9 students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 2 students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>2.6% suspended at least once</p> <p>Maintained 0%</p> <p>265 students</p>	<p><b>Students with Disabilities</b></p> <p> Orange</p> <p>2.6% suspended at least once</p> <p>Increased 0.5%</p> <p>76 students</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color 16.7% suspended at least once Increased 9.5% 12 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Declined -2.9% 30 students	 No Performance Color 0% suspended at least once 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9% suspended at least once Increased 0.5% 222 students	 No Performance Color 0% suspended at least once Declined -4.5% 18 students	 No Performance Color Less than 11 Students - Data 5 students	 Green 2.6% suspended at least once Declined -1.3% 195 students

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

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
2.8% suspended at least once	2.3% suspended at least once	1.8% suspended at least once

**Conclusions based on this data:**

1. A subgroup that we will need to focus on and target is the Hispanic group.
2. The suspension rate for all subgroups based on percentage is the same.
3. The overall suspension rate decreased 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

By June 30, 2020, 80% of Stockard Coffee Elementary students will meet or exceed grade level standards in Language Arts as measured by state and local assessments.

## 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 below standard, followed by English Learners. The activities outlined below will reflect the need to focus on increasing performance of EL's, Hispanics, and SED students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 ELA Dashboard	All students 31.1 points from 3 EL students 106.1 points from 3. Socioeconomically Disadvantaged students are 49 points from 3 Students w Disabilities 121.6 points from 3. White students 23.9 points from 3 Hispanic students 53.7 points from 3.	Fall 2019 Release Point from Level 3: All students and all student groups to move a minimum of 10 points towards 3. For example, EL students will go from 49.7 points away from 3 to 39 points away from 3.
SBAC ELA Spring 2019	Language Arts as measured by the SBAC assessment. Current reality met or exceeded standards: All Students: 51 % English Learner: 6% Low Income: 40% Students with Disabilities: 14%	Met or Exceeded: All Students: 80% English Learners: 80% Low Income: 80% Students with Disabilities: 80% White students: 80% Hispanic students 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Survey Fall 2019 - Professional Learning Communities (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 Scores: Learning as our fundamental purpose 3.12 Building a collaborative culture through high-performing teams 3.27 A focus on results 3.07	Increase to average 3.5
ELPAC - ELPI CA School Dashboard Fall 2018	Level 4: 28.3% Level 3: 39.1% Level 2: 15.2% Level 1: 17.4%	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.
Oral Reading Records Spring 2019	Met or Exceeded Grade Level: K - 80% 1st - 82% 2nd - 76% 3rd - 82% 4th - 68% 5th - 69%	All grade levels at 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

A.1 Draft, review, revise and share with site leadership grade level SMART goals, game plans, to guide short-term and long-term instruction, and to 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**

A.2 Instructional coaches, ELD/Literacy specialists, and embedded coaching will support effective implementation specific research based instructional strategies (such as Marzano and ELA/ELD Literacy 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**

A.3 As supported through embedded coaching, staff will engage in grade level collaboration with an emphasis on the four tenets of the PLC process in order to support student achievement, including CFA and district benchmarks, analyze data, guide and differentiate instruction, identify pupil needs and track pupil 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 4****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

A.4 With support from instructional coach and teacher leaders, professional learning opportunities will be provided for staff increase depth of knowledge of technology integration to increase student opportunities and develop foundational technology 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)

3500

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 Students

**Strategy/Activity**

A.5 Through a tiered system of supports, classroom teachers, grade levels, and site personnel will implement interventions/enrichment opportunities to meet the needs of all 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)

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 Students

**Strategy/Activity**

A.6 Provide opportunities for staff to participate in conferences/workshops aligned to site and district goals that support classroom instruction and the behavior matrix 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)

3000

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)

All Students

Strategy/Activity

A.7 Extended day/year 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)
2000	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

A.8 Standard based learning opportunities/field trips directly tied to an instructional focus may be provided.

**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)
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**Strategy/Activity 9**

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

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

English Language Learners

Strategy/Activity

A.9 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)
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**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**

Collaboration with emphasis on the 4 tenets of a PLC and building a Response to Intervention system to support student achievement, 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)
500	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 create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

## Goal 2

By June 30, 2020, 100% of Stockard Coffee Elementary 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 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	Current reality met or exceeded standards as measured by the SBAC assessment: All 3rd Grade Students: 44% English Learner: 22% Low Income: 31% Students with Disabilities: 7%	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: 82%	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

Strategy/Activity

B.1 Provide counselors 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

B.2 Teachers and parents will identify, plan and provide parent education and 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)

500

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

B.3 Communicate with stakeholders through calendar of events, school web site, Tuesday folders, agendas (grades 3-5), email, survey tools, and an autodial service.

**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

B.4 Develop a social and emotional instruction and intervention support system to improve the culture of the school and increase student achievement and attendance.

**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 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 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, 80% of Stockard Coffee Elementary students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment.

## Identified Need

As is demonstrated in the data, math scores overall are lower than ELA scores which tells us that there is a need to provide the same level of focus, supports, and interventions for math as are provided for ELA. The data supports the fact that math is an area of strength for our SED students as well as students with disabilities. EL's are affected by lower performance in math as in ELA. Overall student performance increased by 9.1 points according to the 2018 Fall Dashboard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Mathematics Dashboard	All students 31.1 points from 3 EL students 57.8 points from 3 SED students 49 points from 3 Students w Disabilities 121.6 points from 3 White Students 23.9 points from 3 Hispanic students 54.7 points from 3	Fall 2019 Release Point from Level 3: All students and all student groups to move 10 points
SBAC Mathematics Spring 2019	Mathematics as measured by the SBAC assessment. Current reality met or exceeded standards: All Students: 41% English Learner: 2.8% Low Income: 31% Students with Disabilities: 14%	Met or Exceeds: All Students: 80% English Learners: 80% Low Income: 80% Students with Disabilities: 80%
PLC Survey Fall 2019 - Professional Learning (PLC) Progress regarding implementation of standards including all students, included	PLC Survey Fall 2019 Scores: Learning as our fundamental purpose 3.12 Building a collaborative culture through high-performing teams 3.27	Increase to average 3.5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above	A focus on results 3.07	

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 gals 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)

1500

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**

Collaboration with emphasis on the 4 tenets of a PLC and building a Response to Intervention system to support student achievement, 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)

1000

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**

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.

**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)

1000

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)

Students Performing below grade level

**Strategy/Activity**

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)

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# 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 attendance rate will increase by at least 0.5%.

## Identified Need

The CALPADS 2018-2019 end of year report shows that students with chronic absenteeism for students greater than 20% increased from 2017-2018 in .81% to 2018-2019 to 1%. There was a decrease reflected of students >10% and <20% from 2017-2018 5.78% to 2018-2019 8.11%. Site must make an effort to target specific students and subgroups when determining attendance incentives, supports, and interventions.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018, Chronic Absenteeism Dashboard	<p>Chronically Absent:                      All students 8.2%                      EL students 8.4%                      SED students 11.6%                      Students w Disabilities 10.8%                      White students 3.%                      Hispanic students 14.4%</p>	Attendance rate will increase by at least 0.5% in comparison to the 2018-2019 rate, which was 95%.
Marzano Student Survey, Fall 2018	<p>All Scores are based on a rubric of 1 of strongly disagree to 5 strongly agree:</p> <p>My school is a safe place: 4.25                      I know the rules and procedures at my school: 4.11                      When I achieve a goal or accomplish something important my school's leaders, my teachers and other students celebrate it: 4.43</p>	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

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

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)

200

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

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)
200	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

Implementation of Second STEP 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)
1500	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

Provide opportunities for students to attend assemblies and/or engage in web-based lessons 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)
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#### **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

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)

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# 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

Data from 2018 Fall Dashboard indicates that suspensions declined -0.5% overall.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018, Suspension Rate from the CA Dashboard	All students 1.8% EL students 2.7% SED students 2.6% Students w Disabilities 2.6% White students 2.6% Hispanic students 0.9%	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: 4.25 I know the rules and procedures at my school: 4.11 When I achieve a goal or accomplish something important my school's leaders, my teachers and other students celebrate it: 4.43	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)

At Risk Students

**Strategy/Activity**

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**

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)

212

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**

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)

**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**

Implementation of Second STEP 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**

Utilize behavior flowchart 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)

**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**

Provide opportunities for students to attend assemblies and/or engage in web-based lessons 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)



# 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	\$23,712
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$23,712.00

## 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	\$20,712.00
Title IV, Part A	\$3,000.00

Subtotal of additional federal funds included for this school: \$23,712.00

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: \$23,712.00

# 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
Nicol Alvarado	Principal
Kellie Peeler	Classroom Teacher
Joanna Beck	Classroom Teacher
Shannon Johnson	Parent or Community Member
Laura Santana	Parent or Community Member
Brian Findlen	Parent or Community Member
Tristen Silva	Other School Staff
Barbara Macias	Parent or Community Member
Melissa Weldon	Classroom Teacher
Savannah Padron	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

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 November 19, 2019.

Attested:

*Nicol Alvarado*  
*Brian Finden*

Principal, Nicol Alvarado on 11/26/2019

SSC Chairperson, Brian Finden on 11/26/2019