

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
Stockard Coffee Elementary	50-71290-6095517	May 12, 2019	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

Stockard Coffee 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
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

**Conclusions based on this data:**

1. There is a continued need to focus on student achievement in both ELA and Math.
2. The positive reinforcements and school wide expectations in place continue to keep Stockard Coffee's overall suspension rate low , keeping the school in the green.
3. Chronic absenteeism is addressed by the site intervention team and AP on a regular basis.

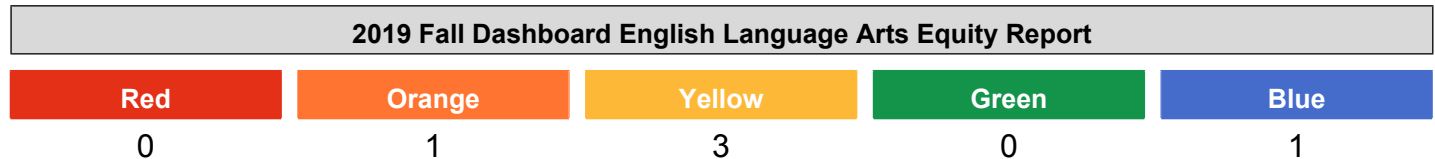
# School and Student Performance Data

## 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		
 Green 3.5 points above standard Increased ++6.7 points 228	 Yellow 36 points below standard Increased ++6.4 points 61		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 17.8 points below standard Increased ++6.2 points 132		 Orange 79.5 points below standard Increased Significantly ++20.1 points 46		

### 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 6	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 7.3 points above standard Declined Significantly -62.5 points 12	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Yellow 17.4 points below standard Increased ++13 points 111	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  Blue 28.2 points above standard Increased Significantly ++16.2 points 87

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> 85.2 points below standard Increased ++9.7 points 35	<b>Reclassified English Learners</b> 30.3 points above standard Increased ++4.6 points 26	<b>English Only</b> 17 points above standard Increased ++6.2 points 165
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#### Conclusions based on this data:

1. Overall, every subgroup increased except for English Learners.
2. Students with disabilities have shown an increase in achievement.
3. English Learners had the largest decline (-15.2).

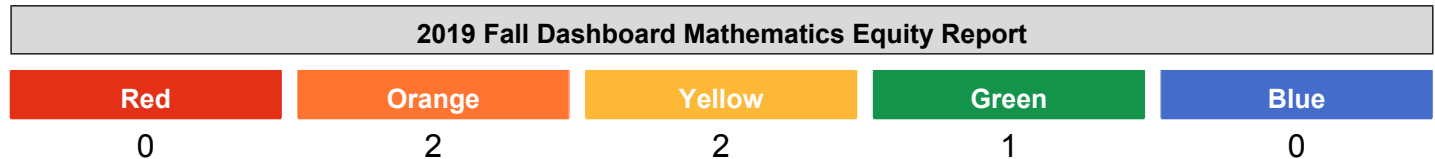
# School and Student Performance Data

## 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>  Green 22.6 points below standard Increased ++8.5 points 228	<b>English Learners</b>  Orange 57.4 points below standard Maintained ++0.4 points 61	<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 1	<b>Socioeconomically Disadvantaged</b>  Yellow 41.1 points below standard Increased ++7.9 points 132	<b>Students with Disabilities</b>  Orange 97.7 points below standard Increased Significantly ++31.6 points 46

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 8 points above standard Declined Significantly -41.6 points 12	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Yellow 41.9 points below standard Increased ++12.3 points 111	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  Green 6.2 points below standard Increased Significantly ++18 points 87

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> 102.9 points below standard Increased ++3.2 points 35	<b>Reclassified English Learners</b> 3.9 points above standard Maintained -1.1 points 26	<b>English Only</b> 10.2 points below standard Increased ++11.4 points 165
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#### Conclusions based on this data:

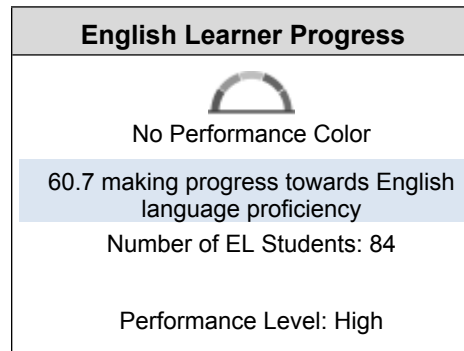
1. Overall, every subgroup increased except for English Learners.
2. Students with disabilities have shown an increase in achievement.
3. English Learners had the largest decline (-14.8).

# 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	21	5	46

#### Conclusions based on this data:

1. A total of 67% of EL's are a level 3 or 4 and approaching reclassification.

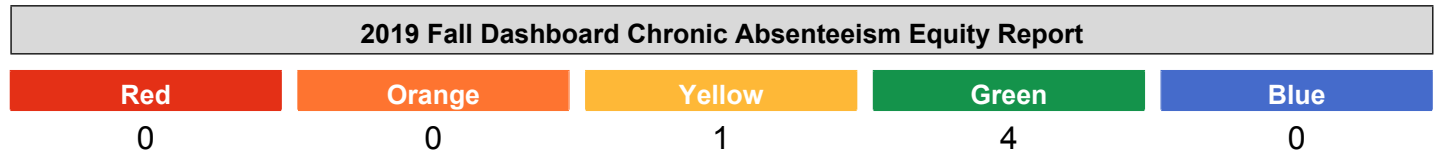
# School and Student Performance Data

## 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.











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>  Green 6.8 Declined -1.5 502	<b>English Learners</b>  Yellow 8 Maintained -0.4 112	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  Green 9.3 Declined -2.3 280	<b>Students with Disabilities</b>  Green 6.6 Declined -4.2 76



## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 14.3 Increased +14.3 28	<b>Filipino</b>  No Performance Color 0 Maintained 0 12
<b>Hispanic</b>  Green 6.2 Declined -2.6 243	<b>Two or More Races</b>  No Performance Color 0 Declined -11.1 18	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>White</b>  Green 7.7 Declined -1.3 183

### Conclusions based on this data:

- Attendance improvement efforts should be targeted to low socioeconomic students as well as students with disabilities.
- Attendance improvement efforts have shown great success in improving the attendance of the Asian and Hispanic population.
- White is a subgroup that have not benefited as much from our attendance improvement efforts.

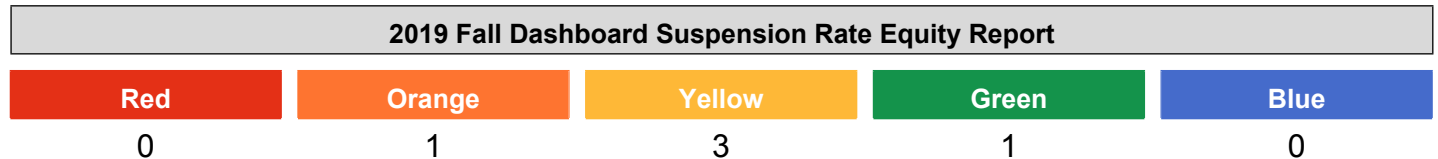
# School and Student Performance Data

## 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 1.9 Maintained +0.1 514	<b>English Learners</b>  Yellow 2.6 Maintained -0.1 115	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 6
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 2	<b>Socioeconomically Disadvantaged</b>  Yellow 2.4 Maintained -0.2 289	<b>Students with Disabilities</b>  Yellow 2.5 Maintained -0.1 80

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

<b>African American</b>  No Performance Color Less than 11 Students - Data 9	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  No Performance Color 0 Maintained 0 28	<b>Filipino</b>  No Performance Color 0 Maintained 0 12
<b>Hispanic</b>  Orange 2.4 Increased +1.5 249	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 18	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 8	<b>White</b>  Green 1.6 Declined Significantly -1 189

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	1.9

#### Conclusions based on this data:

1. A subgroup that we will need to focus on and target is the Hispanic group.
2. The suspension rate for all subgroups based on percentage is the same.
3. The overall suspension rate decreased from 2017 to 2018.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

By June 30, 2021, 80% of Stockard Coffee Elementary students will meet or exceed grade level standards in Language Arts as measured by state and local assessments.

## Identified Need

Based on the review of 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 below standard, followed by English Learners. The activities outlined below will reflect the need to focus on increasing performance of EL's, Hispanics, and SED students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 ELA Dashboard	Performance Bands by Subgroups: Red - None Orange - SWD Yellow - EL, Hispanic, SED Green - None Blue - White No Color - African American, American Indian, Asian, Filipino, Foster Youth, Homeless, 2 or more races, & Pacific Islander	Fall 2020 Release Point from Level 3: All students and all student groups to move a minimum of 10 points towards 3. For example, EL students will go from 49.7 points away from 3 to 39 points away from 3.
PLC Survey Spring 2020 - Professional Learning Communities (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.	PLC Survey SPRING 2020 Scores: Learning as our fundamental purpose 3.12 Building a collaborative culture through high-performing teams 3.27 A focus on results 3.07	Increase to average 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC - ELPI CA School Dashboard Fall 2019	<p>ELs making progress towards English language proficiency**: 60.7%</p> <p>Performance Level: High</p> <p># of Students: 84</p>	<p>Spring 2020 ELPAC Summative Assessment Results:</p> <p>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.</p>
SBAC Targets:	<p>Literacy Text - word meaning, Informational Text - understanding literal/non-literal words, Research &amp; Inquiry - Use evidence, interpret &amp; integrate information, Writing - Editing</p>	<p>Improve performance in all areas</p>

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

A.1 Draft, review, revise and share with site leadership grade level SMART goals, game plans, to guide short-term and long-term instruction, and to 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)

2700

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

A.2 Instructional coaches, ELD/Literacy specialists, and embedded coaching will support effective implementation specific research based instructional strategies (such as Marzano and ELA/ELD Literacy 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**

A.3 As supported through embedded coaching, 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 benchmarks, analyze data, guide and differentiate instruction, identify pupil needs and track pupil progress.

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

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

Amount(s)

Source(s)

### **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**

A.4 With support from instructional coach and teacher leaders, professional learning opportunities will be provided for staff increase depth of knowledge of technology integration to increase student opportunities and develop foundational technology skills.

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

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

Amount(s)

Source(s)

3500

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

A.5 Through a tiered system of supports, classroom teachers, grade levels, and site personnel will implement interventions/enrichment opportunities to meet the needs of all 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)

2000

Source(s)

Title I, Part A

## Strategy/Activity 6

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

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

All Students

### Strategy/Activity

A.6 Provide opportunities for staff to participate in conferences/workshops aligned to site and district goals that support classroom instruction and the behavior matrix 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)

3000

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)

All Students

### Strategy/Activity

A.7 Extended day/year learning opportunities will be provided to identified students based on progress monitoring.  
B.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)

2000

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)

English Learner Students

Strategy/Activity

A.8 All English Learner will receive integrated and designated English Language Development.

#### **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)

All Students

Strategy/Activity

Collaboration with emphasis on the 4 tenets of a PLC and building a Response to Intervention system to support student achievement, including developing and analyzing common formative assessments and use of district benchmarks to guide and drive instruction, identify student needs, develop and implement plans to meet the identified needs, and monitor student progress.

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

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

Amount(s)

500

Source(s)

Title I, Part A



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

By June 30, 2021, 100% of Stockard Coffee Elementary students will be reading at grade level.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Spring 2019 3rd grade (Spring 2020 unavailable due to COVID-19)	Current reality met or exceeded standards as measured by the SBAC assessment: All 3rd Grade Students: 44% English Learner: 22% Low Income: 31% Students with Disabilities: 7%	Met or Exceeded: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
Oral Reading Records Spring 2019 3rd grade	Reading at Grade Level: All 3rd Grade Students: 82%	Reading at Grade Level: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

2.1 Provide counselors 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

2.2 Teachers and parents will identify, plan and provide parent education and 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)

500

Title I, Part A

### Strategy/Activity 3

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

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

All Students

### Strategy/Activity

2.3 Communicate with stakeholders through calendar of events, school web site, Tuesday folders, agendas (grades 3-5), email, survey tools.

### 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

2.4 Develop a social and emotional instruction and intervention support system to improve the culture of the school and increase student achievement and attendance.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Title IV, Part A

#### Strategy/Activity 5

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

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

All students reading below grade level

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

#### Strategy/Activity 6

##### 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

2.6 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)

# 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, 80% of Stockard Coffee Elementary students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment.

## Identified Need

As is demonstrated in the data, math scores overall are lower than ELA scores which tells us that there is a need to provide the same level of focus, supports, and interventions for math as are provided for ELA. The data supports the fact that math is an area of strength for our SED students as well as students with disabilities. EL's are affected by lower performance in math as in ELA. Overall student performance increased by 9.1 points according to the 2018 Fall Dashboard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 Mathematics Dashboard	Student Groups by Color: Red - None Orange - EL SWD Yellow - SED Green - White	Fall 2020 Release Point from Level 3: All students and all student groups to move 10 points
SBAC Mathematics Spring 2019	3rd - understand concepts of area & relate area to multiplication and to addition 4th - Use the 4 operations with whole numbers to solve problems 5th - Convert like measurement units within a given measurement system	Overall increase percentage at grade level or above in all areas
PLC Survey Fall 2019 - Professional Learning (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric	PLC Survey Fall 2019 Scores: Learning as our fundamental purpose 3.12 Building a collaborative culture through high-performing teams 3.27 A focus on results 3.07	Increase to average 4.0

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

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

3.1 Draft, review, revised, share with site leadership team and publicize grade level SMART gals 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)
1500	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

Collaboration with emphasis on the 4 tenets of a PLC and building a Response to Intervention system to support student achievement, including developing and analyzing common formative assessments and use of district benchmarks to guide and drive instruction, identify student needs, develop and implement plans to meet the identified needs, and monitor student progress.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I, Part A

#### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

Monitor student performance in core content areas and implement plans of support to help underachieving students reach proficiency including opportunities for extra support within the school day as well as outside of the school day.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I, Part A

#### Strategy/Activity 5

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

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

Students Performing below grade level

#### Strategy/Activity

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)

**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**

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)
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# 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 attendance rate will increase by at least 0.5%.

## Identified Need

The CALPADS 2018-2019 end of year report shows that students with chronic absenteeism for students greater than 20% increased from 2017-2018 in .81% to 2018-2019 to 1%. There was a decrease reflected of students >10% and <20% from 2017-2018 5.78% to 2018-2019 8.11%. Site must make an effort to target specific students and subgroups when determining attendance incentives, supports, and interventions.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019, Chronic Absenteeism Dashboard	Chronically Absent: All students 8.2% (Green) EL students 8.4% (Yellow) SED students 11.6% (Green) Students w Disabilities 10.8% (Green) White students 3.% (Green) Hispanic students 14.4% (Green)	Decrease Chronic Absenteeism by 2%
2019-2020 Certify Data Attendance Data Reports ATT 040-0315 ATT 040-0320	# of Students absent 7%+ approaching 10%: 47 # of Students absent 10%+: 18	Decrease Chronic Absenteeism by 2%

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

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

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)

200

Title I, Part A

### Strategy/Activity 3

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

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

Title I, Part A

### Strategy/Activity 4

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

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

All Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1500

Source(s)

Title IV, Part A

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

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

All Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

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

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

All Students

**Strategy/Activity**

Engagement strategies to support regular attendance will be implemented with an emphasis on 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)

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

## Identified Need

Preliminary data for 2018-2019 indicates that suspensions declined 1.5% .

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019, Suspension Rate from the CA Dashboard	All students 1.8% (Yellow) EL students 2.7% (Yellow) SED students 2.6% (Yellow) Students w Disabilities 2.6% (Yellow) White students 2.6% (Green) Hispanic students 0.9% (Orange)	Decrease in suspension rate of 25%
2019-2020 Certify	Number of Incidents : 5 2 days out of suspension, 3 days in-school suspension	Decrease by at least 0.25%
Spring 2020 Collective Efficacy: #20 Scale: 1 Strongly Disagree to 6 Strongly Agree  #24 Scale: 1 Strongly Disagree to 6 Strongly Agree	#20 Teachers in our school believe that every child can learn: 5.80 #24 If a child doesn't want to learn teachers at our school give up: 5.55	Increase to 6.0

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

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

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)

212

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

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## 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

Utilize behavior flowchart 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)

## 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

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)



# 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	\$23,712
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$23,712.00

## 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	\$20,712.00
Title IV, Part A	\$3,000.00

Subtotal of additional federal funds included for this school: \$23,712.00

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: \$23,712.00



# 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
Nicol Alvarado	Principal
Kellie Peeler	Classroom Teacher
Joanna Beck	Classroom Teacher
Shannon Johnson	Parent or Community Member
Laura Santana	Parent or Community Member
Brian Findlen	Parent or Community Member
Tristen Silva	Other School Staff
Barbara Macias	Parent or Community Member
Melissa Weldon	Classroom Teacher
Savannah Padron	Parent or Community Member

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

## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

State Compensatory Education Advisory Committee

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 19, 2019.

Attested:

*Nicol Alvarado*

Principal, Nicol Alvarado on 05/12/2020

*N.A.*

SSC Chairperson, Brian Findlen on 05/12/2020