

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orchard Elementary	50-71290-6111009	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

Orchard Elementary 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 at Orchard's progress for the year and compare our data to year's previous. We also 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 Orchard's current data, reflections regarding reasons for the outcomes both positive and negative, and next steps for increasing achievement. Orchard's data summit was shared with site leadership, school staff, and school site council. School Site Council received a spring and fall update on progress towards our school goals in the 18-19 school year. Goals for the 19-20 school year were vetted and approved by guiding coalition members, staff, and school site council.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.7%	0.83%	0.5%	4	5	3
African American	5.3%	5.46%	5.16%	31	33	31
Asian	1.9%	2.98%	3.66%	11	18	22
Filipino	2.7%	2.15%	2%	16	13	12
Hispanic/Latino	38.7%	38.25%	39.77%	227	231	239
Pacific Islander	0.3%	0.66%	0.33%	2	4	2
White	42.8%	42.38%	39.77%	251	256	239
Multiple/No Response	4.6%	2.15%	3.49%	27	13	21
Total Enrollment				586	604	601

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	144	143	131
Grade 1	89	93	103
Grade 2	85	98	87
Grade 3	92	82	99
Grade 4	91	90	86
Grade 5	85	98	95
Total Enrollment	586	604	601

Conclusions based on this data:

1. Class sizes continue to be at or near maximum capacity which impacts teachers in terms of effectively meeting the needs of individual students.
2. Orchard's population remains fairly constant with minor increases in one or two ethnicities (Asian and African American) and minor decreases in the white population.
3. There are approximately equal amounts of Hispanic and White students.

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	102	86	83	17.4%	14.2%	13.8%
Fluent English Proficient (FEP)	20	21	20	3.4%	3.5%	3.3%
Reclassified Fluent English Proficient (RFEP)	9	13	3	9.7%	12.7%	3.5%

Conclusions based on this data:

1. Number of English learners has decreased slightly each year for the last three years.
2. There are currently less than 15% English learners.
3. The number of students RFEPed in 18-19 was the lowest ever.

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	90	80	99	90	80	97	90	80	97	100	100	98
Grade 4	90	93	87	89	93	86	89	93	86	98.9	100	98.9
Grade 5	86	88	94	84	87	94	84	87	94	97.7	98.9	100
All Grades	266	261	280	263	260	277	263	260	277	98.9	99.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2399.	2425.	2404.	12.22	27.50	17.53	28.89	23.75	25.77	22.22	22.50	20.62	36.67	26.25	36.08
Grade 4	2468.	2432.	2452.	22.47	19.35	20.93	25.84	10.75	25.58	21.35	23.66	20.93	30.34	46.24	32.56
Grade 5	2487.	2494.	2481.	14.29	20.69	14.89	28.57	20.69	22.34	29.76	28.74	30.85	27.38	29.89	31.91
All Grades	N/A	N/A	N/A	16.35	22.31	17.69	27.76	18.08	24.55	24.33	25.00	24.19	31.56	34.62	33.57

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	16.67	23.75	23.71	42.22	47.50	44.33	41.11	28.75	31.96	
Grade 4	25.84	18.28	27.91	40.45	38.71	45.35	33.71	43.01	26.74	
Grade 5	11.90	18.39	17.02	58.33	44.83	55.32	29.76	36.78	27.66	
All Grades	18.25	20.00	22.74	46.77	43.46	48.38	34.98	36.54	28.88	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.33	27.50	11.34	36.67	41.25	48.45	40.00	31.25	40.21
Grade 4	24.72	13.04	13.95	47.19	48.91	48.84	28.09	38.04	37.21
Grade 5	28.57	24.14	17.02	45.24	49.43	50.00	26.19	26.44	32.98
All Grades	25.48	21.24	14.08	42.97	46.72	49.10	31.56	32.05	36.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.33	27.50	16.49	66.67	57.50	65.98	20.00	15.00	17.53
Grade 4	14.61	12.90	19.77	62.92	66.67	63.95	22.47	20.43	16.28
Grade 5	8.33	18.39	9.57	67.86	64.37	65.96	23.81	17.24	24.47
All Grades	12.17	19.23	15.16	65.78	63.08	65.34	22.05	17.69	19.49

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	16.67	27.50	13.40	47.78	50.00	45.36	35.56	22.50	41.24
Grade 4	25.84	18.28	18.60	51.69	44.09	52.33	22.47	37.63	29.07
Grade 5	22.62	29.89	18.09	51.19	37.93	45.74	26.19	32.18	36.17
All Grades	21.67	25.00	16.61	50.19	43.85	47.65	28.14	31.15	35.74

Conclusions based on this data:

1. Overall met/exceeded scores increased slightly from 17-18 to 18-19.
2. 4th grade had the highest percentages of met/exceeded in 18-19.
3. Overall students scored highest in the listening category and second highest was the reading category.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	80	99	90	80	98	90	80	98	100	100	99
Grade 4	90	93	86	89	93	85	89	92	85	98.9	100	98.8
Grade 5	86	87	93	84	86	93	84	86	93	97.7	98.9	100
All Grades	266	260	278	263	259	276	263	258	276	98.9	99.6	99.3

* 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	2426.	2434.	2430.	14.44	18.75	19.39	28.89	37.50	29.59	34.44	15.00	21.43	22.22	28.75	29.59
Grade 4	2449.	2438.	2445.	8.99	6.52	4.71	21.35	19.57	31.76	42.70	39.13	29.41	26.97	34.78	34.12
Grade 5	2465.	2476.	2461.	8.33	15.12	8.60	17.86	16.28	11.83	30.95	27.91	34.41	42.86	40.70	45.16
All Grades	N/A	N/A	N/A	10.65	13.18	11.23	22.81	24.03	24.28	36.12	27.91	28.26	30.42	34.88	36.23

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	25.56	33.75	33.67	46.67	35.00	33.67	27.78	31.25	32.65
Grade 4	17.98	11.96	15.29	32.58	32.61	38.82	49.44	55.43	45.88
Grade 5	15.48	18.60	8.60	39.29	32.56	35.48	45.24	48.84	55.91
All Grades	19.77	20.93	19.57	39.54	33.33	35.87	40.68	45.74	44.57

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	20.00	27.50	25.51	51.11	40.00	47.96	28.89	32.50	26.53
Grade 4	7.87	7.61	10.59	47.19	50.00	47.06	44.94	42.39	42.35
Grade 5	14.29	13.95	6.45	36.90	39.53	38.71	48.81	46.51	54.84
All Grades	14.07	15.89	14.49	45.25	43.41	44.57	40.68	40.70	40.94

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	20.00	28.75	22.45	57.78	52.50	47.96	22.22	18.75	29.59
Grade 4	16.85	11.96	12.94	46.07	45.65	48.24	37.08	42.39	38.82
Grade 5	9.52	13.95	11.83	44.05	43.02	34.41	46.43	43.02	53.76
All Grades	15.59	17.83	15.94	49.43	46.90	43.48	34.98	35.27	40.58

Conclusions based on this data:

1. The overall percent of students with standard met increased slightly from 17-18 to 18-19 however the percent of standards exceeded decreased for a basic wash overall.
2. Third grade students outperformed fourth and fifth overall.
3. Number of students within testing range was highest in 18-19 therefore more student met or exceeded standard even though percentages dipped ever so slightly.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1412.5	1398.1	1431.0	1401.8	1369.5	1389.5	25	15
Grade 1	1441.9	1437.2	1437.2	1458.6	1446.1	1415.1	14	11
Grade 2	1517.5	1479.2	1522.4	1482.2	1512.2	1475.5	22	13
Grade 3	1487.2	1512.4	1476.1	1509.1	1497.8	1515.1	12	19
Grade 4	*	1537.8	*	1524.4	*	1551.2	*	11
Grade 5	1522.6	1547.7	1513.0	1541.2	1531.5	1553.7	12	11
All Grades							95	80

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	*	6.67	*	13.33	*	66.67	*	13.33	25	15
1	*	9.09	*	27.27	*	45.45	*	18.18	14	11
2	59.09	38.46	*	15.38	*	30.77		15.38	22	13
3	*	21.05	*	52.63	*	10.53	*	15.79	12	19
4	*	36.36	*	63.64	*	0.00		0.00	*	11
5	*	9.09	*	90.91	*	0.00		0.00	12	11
All Grades	30.53	20.00	34.74	42.50	22.11	26.25	12.63	11.25	95	80

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	*	13.33	*	6.67	*	66.67	*	13.33	25	15
1	*	27.27	*	18.18		54.55	*	0.00	14	11
2	95.45	46.15	*	23.08		23.08		7.69	22	13
3	*	52.63	*	26.32	*	10.53	*	10.53	12	19
4	*	72.73	*	27.27	*	0.00		0.00	*	11
5	*	63.64	*	36.36	*	0.00		0.00	12	11
All Grades	51.58	45.00	30.53	22.50	*	26.25	*	6.25	95	80

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	*	6.67		13.33	52.00	60.00	*	20.00	25	15
1	*	9.09	*	27.27	*	18.18	*	45.45	14	11
2	50.00	23.08	*	23.08	*	30.77	*	23.08	22	13
3		21.05	*	26.32	*	36.84	*	15.79	12	19
4		36.36	*	45.45	*	18.18	*	0.00	*	11
5	*	9.09	*	54.55	*	36.36		0.00	12	11
All Grades	22.11	17.50	22.11	30.00	30.53	35.00	25.26	17.50	95	80

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	56.00	13.33	*	60.00	*	26.67	25	15
1	*	45.45	*	54.55	*	0.00	14	11
2	86.36	46.15	*	46.15		7.69	22	13
3	*	31.58	*	47.37	*	21.05	12	19
4	*	36.36	*	54.55		9.09	*	11
5	*	9.09	*	90.91	*	0.00	12	11
All Grades	52.63	30.00	40.00	57.50	*	12.50	95	80

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	*	6.67	48.00	66.67	*	26.67	25	15
1	*	0.00	*	63.64	*	36.36	14	11
2	86.36	38.46	*	53.85		7.69	22	13
3	*	78.95	*	15.79	*	5.26	12	19
4	*	72.73	*	27.27		0.00	*	11
5	*	100.00	*	0.00		0.00	12	11
All Grades	58.95	50.00	31.58	37.50	*	12.50	95	80

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.67	64.00	80.00	*	13.33	25	15
1	*	27.27	*	18.18	*	54.55	14	11
2	50.00	23.08	*	53.85	*	23.08	22	13
3		21.05	*	57.89	*	21.05	12	19
4		27.27	*	63.64	*	9.09	*	11
5	*	27.27	*	72.73	*	0.00	12	11
All Grades	22.11	21.25	50.53	58.75	27.37	20.00	95	80

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	*	33.33	*	40.00	52.00	26.67	25	15
1	*	18.18	*	63.64	*	18.18	14	11
2	*	38.46	59.09	38.46		23.08	22	13
3	*	26.32	*	57.89	*	15.79	12	19
4	*	54.55	*	45.45		0.00	*	11
5	*	18.18	*	81.82		0.00	12	11
All Grades	32.63	31.25	45.26	53.75	22.11	15.00	95	80

Conclusions based on this data:

1. Kindergarten and second grade had the highest number of EL's tested.
2. 17-18 was the first year using the ELPAC instead of the CELDT as a measure to determine EL growth.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
604	57.6%	14.2%	1.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	86	14.2%
Foster Youth	7	1.2%
Homeless	1	0.2%
Socioeconomically Disadvantaged	348	57.6%
Students with Disabilities	82	13.6%

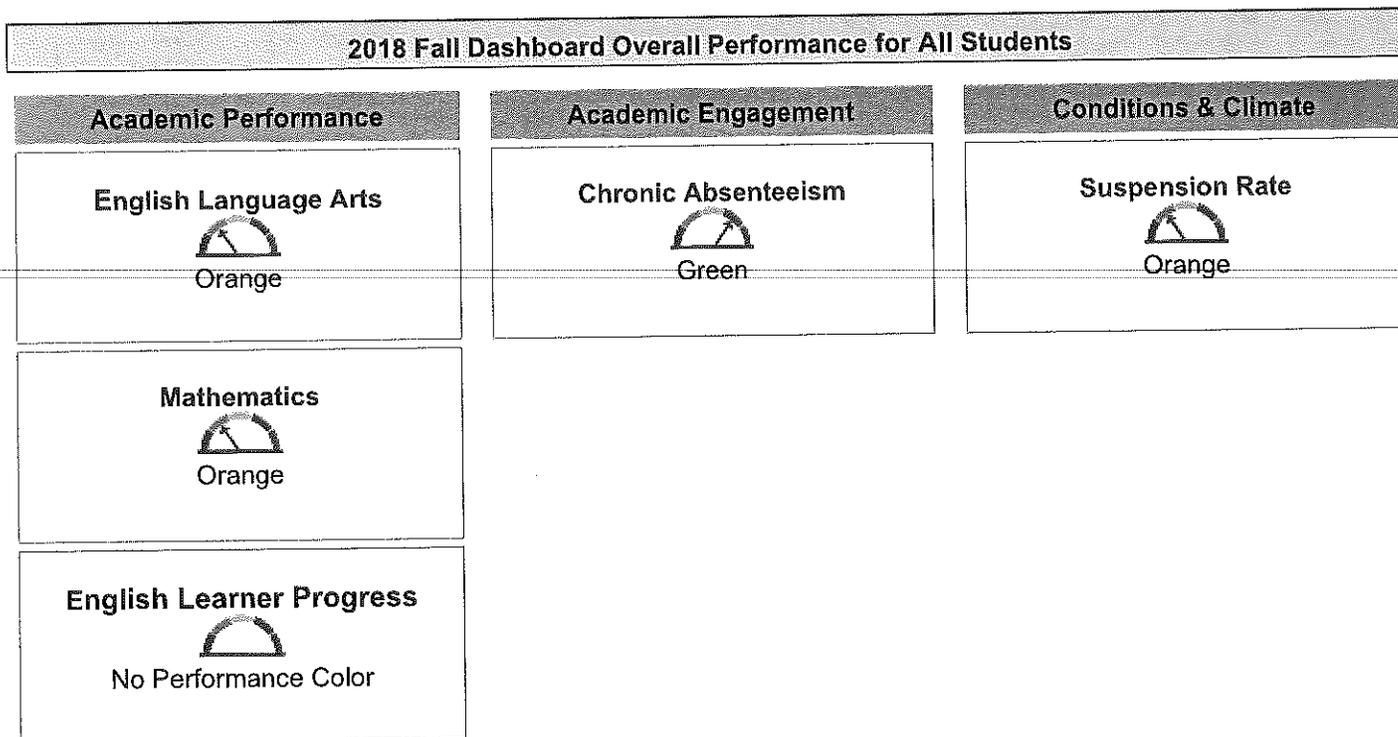
Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	5.5%
American Indian	5	0.8%
Asian	18	3.0%
Filipino	13	2.2%
Hispanic	231	38.2%
Two or More Races	31	5.1%
Pacific Islander	4	0.7%
White	256	42.4%

Conclusions based on this data:

1. The 82 students with disabilities account for students qualified under speech, resource, and SDC autism.
2. The percentage of students with disabilities is one of the highest percentages in the district.
3. White, Hispanic, and African American make up the top three ethnicities represented at Orchard.

School and Student Performance Data

Overall Performance



Conclusions based on this data:

1. There is a continued need to focus on student achievement in both ELA and Math.
2. The suspension rate has decreased significantly since the data represented in 2018. This is an anticipated area to demonstrate growth on the 2019 dashboard.
3. The attendance programs and incentives in place continue to keep Orchard's overall positive attendance data high.

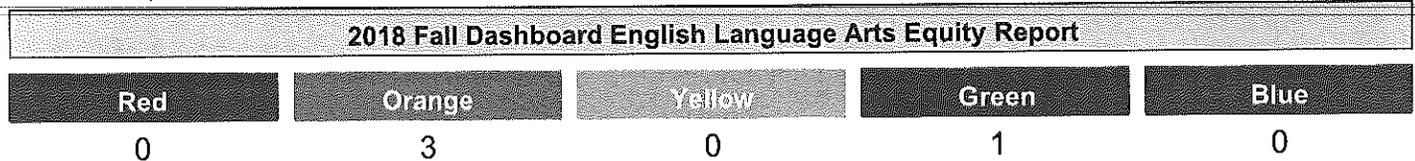
School and Student Performance Data

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> Orange</p> <p>17.7 points below standard</p> <p>Maintained -0.4 points</p> <p>240 students</p>	<p>English Learners</p> <p> Orange</p> <p>49.7 points below standard</p> <p>Maintained -0.2 points</p> <p>47 students</p>	<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>31.3 points below standard</p> <p>Declined -4.4 points</p> <p>154 students</p>	<p>Students with Disabilities</p> <p> No Performance Color</p> <p>76 points below standard</p> <p>Increased 11.1 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 52.8 points below standard Declined -17.9 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36.8 points below standard Declined -15.2 points 93 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 1.2 points below standard Increased 16.9 points 111 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
95.9 points below standard Increased 8.6 points 28 students	18.4 points above standard Increased 6.5 points 19 students	11.8 points below standard Maintained -2.8 points 191 students

Conclusions based on this data:

- English learner achievement on the CAASP is increasing.
- Students with disabilities have also shown an increase in achievement.
- Students of low socio economic status have shown a decline. The total number of students that are in this category has gone up.

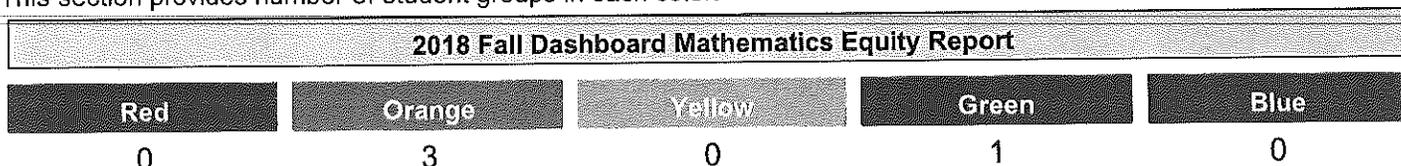
School and Student Performance Data

Academic Performance Mathematics

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



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> Orange</p> <p>33.2 points below standard</p> <p>Maintained 2.2 points</p> <p>239 students</p>	<p>English Learners</p> <p> Orange</p> <p>60.7 points below standard</p> <p>Maintained -0.7 points</p> <p>47 students</p>	<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>46.9 points below standard</p> <p>Maintained -1.3 points</p> <p>153 students</p>	<p>Students with Disabilities</p> <p> No Performance Color</p> <p>74 points below standard</p> <p>Maintained -0.5 points</p> <p>31 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 73 points below standard Maintained 0.9 points 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 52.4 points below standard Declined -8.7 points 93 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 13.7 points below standard Increased 13.9 points 111 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
97.5 points below standard Declined -5.7 points 28 students	6.5 points below standard Increased 18.1 points 19 students	28.4 points below standard Maintained 0.5 points 190 students

Conclusions based on this data:

1. There is evidence of unintended biases as the white population is the only sub group that has demonstrated growth.
2. There is an identified need to support Hispanic students and EL's with math proficiency.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
95	30.5%	34.7%	22.1%	12.6%

Conclusions based on this data:

1. A total of 65% of EL's are a level 3 or 4 and approaching reclassification.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	1	1

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>5.2% chronically absent</p> <p>Declined 1.2%</p> <p>651 students</p>	<p>English Learners</p> <p> Yellow</p> <p>4% chronically absent</p> <p>Increased 2.3%</p> <p>99 students</p>	<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 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> Orange</p> <p>7% chronically absent</p> <p>Increased 0.5%</p> <p>398 students</p>	<p>Students with Disabilities</p> <p> Orange</p> <p>7% chronically absent</p> <p>Increased 2.5%</p> <p>100 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 16.2% chronically absent Increased 7.9% 37 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0% chronically absent Maintained 0% 18 students	 No Performance Color 7.7% chronically absent Increased 7.7% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4% chronically absent Declined 0.5% 251 students	 Orange 11.5% chronically absent Increased 6.4% 52 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Blue 4.1% chronically absent Declined 4.6% 271 students

Conclusions based on this data:

1. Attendance improvement efforts should be targeted to low socioeconomic students as well as students with disabilities.
2. Attendance improvement efforts have shown great success in improving the attendance of the white population.
3. African Americans are another subgroup that have not benefited as much from our attendance improvement efforts.

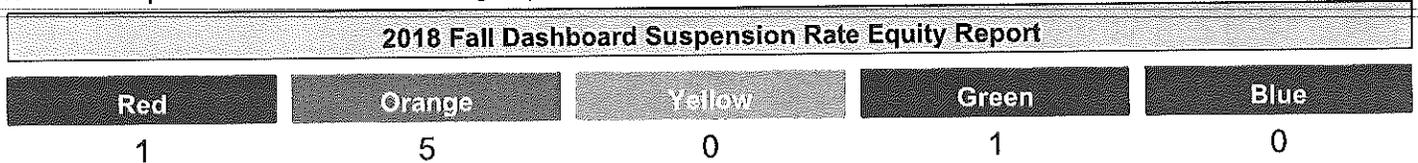
School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p></p> <p>Orange</p> <p>3.3% suspended at least once</p> <p>Increased 0.3%</p> <p>661 students</p>	<p>English Learners</p> <p></p> <p>Orange</p> <p>2% suspended at least once</p> <p>Increased 1.1%</p> <p>101 students</p>	<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10 students</p>
<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>Orange</p> <p>4.2% suspended at least once</p> <p>Maintained 0%</p> <p>405 students</p>	<p>Students with Disabilities</p> <p></p> <p>Green</p> <p>3% suspended at least once</p> <p>Declined -0.3%</p> <p>100 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5.3% suspended at least once Maintained 0% 38 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 0% suspended at least once Maintained 0% 18 students	 No Performance Color 0% suspended at least once Declined -5.9% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.9% suspended at least once Increased 0.4% 257 students	 Red 7.7% suspended at least once Increased 3.1% 52 students	 No Performance Color Less than 11 Students - Data 4 students	 Orange 4% suspended at least once Maintained 0% 274 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2% suspended at least once	3.1% suspended at least once	3.3% suspended at least once

Conclusions based on this data:

1. A subgroup that we will need to focus on and target is the two or more races group.
2. The site intervention team monitoring data and meeting to discuss students monthly led to a decrease in the number of students with disabilities being suspended.
3. Overall there was a 3% increase in suspensions from 16-17 to 17-18.

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 Orchard Elementary students will meet or exceed grade level standards in Language Arts as measured by state and local assessments.

Identified Need

As indicated by the CA Dashboard data all sub groups and overall performance on the CAASP is in the orange range. EL's and special education students demonstrated some growth but continue to be 50-75 points below standard. Additional sub groups include students of low socioeconomic status (SED), Hispanic, and white. SED and Hispanic students demonstrated a decline in performance from the previous year and the white subgroup showed an increase in performance. The increase in performance is an indicator that some efforts are heeding positive results but the data clearly demonstrates a gap between the white sub group and all other sub groups. The strategies and activities outlined below will reflect the need to focus on increasing performance of EL's, Hispanics, and SED students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2018 Dashboard	All students 17.7 points from 3 EL students 49.7 points from 3. Low income students 31.3 points from 3 Students w Disabilities 76 points from 3. White students 1.2 points from 3 Hispanic students 36.8 points from 3.	Fall 2019 Release Point from Level 3: All students and all student groups to move a minimum of 10 points towards 3. For example, EL students will go from 49.7 points away from 3 to 39 points away from 3.
2. SBAC ELA Spring 2019	Met or Exceeded: All Students: 42.2% English Learners: 15.2% Low Income: 36.5% Students with Disabilities: 11.9% White students: 50% Hispanic students: 37.7%	Met or Exceeded: All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100% White students: 100% Hispanic students 100%
3. PLC Survey Fall 2019 - .	PLC Survey Fall 2019 Average	Increase to average 3.6

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.	Scores: Learning as our fundamental purpose - 3.01 Building a collaborative culture through high-performing teams- 3.33 A focus on results - 3.14	
4. ELPAC - ELPI CA School Dashboard Fall 2018	Level 4: 30.5% Level 3: 34.7% Level 2: 22.1% Level 1: 12.6%	Spring 2020 ELPAC Summative Assessment Results: All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency Level or a move to the next level.
5. Oral Reading Records Spring 2019	Met or Exceeded Grade Level: K - 57% 1st - 60% 2nd - 67% 3rd - 62% 4th - 68% 5th - 69%	All grade levels at 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1800

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4546

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, EL's, and SED students.

Strategy/Activity

Provide teachers with job embedded professional growth related to high yield instructional practices as demonstrated through Marzano's elements, opportunities to observe high performing colleagues, social emotional learning, trauma informed practices, embedded coaching related to PLC and RTI, as well as continued professional growth related to curriculum, state standards, and ELD support.

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

1500

Title IV, Part A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Draft, review, revise, publicize, celebrate and share grade level SMART goals to guide short-term and long-term instruction and target students needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	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

Incorporate regular technology use, target practicing tech skills needed for use on state assessments, utilize instructional coach support to incorporate technology as an assessment tool as well as an engagement tool.

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)
7333	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

Strategy/Activity

Record and track data of student progress on essential standards to plan instruction and intervention by the student by the standard/skill as well as monitor progress towards SMART 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)
0	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

Literacy-based instruction, with a focus on academic discourse, will be provided to all students in order to improve overall academic achievement in all content areas. EL students will receive designated and integrated ELD daily with a focus on intensive academic vocabulary and discourse.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title I, Part A

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

ELD/Literacy Specialist will collaborate with staff to support ELs in the area of English Language acquisition as well as being a resource for literacy development using 21st Century learning 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)

250

Source(s)

Title I, Part A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Reading at grade level by third grade is proven to dramatically increase a student's ability to achieve and stay on grade level beyond third grade. At Orchard we have seen a discrepancy between the overall performance of third grade students exiting third grade reading at grade level and students that have an identified disability or are English learners. Our third grade SED students are actually performing at the same level of proficiency as their peers. (67% at grade level) This information tells us that we need to increase our overall focus on improving reading skills and additionally we need to provide extra support and resources to our sped students and EL's.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Spring 2019 3rd grade	Met or Exceeded: All 3rd Grade Students: 43.7% English Learners: 8.3% Low Income: 34.4% Students with Disabilities: 10.5%	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: 67% English Learners: 25% Low Income: 67% Students with Disabilities: 37%	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

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 reading below grade level

Strategy/Activity

Classroom teachers will work with their grade level collaborative teams as well as consult with ELD/Literacy specialist, Site Intervention team members, and/or Instructional coach to identify effective strategies, scaffolds, and supports that will be implemented for all students reading below grade level in order to support them with comprehension of grade level material.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Small group instruction provided by the ELD/Literacy Specialist.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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 Orchard Elementary students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment.

Identified Need

As is demonstrated in the data, math scores overall are lower than ELA scores which tells us that there is a need to provide the same level of focus, supports, and interventions for math as are provided for ELA. The data supports the fact that math is an area of strength for our SED students as well as students with disabilities. EL's are affected by lower performance in math as in ELA. Overall student performance decreased by 2% from 17-18 to 18-19.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Mathematics Dashboard	All students 33.2 points from 3 EL students 60.7 points from 3 SED students 46.9 points from 3 Students w Disabilities 74 points from 3 White Students 13.9 points from 3 Hispanic students 52.4 points from 3	Fall 2019 Release Point from Level 3: All students and all student groups to move 10 points
SBAC Mathematics Spring 2019	Met or Exceeds: All Students: 35.5% English Learners: 14.7% Low Income: 39.7% Students with Disabilities: 25.8% White Students: 47% Hispanic Students: 23%	Met or Exceeds: All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
PLC Survey Fall 2019 - Professional Learning (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as	PLC Survey Fall 2019: Learning as our fundamental purpose average score - 3.01 Building a collaborative culture through high-performing teams average score - 3.33	Increase to average 3.6.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
demonstrated increase in student achievement in Metric #1 and #2 above	A focus on results average score - 3.14	

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2800

Source(s)

Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5350

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

Draft, review, revise, publicize, celebrate and share grade level SMART goals to guide short-term and long-term instruction and target students needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Provide professional development to teachers regarding strategies and supports related to EL's and the vocabulary/reading skills required for math proficiency at grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

150

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

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)

1500

Title I, Part A

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students not performing at grade level

Strategy/Activity

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

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 of 20% or higher decreased by nearly 2% points from 17-18 to 18-19. Students with absences between 10% and 20% decreased by nearly 1% from 17-18 to 18-19 and students with absences between 5% and 10% decreased by 1.5% from 17-18 to 18-19. Overall, the number of students considered chronically absent went down by 1.2%. However, all significant subgroups increased the chronically absent rate from 17-18 to 18-19. The site must make an effort to target specific students and subgroups when determining attendance incentives, supports, and interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018, Chronic Absenteeism Dashboard	Chronically Absent: All students 5.2% EL students 4% SED students 7% Students w Disabilities 7% White students 4.1% Hispanic students 4%	Chronic absenteeism will decrease by 1.2% in order for the positive attendance rate to be at 96% overall.
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: 4.38 I know the rules and procedures at my school: 4.47 When I achieve a goal or accomplish something important my school's leaders, my teachers and other students celebrate it: 3.79	Students scores will be at 4.5 or higher in all three areas.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

700

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students approaching 10% or higher chronic absenteeism

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

250

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 with chronic absenteeism

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 5

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

Identified Need

While the Fall dashboard reports an increase in suspensions from 16-17 school year to 17-18 school year, preliminary data from Aeries Analytics demonstrates an overall decrease in number of students suspended from 17-18 to 18-19. Over half of the reported suspensions are for "use of force or violence" this indicates that there is a need to teach students self-regulation strategies and alternatives to putting their hands on others when mad/frustrated. Students with disabilities getting suspended has also shown a decline. Site administrators will continue to work with staff, students, and families to incorporate Other Means of Correction as part of a progressive discipline model.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018, Suspension Rate from the CA Dashboard	All students 3.3% EL students 2% SED students 4.2% Students w Disabilities 3% White students 4% Hispanic students 1.9%	Decrease in suspension rate of 25%
Marzano Student Survey, Fall 2018	All Scores are based on a rubric of 1 of strongly disagree to 5 strongly agree: My school is a safe place: 4.38 I know the rules and procedures at my school: 4.47 When I achieve a goal or accomplish something important my school's leaders, my teachers and other students celebrate it: 3.79	Student scores will be at 4.5 or higher in all three areas.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At risk students and students identified to be in need of Tier 3 level of support for behavior, social, and/or emotional needs.

Strategy/Activity

Provide mental health clinician and/or behavior analyst support to address social, emotional, and behavior needs so students are able to be academically successful.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement Sanford Harmony social/emotional curriculum and strategies to build students skill base related to social and emotional needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

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

All students

Strategy/Activity

Implement the SOAR essential behaviors matrix and slides presentation schoolwide to reinforce consistent language among staff and students as well as consistent expectations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

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

All students

Strategy/Activity

Recognize/celebrate students who are "Getting it right" in a variety of ways as frequently as possible (monthly assemblies, daily shout outs, weekly VIP lunch, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

At risk students/repeat offenders

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$34,579.00

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	\$30,579.00
Title IV, Part A	\$4,000.00

Subtotal of additional federal funds included for this school: **\$34,579.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: **\$34,579.00**

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
Angela Quinteros	Principal
Ellie Davis	Classroom Teacher
Kelli Johnson	Classroom Teacher
Melissa Stout	Classroom Teacher
Debbie Moniz	Other School Staff
Sandy Cummings	Parent or Community Member
Kirsten Parker	Parent or Community Member
Arizona Rojas	Parent or Community Member
Tracy Shepard	Parent or Community Member
Kathryn Tellez	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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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.

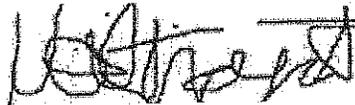
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/8/2018.

Attested:



Principal, Angela Quinteros on 11/19/19



SSC Chairperson, Kathryn Tellez on 11/19/19