

School Year: 2020-21

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Coleman F Brown Elementary	50-71290-6071583	05/07/2020	

## 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

Coleman F Brown Elementary participated in a Single Plan Student Achievement writing day with parents, classified staff, certificated staff, and administration. Through this process we were able to look at our 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 Coleman F Brown's current data and next steps. CFB's data summit was shared with site leadership, school staff, and school site council. School Site Council receive a spring and fall update on progress towards our school goals.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Continued Second Steps and Nurtured Heart Approach to help students with emotional regulation. Increase in individual student behavior plans with support from counselor and BCBA
2. Reward program for improved attendance
3. The assistant principal works closely with parents and students to monitor attendance. She uses the site intervention team as well as holds SST's to help students overcome attendance concerns.

# 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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 49.4 points below standard Declined -12.1 points 171	 Orange 57.1 points below standard Declined Significantly -18.9 points 56	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 51.3 points below standard Declined -10.8 points 140	 No Performance Color 102.8 points below standard Declined -12.2 points 23

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Orange 61.3 points below standard Declined Significantly -16.7 points 97	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Yellow 19.7 points below standard Increased +6 points 39

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.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 77.8 points below standard Declined -12.7 points 44	<b>Reclassified English Learners</b> 18.8 points above standard Declined Significantly -37.5 points 12	<b>English Only</b> 45.7 points below standard Declined -8.9 points 114
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#### Conclusions based on this data:

1. Numbers of EL students increased and combined with change in focus from early years intervention to focus on preventing long term English learners, there was a decline in achievement
2. New staffing and new to teaching may have impacted achievement
3. Technology is now 1:1 so students are familiar with testing

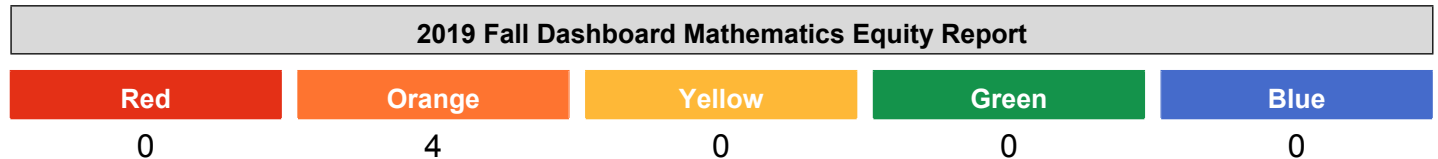
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 67.1 points below standard Declined -10.7 points 171	<b>English Learners</b>  Orange 85.6 points below standard Declined Significantly -30.9 points 56	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Socioeconomically Disadvantaged</b>  Orange 71.8 points below standard Declined -12 points 140	<b>Students with Disabilities</b>  No Performance Color 103.7 points below standard Increased Significantly ++18.6 points 23

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  Orange 75.2 points below standard Declined -12.7 points 97	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Orange 47.2 points below standard Maintained -2.9 points 39

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.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 103.6 points below standard Declined Significantly -31 points 44	<b>Reclassified English Learners</b> 19.9 points below standard Declined Significantly -27.4 points 12	<b>English Only</b> 58.9 points below standard Maintained -1.9 points 114
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#### Conclusions based on this data:

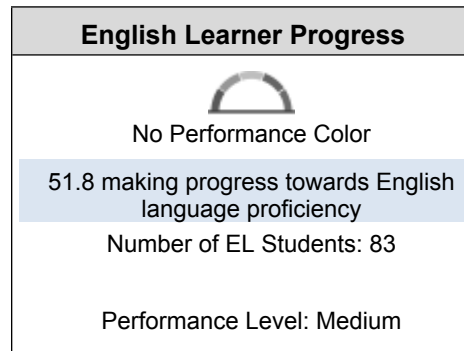
- Teachers are more at ease teaching concrete, representative and conceptual methods of math as there is on going professional development in this area.
- 8 key mathematical practices are better understood by staff as there is on going professional development in this area.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	28	1	42

#### Conclusions based on this data:

1. TK and K are emerging level as there are more students from a variety of schools that start late as CFB is the overflow school.
2. Speaking and listening scores are not increasing at expected rates which impacts reading and writing scores.

# 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.









2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
2	2	0	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Red 15.7 Increased Significantly +4.5 491	<b>English Learners</b>  Orange 13.1 Increased +5.8 145	<b>Foster Youth</b>  No Performance Color 53.3 15
<b>Homeless</b>  No Performance Color 46.2 Increased +16.7 13	<b>Socioeconomically Disadvantaged</b>  Red 16.7 Increased Significantly +5.7 402	<b>Students with Disabilities</b>  Orange 15 Increased +12.5 40



## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div>22.2</div> Increased +13.1 27	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color <div>15.4</div> Increased +11.2 39	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>  Red <div>17.2</div> Increased Significantly +5.1 273	<b>Two or More Races</b>  No Performance Color <div>25</div> Increased +21.6 36	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>White</b>  Green <div>5.7</div> Declined -4.9 105

### Conclusions based on this data:

1. Attendance rewards and conversations with parents/students has had little impact on improved attendance
2. SST for attendance were held - poor parent participation therefore limited success
3. Success is seen at upper grades where students are able to get themselves to school.

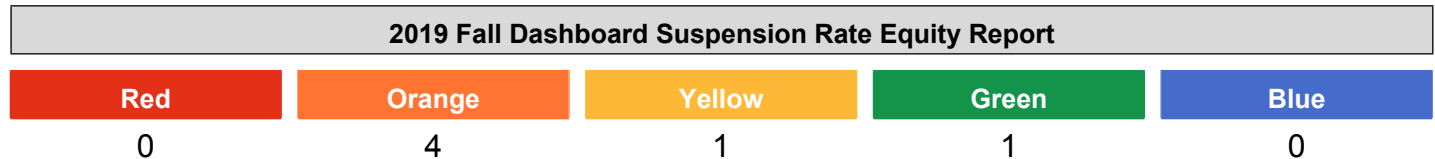
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 4.1 Declined -0.9 514	<b>English Learners</b>  Green 2 Declined Significantly -1.1 151	<b>Foster Youth</b>  No Performance Color 0 15
<b>Homeless</b>  No Performance Color 0 Declined -11.1 13	<b>Socioeconomically Disadvantaged</b>  Yellow 3.1 Declined Significantly -2.2 415	<b>Students with Disabilities</b>  Orange 9.8 Declined -2.1 41

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.2 Declined -9.3 31	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Declined -4.2 40	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.5 Maintained -0.2 286	 Orange 2.7 Increased +2.7 37	 No Performance Color Less than 11 Students - Data 5	 Orange 5.6 Increased +1 108

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5	4.1

#### Conclusions based on this data:

1. Eagelet mentor programs helped with primary behavior
2. Implementation of social/emotional programs led to decrease in suspension rates for most groups

# 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, 2021, 100% of Coleman F. Brown students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment.

## Identified Need

Based on the review of data, all student groups increased their percentage of students working towards standard. Our significant student groups are English Learners, Special Education, Socioeconomically Disadvantaged, White and Hispanic students. Even though there has been an increase in performance, students with disabilities are significantly far from 3 on the SBAC as indicated on the CA School Dashboard, followed by English Learners. There continues to be an achievement gap between all subgroups and our white students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1)Dashboard ELA Fall 2019	All students-Orange: 49.4 below standard EL Students-Orange: 57.1 below standard Socioeconomically Disadvantaged-Orange: 51.3 below standard Hispanic-Orange: 61.3 below standard White-Yellow: 19.7 below standard Students with Disabilities-Not reported	Fall 2020 Release All student increase 10 points
2)SBAC ELA Spring 2019	All Students: 27.13% English Learner: 17.2% Low Income: 31.9% Students with Disabilities: 6.3%	By June 30, 2021, 100% of Coleman F. Brown students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment.
3)PLC Survey Fall 2019 Professional Learning Communities (PLC) Progress	Learning as a fundamental purpose 3.00 Collaborative Culture 3.28	Increase average to 4.00

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
regarding implementation of standards including all students, targeted student groups as demonstrated increase in student achievement in Metric #1 and #2 above	Focus on results 2.97	
4) ELPAC Dashboard Fall 2109	Level 4 Level 3 Level 2 Level 1	Spring 2020 ELPAC Summative Assessment Results: All grade levels will 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

1.1 Staff will engage in grade level collaboration with an emphasis on the four tenets of the PLC process in order to support student achievement including, CFA and district benchmark data which will be used to analyze, guide, differentiate instruction, identify student needs, and track student progress including our student 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)

2000

#### 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

1.2 -Professional Development on research based instructional strategies focused on state standards will be provided in all areas of instruction, including technology embedded practices and RTI, that match learning initiatives for all students. (General and Special Education)

### **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)

1325.00

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

1.3 The Instructional Coach will collaborate with teachers on effective instructional strategies, implementation of district goals (Marzano), and State Standards. The Instructional Coach will support teachers with data analysis, technology and the PLC process.

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

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

Amount(s)

500.00

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)

English Learner Students

Strategy/Activity

1.4 The ELD/Literacy Specialist will provide Professional Development and support in the implementation of the ELD Standards and Instructional 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)

500.00

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

1.5 Opportunities will be provided for teacher leaders to present relevant instructional strategies to their peers.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500.00

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)

English Learner Students

Strategy/Activity

1.6 ELD/Literacy Specialist will collaborate with classroom teachers to provide literacy support to students including English Learners.

**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)

1000.00

Source(s)

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)

English Learner Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500.00

Source(s)

Title I, Part A

## Strategy/Activity 8

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

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

All students

### Strategy/Activity

Provide opportunities for staff to participate in teacher led and or conferences/workshops professional learning aligned to site and district goals that support classroom instruction and interventions.

### 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)

5000.00

Source(s)

Title I, Part A

## Strategy/Activity 9

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

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

All students

### Strategy/Activity

Guiding Coalition will monitor the academic progress of students performing below grade level.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

840.00

Source(s)

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)

At risk students

### Strategy/Activity

Site intervention team to monitor the academic progress of students performing below grade level and recommend students for further interventions including SST's.

### 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, 2021 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 an achievement gap between our overall performance and Students with disabilities on the SBAC.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Spring 2019 Third Grade	Current reality met or exceeded standards as measured by the SBAC assessment: All 3rd Grade Students: 28% English Learner: 33% Low Income: 29% Students with Disabilities:13%	Met or Exceed All 3rd grade students: 100% English Learners 100% Socioeconomically Disadvantaged: 100% Students with Disabilities: 100%
Oral Reading Record Spring 2019 Third Grade	Current reality met or exceeded grade level expectations as measured by Oral Reading Records (ORRs): All 3rd Grade Students: 54% English Learner: 61% Low Income: 54% Students with Disabilities: 44%	Reading at Third Grade Level All 3rd grade students: 100% English Learners 100% Socioeconomically Disadvantaged: 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 instruction reading lessons on a daily 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)

1325.00

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 identified at Tier 3 for reading.

### Strategy/Activity

2.2 Small group instruction provided by the ELD/Literacy Specialist or other trained staff.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

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 identified as being at risk of becoming LTEL

### Strategy/Activity

2.3 Designated ELD provided by ELD specialist

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

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)

English Learner Students

Strategy/Activity

2.4 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)

600.00

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)

Students identified as reading below grade level in Kinder and third grade

Strategy/Activity

2.5 Classroom teachers will provide before or after school intervention in the identified area of need.

**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)

3788.10

Source(s)

Title I, Part A

# Goals, Strategies, & Proposed Expenditures

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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, 2021, 100% of SUSD students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment.

## Identified Need

Based on the review of data, all student groups increased their percentage of students working towards standard. Our significant student groups are English Learners, Special Education, Socioeconomically Disadvantaged, White and Hispanic students. Even though there has been an increase in performance, students with disabilities are significantly far from 3 on the SBAC as indicated on the CA School Dashboard, followed by English Learners. There continues to be an achievement gap between all subgroups and our white students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Mathematics Fall 2019	All students-Orange: 67.1 below standard EL Students-Orange: 85.6 below standard Socioeconomically Disadvantaged-Orange: 71.8 below standard Hispanic-Orange: 75.2 below standard White-Orange: 47.2 below standard Students with Disabilities-Not reported	Fall 2020 Release Point All student increase 10 points
SBAC Math Spring 2019	All Students: 17.01% English Learner: % Low Income: % White: 30.24% Hispanic: 10.81% Students with Disabilities: %	By June 30, 2021, 100% of Coleman F. Brown students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment.
PLC Survey Fall 2019 Professional Learning Communities (PLC) Progress regarding implementation of	Learning as a fundamental purpose 3.00 Collaborative Culture 3.28 Focus on results 2.97	Increase average to 4.00

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
standards including all students, targeted student groups as demonstrated increase in student achievement in Metric #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

3.1 Staff will engage in grade level collaboration with an emphasis on the four tenets of the PLC process in order to support student achievement including, CFA and district benchmark data which will be used to analyze, guide, differentiate instruction, identify student needs, and track student progress including our student 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)

1325.00

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

3.2 Professional Development on research based instructional strategies focused on state standards will be provided in all areas of instruction, including technology embedded practices and RTI, that match learning initiatives for all students. (General and Special Education)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

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

3.3 The Instructional Coach will collaborate with teachers on effective instructional strategies, implementation of district goals (Marzano), and State Standards. The Instructional Coach will support teachers with data analysis, technology and the PLC process.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

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

1.5 Opportunities will be provided for teacher leaders to present relevant instructional strategies to their peers.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

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

Guiding Coalition will monitor the academic progress of the students performing below grade level.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

840.00	Title I, Part A
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**Strategy/Activity 6**

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

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

All students
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**Strategy/Activity**

Provide opportunities for staff to participate in teacher led and or conferences/workshops professional learning aligned to site and district goals that support classroom instruction and interventions.
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**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)
500.00	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, 2021, the CFB attendance rate will increase by at least 0.5% in comparison to the 2018-2019 rate.

## Identified Need

The 2018 Fall Dashboard indicates that 11.1% of all students are chronically absent. This indicates a decline of 3.7% over the 2017-2018 year. However specific subgroups have increased in chronically absenteeism and current data leans towards an increase in the 2019-2020 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 Chronic Absenteeism Dashboard	Chronically Absent: All students: Red EL Students: Orange SED Students: Red Students with Disabilities: Orange White students: Green Hispanic Students: Red	Chronic Absenteeism decrease by 0.5%
Marzano Student Survey Fall 2019	My school is a safe place: 4.16 I know the rules and procedures at my school: 4.52 When I achieve a goal or accomplish something important my school's leaders, my teachers and other student celebrate it: 3.86	Increase by at least 0.40 in all 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 The School Counselor will address social and emotional needs with students and families to help them 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)

200.00

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)

Chronically absent students

Strategy/Activity

4.2 Positive culture and engagement strategies will be promoted both inside and outside the classroom so pupils are engaged in school and attending 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)

200.00

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)

Chronically absent students

Strategy/Activity

4.3 Engagement opportunities for parents/guardians will be provided to discuss 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)

300.00

Source(s)

Title IV, Part A

445.70

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

June 30, 2021, 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. This data also shows that student groups suspensions are not declining as anticipated.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 Suspension Rate Dashboard	All students: Yellow EL students: Green SED students: Yellow Students with Disabilities: Orange Hispanic students: Orange White students: Orange	Decrease suspension rate by 25%

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

2 Counselor will provide staff with information on issues and reality barriers that students experience with a focus on low income students, homeless and foster youth.

### 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)

100.00

Title I, Part A

## Strategy/Activity 2

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

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

At risk students

### Strategy/Activity

Opportunities will be provided for pupils to form connections peer to peer and peer to adults.

### 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)

1100.00

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

Teachers, administrators 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)

403.20

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

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)

400.00

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

Continue and expand implementation of Second Step Social Emotional Learning to improve the culture of the school, decrease suspension rates 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)

500.00

Source(s)

Title IV, Part A

### **Strategy/Activity 6**

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

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

At risk students

Strategy/Activity

Create and implement a strategies for students to learn self calming strategies to increase student achievement and decrease suspension

#### **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)

1100.00

Source(s)

Title IV, Part A

500.00

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

Provide opportunities for students to attend assemblies and/or engage in web-based lessons related to social emotional learning strategies to reduce suspensions 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)
1,000.00	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	\$30912.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$30,912.00

## 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	\$27,912.00
Title IV, Part A	\$3,000.00

Subtotal of additional federal funds included for this school: \$30,912.00

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

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

Total of federal, state, and/or local funds for this school: \$30,912.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kathleen Bennett	Principal
Kristina Hansen	Classroom Teacher
Shelli Montilla	Classroom Teacher
Angela Ashroff	Classroom Teacher
Lori Page	Other School Staff
Nicole Gunderson	Parent or Community Member
John Feese	Parent or Community Member
Yvonne Lopez	Parent or Community Member
Tiffany Langston	Parent or Community Member
Alyssa Suarez	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.

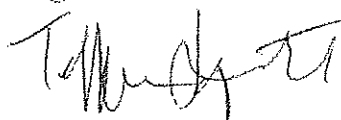
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 21, 2019.

Attested:



Principal, Kathleen Bennett on May 7, 2020



SSC Chairperson, Tiffany Langston on