

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
Crossroads Elementary	50-71290-0113795	May 8, 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

Crossroads School administration consulted with district staff on the new School Plan template. Crossroads staff reviewed school data and discussed needed next steps for to increase student growth. Crossroads School staff including administrator and teachers 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
842	45.6	18.2	0.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	153	18.2
Foster Youth	7	0.8
Socioeconomically Disadvantaged	384	45.6
Students with Disabilities	70	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.7
American Indian	4	0.5
Asian	31	3.7
Filipino	26	3.1
Hispanic	388	46.1
Two or More Races	42	5.0
Pacific Islander	3	0.4
White	296	35.2





Conclusions based on this data:

1. Our most significant sub groups include: Socioeconomically Disadvantaged students, Hispanic Students, White students, and English Learners.
2. 46% of our students are Hispanic which leads to identifying home language spoken to make certain school to home connections are made.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The school-wide focus on embedded professional learning, identification of essential learning standards, response to formative assessment data with interventions and enrichment, and the sharing of strong teaching strategies has contributed to increased student academic achievement.
2. Other means of correction for negative behavior choices has helped suspension rates remain low. For the 2019-2020 school year, suspension incidences were even lower than this data reflects.
3. The Site Intervention Team, Assistant Principal, and Office Attendance Secretary have implemented strategies to help reinforce positive school attendance including attendance challenges school wide and for individual students.

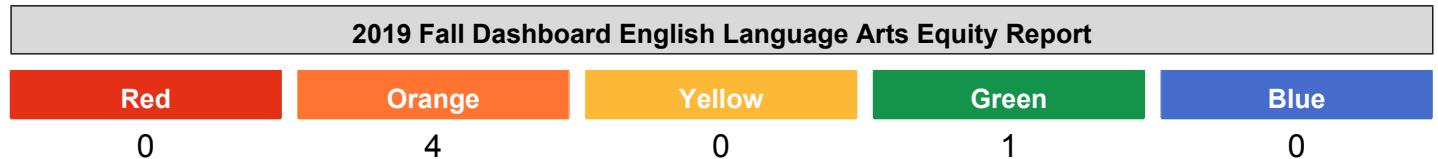
School and Student Performance Data

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  Yellow 6.6 points above standard Maintained ++2.1 points 407	English Learners  Orange 24.2 points below standard Declined Significantly -18.4 points 112	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Orange 15.9 points below standard Maintained -0.5 points 206	Students with Disabilities  Orange 50.4 points below standard Declined Significantly -17.7 points 59

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 6.5 points above standard Increased Significantly ++21.4 points 12	 No Performance Color 61.6 points above standard 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.9 points below standard Declined -7 points 208	 No Performance Color 42.6 points above standard Declined -3.9 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 28.6 points above standard Increased ++13.9 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	Reclassified English Learners	English Only
74.8 points below standard Declined Significantly -40.5 points 58	30.2 points above standard Declined -5.8 points 54	18.1 points above standard Increased ++11.2 points 293

Conclusions based on this data:

1. All subgroups made significant improvement in ELA and closed the distance to 3.
2. White students, Reclassified English Learners and English Only students are the only groups above standard
3. English Learners declined significantly and are now almost 75 points below the standard. This is an area that must be focused on as we move forward.

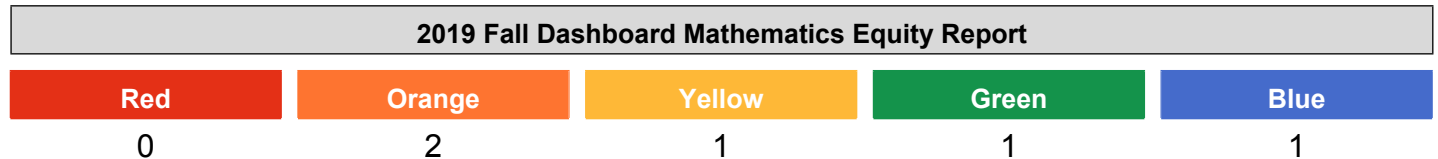
School and Student Performance Data

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 1.9 points below standard Increased ++5.8 points 407	English Learners  Orange 31 points below standard Declined -14.7 points 112	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Green 22.5 points below standard Increased ++4.5 points 206	Students with Disabilities  Orange 49.4 points below standard Maintained -1 points 59

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 Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color 9.8 points below standard Increased Significantly ++18 points 12	Filipino  No Performance Color 58.3 points above standard 12
Hispanic  Yellow 21.8 points below standard Maintained -1.7 points 208	Two or More Races  No Performance Color 23.1 points above standard Declined Significantly -16.1 points 14	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Blue 23.3 points above standard Increased Significantly ++16.6 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 72.7 points below standard Declined Significantly -32.6 points 58	Reclassified English Learners 13.7 points above standard Declined -4.7 points 54	English Only 9 points above standard Increased ++14.6 points 293
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Conclusions based on this data:

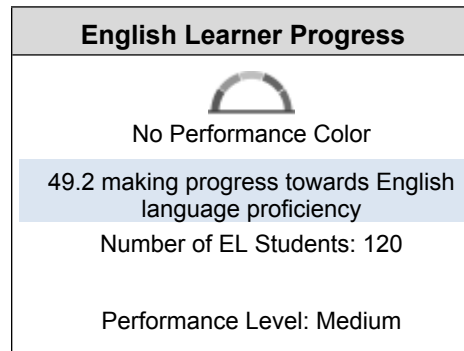
- Only white, Two or More Races and Reclassified English Learners are above the standard.
- English Learners had a significant decline in both ELA and Math indicating that this is a subgroup of students who are struggling. Work needs to be done to help make improvements, including supporting parents at home.
- Students with disabilities and English Learners are far behind the other subgroups in making the increase towards the standard and this group needs to be an area of focus.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the 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
21	40	9	50

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	3	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 4.3 Maintained +0.1 883	English Learners  Green 4.3 Maintained -0.4 161	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Orange 7 Increased +0.7 431	Students with Disabilities  Orange 8.1 Increased +3.1 99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 5.9 Increased +0.9 17	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  Green 3.1 Maintained +0.4 32	Filipino  No Performance Color 3.8 Increased +3.8 26
Hispanic  Yellow 5.1 Maintained -0.2 412	Two or More Races  Yellow 2.7 Increased +1 75	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Green 3.8 Maintained +0.1 312

Conclusions based on this data:

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

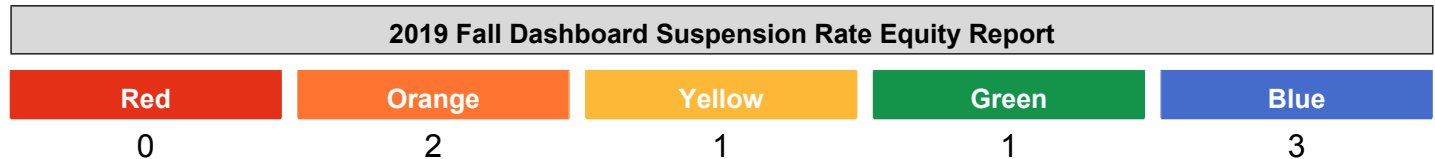
School and Student Performance Data

Conditions & Climate Suspension Rate







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











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		
All Students  Yellow 0.8 Increased +0.4 901	English Learners  Orange 1.2 Increased +1.2 163	Foster Youth  No Performance Color Less than 11 Students - Data Not 9
Homeless  No Performance Color Less than 11 Students - Data Not 1	Socioeconomically Disadvantaged  Yellow 0.7 Increased +0.7 438	Students with Disabilities  Blue 0 Declined -1.2 102

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 5.6 Increased +1.2 18	American Indian  No Performance Color Less than 11 Students - Data 4	Asian  Blue 0 Maintained 0 35	Filipino  No Performance Color 0 Maintained 0 26
Hispanic  Green 0.5 Increased +0.5 420	Two or More Races  Blue 0 Declined -1.6 76	Pacific Islander  No Performance Color Less than 11 Students - Data 5	White  Orange 1.3 Increased +1 317

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.8

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

By June 30, 2021, 100% of Crossroads students will meet or exceed grade level standards in Language Arts as measured by the state and local assessments.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 ELA Dashboard	Color: Yellow Point from Standard (indicate above or below): 6.6 points above standard Movement: Maintained 2.1 points Student Groups by Color: Red - No Students Orange - EL/Students w/Disabilities/SED/Hispanic Yellow - No students Green - White Blue - No Students No Color - African American/American Indian/Asian/Filipino/Foster Youth/Homeless/2 or more races/Pacific Islander	By Fall of 2020 Release Point from Level 3: All students and all student groups to move 10 points.
SBAC Targets	All of our groups in orange EL/Students w/disabilities/Socially Economically	Improve Performance in all areas

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Disadvantaged/Hispanic students are far below the standard. As we plan for tiered intervention and literacy support, grade level teams will identify these specific students who are in orange, to monitor their progress towards standard. This will include checking CFA growth after strategic intervention, observing their ORR growth, and monitoring Benchmark Data to determine if students are making gains. If gains are not being made, these students will need to be brought to the Site Intervention Team for a strategic plan for growth.	
PLC Survey Spring 2020 - Professional Learning Communities Progress regarding implementation of standards including all students and included targeted student groups as demonstrated in student achievement in Metric #1 and #2 above.	PLC Survey: Learning as our Fundamental Purpose: 3.14 Building a Collaborative Culture through Higher Performing Team: 3.30 A Focus on Results: 3.22	Increase to an average of 4.0
ELPAC Dashboard Fall 2019	ELs making progress towards English language proficiency**: 49.2% Performance Level: Medium # of Students: 120	Spring 2020 ELPAC Summative Assessment Results: All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency Level or move to the next level.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1433

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 student groups

Strategy/Activity

1. 2 Provide opportunities for staff to participate in professional learning, including conferences/workshops and/ or on site-level training that is aligned to site and district goals that support classroom instruction and improve student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

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 student groups

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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)

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

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 student groups

Strategy/Activity

1.6 Extended day learning opportunities will be provided to identified students based on metrics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7396

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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 Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

By June 30, 2021, 100% of Crossroads third grade students will be reading at grade level as measured by the SBAC and oral reading records.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA 3rd grade Spring 2019 (Spring 2020 data is unavailable due to COVID-19)	Current reality met or exceeded standards as measured by the SBAC assessment: All 3rd Grade Students: 57% English Learners: 28% Low Income: 40% Students with Disabilities: 28%	Met or Exceeded: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
Oral Reading Record (ORR) Fall 2019	Current reality met or exceeded grade level expectations as measured by Oral Reading Records (ORRs): All 3rd Grade Students: 69% English Learners: 18% Low Income: 55% Students with Disabilities: 47%	Met or Exceeded: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students reading below grade level

Strategy/Activity

2.1 Classroom Teachers provide small group guided reading instruction on a consistent basis reflective of the individual students' reading level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3500

Source(s)

Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in grades 3-5 identified at Tier 3 reading.

Strategy/Activity

2.2 Small group instruction provided by the ELD/Literacy Specialist

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

2.3 Designated ELD provided by the ELD/Literacy Specialist in small groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I, Part A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

By June 30, 2021, 100% of Crossroads students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment.

Identified Need

All student groups increased in performance on the SBAC, but only Reclassified English Learners and White students scored above the standard. Hispanic, Socioeconomically Disadvantaged students and Students with Disabilities each need significant growth (27 points or higher) to achieve the standard. Hi

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 Math Dashboard	Dashboard: Color: Green Point from Standard (indicate above or below): 1.9 points below standard Movement: Increased 5.8 points Student Groups by Color: Red - None Orange - Students w/Disabilities/EL Yellow - Hispanic Green - SED 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 will move 10 points closer to or above 3
SBAC Mathematics Targets	All of our groups in orange EL and students with disabilities as well as SED students who are in green due to an increase in scores are far below the standard. EL Students are 31	meet or exceed standards: All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>points below standard and declined from 2018. Students with Disabilities are 49.4 points below the standard and declined from 2018 as well. SED students are 22.5 points below standard, but had an increase towards the standard for 2018 scores. As we plan for tiered intervention and literacy support, grade level teams will identify these specific students who are in orange, to monitor their progress towards standard. This will include checking CFA growth after strategic intervention, observing their ORR growth, and monitoring Benchmark Data to determine if students are making gains. If gains are not being made, these students will need to be brought to the Site Intervention Team for a strategic plan for growth.</p>	
<p>PLC Survey Spring 2020 - Professional Learning Communities Progress regarding implementation of standards including all students and included targeted student groups as demonstrated in student achievement in Metric #1 and #2 above.</p>	<p>PLC Survey: Learning as our Fundamental Purpose: 3.14 Building a Collaborative Culture through Higher Performing Team: 3.30 A Focus on Results: 3.22</p>	<p>Increase to an average of 4.0</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 Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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1400	Title I, Part A
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Identified students in need of Tier II and Tier III

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students performing below grade level.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Title I, Part A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students performing below grade level

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

By June 30, 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% declined by 2% from 2017-2018 to 2018-2019 and is at 3%. Students with chronic absenteeism less than 20 but greater than 10 was at 15% for 2018-2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 Chronic Absenteeism Dashboard	Color: Green % Chronically Absent: 4.3 Movement %: 0.18 Student Groups by Color: Red - None Orange - SE, SED Yellow - Hispanic, Two or more races Green - Asian, EL, White Blue - None No Color - American Indians, African American, Filipino, Foster Youth, Homeless, Foster Youth, Pacific Islander	Chronic Absenteeism Decrease by 0.5% when greater than 20 and a decrease of 5% when less than 20, but greater than 10.
2019-2020 Certify Data	CERTIFY Attendance Data (as of 2/21/2020): # of Students absent 7%+ approaching 10%: 65 # of Students absent 10%+: 29	Increase by at least 0.30 in all three areas

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Chronically absent students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Title IV, Part A

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

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3500

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5550	Title I, Part A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 5

By June 30, 2021, identified student group(s)' suspensions will decrease by 25% from the total suspension rate for 2019-2020.

Identified Need

Preliminary data for 2019-2020 indicates that suspensions maintained at 0.3% overall. This data also shows that student groups declined or maintained.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019, Suspension Rate Dashboard	Dashboard: Color: Yellow % suspended at least once: 0.8% Movement %: 0.4% Student Groups by Color: Red - None Orange - EL, White Yellow - SED Green - Hispanic Blue - Asian, Two or More Races, SPED No Color - African American, American Indian, Filipino, Foster Youth, Homeless	Decrease in suspension rate of 25%
2019-2020 Certify Data	CERTIFY Suspension Data: 2 incidents	Decrease by 0.25%
Spring 2020 Collective Efficacy #20 Scale: 1 Strongly Disagree to 6 Strongly Agree #24 Scale: 1 Strongly Agree to 6 Strongly Disagree	Collective Efficacy Spring 2020: #20 Teachers in our school believe that every child can learn: 5.11 #24 If a child doesn't want to learn teachers at our school give up: 5.38	Increase to 6.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students identified by classroom teachers

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I, Part A	\$33,779.00
Title IV, Part A	\$5,000.00

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

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

State or Local Programs	Allocation (\$)
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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: \$38,779.00

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 8, 2020.

Attested:

Principal, Amber Wethern on May 8, 2020

SSC Chairperson, Jennifer Williams on May 8, 2020