

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
Freedom Elementary	50-71290-6120430	May 13, 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

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

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
686	36.0	16.2	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	111	16.2
Homeless	1	0.1
Socioeconomically Disadvantaged	247	36.0
Students with Disabilities	92	13.4





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.5
American Indian	1	0.1
Asian	72	10.5
Filipino	39	5.7
Hispanic	241	35.1
Two or More Races	41	6.0
Pacific Islander	11	1.6
White	244	35.6

Conclusions based on this data:

1. The largest subgroup is Socioeconomically Disadvantaged with 247 students (40% of total population).
2. There are 111 English Learners (16% of total population)
3. Hispanic and White subgroups both represent 35% of the total population (70% overall).

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>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1. Overall, the school is performing well in the areas of English Language Arts and Math.
2. Chronic Absenteeism is a concern.
3. Suspensions are not an overall concern.

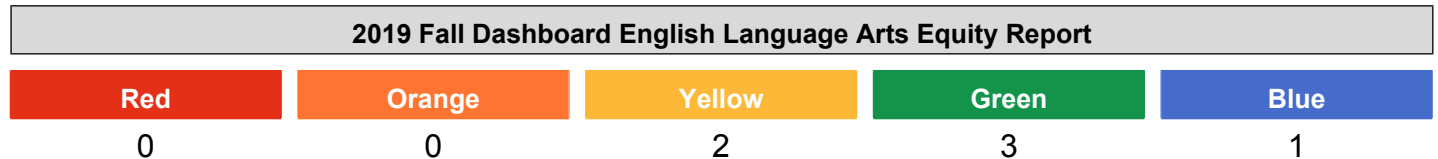
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 12.5 points above standard Increased ++7 points 374	 Green 3.5 points above standard Increased ++14.9 points 75	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 19.3 points below standard Increased Significantly ++18.5 points 138
		 Yellow 43.1 points below standard Increased Significantly ++30.2 points 74		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color 0 Students	Asian  Blue 53 points above standard Increased ++11.6 points 31	Filipino  No Performance Color 51.2 points above standard Declined -6.3 points 20
Hispanic  Green 3 points below standard Increased ++7.8 points 142	Two or More Races  No Performance Color 31.7 points above standard Increased Significantly ++52.1 points 22	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Green 16.8 points above standard Increased ++4.9 points 137

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 82.3 points below standard Declined Significantly -40.2 points 27	Reclassified English Learners 51.8 points above standard Increased ++8.7 points 48	English Only 13.3 points above standard Increased ++5.4 points 288
---	--	--

Conclusions based on this data:

1. Current English Learners declined significantly, however Reclassified English Learners increased.
2. Students with Disabilities increased significantly but need additional supports to make progress towards standards.
3. Socioeconomically Disadvantaged students increased significantly, but need additional support to make progress towards standards.

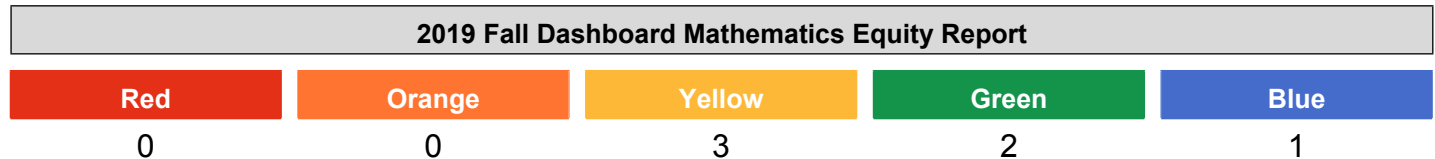
School and Student Performance Data

Academic Performance Mathematics






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











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		
All Students  Green 4.8 points below standard Increased ++11 points 374	English Learners  Green 14.5 points below standard Increased ++9.9 points 75	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Yellow 35.2 points below standard Increased Significantly ++18.7 points 138	Students with Disabilities  Yellow 68 points below standard Increased Significantly ++22 points 74

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color 11.6 points above standard Increased Significantly ++55.5 points 22	Asian  Blue 36.9 points above standard Increased Significantly ++20.5 points 31	Filipino  No Performance Color 42.9 points above standard Declined -12.2 points 20
Hispanic  Yellow 25.5 points below standard Increased ++7.7 points 142	Two or More Races  No Performance Color 11.6 points above standard Increased Significantly ++55.5 points 22	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Green 1.2 points below standard Increased ++11 points 137

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 91.7 points below standard Declined Significantly -42.3 points 27	Reclassified English Learners 28.9 points above standard Increased ++8.9 points 48	English Only 3.6 points below standard Increased ++12.7 points 288
---	--	--

Conclusions based on this data:

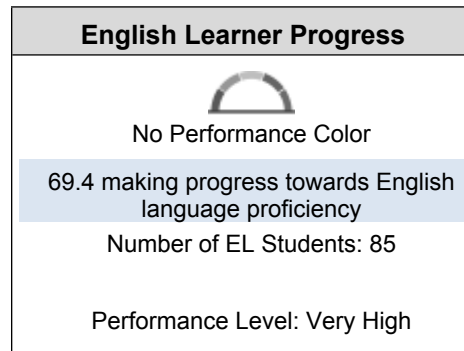
- Asian students are outperforming all subgroups and are the only subgroup above standard.
- Current English learners declined significantly, while Reclassified English Learners increased slightly and are performing above standard overall.
- Socioeconomically Disadvantaged students increased significantly.

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
8	18	12	47

Conclusions based on this data:

1. 70% of EL's are making progress, which places them at a very high performance level.
2. Intensive work is needed for students who have maintained lower ELPI levels or decreased (26 students- 31%)
3. 14% of EL's have maintained at a level 4, which indicates they are close to reaching reclassification.

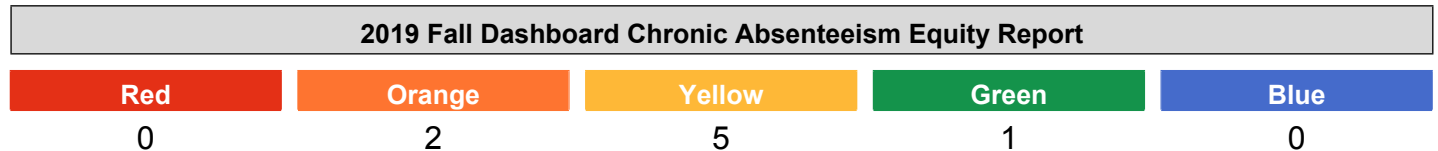
School and Student Performance Data

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		
All Students  Yellow 4.9 Increased +1.2 718	English Learners  Yellow 4.2 Increased +2.6 119	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Yellow 6.6 Maintained +0.3 274	Students with Disabilities  Orange 8 Increased +3.2 113

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 7.7 Increased +7.7 13	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  Yellow 4 Increased +4 75	Filipino  Yellow 4.7 Increased +2.5 43
Hispanic  Orange 7 Increased +1.5 256	Two or More Races  Yellow 4.5 Increased +2.9 66	Pacific Islander  No Performance Color 0 11	White  Green 3.2 Declined -0.9 250

Conclusions based on this data:

1. Socioeconomically Disadvantaged students maintained while English Learners and Students with Disabilities increased.
2. Students with Disabilities and African American showed the largest increase.
3. All Race/Ethnicity subgroups showed an increase in chronic absenteeism with the exception of White which declined.

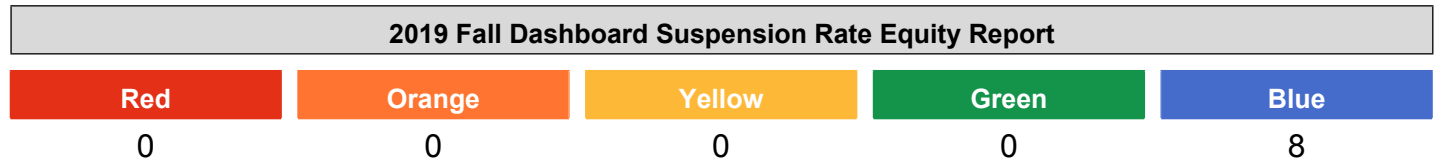
School and Student Performance Data

Conditions & Climate Suspension Rate

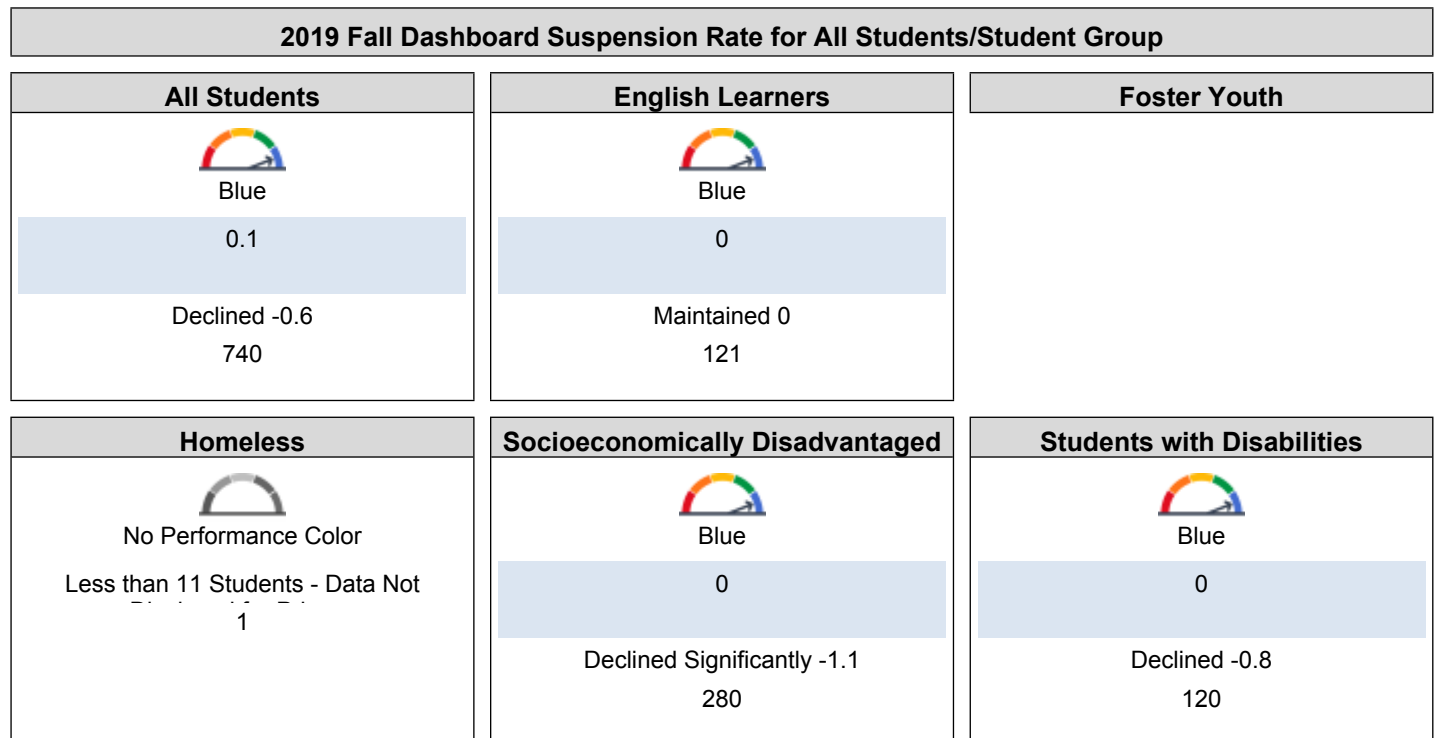
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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 by Race/Ethnicity

African American  No Performance Color 0 Maintained 0 15	American Indian  No Performance Color Less than 11 Students - Data 4	Asian  Blue 0 Maintained 0 78	Filipino  Blue 0 Maintained 0 45
Hispanic  Blue 0 Declined -0.8 265	Two or More Races  Blue 0 Maintained 0 69	Pacific Islander  No Performance Color 0 11	White  Blue 0.4 Declined -0.7 253

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.1

Conclusions based on this data:

- Suspensions have remained at less than 1% over the last 3 years.
- Hispanic and White students showed a slight increase in their percentage of students suspended at least once.
- The greatest suspension rate for subgroup based on percentage is Socioeconomically Disadvantaged, although it is at 1%.

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 Freedom Elementary 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 standards. Our significant subgroups are English Learners, Special Education, Socioeconomically Disadvantaged, Asian, White and Hispanic students. Special Education students have significantly decreased their distance from the standard as indicated by the CA Dashboard data. EL's have increased and are 5.4 points above standard. The remaining subgroups are Asian, White, Hispanic and Socioeconomically Disadvantaged. All of the students in these subgroups demonstrated an increase in performance from the previous year, however, White and Asian students are the only groups above standard. The increases in performance is an indicator that efforts are contributing to positive results, but the data demonstrates there is still work to be done to meet standards. The data demonstrates a gap between the White and Asian subgroups and all other subgroups. The strategies and activities outlined below will reflect the need to focus on increasing the performance of ELs, Hispanics, Socioeconomically Disadvantaged and Special Education students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 ELA Dashboard	All Students: Green (12.5 points above standard) English Learners: Green (3.5 points above standard) SED: Yellow (19.3 points below standard) Students with Disabilities: Yellow (43.1 points below standard) White Students: Green (16.8 points above standard) Hispanic Students: Green (3 points below standard) Asian Students: Blue (51.2 points above standard)	All students and all student groups to move 10 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Spring 2019	Met or Exceeded: All Students: 62.1% English Learners: 15.3% Low Income: 49.7% Students with Disabilities: 31.0%	Met or Exceed: All Students 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100% White Students:100% Hispanic Students: 100%
PLC Survey 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 Average Scores: Learning as our fundamental purpose 2.89 Building a collaborative culture through high performing teams 3.02 A focus on results 2.96	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 Student Groups

Strategy/Activity

1.1 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.
Implementation of Tier 2 supports in all grade 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)

2000

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student groups

Strategy/Activity

1.2 Provide teachers with job embedded professional growth related to effective instructional practices as demonstrated through Marzano's elements, opportunities to observe high performing colleagues, social emotional learning, trauma informed practices, embedded coaching related to PLC and RTI, as well as continued professional growth related to curriculum, state standards, and ELD and Literacy support.

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)

General Fund

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 Draft, review, revise, publicize, celebrate and share 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)

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 for staff to increase depth of knowledge of literacy through the integration of technology for the purpose of increasing student opportunities to develop 21st century learning 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)

1500.00

Source(s)

General Fund

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 Record and track data of student progress on essential standards to plan instruction and intervention by the student by the standard/skill as well as monitor progress towards SMART 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)

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 and social skills 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)

General Fund

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 and support staff with the academic progress of students performing below grade level through collaboration, PD and feedback. Tier 3 supports will be implemented with support from Resource and 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)

4000

General Fund

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Language Learner Students

Strategy/Activity

1.8 ELD/Literacy Specialist will collaborate with staff to support ELs in the area of English Language acquisition as well as being a resource for literacy development using 21st Century learning 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)

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

Reading at grade level by third grade is proven to dramatically increase a student's ability to achieve and to meet grade level expectations beyond third grade. There is an achievement gap between our overall performance and English Learners, students that have an identified disability or our SED students both on the SBAC and District ORR Benchmark Assessment. This information tells us that we need to increase our overall focus on improving reading skills and additionally we need to provide extra support and resources to our significant subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Spring 2019 3rd Grade	Met or Exceeded: All 3rd grade students 55%: English Learners 25%: SED 49%: Students with Disabilities 28%	Met or Exceeded: All 3rd Grade Students: 100% English Learners: 100% SED: 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 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)

1000

Source(s)

General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students identified at Tier 3 for reading

Strategy/Activity

2.2 Small group instruction provided and/or supported 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 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

2.3 Designated ELD provided by the ELD/Literacy Specialist in small 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)

Strategy/Activity 4

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

B.4 Classroom teachers will work with their grade level collaborative teams as well as consult with ELD/Literacy specialist, Site Intervention team members, and/or Instructional coach to identify effective strategies, scaffolds, and supports that will be implemented for all students reading below grade level in order to support them with comprehension of grade level material.

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)

General Fund

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

B.5 Teachers and parents will identify, plan and provide an annual education and engagement opportunity to support student achievement such as a Family Night for Reading, Math or Science.

Explore providing family mentor and family nights for EL students and families.

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)

General Fund

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 Freedom Elementary 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 dashboard and Students with Disabilities and Socioeconomically Disadvantaged increasing significantly. 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 SED students and Special Education students need significant supports and interventions to meet standards the SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 Mathematics Dashboard	All students: Green (4.8 points below standard) EL students: Green (14.5 points below standard) SED students: Yellow (35.2 points below standard) Students w Disabilities: Yellow (68 points below standard) White Students: Green (1.2 points below standard) Hispanic Students: Yellow (25.5 points below standard) Asian Students: Blue (36.9 points above standard)	All students and all student groups to move up 10 points
SBAC Mathematics Spring 2019	Met or Exceeds: All Students: 51.8% English Learners: 15.3% SED: 37.3% Students with Disabilities: 29.3% White Students: 52.2% Hispanic Students: 46.%	Met or Exceeds: All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	PLC Survey Spring - Learning as our Fundamental Purpose: 2.89 Building a Collaborative Culture through Higher Performing Team: 3.02 A Focus on Results: 2.96	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, revise, publicize, celebrate and share grade level SMART goals to guide short-term and long-term instruction and target students needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 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)

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 an 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 targeted subgroups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1380

General Fund

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students performing below grade level

Strategy/Activity

3.8 Site Intervention Team will monitor and support staff with the academic progress of students performing below grade level through collaboration, PD and 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)
-----------	-----------

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

Our overall rate of chronic absenteeism is low at 3.7%. The data shows that our SED, SPED and Hispanic students have higher rates of chronic absenteeism. Plans will address these subgroups and focus on positive interventions and supports to decrease absenteeism for these groups. Students with Disabilities (8%) and Hispanics (7%) have the highest percentage of students absent 10% or more.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019, Chronic Absenteeism Dashboard	Chronically Absent: All students: Yellow 4.9% EL students: Yellow 4.2% SED students: Yellow 6.6% Students w Disabilities: Orange 8% White students: Green 3.2% Hispanic students: Orange 7% Asian students: Green 4% Filipino: Yellow 4.7%	Chronic Absenteeism decrease by 2%
2. Spring 2020 Collective Efficacy	All Scores are based on a rubric of 1 of strongly disagree to 6 strongly agree: #20 Teachers in our school believe that every child can learn: 5.03 #24 If a child doesn't want to learn teachers at our school give up: 5.05	Increase by at least 0.50 in all areas.
3. CERTIFY Attendance Data Reports	CERTIFY Attendance Data (as of 2/21/2020): # of Students absent 7%+ approaching 10%: 45	Decrease number of students in each group by 5 students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	# of Students absent 10%+: 34	

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

Build upon the positive school climate/culture, work with staff to increase positive student interactions including having all staff greet all students as they pass by them.

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)

English Learners

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)

500

General Fund

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

Implementation of Second STEP Social Emotional Learning to improve the culture of the school and increase student achievement. Provide training to staff on social emotional learning including providing all classrooms with curriculum, tools, and resources for making connections with students and incorporating activities that will increase feelings of empathy, incusion, acceptance, and belonging.

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 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

The site will implement positive behavior supports to enforce school rules and will recognize students who are positively contributing to our school culture and safety through weekly assemblies, recognition tickets, and incentives.

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 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)

1000

Source(s)

Title IV, Part A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Engagement strategies to support regular attendance will be implemented with an emphasis on increasing overall school attendance. Classes and Grade levels reaching 98% and/or highest percentage will receive weekly school shout-outs and all classes meeting the goal of 98% will participate in a monthly incentive.

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 7

Students to be Served by this Strategy/Activity

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

Students approaching 10% or higher chronic absenteeism and Students with chronic absenteeism

Strategy/Activity

Create individualized incentive programs for students to encourage them/motivate them to come to school. Target students on the cusp of chronic absenteeism by holding an SST meeting with the teacher, admin, parent, and other invested staff (counselor, nurse) to discuss attendance patterns, identify reasons for poor attendance and develop a plan of support based on the identified 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)
-----------	-----------

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 2018-2019.

Identified Need

The Fall dashboard reports a slight increase in suspensions from 16-17 school year to 18-19 school year. Overall, suspensions have remained at less than 1% over the last 3 years. Site administrators, counselor, and mental health clinician will continue to work with staff, students, and families to incorporate Other Means of Correction as part of a progressive discipline model. Suspensions increased greatly in the 2019-2020 school year and plans address strategies to decrease suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019, Suspension Rate Dashboard	All students 0.7% (Blue) EL students 0% (Blue) SED students 1.1% (Blue) Students w Disabilities 0.8% (Blue) White students 1.1% (Blue) Hispanic students 0.8% (Blue)	Decrease in suspension rate of 25%
2. CERTIFY Suspension Data - Number of Incidents	Number of Incidents (as of 2/24/2020): 13	Decrease suspensions by 25%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

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

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)

500

Title IV, Part A

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

The site will promote a positive school culture by implementing a progressive discipline policy based on restorative practices, alternatives to suspension, behavior interventions and will utilize the counselor and mental health clinician to provide support to students and staff in meeting their behavioral needs. Support and alternate means for suspension include; but are not limited to, behavior contracts, reflection, small group behavior groups, structured recess, and helping around campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

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

Utilize behavior flowchart to improve culture of the school and increase student achievement. Implement the Freedom Behavior Matrix to support student achievement. Consistent practices school-wide.

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)

General Fund

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 professional development to staff related to the use of other means of correction, teaching students essential behavior skills, and social/emotional 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)

1000

Source(s)

General Fund

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$25,880.00

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 IV, Part A	\$4,000.00

Subtotal of additional federal funds included for this school: \$4,000.00

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 (\$)
General Fund	\$21,880.00

Subtotal of state or local funds included for this school: \$21,880.00

Total of federal, state, and/or local funds for this school: \$25,880.00

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
Jean Wiersema	Principal
Jennifer Sharp	Classroom Teacher
Julie Hambric-Quinones	Classroom Teacher
Anna Haskell	Classroom Teacher
Rene Zuniga	Other School Staff
Cindy Nguyen	Parent or Community Member
Matthew Rand	Parent or Community Member
Shannon Stags	Parent or Community Member
Erica Biagi	Parent or Community Member
Nancy Martin	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

Other: School Leadership Team, Teaching Staff

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

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

This SPSA was adopted by the SSC at a public meeting on 11/26/19.

Attested:

Jean Wiersema
Matthew Rand

Principal, Jean Wiersema on 5/13/2020

SSC Chairperson, Matthew Rand on 5/13/2020