

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Freedom Elementary	50-71290-6120430	November 26, 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

Freedom Elementary School 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 Freedom's progress for the year and compare our data to year's previous. Through this process, we collected information in regards to next steps to meet our school's goals. Site administration presented a data summit to cabinet and fellow district administrators outlining the Freedom's current data and next steps. Freedom's data summit was shared with site leadership, school staff, and school site council. School Site Council receives a spring and fall update on progress towards our school goals.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.15%	0.15%	1	1	1
African American	2.5%	1.06%	1.46%	17	7	10
Asian	9.7%	9.35%	10.5%	66	62	72
Filipino	7.0%	6.79%	5.69%	48	45	39
Hispanic/Latino	32.6%	33.63%	35.13%	223	223	241
Pacific Islander	2.1%	1.51%	1.6%	14	10	11
White	39.5%	38.46%	35.57%	270	255	244
Multiple/No Response	3.4%	4.68%	3.94%	23	31	27
Total Enrollment				684	663	686

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	90	82	89
Grade 1	99	95	98
Grade 2	114	109	115
Grade 3	120	116	118
Grade 4	129	130	128
Grade 5	132	131	138
Total Enrollment	684	663	686

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	106	116	111	15.5%	17.5%	16.2%
Fluent English Proficient (FEP)	41	31	49	6.0%	4.7%	7.1%
Reclassified Fluent English Proficient (RFEP)	15	4	18	13.5%	3.8%	15.5%

Conclusions based on this data:

1. There has been an increase in percentage of students who were Reclassified Fluent English Proficient (RFEP).
2. There has been a slight increase in the total number of English Learners over the last three years.
3. There has been a slight increase in the percentage of students who were Fluent English Proficient (FEP)

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	123	120	120	123	117	119	123	117	119	100	97.5	99.2
Grade 4	127	136	128	122	136	127	122	136	127	96.1	100	99.2
Grade 5	127	134	139	127	129	139	127	129	139	100	96.3	100
All Grades	377	390	387	372	382	385	372	382	385	98.7	97.9	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	2430.	2426.	2434.	27.64	29.06	33.61	31.71	23.08	21.01	17.89	23.08	20.17	22.76	24.79	25.21
Grade 4	2471.	2477.	2476.	31.97	33.09	26.77	22.13	26.47	32.28	18.85	19.12	16.54	27.05	21.32	24.41
Grade 5	2495.	2515.	2526.	19.69	25.58	26.62	31.50	35.66	43.17	19.69	17.83	15.83	29.13	20.93	14.39
All Grades	N/A	N/A	N/A	26.34	29.32	28.83	28.49	28.53	32.73	18.82	19.90	17.40	26.34	22.25	21.04

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	33.33	27.35	34.45	41.46	45.30	42.86	25.20	27.35	22.69
Grade 4	30.33	34.56	31.50	47.54	44.85	43.31	22.13	20.59	25.20
Grade 5	22.05	30.23	31.65	51.97	48.06	53.24	25.98	21.71	15.11
All Grades	28.49	30.89	32.47	47.04	46.07	46.75	24.46	23.04	20.78

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	30.08	23.08	23.53	42.28	48.72	51.26	27.64	28.21	25.21
Grade 4	30.33	23.53	22.83	44.26	51.47	48.82	25.41	25.00	28.35
Grade 5	30.71	37.21	33.81	48.03	45.74	48.92	21.26	17.05	17.27
All Grades	30.38	28.01	27.01	44.89	48.69	49.61	24.73	23.30	23.38

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	21.14	17.09	26.89	61.79	63.25	57.14	17.07	19.66	15.97
Grade 4	20.49	25.00	25.20	55.74	58.09	57.48	23.77	16.91	17.32
Grade 5	17.32	24.03	23.74	59.84	56.59	64.03	22.83	19.38	12.23
All Grades	19.62	22.25	25.19	59.14	59.16	59.74	21.24	18.59	15.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.14	27.35	26.05	56.10	41.88	48.74	22.76	30.77	25.21
Grade 4	27.05	22.06	21.26	54.10	59.56	56.69	18.85	18.38	22.05
Grade 5	22.05	28.68	33.09	51.18	49.61	48.20	26.77	21.71	18.71
All Grades	23.39	25.92	27.01	53.76	50.79	51.17	22.85	23.30	21.82

Conclusions based on this data:

1. There has been a steady decline in students performing below standard with demonstrating understanding of literary and non-fictional texts
2. There has been an increase in students meeting or exceeding standards overall.
3. There has been an increase in students exceeding standards in demonstrating effective communication skills.

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	123	120	120	123	117	119	123	117	119	100	97.5	99.2
Grade 4	127	136	128	122	136	127	122	136	127	96.1	100	99.2
Grade 5	126	134	139	126	129	139	126	129	139	100	96.3	100
All Grades	376	390	387	371	382	385	371	382	385	98.7	97.9	99.5

* 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	2423.	2413.	2434.	17.89	17.95	21.85	34.96	25.64	29.41	22.76	28.21	26.89	24.39	28.21	21.85
Grade 4	2464.	2473.	2480.	12.30	19.12	23.62	28.69	34.56	26.77	34.43	25.00	30.71	24.59	21.32	18.90
Grade 5	2489.	2508.	2516.	18.25	28.68	25.18	17.46	20.16	28.06	30.16	20.93	21.58	34.13	30.23	25.18
All Grades	N/A	N/A	N/A	16.17	21.99	23.64	26.95	26.96	28.05	29.11	24.61	26.23	27.76	26.44	22.08

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		40.65	28.21	37.82	33.33	40.17	31.93	26.02	31.62	30.25
Grade 4		22.95	36.76	35.43	39.34	33.09	31.50	37.70	30.15	33.07
Grade 5		26.98	34.11	36.69	32.54	29.46	30.94	40.48	36.43	32.37
All Grades		30.19	33.25	36.62	35.04	34.03	31.43	34.77	32.72	31.95

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	24.39	20.51	27.73	47.15	41.88	47.06	28.46	37.61	25.21
Grade 4	15.57	19.85	22.05	50.00	52.21	51.18	34.43	27.94	26.77
Grade 5	15.08	25.58	28.06	50.00	40.31	48.20	34.92	34.11	23.74
All Grades	18.33	21.99	25.97	49.06	45.03	48.83	32.61	32.98	25.19

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	21.14	29.06	27.73	52.85	46.15	53.78	26.02	24.79	18.49
Grade 4	20.49	25.00	28.35	45.90	47.79	43.31	33.61	27.21	28.35
Grade 5	15.08	31.78	23.02	46.03	38.76	51.80	38.89	29.46	25.18
All Grades	18.87	28.53	26.23	48.25	44.24	49.61	32.88	27.23	24.16

Conclusions based on this data:

1. There has been a steady increase in students meeting or exceeding standards overall.

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	1440.0		1435.9		1448.8		21	
Grade 1	1469.0	1498.8	1467.3	1485.7	1470.1	1511.3	16	27
Grade 2	1486.6	1515.3	1465.1	1499.8	1507.5	1530.4	18	27
Grade 3	1476.9	*	1470.0	*	1483.3	*	23	7
Grade 4	*	1486.1	*	1476.6	*	1494.9	*	18
Grade 5	*	*	*	*	*	*	*	8
All Grades							95	87

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
1	*	40.74	*	29.63	*	29.63		0.00	16	27
2	*	33.33	*	37.04		22.22	*	7.41	18	27
3	*	*	*	*	*	*	*	*	23	*
4	*	11.11	*	50.00	*	27.78	*	11.11	*	18
5	*	*	*	*	*	*	*	*	*	*
All Grades	36.84	31.03	32.63	39.08	17.89	22.99	12.63	6.90	95	87

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
1	*	40.74	*	33.33	*	22.22	*	3.70	16	27
2	*	37.04	*	44.44		11.11	*	7.41	18	27
3	*	*	*	*	*	*	*	*	23	*
4	*	27.78	*	44.44		16.67	*	11.11	*	18
5	*	*	*	*	*	*	*	*	*	*
All Grades	43.16	37.93	33.68	41.38	*	13.79	12.63	6.90	95	87

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
1	*	25.93	*	44.44	*	29.63		0.00	16	27
2	*	29.63	*	40.74	*	25.93	*	3.70	18	27
3	*	*	*	*	*	*	*	*	23	*
4	*	5.56	*	22.22	*	50.00	*	22.22	*	18
5	*	*	*	*	*	*	*	*	*	*
All Grades	35.79	20.69	22.11	37.93	25.26	33.33	16.84	8.05	95	87

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	52.38		*				21	
1	75.00	55.56	*	44.44	*	0.00	16	27
2	*	40.74	*	55.56	*	3.70	18	27
3	*	*	52.17	*	*	*	23	*
4	*	5.56	*	72.22	*	22.22	*	18
5	*	*	*	*	*	*	*	*
All Grades	49.47	35.63	38.95	57.47	11.58	6.90	95	87

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
1	*	22.22	*	66.67	*	11.11	16	27
2	*	29.63	61.11	59.26	*	11.11	18	27
3	52.17	*	*	*	*	*	23	*
4	*	38.89	*	50.00	*	11.11	*	18
5	*	*	*	*	*	*	*	*
All Grades	36.84	37.93	48.42	51.72	14.74	10.34	95	87

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	*		52.38		*		21	
1	*	40.74	*	59.26	*	0.00	16	27
2	*	22.22	*	66.67	*	11.11	18	27
3	*	*	47.83	*	*	*	23	*
4	*	5.56	*	55.56	*	38.89	*	18
5	*	*	*	*	*	*	*	*
All Grades	38.95	20.69	36.84	64.37	24.21	14.94	95	87

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	66.67		*		*		21	
1	*	44.44	*	51.85		3.70	16	27
2	*	33.33	*	66.67	*	0.00	18	27
3	*	*	52.17	*	*	*	23	*
4	*	27.78	*	66.67	*	5.56	*	18
5	*	*	*	*	*	*	*	*
All Grades	46.32	33.33	40.00	60.92	13.68	5.75	95	87

Conclusions based on this data:

- 69.4% of English Learners have well or moderately developed language skills.
- Reading and Speaking has the smallest percentage of students with well developed skills.

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
663	35.9%	17.5%	This is the percent of students whose well-being is the responsibility of a court.
<p>This is the total number of students enrolled.</p> <p>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.</p> <p>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.</p>			

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	116	17.5%
Homeless	4	0.6%
Socioeconomically Disadvantaged	238	35.9%
Students with Disabilities	102	15.4%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.1%
American Indian	1	0.2%
Asian	62	9.4%
Filipino	45	6.8%
Hispanic	223	33.6%
Two or More Races	29	4.4%
Pacific Islander	10	1.5%
White	255	38.5%

Conclusions based on this data:

1. Approximately 36% of students are socioeconomically disadvantaged.
2. Approximately 18% of students are English Learners.
3. Approximately 15% of students have disabilities.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Overall, the school is performing well in the areas of English Language Arts and Math.
- Overall, chronic absenteeism and suspensions are not an area of concern.

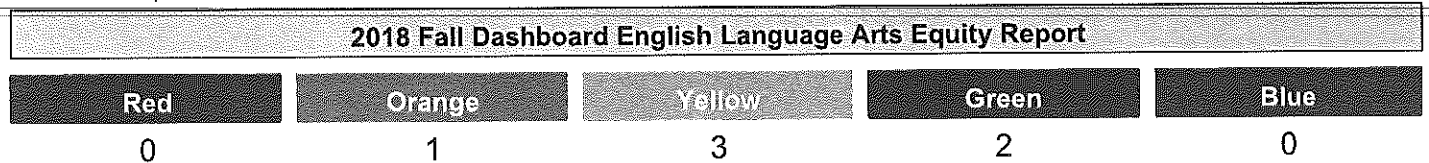
School and Student Performance Data

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		
All Students  Green 5.7 points above standard Increased 7.8 points 363 students	English Learners  Yellow 11.5 points below standard Increased 48.9 points 75 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Socioeconomically Disadvantaged  Yellow 37.8 points below standard Increased 5.5 points 145 students	Students with Disabilities  Orange 69.1 points below standard Maintained -2.6 points 88 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color 0 Students	Asian  Green 41.4 points above standard Increased 11.3 points 31 students	Filipino  No Performance Color 57.5 points above standard Declined -5.7 points 24 students
Hispanic  Yellow 10.9 points below standard Increased 13 points 131 students	Two or More Races  No Performance Color 17.7 points below standard 15 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	White  Green 11.9 points above standard Increased 7 points 148 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 42.1 points below standard Increased 40.2 points 48 students	Reclassified English Learners 43 points above standard Increased 56.3 points 27 students	English Only 8.2 points above standard Maintained 2.2 points 276 students
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Conclusions based on this data:

- English Learners made significant gains, but are still 11.5 points below standard expectations.
- Students with Disabilities need additional supports to make progress towards standards.
- Socioeconomically Disadvantaged students made slight gains, but need additional support to make progress towards standards.

School and Student Performance Data

Academic Performance Mathematics

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

Lowest
Performance



Red



Orange



Yellow



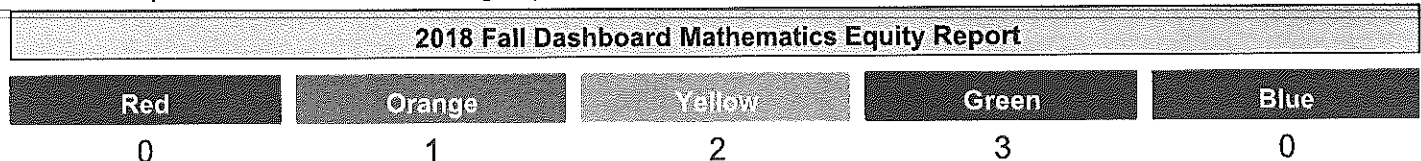
Green



Blue

Highest
Performance









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 15.7 points below standard Increased 7.4 points 363 students	English Learners Green 24.4 points below standard Increased 38.6 points 75 students	Foster Youth No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Socioeconomically Disadvantaged Orange 53.9 points below standard Maintained 2.5 points 145 students	Students with Disabilities Yellow 75.6 points below standard Increased 3.5 points 88 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color 0 Students	Asian  Green 16.5 points above standard Increased 10.2 points 31 students	Filipino  No Performance Color 55 points above standard Increased 25.2 points 24 students
Hispanic  Yellow 33.1 points below standard Increased 12.7 points 131 students	Two or More Races  No Performance Color 41.9 points below standard 15 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	White  Green 12.2 points below standard Increased 5.3 points 148 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 49.4 points below standard Increased 32.2 points 48 students	Reclassified English Learners 20 points above standard Increased 13.1 points 27 students	English Only 16.1 points below standard Maintained 2.7 points 276 students
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Conclusions based on this data:

1. Asian students are outperforming all subgroups and are the only subgroup above standard.
2. English learners made significant growth while English Only students maintained.
3. No groups declined.

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	36.8%	32.6%	17.9%	12.6%

Conclusions based on this data:

1. Approximately 37% of English Learners have well developed language skills.
2. More work is needed to develop language skills for students for those in the beginning and somewhat developed levels.

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	2	2	0	4

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
 Green 3.7% chronically absent Maintained 0.4% 706 students	 Blue 1.6% chronically absent Maintained 0.2% 127 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Orange 6.2% chronically absent Increased 1.1% 273 students	 Yellow 4.8% chronically absent Increased 0.9% 126 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0% chronically absent Declined 5.9% 12 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Blue 0% chronically absent Declined 1.5% 69 students	Filipino  Blue 2.1% chronically absent Maintained 0% 47 students
Hispanic  Orange 5.5% chronically absent Increased 2% 237 students	Two or More Races  Blue 1.6% chronically absent Declined 2.7% 61 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	White  Yellow 4.1% chronically absent Increased 0.8% 269 students

Conclusions based on this data:

- English Learners maintained, while Socioeconomically Disadvantaged students and Students with Disabilities increased.
- All subgroups have a less than 5% of their students chronically absent with the exception of Socioeconomically Disadvantaged students.
- Hispanic and White students both showed an increase in chronic absenteeism.

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	2	1	1	4

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
 Green 0.7% suspended at least once Maintained 0.1% 717 students	 Blue 0% suspended at least once Maintained 0% 129 students	 No Performance Color Less than 11 Students - Data Not 5 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 4 students	 Orange 1.1% suspended at least once Increased 0.7% 276 students	 Green 0.8% suspended at least once Maintained 0.1% 126 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0% suspended at least once Maintained 0% 13 students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  Blue 0% suspended at least once Maintained 0% 69 students	Filipino  Blue 0% suspended at least once Maintained 0% 48 students
Hispanic  Yellow 0.8% suspended at least once Increased 0.4% 242 students	Two or More Races  Blue 0% suspended at least once Declined -2% 62 students	Pacific Islander  No Performance Color Less than 11 Students - Data 10 students	White  Orange 1.1% suspended at least once Increased 0.4% 272 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	0.6% suspended at least once	0.7% suspended at least once

Conclusions based on this data:

- Suspensions have remained at less than 1% over the last 3 years.
- Hispanic and White students showed a slight increase in their percentage of students suspended at least once.
- The greatest suspension rate for subgroup based on percentage is Socioeconomically Disadvantaged, although it is at 1%.

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

Identified Need

Based on the review of data, most student groups increased their percentage of students working towards standard, with the exceptions of Students with Disabilities. Our significant subgroups are English Learners, Special Education, Socioeconomically Disadvantaged, Asian, White and Hispanic students. Special Education students have maintained their distance from the standard as indicated by the CA Dashboard data. EL's have significantly increased, but continue to be 12 points below standard. The remaining subgroups are Asian, White, Hispanic and Socioeconomically Disadvantaged. All of the students in these subgroups demonstrated an increase in performance from the previous year, however, White and Asian students are the only groups above standard. The increases in performance is an indicator that some efforts are contributing to positive results, but the data demonstrates there is still work to be done to meet standards. The data demonstrates a gap between the White and Asian subgroups and all other subgroups. The strategies and activities outlined below will reflect the need to focus on increasing the performance of ELs, Hispanics, Socioeconomically Disadvantaged and Special Education students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 ELA Dashboard	<p>All Students: 5.7 points above standard</p> <p>English Learners: 11.5 points below standard</p> <p>Low Income: 37.8 points below standard</p> <p>Students with Disabilities: 69.1 points below standard</p> <p>White Students: 11.9 points above standard</p> <p>Hispanic Students: 10.9 points below standard</p> <p>Asian Students: 41.4 points above standard</p>	<p>Fall 2019 Points from Standard: All students and all student groups to move 10 points</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Spring 2019	Met or Exceeded: All Students: 62.1% English Learners: 15.3% Low Income: 49.7% Students with Disabilities: 31.0%	Met or Exceeded: All Students 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100% White Students:100% Hispanic Students: 100%
PLC Survey 2019 -Professional Learning Communities (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.	PLC Survey Fall 2019 Average Scores: Learning as our fundamental purpose 3.67 Building a collaborative culture through high performing teams 3.48 A focus on results 3.69	Increase to average 4.0
ELPAC - ELPI Ca School Dashboard Fall 2018	Level 4: 36.8% Level 3: 32.6% Level 2: 17.9% 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.
Oral Reading Records Spring 2019	3rd graders who met or exceeded Grade Level: 73% K=66% 1=86% 2=74% 3=73% 4=51% 5=78%	All 3rd grade levels are 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

1.1 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)

2000

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 Student groups

Strategy/Activity

1.2 Provide teachers with job embedded professional growth related to effective 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 and Literacy 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)

3000

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 Student groups

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

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

All Student groups

Strategy/Activity

1.4 With support from instructional coach and teacher leaders, professional learning opportunities will be provided for staff to increase depth of knowledge of literacy through the integration of technology for the purpose of increasing student opportunities to develop 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)

Source(s)

3500.00

General Fund

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

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

All Student Groups

Strategy/Activity

1.5 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)

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

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

All Student Groups

Strategy/Activity

1.6 Provide opportunities for staff to participate in teacher lead and/or conferences/workshops professional learning aligned to site and district goals that support classroom instruction and social skills to improve overall student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4000

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students performing below grade level

Strategy/Activity

1.7 Site Intervention Team will monitor and support staff with the academic progress of students performing below grade level through collaboration, PD and 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)

1000

General Fund

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Language Learner Students

Strategy/Activity

1.8 All 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)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Reading at grade level by third grade is proven to dramatically increase a student's ability to achieve and to meet grade level expectations beyond third grade. There is an achievement gap between our overall performance and English Learners, students that have an identified disability or our SED students both on the SBAC and District ORR Benchmark Assessment. 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 significant subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Spring 2019 3rd Grade	Met or Exceeded: All 3rd grade students 55%: English Learners 25%: SED 49%: Students with Disabilities 28%	Met or Exceeded: All 3rd Grade Students: 100% English Learners: 100% SED: 100% Students with Disabilities: 100%
Oral Reading Records Spring 2019 3rd Grade	Reading at Grade Level: All 3rd grade students 73% English Learners 0%: SED 67%: Students with Disabilities 67%	Reading at Grade Level: All 3rd Grade Students: 100% English Learners: 100% SED: 100% Students with Disabilities: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.1 Classroom Teachers provide small group guided reading lessons on a daily basis reflective of the individual students reading levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

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 identified at Tier 3 for reading

Strategy/Activity

2.2 Small group instruction provided by the ELD/Literacy Specialist.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

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

B.4 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)
1000	General Fund

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

B.5 Teachers and parents will identify, plan and provide an annual education and engagement opportunity to support student achievement such as a Family Night for Reading, Math or Science.

Explore providing family mentor and family nights for EL students and families.

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

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

Identified Need

All student groups increased in performance on the SBAC with the exception of SED students who maintained. 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 SED students and Special Education students need significant supports and interventions to reach a level 3 on the SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Mathematics Dashboard	<p>All students: 15.7 points below 3</p> <p>EL students: 24.4 points below 3</p> <p>SED students: 53.9 points below 3</p> <p>Students w Disabilities: 75.6 points below 3</p> <p>White Students: 12.2 points below 3</p> <p>Hispanic Students: 33.1 points below 3</p> <p>Asian Students: 16.5 points above 3</p>	Fall 2019 Release Point from Level 3: All students and all student groups to move 10 points
SBAC Mathematics Spring 2019	<p>Met or Exceeds:</p> <p>All Students: 51.8%</p> <p>English Learners: 15.3%</p> <p>SED: 37.3%</p> <p>Students with Disabilities: 29.3%</p> <p>White Students: 52.2%</p> <p>Hispanic Students: 46.0%</p>	<p>Met or Exceeds: All Students: 100%</p> <p>English Learners: 100%</p> <p>Low Income: 100%</p> <p>Students with Disabilities: 100%</p> <p>Met or Exceeds: All Students: 100%</p> <p>English Learners: 100%</p> <p>Low Income: 100%</p> <p>Students with Disabilities: 100%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Survey Fall 2019 - . Professional Learning (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above	PLC Survey Fall 2019 - .PLC Survey Fall 2019 Average Scores: Learning as our fundamental purpose 3.67 Building a collaborative culture through high performing teams 3.48 A focus on results 3.69	Increase to average 4.0

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 Draft, review, 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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.2 Instructional coaches, site leadership members and embedded coaching will support specific instructional strategies, (such as Marzano and Math Framework), state standards and technology integration through professional development, modeling, observing and providing feedback.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

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

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)

1380

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

3.5 Through systems of supports, classroom teachers, grade levels and site personal will set individual student goals and implement interventions/enrichment opportunities to meet these goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students performing below grade level

Strategy/Activity

3.8 Site Intervention Team will monitor and support staff with the academic progress of students performing below grade level through collaboration, PD and 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)

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

Our overall rate of chronic absenteeism is low at 3.7%. The data shows that our SED, SPED and Hispanic students have higher rates of chronic absenteeism. Plans will address these subgroups and focus on positive interventions and supports to decrease absenteeism for these groups. SED students have the highest rate at 6.2% and EL students have the lowest at 1.6%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2018, Chronic Absenteeism Dashboard	Chronically Absent: All students: 3.7% EL students: 1.6% SED students: 6.2% Students w Disabilities: 4.8% White students: 4.1% Hispanic students: 5.5% Asian students: 0%	Chronic Absenteeism decrease by 2%
2. Marzano Student Survey, Fall 2018	All Scores are based on a rubric of 1 of strongly disagree to 5 strongly agree: My school is a safe place: 4.23 I know the rules and procedures at my school: 4.57 When I achieve a goal or accomplish something important my school's leaders, my teachers and other students celebrate it: 3.37	Increase by at least 0.50 in all three areas.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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)

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

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

Implementation of Second STEP Social Emotional Learning to improve the culture of the school and increase student achievement. Provide training to staff on social emotional learning including providing all classrooms with curriculum, tools, and resources for making connections with students and incorporating activities that will increase feelings of empathy, inclusion, acceptance, and belonging.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	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

The site will implement positive behavior supports to enforce school rules and will recognize students who are positively contributing to our school culture and safety through weekly assemblies, recognition tickets, and incentives.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide opportunities for students to attend assemblies and/or engage in web-based lessons related to social emotional learning strategies to improve student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title IV, Part A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Engagement strategies to support regular attendance will be implemented with an emphasis on increasing overall school attendance. Classes and Grade levels reaching 98% and/or highest percentage will receive weekly school shout-outs and all classes meeting the goal of 98% will participate in a monthly incentive.

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)

Students approaching 10% or higher chronic absenteeism and Students with chronic absenteeism

Strategy/Activity

Create individualized incentive programs for students to encourage them/motivate them to come to school. Target students on the cusp of chronic absenteeism by holding an SST meeting with the teacher, admin, parent, and other invested staff (counselor, nurse) to discuss attendance patterns, identify reasons for poor 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)

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

The Fall dashboard reports a slight increase in suspensions from 16-17 school year to 18-19 school year. Overall, suspensions have remained at less than 1% over the last 3 years. Site administrators, counselor, and mental health clinician 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
1. Fall 2018, Suspension Rate Dashboard	All students 0.7% EL students 0% SED students 1.1% Students w Disabilities 0.8% White students 1.1% Hispanic students 0.8%	Decrease in suspension rate of 25%
2. Marzano Student Survey, Fall 2018	All Scores are based on a rubric of 1 of strongly disagree to 5 strongly agree: My school is a safe place: 4.23 I know the rules and procedures at my school: 4.57 When I achieve a goal or accomplish something important my school's leaders, my teachers and other students celebrate it: 3.37	Increase by at least 0.50 in all three areas.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Implementation of Second STEP Social Emotional Learning to improve the culture of the school and increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	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

The site will promote a positive school culture by implementing a progressive discipline policy based on restorative practices, alternatives to suspension, behavior interventions and will utilize the counselor and mental health clinician to provide support to students and staff in meeting their behavioral needs. Support and alternate means for suspension include; but are not limited to, behavior contracts, reflection, small group behavior groups, structured recess, and helping around 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)
1000	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

Utilize behavior flowchart to improve culture of the school and increase student achievement. Implement the Freedom Behavior Matrix to support student achievement. The matrix focuses on making good decisions, showing respect and solving problems.

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)

500

Source(s)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide 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)

1000

Source(s)

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$25,880.00

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 IV, Part A	\$4,000.00

Subtotal of additional federal funds included for this school: \$4,000.00

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	\$21,880.00

Subtotal of state or local funds included for this school: \$21,880.00

Total of federal, state, and/or local funds for this school: \$25,880.00

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
Jean Wiersema	Principal
Jennifer Sharp	Classroom Teacher
Julie Quinones	Classroom Teacher
Anna Haskel	Classroom Teacher
Rene Zuniga	Other School Staff
Cindy Nguyen	Parent or Community Member
Matthew Rand	Parent or Community Member
Shannon Stags	Parent or Community Member
Erica Biagi	Parent or Community Member
Nancy Martin	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

Other: School Leadership Team, Teaching Staff

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 11/26/19.

Attested:

Jean Wiersema
11/26/19

Principal, Jean Wiersema on 11/26/19

SSC Chairperson, Matthew Rand on 11/26/19

Matthew Rand
[Signature]

11-26-19