School Year: **2019-20**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodrow Elementary	5071290-6053128	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

Woodrow Elementary actively seeks engagement from stakeholders including students, staff, parents and other community members. Parents serve on the School Site Council and provide feedback on the existing SPSA. Teachers review the SPSA during the fall and spring updates, examining current data to determine progress toward goals. School plan writing day included parents, classified staff and teachers. Year end metrics are shared at the district data summit.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	%	0.25%	2		1
African American	6.9%	8.00%	5.9%	27	32	24
Asian	4.6%	3.75%	5.16%	18	15	21
Filipino	0.5%	1.50%	0.74%	2	6	3
Hispanic/Latino	46.3%	49.25%	48.16%	182	197	196
Pacific Islander	0.8%	0.75%	1.23%	3	3	5
White	29.5%	28.50%	28.5%	116	114	116
Multiple/No Response	6.9%	2.50%	3.69%	27	10	15
			Total Enrollment	393	400	407

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	65	70	73
Grade 1	63	69	72
Grade 2	75	66	63
Grade3	57	75	69
Grade 4	62	56	77
Grade 5	71	64	53
Total Enrollment	393	400	407

Conclusions based on this data:

1. Hispanic students are our largest subgroup over the past three years representing about half of our enrollment.
2. White students are the second highest subgroup remaining consistent at about 29% over the past three years.
3. Enrollment is continuing to increase over previous years, presenting a need for additional classroom space.

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	90	89	101	22.9%	22.3%	24.8%
Fluent English Proficient (FEP)	13	9	14	3.3%	2.3%	3.4%
Reclassified Fluent English Proficient (RFEP)	5	7	6	5.7%	7.8%	6.7%

Conclusions based on this data:

1. The number of English learners has increased to nearly one-fourth of our enrollment.
2. About 6% of our English learners were reclassified as fluent (RFEP) which is consistent over the past three years.
3. The number of Fluent English Proficient remains fairly consistent.

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	57	75	72	57	74	71	57	74	71	100	98.7	98.6
Grade 4	64	52	77	63	52	77	63	52	77	98.4	100	100
Grade 5	72	64	56	72	64	56	72	64	56	100	100	100
All Grades	193	191	205	192	190	204	192	190	204	99.5	99.5	99.5

* 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	2395.	2389.	2405.	7.02	12.16	16.90	29.82	20.27	21.13	28.07	31.08	28.17	35.09	36.49	33.80
Grade 4	2407.	2433.	2410.	11.11	5.77	5.19	12.70	23.08	20.78	22.22	40.38	27.27	53.97	30.77	46.75
Grade 5	2482.	2476.	2471.	18.06	9.38	5.36	20.83	35.94	35.71	33.33	20.31	23.21	27.78	34.38	35.71
All Grades	N/A	N/A	N/A	12.50	9.47	9.31	20.83	26.32	25.00	28.13	30.00	26.47	38.54	34.21	39.22

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	7.02	13.51	15.49	49.12	51.35	53.52	43.86	35.14	30.99
Grade 4	14.29	5.77	14.29	39.68	65.38	41.56	46.03	28.85	44.16
Grade 5	15.28	15.63	19.64	50.00	45.31	55.36	34.72	39.06	25.00
All Grades	12.50	12.11	16.18	46.35	53.16	49.51	41.15	34.74	34.31

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	17.54	10.81	18.31	47.37	48.65	50.70	35.09	40.54	30.99
Grade 4	6.35	5.77	6.49	50.79	59.62	46.75	42.86	34.62	46.75
Grade 5	29.17	23.44	14.29	44.44	50.00	50.00	26.39	26.56	35.71
All Grades	18.23	13.68	12.75	47.40	52.11	49.02	34.38	34.21	38.24

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	5.26	13.51	9.86	63.16	63.51	64.79	31.58	22.97	25.35
Grade 4	7.94	7.69	11.69	41.27	71.15	55.84	50.79	21.15	32.47
Grade 5	13.89	9.38	7.14	63.89	60.94	69.64	22.22	29.69	23.21
All Grades	9.38	10.53	9.80	56.25	64.74	62.75	34.38	24.74	27.45

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	10.53	10.81	18.31	59.65	45.95	42.25	29.82	43.24	39.44
Grade 4	1.59	13.46	5.19	52.38	61.54	49.35	46.03	25.00	45.45
Grade 5	19.44	17.19	14.29	52.78	48.44	55.36	27.78	34.38	30.36
All Grades	10.94	13.68	12.25	54.69	51.05	48.53	34.38	35.26	39.22

Conclusions based on this data:

1. Number of third graders who exceeded grade level standards increased in 2018-2019.
2. Fourth grade scores went down. Nearly half did not meet standards.
3. Number of fifth graders who met or exceeded grade level standards is nearly the same as 2017-2018.

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	57	75	72	57	74	72	57	74	72	100	98.7	100
Grade 4	64	52	77	64	52	77	64	52	77	100	100	100
Grade 5	72	64	56	72	64	56	72	64	56	100	100	100
All Grades	193	191	205	193	190	205	193	190	205	100	99.5	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	2396.	2406.	2402.	0.00	5.41	9.72	28.07	29.73	27.78	35.09	31.08	26.39	36.84	33.78	36.11
Grade 4	2422.	2439.	2422.	6.25	1.92	3.90	12.50	30.77	12.99	37.50	34.62	41.56	43.75	32.69	41.56
Grade 5	2488.	2481.	2471.	6.94	12.50	5.36	19.44	20.31	23.21	45.83	28.13	32.14	27.78	39.06	39.29
All Grades	N/A	N/A	N/A	4.66	6.84	6.34	19.69	26.84	20.98	39.90	31.05	33.66	35.75	35.26	39.02

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	5.26	10.81	15.28	50.88	50.00	37.50	43.86	39.19	47.22
Grade 4	7.81	15.38	6.49	23.44	34.62	29.87	68.75	50.00	63.64
Grade 5	16.67	21.88	19.64	44.44	28.13	35.71	38.89	50.00	44.64
All Grades	10.36	15.79	13.17	39.38	38.42	34.15	50.26	45.79	52.68

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	5.26	9.46	18.06	61.40	48.65	48.61	33.33	41.89	33.33
Grade 4	6.25	11.54	5.19	37.50	48.08	36.36	56.25	40.38	58.44
Grade 5	12.50	14.06	7.14	51.39	43.75	41.07	36.11	42.19	51.79
All Grades	8.29	11.58	10.24	49.74	46.84	41.95	41.97	41.58	47.80

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	8.77	14.86	12.50	59.65	55.41	51.39	31.58	29.73	36.11
Grade 4	6.25	5.77	5.19	43.75	48.08	44.16	50.00	46.15	50.65
Grade 5	6.94	10.94	7.14	54.17	46.88	46.43	38.89	42.19	46.43
All Grades	7.25	11.05	8.29	52.33	50.53	47.32	40.41	38.42	44.39

Conclusions based on this data:

1. Third grade had more students meet or exceed standards overall than other grades.
2. Fourth grade had fewer students meet or exceed grade level standards. It represents a dip from the previous year.
3. When compared to 2017-2018, Fifth grade had nearly equal numbers of those who did not meet standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1409.8	1396.7	1422.9	1404.3	1378.7	1378.7	19	16
Grade 1	1436.3	1428.6	1452.7	1441.8	1419.2	1414.8	15	24
Grade 2	1470.1	1491.4	1475.1	1495.4	1464.7	1487.0	15	18
Grade 3	1501.4	1490.4	1492.3	1495.0	1510.1	1485.3	18	16
Grade 4	1503.8	1512.1	1490.6	1497.6	1516.5	1526.1	12	18
Grade 5	*	1532.3	*	1520.1	*	1543.9	*	14
All Grades							86	106

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	*	6.25	*	43.75	*	25.00	*	25.00	19	16
1	*	0.00	*	25.00	*	37.50	*	37.50	15	24
2	*	16.67	*	61.11	*	22.22	*	0.00	15	18
3	*	31.25	66.67	31.25	*	25.00	*	12.50	18	16
4	*	27.78	*	33.33	*	22.22	*	16.67	12	18
5	*	28.57	*	50.00	*	14.29	*	7.14	*	14
All Grades	19.77	16.98	39.53	39.62	26.74	25.47	13.95	17.92	86	106

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	*	6.25	*	43.75	*	25.00	*	25.00	19	16
1	*	8.33	*	33.33	*	50.00		8.33	15	24
2	*	22.22	*	66.67	*	11.11	*	0.00	15	18
3	*	50.00	*	12.50	*	25.00	*	12.50	18	16
4	*	38.89	*	27.78	*	16.67	*	16.67	12	18
5	*	42.86	*	50.00	*	0.00		7.14	*	14
All Grades	34.88	26.42	37.21	38.68	20.93	23.58	*	11.32	86	106

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	*	50.00	68.42	31.25	*	18.75	19	16
1	*	0.00	*	12.50	*	37.50	*	50.00	15	24
2	*	11.11	*	50.00	*	38.89	*	0.00	15	18
3	*	6.25	*	43.75	*	37.50	*	12.50	18	16
4	*	22.22	*	33.33	*	22.22	*	22.22	12	18
5	*	14.29	*	35.71	*	28.57	*	21.43	*	14
All Grades	12.79	8.49	29.07	35.85	33.72	33.02	24.42	22.64	86	106

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	57.89	12.50	*	62.50	*	25.00	19	16
1	*	29.17	*	66.67		4.17	15	24
2	*	22.22	*	77.78	*	0.00	15	18
3	*	25.00	72.22	56.25	*	18.75	18	16
4	*	22.22	*	50.00	*	27.78	12	18
5	*	21.43	*	64.29		14.29	*	14
All Grades	40.70	22.64	53.49	63.21	*	14.15	86	106

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	*	18.75	*	50.00	*	31.25	19	16
1	*	4.17	*	70.83	*	25.00	15	24
2	73.33	33.33	*	66.67	*	0.00	15	18
3	*	56.25	*	25.00	*	18.75	18	16
4	*	44.44	*	44.44	*	11.11	12	18
5	*	78.57		14.29	*	7.14	*	14
All Grades	46.51	35.85	36.05	48.11	17.44	16.04	86	106

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	84.21	81.25	*	18.75	19	16
1	*	4.17	*	41.67	73.33	54.17	15	24
2	*	5.56	*	88.89	*	5.56	15	18
3	*	6.25	72.22	68.75	*	25.00	18	16
4	*	22.22	*	50.00	*	27.78	12	18
5	*	28.57	*	50.00	*	21.43	*	14
All Grades	16.28	10.38	55.81	62.26	27.91	27.36	86	106

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	*	62.50	*	18.75	*	18.75	19	16
1	*	0.00	*	75.00	*	25.00	15	24
2	*	11.11	*	83.33	*	5.56	15	18
3	*	18.75	72.22	68.75	*	12.50	18	16
4	*	27.78	*	61.11	*	11.11	12	18
5	*	0.00	*	85.71		14.29	*	14
All Grades	23.26	18.87	59.30	66.04	17.44	15.09	86	106

Conclusions based on this data:

1. As 2017-2018 was the first year to use ELPAC, it is somewhat difficult to measure growth.
2. Kindergarten through Fourth grade have nearly the same numbers of students taking the ELPAC.

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
400	75.3%	22.3%	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	89	22.3%
Homeless	1	0.3%
Socioeconomically Disadvantaged	301	75.3%
Students with Disabilities	37	9.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	8.0%
Asian	15	3.8%
Filipino	6	1.5%
Hispanic	197	49.3%
Two or More Races	23	5.8%
Pacific Islander	3	0.8%
White	114	28.5%

Conclusions based on this data:

1. Hispanics are the highest ethnic subgroup.
2. Students with disabilities are just under 10% of enrollment. These are mostly our resource and speech students.
3. There are no foster youth listed as such.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA is an area of needed growth.
2. Although the suspension rate is very low at less than 1%, this data reflects a slight increase from the previous year.
3. Chronic absenteeism continues to be an area that needs additional support.

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.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	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 English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

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

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
35.3 points below standard	44.9 points below standard	0 Students
Maintained 2.9 points	Increased 6.4 points	
182 students	46 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	43.2 points below standard	94.3 points below standard
	Maintained 2.2 points	Increased 26.3 points
	144 students	31 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
64.8 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.5 points		7 students	4 students
14 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
51.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.1 points below standard
Declined -5.3 points	6 students	2 students	Increased 27.2 points
91 students			57 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**
65.1 points below standard	12.4 points above standard	32.5 points below standard
Increased 12 points	Increased 4.2 points	Increased 3.7 points
34 students	12 students	135 students

Conclusions based on this data:

1. Low Socio economic students need additional support to meet and exceed grade level standards.
2. English learners made gains, but are still 45 points below met.
3. Overall ELA is an area of needed growth.

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	0	3	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

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
40.5 points below standard	44.4 points below standard	0 Students
Increased 6.5 points	Increased	
182 students	46 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
0 Students	46.9 points below standard	97.5 points below standard
	Increased 5.1 points	Increased
	144 students	31 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
57.2 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.9 points		7 students	4 students
14 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
59.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	14.1 points below standard
Increased 5.7 points	6 students	2 students	Increased 12.7 points
91 students			57 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**
59.7 points below standard	0.9 points below standard	39.6 points below standard
Increased	Increased 9.3 points	Increased 3.6 points
22.4 points 34 students	12 students	135 students

Conclusions based on this data:

1. All subgroups increased except African Americans, but are below standard.
2. English learners as a subgroup made the most growth.
3. Math overall is an area of needed growth.

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**
86	19.8%	39.5%	26.7%	14%

Conclusions based on this data:

1. About 25% of our students are classified as English Learners.
2. More than half are classified as moderately or well developed.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	4	1	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
10.8% chronically absent	6.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.6%	Declined 5%	0 students
427 students	94 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.8% chronically absent	7.8% chronically absent
2 students	Declined 1%	Increased 1.3%
	330 students	51 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
17.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 2.9%	1 students	Maintained 0%	6 students
34 students		15 students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
10.8% chronically absent	22.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	5.8% chronically absent
Declined 3.9%	Increased 10.2%	3 students	Maintained 0.2%
212 students	36 students		120 students

Conclusions based on this data:

1. English learners have improved in the area of chronic absenteeism.
2. Students with disabilities showed an increase in chronic absenteeism; this can be addressed at IEP meetings.

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
0	1	3	0	3

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
0.9% suspended at least once	0% suspended at least once	0 Students
Increased 0.7%	Maintained 0%	
436 students	97 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Blue
Less than 11 Students - Data Not	1.2% suspended at least once	0% suspended at least once
3 students	Increased 0.9%	Maintained 0%
	338 students	51 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
2.8% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once	Less than 11 Students - Data 6 students
Maintained 0.1% 36 students		Maintained 0% 15 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Yellow
0.9% suspended at least once	0% suspended at least once	Less than 11 Students - Data 3 students	0.8% suspended at least once
Increased 0.9% 217 students	Maintained 0% 36 students		Increased 0.8% 122 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.4% suspended at least once	0.2% suspended at least once	0.9% suspended at least once

Conclusions based on this data:

1. Although still very low, the suspension rate increased in 2017-2018 over the 2016-2017 school year.
2. Students with disabilities were not suspended in 2017-2018.
3. Woodrow has a less than 1% suspension rate; the lowest in the district.

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 Woodrow students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment.

Identified Need

Based on a review of the data, there is a need for increased achievement in ELA for all students. Students with disabilities are the group showing the greatest need, followed by Hispanic students, EL students and low income students. There continues to be a gap between white students and the other subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. SBAC ELA Fall 2018 dashboard	Overall students were 35.3 points from level 3 EL students: 44.9 points from met Low SES students: 43.2 points from met Students with disabilities: 94.3 points from met White Students: 3.1 points from met Hispanic Students: 51.3 points from met	Fall 2019 Release Point from Level 3 All students and all student groups to move up 10 points
2. SBAC ELA 2019 spring	SBAC 18-19 34.3 % met or exceeded grade level in ELA English Learners: 16.7 % Low SES: 30.1% Students with disabilities 11.4% White Students: 39.7% Hispanic Students: 33.4%	All students 100% English Learners 100% Low Income 100% Students with Disabilities 100% White Students 100% Hispanic Students 100%
3. Professional Learning Communities (PLC) Progress regarding	Learning as our Fundamental Purpose Average Score: 3.18 Building a Collaborative Culture through high-performing teams: 3.32	Increase average on each to 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement	A focus on results: 3.33	
4. ELPAC Dashboard Fall 2018	Level 4: 19.8% Level 3: 39.5% Level 2: 26.7% Level 1: 14%	Spring 2020 ELPAC Summative Assessment Results: All grade levels increase at least 20 scale points which would result in a growth with the same ELD Proficiency Level or a move to the next level

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Grade levels will collaborate based on the 4 tenets of a PLC in order to support student achievement as evidenced by the PLC cycle.

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 Draft, review, and revise grade level SMART goals to guide short and long term instruction and target student needs. Goals will be publicized for vertical articulation.

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

Amount(s)	Source(s)
1200	Title I, 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

1.3 Instructional Coaches and ELD/Literacy specialists will support specific instructional strategies with the district focus on Marzano's elements 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)
1500	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)

English learners and students who are two or more grade levels below in reading.

Strategy/Activity

1.4 ELD Literacy Specialist and teachers will collaborate to provide integrated and designated ELD and targeted literacy instruction to improve student achievement in all content areas.

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

Amount(s)	Source(s)
2500	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

1.5 Provide opportunities for staff to participate in conferences/workshops aligned to site and district goals that support classroom instruction and 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 6

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

Strategy/Activity
1.6 Provide opportunities for teachers to present relevant instructional strategies to their peers.

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)
1212	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
1.7 Teachers will integrate technology in all content areas.

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

Amount(s)	Source(s)
1000	Title I, Part A
2000	Local

Strategy/Activity 8

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

Strategy/Activity

1.8 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)
3367	Title I, Part A

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.9 Standards based opportunities directly connected to an instructional focus may be provided on or off campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4214	General Fund

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 Woodrow third grade students will meet or exceed grade level standards in Reading as measured by Oral Reading Record.

Identified Need

Third grade reading proficiency is closely correlated with success in all academic areas. At Woodrow School, students with disabilities are the furthest behind in meeting grade level standards on the SBAC. English learners did more poorly on the ORR than on the SBAC. We need to work on strengthening Tier 1 instruction for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. SBAC ELA Third Grade Spring 2019	38% of third grade students met or exceeded on SBAC ELA English Learners: 33.3% Low Income: 32.1% Students with disabilities: 10% White students: 36.9% Hispanic Students: 43.2%	100%
2. Oral Reading Record	44.28% of third grade students were reading at or above grade level standards English Learners: 27.27% Low Income: 40% Students with disabilities: 40% White Students: 42.11% Hispanic Students: 54.05%	100% of third grade students will read at or above grade level standards English Learners: Low Income: 100% Students with disabilities: 100% White Students: 100% Hispanic Students: 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

2.1 Classroom teachers provide small group guided reading lesson

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)
4500	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)

At risk students as identified by classroom teachers

Strategy/Activity

2.2 Small group instruction provided by ELD 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)
2500	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 English learners

Strategy/Activity

2.3 Integrated and designated instruction using frame work 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)
3500	General Fund

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 Woodrow students will meet or exceed grade level standards in Math as measured by the SBAC assessment.

Identified Need

Math scores overall are lower than ELA. Woodrow demonstrates a need for increased achievement in Math for all students. Students with disabilities are demonstrating the greatest gaps. Support and interventions are needed within the context of the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math 2019 spring	27.3% of all students met or exceeded grade level standards English Learners: 25.6% Low SES: 25% Students with disabilities: 11.4% White Students: 25.8% Hispanic Students: 28.7%	All students : 100% English Learners: 100% Low SES: 100% Students with disabilities: 100% White Students: 100% Hispanic Students: 100%
SBAC Math Fall 2018 dashboard	Overall students were 40.5 points from met English learners: 44.4 points from met Low SES: 46.9 points from met Students with disabilities: 97.5 points from met White Students: 14.1 points from met HIspanic Students: 59.1 points from met	Fall 2019 Release Point from Level 3 All students and all student groups to move up 10 points

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 Grade levels will collaborate based on the 4 tenets of a PLC in order to support student achievement as evidenced by the PLC cycle.

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)
2400	General Fund

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 Draft, review, and revise grade level SMART goals to guide short and long term instruction and target student needs. Goals will be publicized for vertical articulation.

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)
1943	General Fund

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 Provide opportunities for staff to participate in conferences/workshops aligned to site and district goals that support classroom instruction and improve overall student achievement.

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

Amount(s)	Source(s)

2000	General Fund

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 Instructional Coaches will support specific instructional strategies with the district focus on Marzano's elements 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)
933	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

3.5 Provide opportunities for teachers to present relevant instructional strategies to their peers.

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	General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.6 Teachers will integrate technology in all content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Local

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

CALPADS longitudinal data indicate students with chronic absenteeism of >20% have decreased 1.61%. Students with absenteeism greater than 10% have decreased by 0.84%. Students with good attendance (less than 5% absenteeism) increased slightly. Although these gains are slight, they are in the right direction. The subgroup with highest absenteeism rates are low SES students. To increase attendance, Woodrow needs to increase student engagement and encourage positive attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Chronic Absenteeism Dashboard	• All students: 10.8% chronically absent • EL students: 6.4% chronically absent • Low SES students: 11.8% chronically absent • Students with Disabilities: 7.8% chronically absent • White: 5.8% chronically absent • Hispanic: 10.8% chronically absent	Chronic absenteeism decrease by 2% for all students
Marzano Student Survey, Fall 2018	All scores are based on a rubric of 1 Strongly Disagree to 5 Strongly Agree; • My school is a safe place: 4.79 • I know the rules and procedures at my school: 4.64 • When I achieve a goal or accomplish something important	Increase by .5 in the area of celebrating goals

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	my school's leaders, my teachers, and other students celebrate it: 4.24	

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

4.1 Provide counselor to address social and emotional needs of students to support academic success

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)
250	Title IV, 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

4.2 Students will have access to Mental Health Clinician, school counselor and Board Certified Behavior Analysts

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)
750	Title IV, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.3 Support effective communication between school and home 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)
3120	General Fund

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 Caring School Communities Social Emotional Learning Curriculum to improve school culture and increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	Title IV, Part A

Strategy/Activity 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 Teachers, administrator, and parents will identify and plan for regular and meaningful parent engagement opportunities

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)
3750	General Fund

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 Develop and implement strategies including incentives and awards to encourage and support regular 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)
1000	Local
2300	General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

4.7 Engagement strategies to support regular attendance will be implemented with an emphasis on decreasing chronic absenteeism 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)
1500	Local
788	General Fund

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 student suspensions will remain at or less than 1%

Identified Need

There was a slight increase in suspensions from 2016-2017 to 2017-2018. However, suspensions decreased in 2018-2019 school year. Woodrow currently has a very low suspension rate. Student safety survey indicates students believe Woodrow is a safe place. In order to maintain a low suspension rate, Woodrow will implement a SEL curriculum in all grades and utilize other means of correction when appropriate. Celebrating student success is another way to engage students and recognize their efforts. Increased support from a Mental Health Clinician will help those students who are most at risk.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Suspension Dashboard	• All students: 0.9% • ELStudents: 0% • Low SES Students: 1.2% • Students with Disabilities: 0% • White Students: 0.8% • Hispanic Students: 0.9%	Maintain low suspension rate
Marzano Student Safety Survey	All scores are based on a rubric of 1 Strongly Disagree to 5 Strongly Agree; • My school is a safe place: 4.79 • I know the rules and procedures at my school: 4.64 • When I achieve a goal or accomplish something important	increase by .50 in the area of celebrating student success

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	my school's leaders, my teachers, and other students celebrate it: 4.24	
Marzano Staff Survey, Fall 2019	All scores are based on a rubric of 1 Strongly Disagree to 5 Strongly Agree • The faculty and staff perceive the school as safe and orderly: 4.65	Increase by .10

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

5.1 Provide counselor to address social and emotional needs of students to support academic success.

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 2

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

5.2 Students will have access to Mental Health Clinician, school counselor and Board Certified Behavior Analysts

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	Title IV, Part A

Strategy/Activity 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 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)
2000	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 Caring School Communities Social Emotional Learning Curriculum to improve school culture 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)
100	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

5.5 Teachers, administrator, and parents will identify and plan for regular and meaningful parent engagement opportunities

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	General Fund

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$63,227.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I, Part A	$24,712.00
Title IV, Part A	$3,000.00

Subtotal of additional federal funds included for this school: $27,712.00

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 ($)
General Fund	$26,015.00
Local	$9,500.00

Subtotal of state or local funds included for this school: $35,515.00

Total of federal, state, and/or local funds for this school: $63,227.00

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
Joanna O'Brien	Principal
Jennifer Stone	Classroom Teacher
Trish Rascon	Classroom Teacher
Karen Bolles	Classroom Teacher
Grace Luke	Other School Staff
Celene Ramirez	Parent or Community Member
Michele Rosales	Parent or Community Member
Gabriel Chavoya	Parent or Community Member
Soni Tillak	Parent or Community Member
Selene Caballero	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:

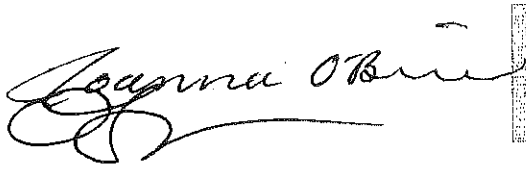
Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee

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:



Principal, Joanna O'Brien on 11.19.19

SSC Chairperson, Trish Rascon on 11.19.19