

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mary Ann Sanders Elementary	50-71290-0113803	11-19-2019	12-10-2019

## 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

Representatives from MAS attended the SPSA writing day at district off in the Spring of 2019. At this planning day MAS representatives followed data analysis protocols and reviewed data from the 2018 CA Dashboard, reflecting upon current and prior year programs and realities, as well as, responding to possible actions that could be implemented for the school year 2019-2020 to increase desired results. MAS administrator, parents, classified staff, and certificated staff were in attendance and involved in this planning process. During the course of the 2018-2019 school year, MAS staff reviewed the SPSA goals and actions and amended the SPSA with a fall and spring update. Data summit with district leadership team in May of 2019 reviewed current trends and achievement data. Monday meetings with MAS staff and SSC meetings reviewed current state data in the fall of 2019. School Administrators consulted with district staff on the new school year plan and template. School staff presented data and analysis to stakeholders through Monday staff meetings, and October SSC meeting. Stakeholders were asked for input regarding goals, strategies, activities, and expenditures planned for the 2019-2020 school year. SSC members were supported of plans for the 2019-2020 year, which included opportunities for Family Friday, extended school day interventions, and use of Leader in Me for Social Emotional Learning curriculum.

# 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%	0.36%	0.18%	1	2	1
African American	4.2%	2.85%	3.59%	24	16	20
Asian	7.4%	6.41%	5.03%	42	36	28
Filipino	3.3%	3.20%	3.95%	19	18	22
Hispanic/Latino	37.7%	37.72%	37.34%	215	212	208
Pacific Islander	1.8%	1.42%	1.44%	10	8	8
White	37.4%	40.04%	38.96%	213	225	217
Multiple/No Response	3.3%	2.14%	3.05%	19	12	17
Total Enrollment				570	562	557

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	88	91	84
Grade 1	111	98	93
Grade 2	85	99	99
Grade 3	90	82	96
Grade 4	93	96	90
Grade 5	103	96	95
Total Enrollment	570	562	557

### Conclusions based on this data:

- Enrollment is down slightly in grades K-5 from 2017-2018. The number of third graders has increased 17% since 2017-2018.
- Largest subgroup remains white followed very closely by hispanic.
- Significant increases noted in other subgroups.

# 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	100	91	90	17.5%	16.2%	16.2%
Fluent English Proficient (FEP)	45	37	32	7.9%	6.6%	5.7%
Reclassified Fluent English Proficient (RFEP)	25	12	16	23.1%	12.0%	17.6%

### Conclusions based on this data:

1. Data indicates the percentage of FEP students continues to decrease.
2. Data indicates the number EL being reclassified is increasing over previous year.
3. English learners continues to be a significant subgroup at MAS.

# 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	93	81	99	93	80	97	93	80	97	100	98.8	98
Grade 4	93	96	95	91	96	93	91	96	93	97.8	100	97.9
Grade 5	103	96	100	103	96	99	103	96	99	100	100	99
Grade 7			*			*			*			
All Grades	289	273	295	287	272	289	287	272	289	99.3	99.6	98

\* 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	2407.	2427.	2443.	23.66	22.50	35.05	24.73	36.25	23.71	15.05	21.25	23.71	36.56	20.00	17.53
Grade 4	2458.	2459.	2473.	21.98	32.29	25.81	20.88	20.83	31.18	27.47	14.58	21.51	29.67	32.29	21.51
Grade 5	2475.	2484.	2504.	9.71	12.50	29.29	33.01	34.38	23.23	20.39	20.83	15.15	36.89	32.29	32.32
Grade 7			*			*			*			*			*
All Grades	N/A	N/A	N/A	18.12	22.43	30.10	26.48	30.15	25.95	20.91	18.75	20.07	34.49	28.68	23.88

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	26.88	28.75	30.93	32.26	48.75	50.52	40.86	22.50	18.56
Grade 4	18.68	32.29	27.96	56.04	41.67	51.61	25.27	26.04	20.43
Grade 5	9.71	21.88	31.31	57.28	50.00	41.41	33.01	28.13	27.27
Grade 7			*			*			*
All Grades	18.12	27.57	30.10	48.78	46.69	47.75	33.10	25.74	22.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.73	26.25	25.77	38.71	47.50	55.67	36.56	26.25	18.56
Grade 4	26.37	20.83	17.20	50.55	46.88	66.67	23.08	32.29	16.13
Grade 5	21.36	18.75	26.26	51.46	47.92	41.41	27.18	33.33	32.32
Grade 7			*			*			*
All Grades	24.04	21.69	23.18	47.04	47.43	54.33	28.92	30.88	22.49

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.05	21.25	20.62	62.37	57.50	69.07	22.58	21.25	10.31
Grade 4	13.19	18.75	18.28	58.24	60.42	64.52	28.57	20.83	17.20
Grade 5	13.59	5.21	23.23	59.22	67.71	51.52	27.18	27.08	25.25
Grade 7			*			*			*
All Grades	13.94	14.71	20.76	59.93	62.13	61.59	26.13	23.16	17.65

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	21.51	31.25	31.96	43.01	50.00	50.52	35.48	18.75	17.53
Grade 4	16.48	27.08	16.13	62.64	43.75	61.29	20.88	29.17	22.58
Grade 5	15.53	20.83	33.33	44.66	53.13	42.42	39.81	26.04	24.24
Grade 7			*			*			*
All Grades	17.77	26.10	27.34	49.83	48.90	51.21	32.40	25.00	21.45

**Conclusions based on this data:**

1. As data shows ELA achievement has increased steadily across the board.
2. In the school year 20180-2019 MAS designated a Tier 2 Block of time to provide targeted interventions for all grade levels
3. In 2018-2019 82% of Third graders were in the reading standard.

# 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	93	82	99	93	80	96	92	80	96	100	97.6	97
Grade 4	93	96	95	91	96	94	91	96	94	97.8	100	98.9
Grade 5	103	96	100	103	96	100	103	96	100	100	100	100
Grade 7			*			*			*			
All Grades	289	274	295	287	272	290	286	272	290	99.3	99.3	98.3

\* 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	2416.	2428.	2443.	13.04	18.75	25.00	34.78	36.25	32.29	22.83	20.00	19.79	29.35	25.00	22.92
Grade 4	2475.	2461.	2482.	17.58	18.75	12.77	27.47	20.83	39.36	36.26	34.38	30.85	18.68	26.04	17.02
Grade 5	2474.	2473.	2489.	8.74	9.38	18.00	13.59	20.83	17.00	35.92	32.29	27.00	41.75	37.50	38.00
Grade 7			*			*			*			*			*
All Grades	N/A	N/A	N/A	12.94	15.44	18.62	24.83	25.37	29.31	31.82	29.41	25.86	30.42	29.78	26.21

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	25.00	33.75	34.38	43.48	35.00	34.38	31.52	31.25	31.25
Grade 4	26.37	29.17	37.23	37.36	32.29	39.36	36.26	38.54	23.40
Grade 5	11.65	11.46	24.00	40.78	37.50	34.00	47.57	51.04	42.00
Grade 7			*			*			*
All Grades	20.63	24.26	31.72	40.56	34.93	35.86	38.81	40.81	32.41

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	22.83	25.00	31.25	43.48	47.50	44.79	33.70	27.50	23.96
Grade 4	19.78	15.63	18.09	50.55	52.08	59.57	29.67	32.29	22.34
Grade 5	7.77	11.46	16.00	44.66	46.88	40.00	47.57	41.67	44.00
Grade 7			*			*			*
All Grades	16.43	16.91	21.72	46.15	48.90	47.93	37.41	34.19	30.34



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	27.17	33.75	35.42	50.00	46.25	47.92	22.83	20.00	16.67
Grade 4	19.78	23.96	20.21	50.55	44.79	52.13	29.67	31.25	27.66
Grade 5	9.71	7.29	18.00	38.83	47.92	39.00	51.46	44.79	43.00
Grade 7			*			*			*
All Grades	18.53	20.96	24.48	46.15	46.32	46.21	35.31	32.72	29.31

**Conclusions based on this data:**

1. 66% of the 5th grade team were first year teachers, which could help to explain the low 5th grade scores.
2. Based on data, fourth grade exhibited the greatest growth in achievement from 2017/2018.
3. Identifying essential math standard(s) on MAS Game Plan had a positive effect. All grade levels made growth in achievement.

# 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	1445.3	1440.0	1453.8	1444.8	1425.8	1428.4	13	33
Grade 1	1463.7	1488.8	1471.3	1485.1	1455.6	1492.1	18	17
Grade 2	1511.2	1519.3	1511.2	1534.9	1510.7	1503.3	23	18
Grade 3	1526.8	1501.2	1536.2	1502.9	1516.8	1498.8	12	12
Grade 4	1526.2	1527.0	1526.6	1525.8	1525.1	1527.6	11	11
Grade 5	*	*	*	*	*	*	*	9
All Grades							83	100

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	*	27.27	*	39.39	*	18.18		15.15	13	33
1	*	41.18	*	29.41	*	23.53	*	5.88	18	17
2	69.57	38.89	*	44.44	*	11.11	*	5.56	23	18
3	*	0.00	*	75.00	*	8.33		16.67	12	12
4	*	36.36	*	54.55	*	0.00	*	9.09	11	11
5	*	*	*	*		*		*	*	*
All Grades	43.37	28.00	39.76	47.00	*	14.00	*	11.00	83	100

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	*	33.33	*	36.36	*	15.15		15.15	13	33
1	*	52.94	*	17.65	*	23.53	*	5.88	18	17
2	78.26	72.22	*	22.22	*	0.00	*	5.56	23	18
3	*	58.33	*	25.00	*	8.33		8.33	12	12
4	*	63.64	*	27.27		0.00		9.09	11	11
5	*	*	*	*		*		*	*	*
All Grades	67.47	52.00	19.28	29.00	*	10.00	*	9.00	83	100



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	*	27.27	*	21.21	*	36.36	*	15.15	13	33
1	*	23.53	*	47.06		17.65	*	11.76	18	17
2	47.83	16.67	*	55.56	*	16.67	*	11.11	23	18
3		0.00	*	58.33	*	25.00	*	16.67	12	12
4	*	9.09	*	54.55	*	27.27	*	9.09	11	11
5	*	*	*	*	*	*		*	*	*
All Grades	32.53	17.00	30.12	40.00	24.10	30.00	13.25	13.00	83	100

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	*	24.24	*	63.64		12.12	13	33
1	61.11	64.71	*	29.41	*	5.88	18	17
2	73.91	55.56	*	38.89	*	5.56	23	18
3	*	8.33	*	66.67	*	25.00	12	12
4	*	27.27	*	63.64	*	9.09	11	11
All Grades	51.81	33.00	43.37	57.00	*	10.00	83	100

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	*	39.39	*	42.42	*	18.18	13	33
1	*	35.29	*	64.71		0.00	18	17
2	82.61	72.22	*	22.22	*	5.56	23	18
3	100.00	83.33		8.33		8.33	12	12
4	100.00	90.91		0.00		9.09	11	11
All Grades	77.11	59.00	20.48	32.00	*	9.00	83	100

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	*	12.12	84.62	78.79		9.09	13	33
1	66.67	35.29	*	47.06	*	17.65	18	17
2	47.83	11.11	*	77.78	*	11.11	23	18
3		0.00	*	66.67	*	33.33	12	12
4	*	9.09	*	72.73	*	18.18	11	11
All Grades	33.73	13.00	49.40	71.00	16.87	16.00	83	100

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	*	57.58	*	21.21	*	21.21	13	33
1	*	35.29	*	52.94	*	11.76	18	17
2	47.83	22.22	*	72.22	*	5.56	23	18
3	*	41.67	*	41.67		16.67	12	12
4	*	36.36	*	54.55	*	9.09	11	11
All Grades	46.99	40.00	43.37	46.00	*	14.00	83	100

**Conclusions based on this data:**

1. The number of students tested in Kindergarten increased 154% from 2017/2018. Making early intervention possible.
2. 9% of MAS EL students are Level One learners as measured by 2018-2019 ELPAC
3. MAS ELD/Literacy specialist focused on designated interventions for 3-5 grade ELD students in 2018-2019.

# 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
562	44.5%	16.2%	0.2%
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	91	16.2%
Foster Youth	1	0.2%
Homeless	2	0.4%
Socioeconomically Disadvantaged	250	44.5%
Students with Disabilities	94	16.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.8%
American Indian	2	0.4%
Asian	36	6.4%
Filipino	18	3.2%
Hispanic	212	37.7%
Two or More Races	33	5.9%
Pacific Islander	8	1.4%
White	225	40.0%






### Conclusions based on this data:

1. Primary subgroups are English learners, students with disabilities, and Socioeconomically disadvantaged. Planning of site goals will primarily look at achievement data, attendance data, and suspension data surrounding these subgroups. Interventions will be implemented to target these subgroups as well as allocating funds to support their achievement as well as achievement of all students.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Suspension continues to be an area of opportunity. MAS is implementing a school-wide social emotional learning curriculum using Leader in Me principles.
2. Mathematics continues to be an area of need. Tier 2 intervention will focus on students who do not meet standards on grade level essential standards as determined by grade level teams and the use of common formative assessments.
3. ELA continues to be an area of need. Tier 2 intervention will focus on students who do not meet standards on grade level essential standards as determined by grade level teams and the use of common formative assessments.

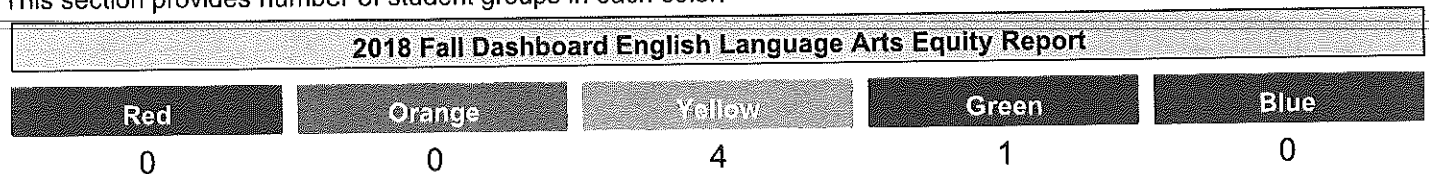
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 10.5 points below standard Increased 11.4 points 261 students	<b>English Learners</b>  Yellow 5.7 points below standard Increased 26 points 59 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>Socioeconomically Disadvantaged</b>  Yellow 41.8 points below standard Increased 5.6 points 119 students	<b>Students with Disabilities</b>  Yellow 69.3 points below standard Increased 8.6 points 85 students

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

<b>African American</b>  No Performance Color 79.8 points below standard Declined -14.6 points 12 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color 41.9 points above standard Increased 26.1 points 17 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
<b>Hispanic</b>  Yellow 38.6 points below standard Increased 4.8 points 92 students	<b>Two or More Races</b>  No Performance Color 16.9 points above standard Increased 32.2 points 15 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<b>White</b>  Green 1.5 points above standard Increased 17.8 points 110 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

<b>Current English Learner</b> 70.2 points below standard Increased 22.6 points 21 students	<b>Reclassified English Learners</b> 30 points above standard Increased 22.9 points 38 students	<b>English Only</b> 13.7 points below standard Increased 6.8 points 199 students
--	--	---

#### Conclusions based on this data:

1. All significant subgroups showed increases in ELA achievement over previous year.
2. English Learners showed the greatest increase.
3. Students with disabilities are showing the greatest deficit from meeting 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



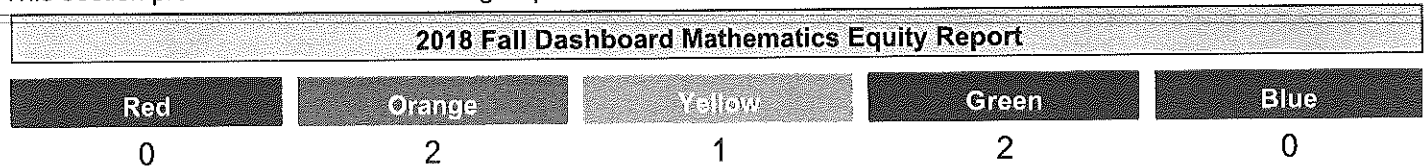
Green



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		
<b>All Students</b>  Orange 26.1 points below standard Maintained 2.7 points 261 students	<b>English Learners</b>  Green 23.9 points below standard Increased 19.4 points 59 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>Socioeconomically Disadvantaged</b>  Orange 53.5 points below standard Declined -3.2 points 119 students	<b>Students with Disabilities</b>  Yellow 73 points below standard Increased 7.4 points 85 students

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

African American	American Indian	Asian	Filipino
 No Performance Color 76.3 points below standard Maintained 2.4 points 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 21.2 points above standard Increased 41.1 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 52 points below standard Declined -8.6 points 92 students	 No Performance Color 10.7 points below standard Increased 12.6 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Green 16.6 points below standard Increased 3.6 points 110 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
71 points below standard Increased 22 points 21 students	2.2 points above standard Increased 13.9 points 38 students	28.1 points below standard Maintained -2.8 points 199 students

#### Conclusions based on this data:

- English Learners showed the greatest increase of all significant subgroups.
- Students with disabilities showed an increase over previous year, yet they show the greatest deficit below standards met.
- White students are outperforming all race/ethnicity groups.

# 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
83	43.4%	39.8%	10.8%	6%

### Conclusions based on this data:

1. Speaking skills in K-5 all were in the Blue range (exceeding standards)
2. Reading skills in K-2 were in the green range (meeting standards)
3. Listening skills in grade K-5 are still in the yellow range (approaching standards)

# 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	2	2	1	2

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 6.3% chronically absent Declined 1.8% 586 students	 Orange 6.1% chronically absent Increased 0.5% 99 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 10.8% chronically absent Declined 1.3% 278 students	 Yellow 12.8% chronically absent Declined 4.1% 117 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color 0% chronically absent Declined 16.7% 16 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Asian</b>  Blue 0% chronically absent Maintained 0% 38 students	<b>Filipino</b>  No Performance Color 0% chronically absent Declined 5.3% 20 students
<b>Hispanic</b>  Green 9.4% chronically absent Declined 0.8% 224 students	<b>Two or More Races</b>  Orange 8.9% chronically absent Increased 4.2% 45 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>White</b>  Blue 4.7% chronically absent Declined 3.3% 232 students

### Conclusions based on this data:

1. English Learners were the only significant subgroup that did not show a decline in chronic absenteeism.
2. Two or more Races was the only ethnicity/race to show an increase in chronic absenteeism.
3. Students with disabilities showed the greatest decline 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:



This section provides number of student groups in each color.









2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	4	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 2% suspended at least once Maintained 0.2% 599 students	 Green 1% suspended at least once Maintained 0.1% 103 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	 Green 2.1% suspended at least once Declined -0.4% 287 students	 Yellow 2.5% suspended at least once Maintained 0.1% 118 students



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

<b>African American</b>  No Performance Color 17.6% suspended at least once Increased 9.3% 17 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2 students	<b>Asian</b>  Blue 0% suspended at least once Maintained 0% 38 students	<b>Filipino</b>  No Performance Color 0% suspended at least once Maintained 0% 20 students
<b>Hispanic</b>  Green 1.3% suspended at least once Declined -0.4% 234 students	<b>Two or More Races</b>  Orange 2.2% suspended at least once Increased 2.2% 46 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 9 students	<b>White</b>  Green 1.3% suspended at least once Declined -0.4% 233 students

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

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
0.8% suspended at least once	1.8% suspended at least once	2% suspended at least once

#### Conclusions based on this data:

- 11 students over all were suspended at least once
- 6 of the 11 were from the subgroup Socioeconomically Disadvantaged
- The suspension rate increased 0.2% from 2017-2018

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

By June 30, 2020, 100% of Mary Ann Sanders students will meet or exceed grade level standards in Language Arts as measured by state and local assessments.

## Identified Need

Based on the review of state assessment data students in grades 3-5 collectively increased the percentage of students meeting or exceeding grade level standards. Our significant student groups are English Learners, Special Education, Socioeconomically Disadvantaged, White and Hispanic students. Even though there has been an increase overall performance, students with disabilities are significantly far from 3 on the SBAC as indicated on the 2017-2018 CA Dashboard, followed by Socioeconomically Disadvantaged, and Hispanic. There continues to be an achievement gap between these subgroups and white students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. FALL 2018 ELA DASHBOARD	All students 10.5 points from 3 EL students 5.7 points from 3 Hispanic students 38.6 points from 3 Socioeconomically Disadvantaged students 41.8 points from 3 Students with Disabilities 69.3 points from 3 White 1.5 points above 3	Fall 2019 Release Point from Level 3: All students and all student groups to move 10 points
2. SBAC ELA SPRING 2019	Met or Exceeded: All Students: 56.7% English Learner: 17.4% Low Income: 46.2% Students with Disabilities: 26.7% Hispanic students 46.2%	Met or Exceed: 100% All Students and all subgroups
3. PLC Survey Fall 2019 - Professional Learning	PLC Survey Fall 2019 Average Scores:	INCREASE AVERAGE TO 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Communities (PLC) Progress regarding implementation of standards including all students, including targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.	Learning as our fundamental purpose - 3.19 Building a collaborative culture through high-performing teams - 3.30 A focus on results average score - 3.22	
4. ELPAC - ELPI CA School Dashboard Fall 2018	Level 4: 43.4 % Level 3: 39.8% Level 2: 10.8% Level 1: 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	Met or Exceeded Grade Level:  K - 44% 1st - 73.2% 2nd - 77.1% 3rd - 68.5% 4th - 75.9% 5th - 72.5%	All grade levels are 100%

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I, Part A

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

1.2 Instructional coaches, BITSA mentors, ELD/literacy specialists, site literacy mentors, and embedded coaching will collaborate with classroom teachers to support specific instructional strategies (Marzano and ELA/ELD Literacy Frameworks) 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)

500

Title I, Part A

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

1.3 Grade level collaboration with emphasis on the 4 tenets of a PLC in order to support student achievement. The work of Grade Level PLCs includes: identifying essential standards; developing Common Formative Assessments; analyzing data from CFA's and district benchmarks to guide instruction and to plan for designated intervention/extension time for students needing additional support. Data analysis will include subgroups. The work of the PLC will be supported by embedded coaching.

### 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

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

1.4 With support from instructional coaches, ELD/Literacy specialist, teacher leaders, and administrators, professional learning opportunities will be provided for staff to increase depth of knowledge of literacy through the integration of science, social studies, math, and technology for the purpose of increasing opportunities for students to strengthen/develop foundational skills.

#### **Proposed Expenditures for this Strategy/Activity**

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

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

#### **Strategy/Activity 5**

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

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

All Students

##### **Strategy/Activity**

1.5 Site Intervention team will work with grade level PLCs to monitoring students in need of intervention, predominantly Tier 3 intervention. Intervention Team will meet with specific grade levels every seven weeks for the purpose of identifying students with targeted needs and devising a plan of intervention strategies and goals to support those needs. Site intervention team will meet with administration once a month to review individual progress on intervention plans and devise an action plan if additional support is warranted.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
100	Title I, Part A

#### **Strategy/Activity 6**

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

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

All Students

##### **Strategy/Activity**

1.6 Teachers, instructional coaches, and ELD/Literacy Specialist engage in discussions on effective implementation of identified SUSD instructional strategies . Grade level PLC's and individual teachers will determine professional development goals based on grade level needs. Push-in support for the purpose of modeling, videoing, or demonstrating how to implement these identified instructional strategies will be supported by the administration.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

200

Title I, Part A

### **Strategy/Activity 7**

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

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

All Students

#### **Strategy/Activity**

1.7 Provide opportunities for staff to participate in teacher lead and /or professional learning conferences/workshops aligned to site and district goals that support classroom instruction and social emotional learning as a means 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)

600

Title I, Part A

### **Strategy/Activity 8**

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

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

All Students

#### **Strategy/Activity**

1.8 Extended Day learning opportunities will be provided to identified students based on data obtained from progress monitoring.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

421

Title I, Part A

### **Strategy/Activity 9**

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

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

English Learners Students

#### **Strategy/Activity**



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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

200

Title I, Part A

**Strategy/Activity 10**

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

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

All students

**Strategy/Activity**

1.10 Family Friday focus on Literacy

**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)

50

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

## Goal 2

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

## Identified Need

The students exiting 3rd grade not reading at grade level negatively impacts their academic performance in future grades. There is a significant achievement gap between our overall performance and English Learners both on the SBAC and District ORR Benchmark Assessment. There is also a significant achievement gap demonstrated with students with disabilities subgroup as measured on the District ORR Benchmark Assessment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA SPRING 2019 3RD GRADE%	Met or Exceeded: All 3rd Grade Students: 58.8% English Learner: 36.4% Low Income: 50.9% Students with Disabilities: 27.8%	Met or Exceeded: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
ORAL READING RECORD SPRING 2019 3RD GRADE	Reading at Grade Level: All 3rd Grade Students: 68.48% English Learner: 40.0% Low Income: 62% Students with Disabilities: 33.34%	Reading at Grade Level: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%

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

## Strategy/Activity 1

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

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

All students reading below grade level

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

400

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 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)

400

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)

Students identified at Tier 3 for reading

Strategy/Activity

2.3 Provide extended day opportunities

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

424

Title I, Part A

**Strategy/Activity 4**

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

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

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

Strategy/Activity

2.4 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)

400

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 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 Mary Ann Sanders 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 Math Assessment. However, all student groups need significant improvement to reach Level 3, especially students with disabilities, Hispanic students, and Socioeconomically disadvantaged students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2018 Mathematics Dashboard	All students 26.1 points from 3 Hispanic Students 52 points from 3 EL students 23.9 points from 3 SED students 53.5 points from 3 Students with Disabilities 73 points from 3 White Students 16.6 points from 3	Fall 2019 Release Point from Level 3: All students and all student groups to move 10 points
2. SBAC Mathematics Spring 2019	Met or Exceeds: All Students: 48.4% English Learners: 29.2% Low Income: 36.1% Students with Disabilities: 28.3% White Students: 60.3% Hispanic Students: 31.5%	Met or Exceeds: All Students and all subgroups 100%
3. 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	PLC Survey Fall 2019: Learning as our fundamental purpose average score - 3.19 Building a collaborative culture through high-performing teams average score - 3.30 A focus on results average score - 3.22	Increase to average 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
#1 and #2 above.		

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

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

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

3.2 Instructional coaches, BITSA mentors, 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)
329	Title I, Part A

### Strategy/Activity 3

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

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

All Students



### Strategy/Activity

3.3 Grade level collaboration with emphasis on the 4 tenets of a Professional Learning Communities in order to support student achievement. The work of the Grade Level PLC includes: identifying essential standards; developing Common Formative Assessments; analyzing data from CFA's and district benchmarks to guide instruction and to plan for designated intervention/extension time for students needing additional support. Data analysis will include tracking identified subgroups. The work of the PLC will be supported by embedded coaching.

### 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)

3000

Source(s)

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

3.4 With support from instructional coach and teacher leaders, professional learning opportunities will be provided for staff to increase depth of knowledge of effective mathematical practices.

### 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)

2000

Source(s)

Title I, Part A

### Strategy/Activity 5

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

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

All Students

### Strategy/Activity

3.5 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)

100

Title I, Part A

### Strategy/Activity 6

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

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

Students performing below grade level

Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

421

Title I, Part A

### Strategy/Activity 7

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

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

Students Performing Below Grade Level

Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100

Title I, Part A

### Strategy/Activity 8

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

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

All Students

Strategy/Activity

3.8 Family Friday focus on Mathematical Strategies taught in District Curriculum

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	Title 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 4

By June 30, 2020, the attendance rate will increase by at least 0.5%.

## Identified Need

The CALPADS 2018-2019 end of year report shows that students with chronic absenteeism for students greater than 20% decreased from 2017-2018 (1.34%) to 2018-2019 (0.67%). A slight increase was reflected in students falling the category  $\geq 10\%$  and  $< 20\%$  from 2017-2018 (5.18%) to 2018-2019 (5.20%).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2018, Chronic Absenteeism Dashboard	Chronically Absent: Two or more races 8.9% EL students 6.1% SED students 12.8% Students w Disabilities 10.8% White students 4.7% Hispanic students 9.4%	
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: 4.28 I know the rules and procedures at my school: 4.49 When I achieve a goal or accomplish something important my school's leaders, my teachers and other students celebrate it: 3.85	Increase by at least 0.50 in all three areas.

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

## Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Chronically absent students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

200

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**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

200

Source(s)

Title I, Part A

**Strategy/Activity 3**

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

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

All students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

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

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

All Students

**Strategy/Activity**

4.4 Continued Implementation of Leader in Me program for 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)**

3500

2000

**Source(s)**

Title IV, Part A

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**

4.5 Provide opportunities for students to attend assemblies related to social emotional learning strategies.

**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)**

700

**Source(s)**

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**

4.6 Continue to promote leadership job as a means of connecting students to school and increasing attendance.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
300	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  
4.7 Engagement strategies to support regular attendance will be implemented with an emphasis on decreasing chronic attendance rates for individual students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
300	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 5

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

## Identified Need

Preliminary data for 2018-2019 indicates that suspensions decreased from 2% to 1.6% overall.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2018, Suspension Rate Dashboard	All students 2% EL students 1% SED students 2.1% Students w Disabilities 2.5% White students 1.3% Hispanic students 1.3% Two or more races 2.2%	Decrease in suspension rate of 25%
2. Marzano Student Survey, Fall 2018	All Scores are based on a rubric of 1 of strongly disagree to 5 strongly agree: My school is a safe place: 4.28 I know the rules and procedures at my school: 4.49 When I achieve a goal or accomplish something important my school's leaders, my teachers and other students celebrate it: 3.8	Increase by at least 0.50 in all three areas.

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

## Strategy/Activity 1

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

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

At Risk Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

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

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

Title I, Part A

### Strategy/Activity 3

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

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

Title I, Part A

### Strategy/Activity 4

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

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

All Students

**Strategy/Activity**

5.4 Continued implementation of Leader in Me Program and weekly lesson which Social Emotional Learning as a means 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)

0

**Strategy/Activity 5**

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

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

All Students

**Strategy/Activity**

5.6 Continue to provide opportunities for students to receive weekly and monthly awards and public recognition for exhibiting behaviors aligned with the 7 Habits.

**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)

300

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**

5.7 Review and Promote clear and consistent playground expectations each trimester.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500

Title I, Part A



# 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	\$24,745.00

## 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	\$21,245.00
Title IV, Part A	\$3,500.00

Subtotal of additional federal funds included for this school: \$24,745.00

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 (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$24,745.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Mary Smyth	Principal
Leslie Steel	Classroom Teacher
Dave Humphrey	Classroom Teacher
Jennifer Callahan	Classroom Teacher
Judy Rose	Other School Staff
Hannah Youngberg	Parent or Community Member
Crystal Reggiani	Parent or Community Member
Katherine Patterson	Parent or Community Member
Ana McQuire	Parent or Community Member
Maribel Rodriguez	Parent or Community Member

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

## Recommendations and Assurances

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

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

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

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

---

### Signature

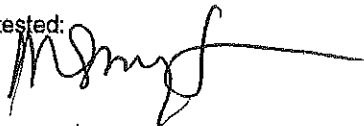
### Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 11-19-2019.

Attested:



Principal, Mary Smyth on 11-19-2019



SSC Chairperson, Hannah Youngberg on 11-19-2019