

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Crossroads Elementary	50-71290-0113795	November 15, 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

Crossroads 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 at Crossroad'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 school's current data and next steps. Crossroads's data summit was shared with site leadership, school staff, and school site council. School Site Council received a spring and fall update on progress towards our school goals.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.47%	0.48%	4	4	4
African American	2.4%	2.00%	1.66%	20	17	14
Asian	3.8%	4.25%	3.68%	32	36	31
Filipino	3.3%	3.18%	3.09%	28	27	26
Hispanic/Latino	47.3%	46.58%	46.08%	400	395	388
Pacific Islander	0.6%	0.35%	0.36%	5	3	3
White	34.6%	35.50%	35.15%	292	301	296
Multiple/No Response	5.8%	4.72%	4.51%	49	40	38
Total Enrollment				845	848	842

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	153	147	152
Grade 1	143	134	133
Grade 2	139	143	140
Grade3	113	145	140
Grade 4	141	128	148
Grade 5	156	151	129
Total Enrollment	845	848	842

Conclusions based on this data:

1. Student numbers continue to remain constant from year to year.

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	182	183	153	21.5%	21.6%	18.2%
Fluent English Proficient (FEP)	36	25	41	4.3%	2.9%	4.9%
Reclassified Fluent English Proficient (RFEP)	24	1	29	14.1%	0.5%	15.8%

Conclusions based on this data:

1. English learner totals decreased from 17-18 to 18-19 reflecting students who have either moved or been reclassified.
2. Improvement of achievement due to consistent designated English Learner support for grades 3-5, focusing on reading and writing.
3. Improvement of achievement due to all teachers being provided a copy of each students' profile of ELPAC results.

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	118	149	146	117	145	146	117	145	146	99.2	97.3	100
Grade 4	145	129	150	144	128	148	144	128	148	99.3	99.2	98.7
Grade 5	155	155	130	155	153	130	155	153	130	100	98.7	100
All Grades	418	433	426	416	426	424	416	426	424	99.5	98.4	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	2413.	2435.	2440.	19.66	28.97	31.51	23.93	24.83	27.40	30.77	26.90	22.60	25.64	19.31	18.49
Grade 4	2460.	2473.	2481.	13.89	25.78	29.05	32.64	28.91	27.70	25.69	20.31	22.30	27.78	25.00	20.95
Grade 5	2489.	2504.	2502.	14.84	16.99	21.54	29.03	35.95	30.00	30.97	26.80	25.38	25.16	20.26	23.08
All Grades	N/A	N/A	N/A	15.87	23.71	27.59	28.85	30.05	28.30	29.09	24.88	23.35	26.20	21.36	20.75

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	21.37	27.59	32.88	41.88	50.34	47.26	36.75	22.07	19.86
Grade 4	13.19	26.56	28.38	63.19	50.78	51.35	23.61	22.66	20.27
Grade 5	17.42	20.26	24.62	54.84	52.29	51.54	27.74	27.45	23.85
All Grades	17.07	24.65	28.77	54.09	51.17	50.00	28.85	24.18	21.23

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	26.50	28.97	21.92	47.86	45.52	56.16	25.64	25.52	21.92
Grade 4	19.44	28.13	18.92	59.72	43.75	60.14	20.83	28.13	20.95
Grade 5	25.16	30.07	26.15	53.55	50.98	49.23	21.29	18.95	24.62
All Grades	23.56	29.11	22.17	54.09	46.95	55.42	22.36	23.94	22.41

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	15.38	20.00	23.29	60.68	65.52	64.38	23.93	14.48	12.33
Grade 4	14.58	16.41	26.35	64.58	67.19	61.49	20.83	16.41	12.16
Grade 5	13.55	18.30	13.08	66.45	64.05	70.00	20.00	17.65	16.92
All Grades	14.42	18.31	21.23	64.18	65.49	65.09	21.39	16.20	13.68

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	15.38	26.90	22.60	56.41	50.34	59.59	28.21	22.76	17.81
Grade 4	15.97	25.00	28.38	58.33	55.47	50.68	25.69	19.53	20.95
Grade 5	17.42	20.92	23.85	52.90	62.75	50.00	29.68	16.34	26.15
All Grades	16.35	24.18	25.00	55.77	56.34	53.54	27.88	19.48	21.46

Conclusions based on this data:

1. Improvement of achievement due to focused tier 2 and tier 3 literacy groups.
2. Data demonstrates that consistent collaboration by teachers focused on essential learning standards, data and teaching strategies along with immediate intervention and enrichment has led to improvement in achievement.
3. Data does reflect that writing is an area that needs to be focused on as this was an academic area of struggle for students.

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	118	149	146	117	146	146	117	146	146	99.2	98	100
Grade 4	145	129	150	144	128	148	144	128	148	99.3	99.2	98.7
Grade 5	155	155	130	155	155	130	154	155	130	100	100	100
All Grades	418	433	426	416	429	424	415	429	424	99.5	99.1	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	2424.	2437.	2442.	9.40	17.81	22.60	35.90	35.62	34.25	30.77	26.71	24.66	23.93	19.86	18.49
Grade 4	2465.	2479.	2487.	8.33	17.97	22.30	27.08	32.81	32.43	48.61	25.78	29.73	15.97	23.44	15.54
Grade 5	2497.	2503.	2506.	10.39	18.06	16.92	25.32	18.06	24.62	38.96	35.48	31.54	25.32	28.39	26.92
All Grades	N/A	N/A	N/A	9.40	17.95	20.75	28.92	28.44	30.66	40.00	29.60	28.54	21.69	24.01	20.05

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	30.77	32.19	33.56	44.44	42.47	45.89	24.79	25.34	20.55
Grade 4	22.22	35.94	35.14	42.36	28.91	40.54	35.42	35.16	24.32
Grade 5	23.38	25.81	26.92	42.21	40.00	40.77	34.42	34.19	32.31
All Grades	25.06	31.00	32.08	42.89	37.53	42.45	32.05	31.47	25.47

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	17.95	24.66	25.34	47.86	50.00	51.37	34.19	25.34	23.29
Grade 4	14.58	19.53	22.30	53.47	54.69	53.38	31.94	25.78	24.32
Grade 5	12.99	16.13	21.54	55.19	45.81	49.23	31.82	38.06	29.23
All Grades	14.94	20.05	23.11	52.53	49.88	51.42	32.53	30.07	25.47

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	16.24	23.97	37.67	58.12	57.53	40.41	25.64	18.49	21.92
Grade 4	10.42	21.88	27.03	61.11	53.13	49.32	28.47	25.00	23.65
Grade 5	7.79	11.61	14.62	56.49	58.06	56.92	35.71	30.32	28.46
All Grades	11.08	18.88	26.89	58.55	56.41	48.58	30.36	24.71	24.53

Conclusions based on this data:

1. Achievement results highlight math as an area of strength and growth for the site.
2. Tier III intervention needs to be expanded and developed further to address the 20-30% of students who are below standard in all three areas of math.
3. Consistency of scores can be attributed to collaboration meetings where strategies for instruction are discussed.

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	1435.1	1431.4	1441.7	1436.7	1420.1	1418.7	24	23
Grade 1	1472.2	1461.5	1464.7	1463.8	1479.3	1458.6	29	20
Grade 2	1507.5	1513.4	1502.7	1511.9	1511.7	1514.2	39	30
Grade 3	1495.6	1485.3	1502.2	1473.7	1488.5	1496.4	22	28
Grade 4	1535.0	1521.2	1527.7	1513.1	1541.8	1528.9	19	22
Grade 5	1543.3	1555.5	1532.2	1549.5	1553.9	1560.9	20	20
All Grades							153	143

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	*	17.39	*	47.83	*	21.74	*	13.04	24	23
1	41.38	5.00	*	60.00	*	30.00	*	5.00	29	20
2	64.10	30.00	*	46.67	*	23.33	*	0.00	39	30
3	*	7.14	50.00	53.57	*	25.00	*	14.29	22	28
4	*	22.73	63.16	54.55	*	22.73		0.00	19	22
5	60.00	50.00	*	30.00		20.00	*	0.00	20	20
All Grades	44.44	21.68	33.33	48.95	15.03	23.78	7.19	5.59	153	143

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	*	26.09	45.83	39.13	*	13.04	*	21.74	24	23
1	44.83	15.00	44.83	65.00	*	10.00	*	10.00	29	20
2	71.79	43.33	*	46.67	*	6.67	*	3.33	39	30
3	*	25.00	*	39.29	*	25.00	*	10.71	22	28
4	68.42	27.27	*	72.73	*	0.00		0.00	19	22
5	80.00	60.00	*	40.00		0.00	*	0.00	20	20
All Grades	57.52	32.87	30.07	49.65	8.50	9.79	*	7.69	153	143

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	*	17.39	*	26.09	50.00	52.17	*	4.35	24	23
1	44.83	5.00	*	55.00	*	25.00	*	15.00	29	20
2	51.28	23.33	*	36.67	*	33.33	*	6.67	39	30
3		14.29	*	39.29	*	28.57	*	17.86	22	28
4	*	13.64	*	45.45	*	31.82		9.09	19	22
5	*	10.00	*	55.00		30.00	*	5.00	20	20
All Grades	36.60	14.69	24.18	41.96	24.18	33.57	15.03	9.79	153	143

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	70.83	34.78	*	52.17		13.04	24	23
1	65.52	65.00	*	35.00	*	0.00	29	20
2	74.36	66.67	*	30.00	*	3.33	39	30
3	*	17.86	54.55	64.29	*	17.86	22	28
4	68.42	36.36	*	63.64		0.00	19	22
5	80.00	35.00	*	65.00	*	0.00	20	20
All Grades	66.67	42.66	29.41	51.05	*	6.29	153	143

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	*	13.04	50.00	69.57	*	17.39	24	23
1	*	10.00	75.86	75.00	*	15.00	29	20
2	66.67	26.67	*	70.00	*	3.33	39	30
3	59.09	28.57	*	53.57	*	17.86	22	28
4	84.21	36.36	*	63.64		0.00	19	22
5	85.00	85.00	*	15.00	*	0.00	20	20
All Grades	56.86	32.17	36.60	58.74	*	9.09	153	143

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	*	4.35	70.83	91.30	*	4.35	24	23
1	48.28	30.00	*	50.00	*	20.00	29	20
2	64.10	20.00	*	66.67	*	13.33	39	30
3		7.14	*	64.29	54.55	28.57	22	28
4	*	4.55	73.68	63.64	*	31.82	19	22
5	*	30.00	60.00	65.00	*	5.00	20	20
All Grades	35.29	15.38	45.10	67.13	19.61	17.48	153	143

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	45.83	47.83	*	39.13	*	13.04	24	23
1	37.93	0.00	51.72	80.00	*	20.00	29	20
2	33.33	23.33	61.54	70.00	*	6.67	39	30
3	*	35.71	63.64	57.14	*	7.14	22	28
4	78.95	36.36	*	63.64		0.00	19	22
5	75.00	30.00	*	65.00	*	5.00	20	20
All Grades	45.75	29.37	45.10	62.24	9.15	8.39	153	143

Conclusions based on this data:

1. Third grade will need to be an area for growth which will be accomplished by professional development for 3rd grade teachers in the area of mini lessons and small group instruction.
2. Much of the student achievement has increased due to designated English Learner support for grades 3-5, focusing on reading and writing.
3. All teachers are provided a copy of each students' profile of the ELPAC results.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
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

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

Conclusions based on this data:

1. Our most significant sub groups include: Socioeconomically Disadvantaged students, Hispanic Students, White students, and English Learners.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Conclusions based on this data:

1. The school-wide focus on embedded professional learning, identification of essential learning standards, response to formative assessment data with interventions and enrichment, and the sharing of strong teaching strategies have contributed to increased student academic achievement.
2. Other means of correction for negative behavior choices has helped suspension rates remain low.
3. The Site Intervention Team, Assistant Principal, and Office Attendance Secretary have implemented strategies to help reinforce positive school attendance.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

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

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

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

1. All subgroups made significant improvement in ELA and closed the distance to 3.
2. White students, Reclassified English Learners and English Only students are the only groups above standard
3. Hispanic and English Learner students are less than 10 points from the standard and made positive increases this testing cycle.

School and Student Performance Data

Academic Performance Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

Conclusions based on this data:

1. Only white and Reclassified English Learners are above the standard.
2. All subgroups made growth towards the standard with all but two of them 20 points or less away from achieving the standard.
3. Students with disabilities is far behind the other subgroups in making the increase towards the standard and this group needs to be an area of focus.

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

Conclusions based on this data:

1. A total of 34 students are at a level 1 or 2 and is a group that we need to make certain we move up through ELD instruction both in and out of the classroom.
2. Our ELD Specialists have a focused number of students (34) to concentrate on.
3. Small group instruction professional development for our classroom teachers will help support our English Language Learners in the classroom.

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

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

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. All subgroups except for White students declined in chronically absent rates.
2. All subgroups are below the Chronic Absenteeism rate of 10%.
3. The work of the Site Intervention Team, Office Secretary, Site Administration and Teachers has made an impact on students wanting to come to school. This impact will continue with an attendance challenge during the month of September 2019.

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

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Suspension Rate by Year		
2016	2017	2018

Conclusions based on this data:

1. Positive reinforcement and other means of correction have allowed limited suspensions to occur.
2. All subgroups declined or maintained at 0%.
3. A new Social Emotional Learning Program will be used beginning in Fall 2019 - will continue to make positive reinforcement and school climate the focus to decrease all suspensions.

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

Identified Need

Based on the review of our data, all student groups increased their percentage of student working towards standard. Our significant student subgroups are English Learners, Socioeconomically Disadvantaged, Students with Disabilities, White and Hispanic students. Even though there has been an increase in performance, all subgroups with the exception of White students fall below the standard in ELA. As indicated on the CA School Dashboard, Hispanic and English Learners are close to being at the standard and need more support to get them there. There continues to be an achievement gap between all subgroups and the white students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 ELA Dashboard	All students = 4.5 above the standard (3) English Learners = 5.7 points from 3 Socioeconomically Disadvantaged = 15.3 points from 3 Students with Disabilities = 26.4 points from 3	By Fall of 2019 Release Point from Level 3: All students and all student groups to move 10 points.
SBAC ELA Spring 2019	Current reality met or exceeded standards: All Students: 57% English Learners: 21% Low Income: 44% Students with Disabilities: 28%	met or exceeded standards: All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
PLC Survey Fall 2019 - Professional Learning Communities Progress regarding implementation of standards including all students and included targeted student groups as demonstrated in	PLC Survey Fall 2019 Average Scores: Learning as our fundamental purpose - 3.09 Building a Collaborative Culture - 3.34 A Focus on Results - 3.24	Increase to an average of 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
student achievement in Metric #1 and #2 above.		
ELPAC Dashboard Fall 2018	Level 4:44.4% Level 3: 33.3% Level 2: 15% Level 1:7.2%	Spring 2020 ELPAC Summative Assessment Results: All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency Level or move to the next level.
Oral Reading Record Spring 2019	Met or Exceeded Grade Level; K - 54.13% 1st - 83.46% 2nd - 69.84% 3rd - 69.12% 4th - 56.94%	All grade levels are 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.1 Teacher leaders, administration, Instructional Coaches, and ELD/Literacy Specialists will support specific instructional strategies, including Marzano's effective instructional elements, implementation of State Standards, literacy-based instruction, and technology integration.

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)

1433

Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1. 2 Provide opportunities for staff to participate in professional learning, including conferences/workshops and/ or on site-level training that is aligned to site and district goals that support classroom instruction and 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)
2000	Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.3 Grade level collaboration with emphasis on the 4 tenets of a PLC in order to support student achievement, including identifying learning/SMART goals/targets, developing and analyzing CFAs and district benchmarks, identifying student needs, and monitoring student progress both short term and long term.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.4 Use of variety of assessment tools to address the specific learning needs of all students, including identification of students for intervention/enrichment and methods for monitoring 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)
1000	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)

English Learners

Strategy/Activity

1.5 ELD/Literacy Specialist will collaborate with classroom teachers to provide literacy-based instruction to all students, including English Learners, in order to improve overall academic achievement. Redesignated students will be monitored twice a year for four years after initial R-FEP date.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

Title I, Part A

Strategy/Activity 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 Extended day learning opportunities will be provided to identified students based on metrics.

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)

7396

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 Educational standards-based opportunities may be provided on or off campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

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)

English Learners

Strategy/Activity

1.8 All English Learners will receive designated and integrated instruction on a daily basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Sylvan District will 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 Crossroads third grade students will be reading at grade level as measured by the SBAC and oral reading records.

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 SBAC and District ORR Benchmark Assessment. There is also an achievement gap demonstrated with all significant subgroups as measured by the District ORR Benchmark Assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA 3rd grade Spring 2019	Current reality met or exceeded standards as measured by the SBAC assessment: All 3rd Grade Students: 57% English Learners: 28% Low Income: 40% Students with Disabilities: 28%	Met or Exceeded: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
Oral Reading Record (ORR)	Current reality met or exceeded grade level expectations as measured by Oral Reading Records (ORRs): All 3rd Grade Students: 69% English Learners: 18% Low Income: 55% Students with Disabilities: 47%	Met or Exceeded: 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 instruction on a consistent basis reflective of the individual students' reading level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3500

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)

Students in grades 3-5 identified at Tier 3 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)

1000

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)

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 groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

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

2.4 Classroom teachers provided on-going professional development provided by district instructional coaches and site administration on how to utilize mini lessons to ensure small group instruction time in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title I, Part A

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 Crossroads 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, but only Reclassified English Learners and White students scored above the standard. Hispanic, Socioeconomically Disadvantaged students and Students with Disabilities each need significant growth (27 points or higher) to achieve the standard. Hi

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Math Dashboard	All Students 7.7 points from 3 English Learners 16.3 points from 3 Socioeconomically Disadvantaged 27 points from 3 Students with Disabilities 39.3 points from 3 White students 6.7 points above 3 Hispanic students 20.1 points from 3	Fall 2019 Release Point from Level 3: All students and all student groups will move 10 points closer to or above 3
SBAC Math Spring 2019	Current reality met or exceeded standards: All Students: 52% English Learners: 21% Low Income: 44% Students with Disabilities: 33%	meet or exceed standards: All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
PLC Survey Fall 2019 - Professional Learning Communities Progress regarding implementation of standards including all students and included targeted student	PLC Survey Fall 2019 Average Scores: Learning as our fundamental purpose -3.09 Building a Collaborative Culture - 3.34	Increase to an average of 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
groups as demonstrated in student achievement in Metric #1 and #2 above.	A Focus on Results - 3.24	
ELPAC Dashboard Fall 2018 See Goal #1	Level 4:44.4% Level 3: 33.3% Level 2: 15% Level 1:7.2%	Spring 2020 ELPAC Summative Assessment Results: All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency Level or move to the next level.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 Teacher leaders, administration, Instructional Coaches, and grade level teams will support specific instructional strategies, including Marzano's effective instructional elements, implementation of State Standards, math instructional strategies, and technology integration.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1400	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)

Identified students in need of Tier II and Tier III

Strategy/Activity

3.3 Tier II and Tier III intervention will be incorporated based on data results from common formative assessments created by teacher teams.

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)
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Strategy/Activity 4

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

3.4 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)
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)

Students performing below grade level

Strategy/Activity

3.5 Site Intervention Team will monitor student progress on a regular basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

The CALPADS 2018-2019 end of year report shows that students with chronic absenteeism for students greater than 20% declined by 2% from 2017-2018 to 2018-2019 and is at 3%. Students with chronic absenteeism less than 20 but greater than 10 was at 15% for 2018-2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Chronic Absenteeism Dashboard	Chronically Absent: All Students 4.2% EL Students 4.8% SED Students 6.2% Students with Disabilities 5% Asian 2.7% Hispanic 5.3% White 3.7%	Chronic Absenteeism Decrease by 0.5% when greater than 20 and a decrease of 5% when less than 20, but greater than 10.
Marzano Student Survey, Fall 2018	All scores are based on a rubric with 1 reflecting strongly disagree to 5 reflecting strongly agree: My school is a safe place: 4.50 I know the rules and procedures at my school: 4.67 When I achieve a goal or accomplish something important my school's leaders, my teachers, and other students celebrate it: 3.65	Increase by at least 0.30 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 Counselor and/or mental health clinician to address social/emotional needs of students to ensure academic and behavioral success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 Provide opportunities to increase home to school engagement with parent/guardians with a focus of student achievement and student social emotional learning 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)

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

4.3 Engagement strategies will be provided to support regular attendance by all student 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)

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 Provide school-wide social emotional learning designed to promote positive behavior, decision-making, improve the culture of the school, and increase student achievement and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3500

Title IV, Part A

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

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

All Students

Strategy/Activity

4.5 Provide peer/cross-age mentoring programs focused on literacy, content areas and social emotional learning to offer opportunities for students to form positive peer connections and improve student achievement and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

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

All students

Strategy/Activity

4.6 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)
5550	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 maintained at 0.3% overall. This data also shows that student groups declined and maintained.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018, Suspension Rate Dashboard	All Students 0.3% EL students 0% SED students 0% Students w/disabilities 1.2% White students 0.3% Hispanic students 0%	Decrease in suspension rate of 25%
Marzano Student Survey, Fall 2018	All scores are based on a rubric with 1 reflecting strongly disagree to 5 reflecting strongly agree: My school is a safe place: 4.50 I know the rules and procedures at my school: 4.67 When I achieve a goal or accomplish something important my school's leaders, my teachers, and other students celebrate it: 3.65	Increase by at least 0.30 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

5.1 Counselor and/or mental health clinician to address social/emotional needs of students to ensure academic and behavioral success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 Provide opportunities to increase home to school engagement with parent/guardians with a focus of student achievement and student social emotional learning needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.3 Provide school-wide social emotional learning designed to promote positive behavior, decision-making, improve the culture of the school, and increase student achievement and engagement.

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

5.4 Provide peer/cross-age mentoring programs focused on literacy, content areas and social emotional learning to offer opportunities for students to form positive peer connections and improve student achievement and engagement.

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 identified by classroom teachers

Strategy/Activity

5.5 Provide opportunities for students to meet up with adult mentors on campus to ensure a safe connection to a role-model adult for 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)

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	\$33, 779
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$38,779.00

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	\$33,779.00
Title IV, Part A	\$5,000.00

Subtotal of additional federal funds included for this school: \$38,779.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$38,779.00

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
- 0 Secondary Students

Name of Members	Role
Amber Wethern	Principal
Shelly Barlow	Classroom Teacher
Jennifer Williams	Classroom Teacher
Leslie Henman	Classroom Teacher
Noelle Tomlinson	Other School Staff
Lisette Haro	Parent or Community Member
Daniel Tantilla	Parent or Community Member
Mari Yanez	Parent or Community Member
Brad Williams	Parent or Community Member
Amanda Flores	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
James R. Moore

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on *November 15, 2019*

Attested:

Amber Wethern
Jennifer Williams

Principal, Amber Wethern on 11/07/2019

SSC Chairperson, Jennifer Williams on 11/07/2019