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
Sherwood Elementary	50-71290-6053086	May 12, 2020	June 23, 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

Sherwood Elementary consulted with district staff on the new school plan template. School staff presented data and analysis to stakeholders through School Site Council membership. Stakeholders were asked for input regarding goals, strategies, activities, and expenditures.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. Next phase of PBIS- Golden Arrow and Restorative Practices including more parent involvement to help build relationships between students and staff and foster a safe school environment to increase student achievement.

2. Chronic absenteeism is addressed by the site intervention team on a regular basis.

3. School wide social emotional curriculum in phase two of for the 2020-2021 school year to align with our PBIS-Golden Arrow.
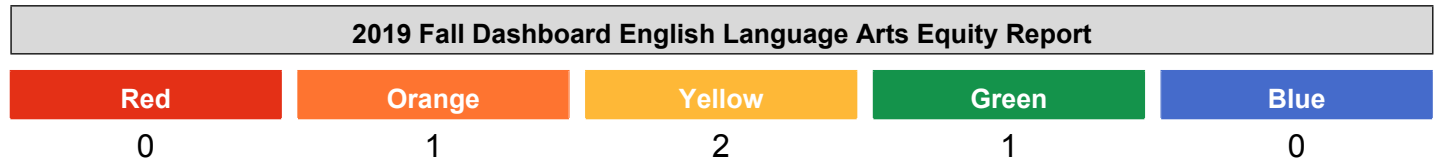
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	0

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**
Yellow	Yellow	No Performance Color
7.7 points above standard	25.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.6 points	Increased ++4.1 points	
198	45	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	7 points below standard	57.3 points below standard
	Increased ++5.6 points	Maintained -2.3 points
4	120	35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	36.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
10		14	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
6.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	22.5 points above standard
Declined -9.7 points			Declined -3 points
62	4	2	96

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		
Current English Learner	**Reclassified English Learners**	**English Only**
61.6 points below standard	46.5 points above standard	17.3 points above standard
Increased Significantly ++20.4 points	Maintained -2.2 points	Declined -5.4 points
30	15	151

Conclusions based on this data:

1. All students showed a decline in 5.6 points however overall we remain 7.7 points above standard.

2. Although our English Learners are below standard they have shown an increase in achievement with an increase of 4.1 points

3. Although our Socioeconomically disadvantaged students are below standard they increased by 5.6 points

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	4	0

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		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
3.9 points above standard	19.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.9 points	Increased ++4.6 points	
195	45	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	12.2 points below standard	54.7 points below standard
	Increased ++8.4 points	Maintained ++1.4 points
4	119	32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		30.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
10		15	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
11 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	20.6 points above standard
Increased ++11.7 points	4	2	Maintained ++2.9 points
60			94

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		
Current English Learner	**Reclassified English Learners**	**English Only**
49.6 points below standard	34.3 points above standard	10.4 points above standard
Increased Significantly ++21.6 points	Declined -11.5 points	Maintained ++2.7 points
29	16	148

Conclusions based on this data:

1. Although our English Learners and our Socioeconomically Disadvantaged students are below standard both subgroups increased in achievement from the previous year.

2. Students with disabilities are 54.7 points below standard and maintained achievement. There is an identified need to support our students with disabilities with math proficiency.
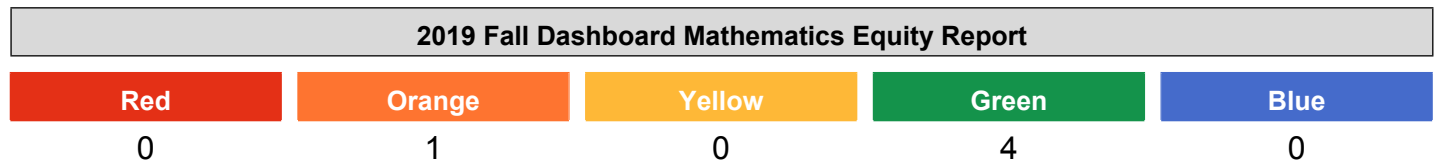
School and Student Performance Data

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

English Learner Progress
No Performance Color
40.3 making progress towards English language proficiency
Number of EL Students: 62
Performance Level: Low
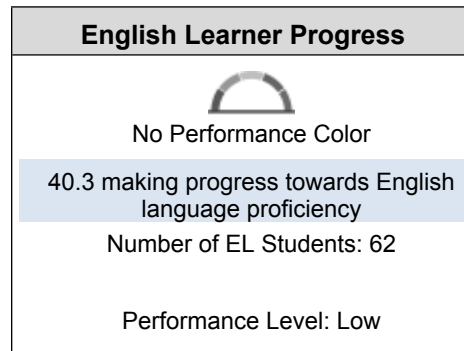
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
9	28	3	22

Conclusions based on this data:

1. ELs who progressed at least one ELPI Level is 35.4%. This is an area of focus for our school in the 2020-2021 school year.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	2	0
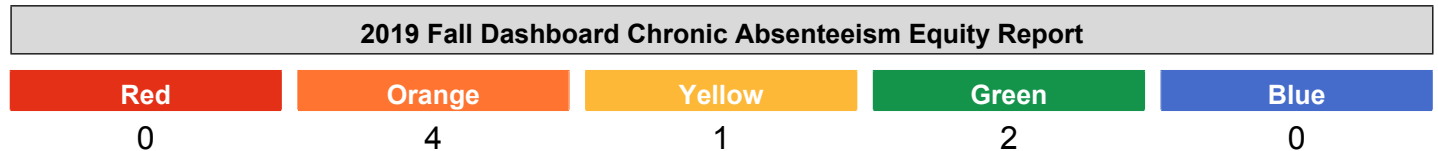
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
9	12.6	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.5	Increased +1.3	3
510	95	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	9.1	22.2
6	Declined Significantly -5.7	Declined -3.3
	307	99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Orange	No Performance Color
21.1	Less than 11 Students - Data Not Displayed for Privacy	14.7	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.5	3	Increased +14.7	3
19		34	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Orange	No Performance Color	Green
14	6.7	Less than 11 Students - Data Not Displayed for Privacy	3.6
Declined Significantly -7.6	Increased +1.7	2	Declined -2.7
179	45		225

Conclusions based on this data:

1. Attendance improvement efforts should be aimed toward Asian, English Learners, students of two or more races, and students with disabilities.

2. Attendance improvement efforts have shown success by lowering our overall absenteeism to 9% which is a decline of 2.5%.

3. Staff have made attendance a focus in their communication with families and graphing in the classrooms.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	5
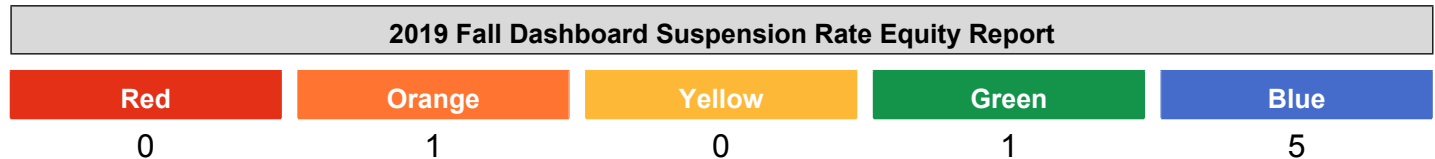
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Blue	Orange	No Performance Color
0.8	2	Less than 11 Students - Data Not Displayed for Privacy
		3
Declined Significantly -1	Increased +2	
530	101	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0.6	0
6		
	Declined Significantly -1.5	Declined -3.3
	316	102

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
5.3	Less than 11 Students - Data 3	2.8	Less than 11 Students - Data 4
Declined -0.3		Declined -0.4	
19		36	

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue	No Performance Color	Blue
0.5	0	Less than 11 Students - Data 2	0
Declined -0.6	Declined -4.9		Declined Significantly -1.2
188	46		232

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	0.8

Conclusions based on this data:

1. Our overall suspension rate has declined by 1%.

2. Our PBIS and overall school culture related to behavior has shown success by decreasing our discipline and suspension rate overall.

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 Sherwood 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. Even though there has been an increase in performance, English Learners are still far from standard on the SBAC as indicated on the CA School Dashboard, followed by students who are Socioeconomically Disadvantaged.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019 Dashboard (CAA data reflects 2018 scores)	All Students: 7.7 points above 3 (Yellow) EL Students: 25.6 points from 3 (Yellow) SED Students: 7 points from 3 (Yellow) Students with Disabilities: 57.3 points from 3 (No performance color) California Alternate Assessment: Level 1- 88.9%, Level 2-5.6%, Level 3- 5.6% White Students:27.2 points above 3 (Green) Hispanic Students: 6.1 points above 3 (Orange)	Fall 2021 Release Point from Level 3: All students and all student groups to move 10 points.
2. SBAC ELA Spring 2019	All Students: 55.5% English Learners: 15.8% Low Income: 11.1% Students with Disabilities: 0%	All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
3. PLC Survey Spring 2020 Professional Learning Communities (PLC) progress	Learning as our fundamental purpose average score- 3.26	Increase average to 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 Above.	Building a collaborative culture through high-performing teams average score- 3.4 A focus on results average score- 3.12	
4. ELPAC-ELPI CA School Dashboard Fall 2019	40.3% making progress towards English Language Proficiency Performance Level: Low # of Students: 62 ELs Who Decreased at Least One ELPI Level: 14.5% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 45.1% ELs who Maintained ELPI Level 4: 4.8% ELs who Progressed at Least One ELPI Level: 35.4%	Spring 2021 ELPAC Summative Assessment Results: All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency Level or a move to the next level.

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

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

Amount(s)	Source(s)
2800	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 Instructional coaches, teacher leaders, and ELD/Literacy specialists will support specific instructional strategies, including Marzano's 4 effective instructional strategies, State Standards, and technology integration through professional development, modeling, observing, and providing feedback

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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 As supported through embedded coaching, staff will engage in grade level collaboration with emphasis on the 4 tenets of a PLC in order to support student achievement, including CFA 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.4 With support from instructional coach and teacher leaders, professional learning opportunities will be provided to staff to increase depth of knowledge of literacy, ELA/ELD, and technology integration for the purpose of increasing student opportunities to develop foundational skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	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 student groups

Strategy/Activity

1.5 Through a tiered system of supports, classroom teachers, grade levels, and site personnel will set individual student goals and implement interventions/enrichment opportunities to meet these goals.

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

Amount(s)	Source(s)
2000	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 Provide opportunities for staff to participate in teacher lead and/or conferences/workshops professional learning aligned to site and district goals that support classroom instruction, MTSS, and SEL to improve overall student achievement.

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

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

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students performing below grade level

Strategy/Activity

1.7 Site Intervention Team 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)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students performing below grade level

Strategy/Activity

1.9 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)
1500	Title I, Part A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

By June 30, 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 a significant achievement gap between our overall performance demonstrated on the SBAC and the District ORR Benchmark Assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. SBAC ELA Spring 2019 3rd Grade (Spring 2020 unavailable due to COVID-19)	All Students: 42.7% English Learners: 7.7% Low Income: 44.4% Students with Disabilities: 28.6%	All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students reading below grade level

Strategy/Activity

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

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

Amount(s)   Source(s)

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

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

All student groups

Strategy/Activity

2.2 Effective professional learning will be the vehicle for all school staff- teachers, administrators, counselors, and classified staff- to learn to effectively implement the research- based curricular and instructional practices, including technology embedded practices, proposed in State Curriculum Frameworks.

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 identified as Tier 3 for reading

Strategy/Activity

2.3 Small group instruction provided by the ELD/Literacy Specialist

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

2.4 Designated ELD provided by the ELD/Literacy Specialist in small group

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

Amount(s)   Source(s)

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, 2021, 100% of Sherwood 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. All significant subgroups with the exception of white students need significant improvement to reach Level 2 on the SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019 Math Dashboard	All Students- 3.9 points above 3 (Green) EL Students- 19.7 points from 3 (Green) SED Students- 12.2 points from 3 (Green) Students with Disabilities-54.7 points from 3 (Orange) White Students- 20.6 points above 3 (Green) Hispanic Students- 11 points from 3 (Green)	Fall 2020 Release Point from Level 3: All students and all student groups to move 10 points.
2. SBAC Math Spring 2019	All Students: 57.1% English Learners: 22.2% Low Income: 48.3% Students with Disabilities: 21.4%	All Students:100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
3. PLC Survey Spring 2020- Professional Learning (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above	Learning as our fundamental purpose average score- 3.31 Building a collaborative culture through high-performing teams average score- 3.40 A focus on results average score- 3.13	Increase to average 4.0

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
2500	Title I, Part A

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
1200	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 As supported through embedded coaching, staff will engage in grade level collaboration with emphasis on the 4 tenets of a Professional Learning Communities in order to support student achievement, including Common Formative Assessments and district benchmarks, analyze data, guide and differentiate instruction, identify pupil needs and track pupil progress. Data analysis will include pupil 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)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)   Source(s)

2000   Title I, Part A

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students performing below grade level

Strategy/Activity

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

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

Amount(s)	Source(s)
1500	Title I, Part A

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students performing below grade level

Strategy/Activity

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

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

Amount(s)   Source(s)

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 Sherwood's chronic absenteeism rates will decrease by at least 0.5% in comparison to the 2019-2020 rate.

Identified Need

Overall our chronic absentee rate for all students declined by 1.8%. Students with Disabilities, African American, English Learners, and Hispanic students all have a chronic absenteeism rate of 10% or higher.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Chronic Absenteeism Rates Fall Dashboard 2019	All Students: 9% (Green) English Learners: 12.6% (Orange) Low Income: 9.1% (Green) Students with Disabilities: 22.2% (Orange) Hispanic: 14% (Yellow) White: 3.6% (Green) African American: 21.1% (No Color)	Chronic Absenteeism decrease by 0.5%
2. CERTIFY Attendance Data Reports	# of students absent 7%+ approaching 10%: 37 # of students absent 10%+: 41	Decrease # of students absent by 0.5%
3. Spring 2020 Collective Efficacy	# 20: Teachers in our school believe that every child can learn- 5.42 #24: If a child doesn't want to learn teachers at our school give up- 5.31	#20- Increase score to 6 (strongly agree) #24- Increase score to 6 (strongly disagree)

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

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

Chronically absent students

Strategy/Activity

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

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

Amount(s)   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 Teachers, administrator, and parents will identify and plan for regular and meaningful parent engagement opportunities to support student achievement.

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

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

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

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

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

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.4 Implementation of Sanford Harmony and Mind UP Social Emotional Learning to improve the culture of the school and increase student achievement.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.5 Provide opportunities for students to attend assemblies or activities related to social emotional learning strategies to improve student achievement.

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

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

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.6 Engagement strategies to support regular attendance will be implemented with an emphasis on decreasing chronic attendance rates for individual students.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 5

By June 30, 2021, Sherwood's goal is to use other means of correction to support students with behavior instead of suspension for 2019-2020.

Identified Need

Continue to implement positive behavior intervention strategies and restorative practices to create a culture of safety and respect on campus to maintain or decrease undesirable behavior/conduct.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-2020 Suspension Data	Suspension Rate: 0.8% (Blue) One suspension for 1 day- white male student for attempting to cause harm.	Suspension Rate: 0%
CERTIFY Suspension Data	Number of Incidents: 1	Incidents: 0

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At risk students

Strategy/Activity

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

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

Amount(s)   Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

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

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

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

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

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

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5.4 Implementation of Sanford Harmony and Mind UP Social Emotional Learning to improve the culture of the school and increase student achievement.

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

Amount(s)   Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.5 Utilize behavior flowchart and playground booklet to improve culture of the school and increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.6 Implement Sherwood's GOLDEN ARROW (Goals, Organized, Loyal, Determined, Empathy, Noteworthy-Assertive, Responsible, Respectful, Optimistic, Well Mannered) Positive Behavior 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)
300	Title I, Part A
500	Title IV, 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

5.7 Provide opportunities for students to attend assemblies and activities related to social emotional learning strategies to improve student achievement.

Proposed Expenditures for this Strategy/Activity

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$27,623.00

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	$24,623.00
Title IV, Part A	$3,000.00

Subtotal of additional federal funds included for this school: $27,623.00

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: $27,623.00

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
Gretchen Griffin	Principal
Alexandra Mayer	Classroom Teacher
Nichole Prom	Classroom Teacher
Trisha DeLosSantos	Classroom Teacher
Nick McMillen	Other School Staff
Megan Chilles	Parent or Community Member
Stacie Liebelt	Parent or Community Member
Alex Hardt	Parent or Community Member
Kari Helgeson	Parent or Community Member
Letitia Senechal	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
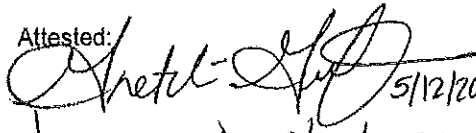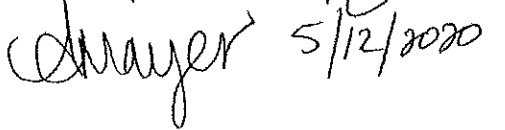
Signature	Committee or Advisory Group Name

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 5/12/2020.

Attested:

5/12/2020 Principal, Gretchen Griffin on 5/12/2020

5/12/2020 SSC Chairperson, Alexandra Mayer on 5/12/2020