

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sylvan Elementary School	5071290-6053110	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

Sylvan STEAM Academy participated in a Single Plan Student Achievement writing day with parents, classified staff, certificated staff, and administration. Through this process we were able to look Sylvan's progress for the year and compare our data to year's previous. 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 Sylvan's current data and next steps. Sylvan's data summit was shared with site leadership, school staff, and school site council. School Site Council receive 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	%	0.29%	0.48%		1	2
African American	3.5%	4.65%	4.84%	9	16	20
Asian	4.3%	5.52%	7.26%	11	19	30
Filipino	1.2%	2.03%	0.73%	3	7	3
Hispanic/Latino	51.7%	44.77%	48.67%	134	154	201
Pacific Islander	1.9%	1.45%	0.48%	5	5	2
White	29.0%	32.85%	29.54%	75	113	122
Multiple/No Response	3.5%	2.91%	2.18%	9	10	9
Total Enrollment				259	344	413

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	46	46	68
Grade 1	44	63	67
Grade 2	36	62	72
Grade 3	48	50	71
Grade 4	45	67	61
Grade 5	40	56	74
Total Enrollment	259	344	413

Conclusions based on this data:

1. The overall enrollment has increased.
2. The Hispanic/Latino population is the largest student group.
3. The smallest populations are American Indian and African American.

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	58	71	67	22.4%	20.6%	16.2%
Fluent English Proficient (FEP)	3	4	22	1.2%	1.2%	5.3%
Reclassified Fluent English Proficient (RFEP)	5		8	7.1%	0	11.3%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47	50	68	46	50	68	46	50	68	97.9	100	100
Grade 4	43	61	59	42	60	59	42	60	59	97.7	98.4	100
Grade 5	39	46	75	38	46	75	38	46	75	97.4	100	100
All Grades	129	157	202	126	156	202	126	156	202	97.7	99.4	100

* 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	2373.	2396.	2407.	4.35	16.00	23.53	26.09	16.00	19.12	19.57	32.00	23.53	50.00	36.00	33.82
Grade 4	2426.	2439.	2442.	7.14	21.67	16.95	28.57	23.33	18.64	16.67	20.00	25.42	47.62	35.00	38.98
Grade 5	2461.	2484.	2456.	10.53	13.04	10.67	26.32	26.09	28.00	23.68	28.26	16.00	39.47	32.61	45.33
All Grades	N/A	N/A	N/A	7.14	17.31	16.83	26.98	21.79	22.28	19.84	26.28	21.29	46.03	34.62	39.60

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	6.67	14.00	22.06	31.11	54.00	41.18	62.22	32.00	36.76	
Grade 4	11.90	20.00	15.25	57.14	48.33	59.32	30.95	31.67	25.42	
Grade 5	10.53	17.39	16.00	55.26	54.35	42.67	34.21	28.26	41.33	
All Grades	9.60	17.31	17.82	47.20	51.92	47.03	43.20	30.77	35.15	

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	11.11	12.00	17.65	53.33	42.00	51.47	35.56	46.00	30.88
Grade 4	11.90	15.00	16.95	54.76	50.00	52.54	33.33	35.00	30.51
Grade 5	23.68	23.91	14.67	34.21	43.48	48.00	42.11	32.61	37.33
All Grades	15.20	16.67	16.34	48.00	45.51	50.50	36.80	37.82	33.17

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	15.56	12.00	16.18	62.22	64.00	61.76	22.22	24.00	22.06
Grade 4	2.38	15.00	10.17	61.90	58.33	61.02	35.71	26.67	28.81
Grade 5	5.26	10.87	8.00	55.26	67.39	54.67	39.47	21.74	37.33
All Grades	8.00	12.82	11.39	60.00	62.82	58.91	32.00	24.36	29.70

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.89	16.00	14.71	40.00	42.00	50.00	51.11	42.00	35.29
Grade 4	4.76	18.33	15.25	59.52	53.33	54.24	35.71	28.33	30.51
Grade 5	15.79	17.39	16.00	42.11	52.17	41.33	42.11	30.43	42.67
All Grades	9.60	17.31	15.35	47.20	49.36	48.02	43.20	33.33	36.63

Conclusions based on this data:

1. Improvement of achievement due to focused tier 2 and tier 3 literacy.
2. Improvement of achievement based on consistent collaborative teachers focusing on their essential standards data, thus providing immediate intervention and enrichment.
3. Improvement of achievement due to job-embedded professional learning emphasis on literacy including English Learner Development instruction.

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	47	50	69	46	50	69	46	50	69	97.9	100	100
Grade 4	43	61	59	42	61	59	42	61	59	97.7	100	100
Grade 5	39	46	75	38	46	75	38	46	75	97.4	100	100
All Grades	129	157	203	126	157	203	126	157	203	97.7	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	2401.	2409.	2427.	2.17	10.00	21.74	30.43	28.00	26.09	28.26	28.00	21.74	39.13	34.00	30.43
Grade 4	2436.	2436.	2435.	2.38	9.84	6.78	21.43	21.31	22.03	38.10	39.34	35.59	38.10	29.51	35.59
Grade 5	2444.	2487.	2440.	7.89	13.04	6.67	7.89	17.39	9.33	26.32	26.09	29.33	57.89	43.48	54.67
All Grades	N/A	N/A	N/A	3.97	10.83	11.82	20.63	22.29	18.72	30.95	31.85	28.57	44.44	35.03	40.89

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	19.57	20.00	33.33	41.30	36.00	30.43	39.13	44.00	36.23	
Grade 4	14.29	13.11	18.64	35.71	40.98	23.73	50.00	45.90	57.63	
Grade 5	13.16	28.26	9.33	15.79	23.91	20.00	71.05	47.83	70.67	
All Grades	15.87	19.75	20.20	31.75	34.39	24.63	52.38	45.86	55.17	

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	6.52	10.00	27.54	50.00	50.00	36.23	43.48	40.00	36.23
Grade 4	4.76	11.48	6.78	54.76	50.82	44.07	40.48	37.70	49.15
Grade 5	10.53	13.04	2.67	28.95	47.83	41.33	60.53	39.13	56.00
All Grades	7.14	11.46	12.32	45.24	49.68	40.39	47.62	38.85	47.29

**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	17.39	22.00	27.54	50.00	52.00	46.38	32.61	26.00	26.09
Grade 4	9.52	9.84	11.86	50.00	50.82	42.37	40.48	39.34	45.76
Grade 5	2.63	10.87	6.67	36.84	52.17	37.33	60.53	36.96	56.00
All Grades	10.32	14.01	15.27	46.03	51.59	41.87	43.65	34.39	42.86

Conclusions based on this data:

1. Achievement results are indicative of the limited focus on school-wide intervention.
2. Students lack number sense and fluidity with numbers along with stamina and perseverance.
3. There is a need to identify gaps in curriculum and address these gaps.

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	1441.1	1413.0	1446.3	1420.7	1429.3	1394.6	12	11
Grade 1	*	1491.0	*	1487.0	*	1494.5	*	12
Grade 2	1479.4	*	1473.3	*	1485.2	*	11	9
Grade 3	*	1508.3	*	1506.0	*	1510.1	*	13
Grade 4	*	*	*	*	*	*	*	10
Grade 5	1522.2	*	1514.5	*	1529.2	*	12	*
All Grades							61	56

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	45.45	*	36.36		18.18	12	11
1	*	16.67	*	58.33	*	25.00		0.00	*	12
2	*	*	*	*	*	*	*	*	11	*
3		23.08	*	30.77	*	38.46	*	7.69	*	13
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	12	*
All Grades	32.79	14.29	39.34	53.57	19.67	23.21	*	8.93	61	56

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	*	9.09	*	36.36	*	27.27		27.27	12	11
1	*	33.33	*	58.33	*	8.33		0.00	*	12
2	*	*	*	*	*	*	*	*	11	*
3	*	46.15	*	30.77	*	23.08	*	0.00	*	13
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	12	*
All Grades	42.62	41.07	37.70	33.93	*	16.07	*	8.93	61	56

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	36.36	*	54.55		9.09	12	11
1	*	16.67	*	33.33	*	50.00		0.00	*	12
2	*	*	*	*	*	*	*	*	11	*
3		23.08	*	15.38	*	46.15	*	15.38	*	13
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	12	*
All Grades	22.95	12.50	31.15	32.14	27.87	46.43	18.03	8.93	61	56

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	*	90.91		9.09	12	11	
1	*	66.67	*	33.33		0.00	*	12	
2	*	*	*	*		*	11	*	
3		23.08	*	46.15	*	30.77	*	13	
4	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	12	*	
All Grades	42.62	28.57	49.18	58.93	*	12.50	61	56	

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	*	9.09	*	63.64	*	27.27	12	11	
1	*	16.67	*	83.33		0.00	*	12	
2	*	*	*	*	*	*	11	*	
3	*	84.62	*	15.38	*	0.00	*	13	
4	*	*	*	*	*	*	*	*	
5	*	*	*	*		*	12	*	
All Grades	57.38	50.00	34.43	44.64	*	5.36	61	56	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	90.91		9.09	12	11
1	*	25.00	*	58.33	*	16.67	*	12
2	*	*	*	*	*	*	11	*
3		15.38	*	38.46	*	46.15	*	13
5	*	*	*	*	*	*	12	*
All Grades	22.95	14.29	49.18	62.50	27.87	23.21	61	56

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	*	54.55	*	36.36	*	9.09	12	11
1	*	16.67	*	83.33	*	0.00	*	12
2	*	*	*	*	*	*	11	*
3		23.08	*	76.92		0.00	*	13
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	12	*
All Grades	42.62	25.00	47.54	73.21	*	1.79	61	56

Conclusions based on this data:

1. Student achievement has increased due to designated English Learner support for grades 3-5, focusing on reading and writing.
2. All teachers are provided a copy of each students' profile of the ELPAC results.

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
344	71.8%	20.6%	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	71	20.6%
Homeless	4	1.2%
Socioeconomically Disadvantaged	247	71.8%
Students with Disabilities	59	17.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	4.7%
American Indian	1	0.3%
Asian	19	5.5%
Filipino	7	2.0%
Hispanic	154	44.8%
Two or More Races	19	5.5%
Pacific Islander	5	1.5%
White	113	32.8%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The school-wide focus on embedded professional learning, identification of essential learning standards, response to formative data with interventions and enrichment have increased student academic achievement.
2. Chronic absenteeism is addressed by the site intervention team on a regular basis.
3. Suspensions continue to be an area of need. School is implementing a school-wide social emotional learning curriculum.

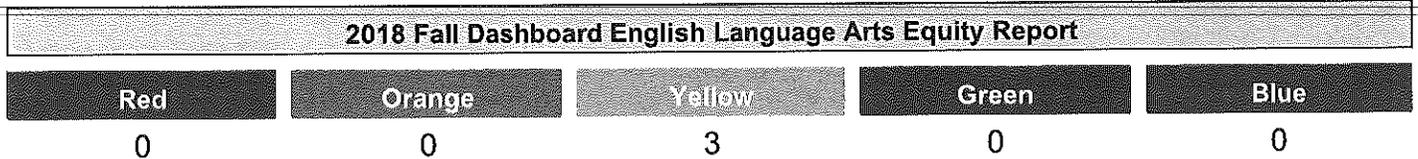
School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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>All Students</p>  <p>Yellow</p> <p>25.5 points below standard</p> <p>Increased 20.6 points</p> <p>146 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>35.3 points below standard</p> <p>Increased 6.7 points</p> <p>38 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>36.7 points below standard</p> <p>Increased 13.8 points</p> <p>111 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>93.9 points below standard</p> <p>Increased 3.5 points</p> <p>32 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 7 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.2 points below standard Increased 25.7 points 66 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Yellow 15.2 points below standard Increased 12.9 points 53 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
45.6 points below standard Increased 3.3 points 29 students	Less than 11 Students - Data Not Displayed for Privacy 9 students	24.1 points below standard Increased 23.3 points 107 students

Conclusions based on this data:

- Overall and every subgroup increased closer to 3.
- Students with disabilities continue to be extremely far from standard.
- Overall, white and Hispanic students are closer to standard than English Learners, Low Income and Students with Disabilities.

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



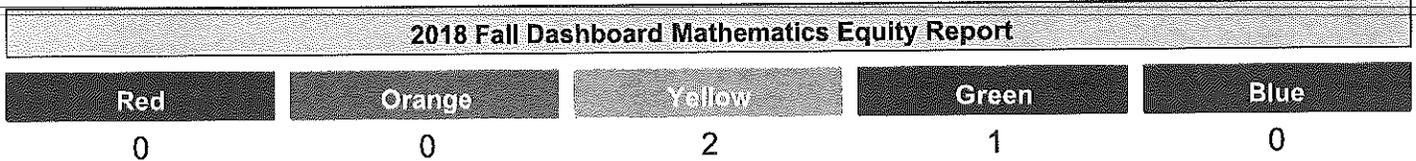
Green



Blue

Highest
Performance

This section provides number of student groups in each color.



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>All Students</p>  <p>Yellow</p> <p>34.3 points below standard</p> <p>Increased</p> <p>17.7 points 146 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>43.9 points below standard</p> <p>Increased 5.5 points</p> <p>38 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>47.7 points below standard</p> <p>Increased 10.1 points</p> <p>111 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>80.8 points below standard</p> <p>Declined -4 points</p> <p>32 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 7 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41.2 points below standard Increased 16 points 66 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 17.5 points below standard Increased 17.7 points 53 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
56.4 points below standard Declined -5.7 points 29 students	Less than 11 Students - Data Not Displayed for Privacy 9 students	32.7 points below standard Increased 20 points 107 students

Conclusions based on this data:

- All groups have increased with the exception of Students with Disabilities who decreased.
- White students are outperforming all subgroups
- There is consistency in performance with English Learners, Low Income, and Hispanic students.

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
61	32.8%	39.3%	19.7%	8.2%

Conclusions based on this data:

1. Lower grade (k-2) level students are performing at the desired level.
2. Upper grades (3-5) students are in need of support for reading and written language.
3. 4th grade students need support in Oral Language

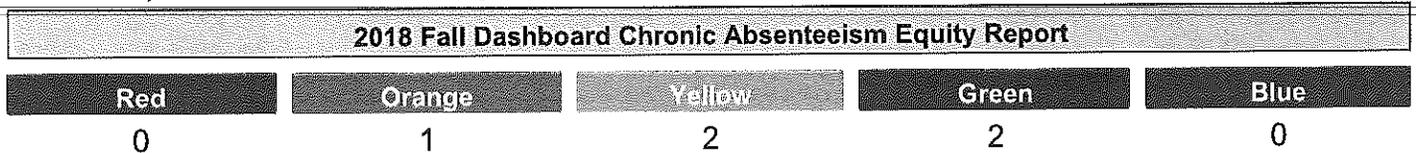
School and Student Performance Data

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.



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>All Students</p> <p>Yellow</p> <p>10.6% chronically absent</p> <p>Declined 4.9%</p> <p>367 students</p>	<p>English Learners</p> <p>Yellow</p> <p>10.1% chronically absent</p> <p>Declined 1.2%</p> <p>79 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>12.9% chronically absent</p> <p>Declined 5.3%</p> <p>271 students</p>	<p>Students with Disabilities</p> <p>Green</p> <p>9.2% chronically absent</p> <p>Declined 9.2%</p> <p>65 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 31.6% chronically absent Declined 11.3% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0% chronically absent Declined 27.3% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.4% chronically absent Maintained 0.3% 167 students	 No Performance Color 15.4% chronically absent Declined 16.6% 26 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Green 3.3% chronically absent Declined 3.9% 120 students

Conclusions based on this data:

1. All subgroups decreased chronic absenteeism except for Hispanic students who maintained their level of percentage of students chronically absent.
2. All subgroups have a greater than 10% of their students chronically absent with the exception of Students with Disabilities.
3. African - American students have a significant percentage of students (31.6%) chronically absent.

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
4	1	0	0	0

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>All Students</p>  <p>Red</p> <p>7% suspended at least once</p> <p>Increased 1.3%</p> <p>385 students</p>	<p>English Learners</p>  <p>Orange</p> <p>4.9% suspended at least once</p> <p>Maintained 0.2%</p> <p>81 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>7.8% suspended at least once</p> <p>Increased 1.4%</p> <p>283 students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>10.1% suspended at least once</p> <p>Increased 2.7%</p> <p>69 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Declined -17.6% 20 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0% suspended at least once Maintained 0% 24 students	 No Performance Color Less than 11 Students - Data 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 9.2% suspended at least once Increased 3.8% 174 students	 No Performance Color 11.1% suspended at least once Increased 11.1% 27 students	 No Performance Color Less than 11 Students - Data 6 students	 Red 6.3% suspended at least once Increased 0.5% 126 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
7.3% suspended at least once	5.7% suspended at least once	7% suspended at least once

Conclusions based on this data:

1. The overall and all subgroups suspension rates increased with the exception of African American which declined.
2. The greatest suspension rate for subgroup based on percentage is Students With Disabilities.
3. The overall suspension rate increased 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, 100% of Sylvan STEAM Academy 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 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 students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2018 ELA Dashboard	All students 25.5 points from 3 EL students 45.6 points from 3. Low income students 36.7 points from 3 Students w Disabilities 93.9 points from 3. White students 15.2 points from 3 Hispanic students 23.2 points from 3.	Fall 2019 Release Point from Level 3: All students and all student groups to move 10 points
2. SBAC ELA Spring 2019	Met or Exceeded: All Students: 39.3% English Learners: 12% Low Income: 34% Students with Disabilities: 0% White students: 38.5% Hispanic students: 34.6%	Met or Exceeded: All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100% White students: 100% Hispanic students 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3. 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 Average Scores: Learning as our fundamental purpose - 3.62 Building a collaborative culture through high-performing teams - 3.65 A focus on results - 3.64	Increase to average 4.0
4. ELPAC - ELPI CA School Dashboard Fall 2018	Level 4: 32.8 % Level 3: 39.3 % Level 2: 19.7% Level 1: 8.2%	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.
5. Oral Reading Records Spring 2019	Met or Exceeded Grade Level: K - 58% 1st - 59% 2nd - 55% 3rd - 71% 4th - 64% 5th - 69%	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 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)

2056

Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.2 Instructional coaches, ELD/literacy specialists, site literacy mentors and embedded coaching will support specific 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)

Source(s)

1286

Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.4 With support from instructional coach and teachers leaders, professional learning opportunities will be provided for staff to increase depth of knowledge of literacy through the integration of science, technology, engineering, arts and mathematics for the purpose of increasing student opportunities to develop foundational skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 student groups

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Title I, Part A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.6 Provide opportunities for staff to participate in teacher lead and/or conferences/workshops professional learning aligned to site and district goals that support classroom instruction, elements of STEAM and social skills 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)

5980

Title I, Part A

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students performing below grade level

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

The students exiting 3rd grade not reading at grade level negatively impacts their academic performance in future grades. There is a significant achievement gap between our overall performance 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: 44.4% English Learners: 21.4% Low Income: 36.4% Students with Disabilities: 25%	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: 0% 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 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 2

Students to be Served by this Strategy/Activity

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

All students identified at Tier 3 for reading

Strategy/Activity

2.2 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 3

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

2.3 Designated ELD provided by the ELD/Literacy Specialist in small group.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

All student groups increased in performance on the SBAC 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
1. Fall 2018 Mathematics Dashboard	All students 34.3 points from 3 EL students 43.9 points from 3 SED students 47.7 points from 3 Students w Disabilities 80.8 points from 3 White Students 17.5 points from 3 Hispanic Students 41.2 points from 3	Fall 2019 Release Point from Level 3: All students and all student groups to move 10 points
2 SBAC Mathematics Spring 2019	Met or Exceeds: All Students: 30.7% English Learners: 20% Low Income: 25.4% Students with Disabilities: 10.5% White Students: 38.4% Hispanic Students: 24.3%	Met or Exceeds: All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
3. PLC Survey Fall 2019 - . Professional Learning (PLC) Progress regarding implementation of standards including	PLC Survey Fall 2019: Learning as our fundamental purpose average score - 3.62 Building a collaborative culture through high-performing teams average score - 3.65	Increase to average 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.	A focus on results average score - 3.64	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1557

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)

1286

Source(s)

Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.4 With support from instructional coach and teacher leaders, professional learning opportunities will be provided for staff to increase depth of knowledge of mathematics practices with an emphasis on math practice 1 and math practice 3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.5 Through systems of supports, classroom teachers, grade levels and site 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)

2000

Title I, Part A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students performing below grade level

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1328

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

3.7 Project Based Learning for each grade level will emphasize Math Practices 1 and 3.

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)

Students performing below grade level

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

By June 30, 2020, 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% decreased from 2017-2018 in 2% to 2018-2019 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
1. Fall 2018, Chronic Absenteeism Dashboard	Chronically Absent: All students 10.6% EL students 10.1% SED students 12.9% Students w Disabilities 9.2% White students 3.3% Hispanic students 14.4%	Chronic Absenteeism decrease by 2%
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: 4.34 I know the rules and procedures at my school: 4.43 When I achieve a goal or accomplish something important my school's leaders, my teachers and other students celebrate it: 4.09	Increase by at least 0.50 in all three areas.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Chronically absent students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

610

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

4.4 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

4.5 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)

1500 Title IV, Part A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.6 Increased engagement opportunities for students grades 2-5 through the participation in STEAM Electives

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 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)

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

Preliminary data for 2018-2019 indicates that suspensions decreased from 7% to 4% overall. This data also shows that student groups suspensions are not declining as anticipated.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2018, Suspension Rate Dashboard	All students 7% EL students 4.9% SED students 7.8% Students w Disabilities 10.1% White students 6.3% Hispanic students 9.2%	Decrease in suspension rate of 25%
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: 4.34 I know the rules and procedures at my school: 4.43 When I achieve a goal or accomplish something important my school's leaders, my teachers and other students celebrate it: 4.09	Increase by at least 0.50 in all three areas.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

609

Title I, Part A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.4 Implementation of 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

5.6 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

5.7 Implement the STEAM (Safety, Take Pride, Empathy, Attitude, Make Wise Choices) Behavior Matrix 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 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity
5.8 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)
1500	Title IV, Part A

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$26,112.00
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	\$26,112.00

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	\$23,112.00
Title IV, Part A	\$3,000.00

Subtotal of additional federal funds included for this school: \$26,112.00

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: \$26,112.00

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

- n/a Secondary Students

Name of Members	Role
Tedde' Vaupel	Principal
Monica Aranda	Classroom Teacher
Bethany Bryant	Classroom Teacher
Jennifer DeJong	Classroom Teacher
Carrie Munroe	Other School Staff
Kristina Young	Parent or Community Member
MarQuis Martin	Parent or Community Member
April Potter	Parent or Community Member
Sandra Madera	Parent or Community Member
Aimee Villalovos	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 11/19/19.

Attested:




Principal, Tedde' Vaupel on 11/19/19

SSC Chairperson, Sandra Madera on 11/19/19