

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
Woodrow Elementary	5071290-6053128	May 12, 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

Woodrow Elementary actively seeks engagement from stakeholders including students, staff, parents and other community members. Parents serve on the School Site Council and provide feedback on the existing SPSA. Teachers review the SPSA during the fall and spring updates, examining current data to determine progress toward goals. School plan writing day included parents, classified staff and teachers. Year end metrics are shared at the district data summit.

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
407	69.8	24.8	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	101	24.8
Homeless	2	0.5
Socioeconomically Disadvantaged	284	69.8
Students with Disabilities	42	10.3





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	5.9
American Indian	1	0.2
Asian	21	5.2
Filipino	3	0.7
Hispanic	196	48.2
Two or More Races	26	6.4
Pacific Islander	5	1.2
White	116	28.5

Conclusions based on this data:

1. Hispanics are the highest ethnic subgroup.
2. Students with disabilities are just under 10% of enrollment. These are mostly our resource and speech students.
3. There are no foster youth listed as such.

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>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

1. ELA is an area of needed growth.
2. Although the suspension rate is very low at less than 1%, this data reflects a slight increase from the previous year.
3. Chronic absenteeism continues to be an area that needs additional support.

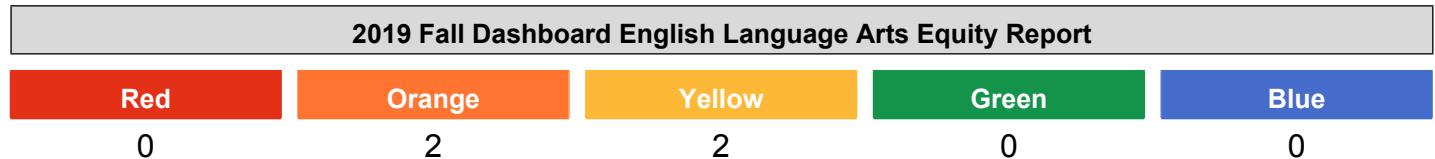
School and Student Performance Data

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	
 Orange 41.1 points below standard Declined -5.8 points 186		 Yellow 41.4 points below standard Increased ++3.5 points 55		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 Orange 48.8 points below standard Declined -5.6 points 126		 No Performance Color 105.5 points below standard Declined -5.8 points 37	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 90.1 points below standard Declined Significantly -25.3 points 15	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Filipino  No Performance Color 0 Students
Hispanic  Yellow 42 points below standard Increased ++9.3 points 99	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Orange 26.1 points below standard Declined Significantly -23.1 points 49

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 points below standard Declined Significantly -16.9 points 34	Reclassified English Learners 24.2 points above standard Increased ++11.8 points 21	English Only 41.4 points below standard Declined -8.9 points 130
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Conclusions based on this data:

1. Low Socio economic students need additional support to meet and exceed grade level standards.
2. English learners made gains, but are still 45 points below met.
3. Overall ELA is an area of needed growth.

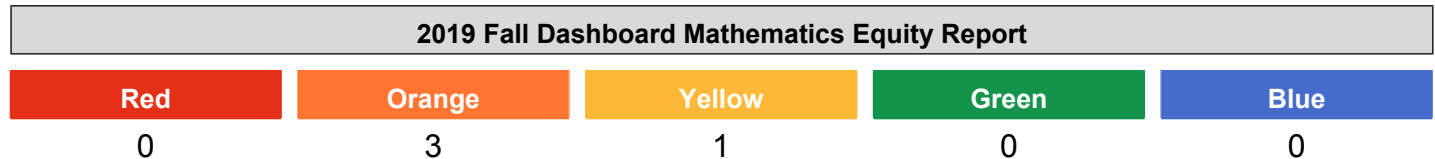
School and Student Performance Data

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 <div>  <p>Orange</p> <p>49.1 points below standard</p> <p>Declined -8.5 points</p> <p>186</p> </div>	English Learners <div>  <p>Orange</p> <p>47.7 points below standard</p> <p>Declined -3.3 points</p> <p>55</p> </div>	Foster Youth
Homeless	Socioeconomically Disadvantaged <div>  <p>Orange</p> <p>53.1 points below standard</p> <p>Declined -6.3 points</p> <p>126</p> </div>	Students with Disabilities <div>  <p>No Performance Color</p> <p>98.5 points below standard</p> <p>Maintained ++0.3 points</p> <p>37</p> </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 61 points below standard Declined -3.8 points 15		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 47.7 points below standard Increased ++11.4 points 99	 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 3	 Orange 47.7 points below standard Declined Significantly -33.6 points 49

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.8 points below standard Declined Significantly -20.1 points 34	4.2 points above standard Increased ++5.1 points 21	50.3 points below standard Declined -10.7 points 130

Conclusions based on this data:

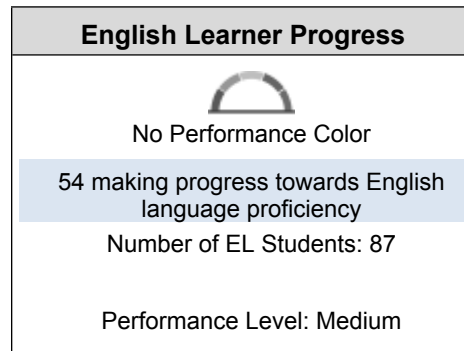
1. All subgroups increased except African Americans, but are below standard.
2. English learners as a subgroup made the most growth.
3. Math overall is an area of needed growth.

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
17	23	5	42

Conclusions based on this data:

1. About 25% of our students are classified as English Learners.
2. More than half are classified as moderately or well developed.

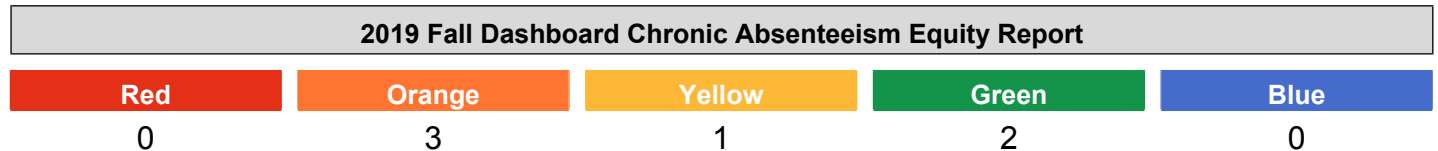
School and Student Performance Data

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  Orange 10.4 Maintained -0.3 441	English Learners  Green 5.4 Declined -1 111	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 2	Socioeconomically Disadvantaged  Orange 12.4 Increased +0.6 315	Students with Disabilities  Orange 12.1 Increased +4.2 58

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 19.2 Increased +1.6 26	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 4.5 Increased +4.5 22	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Green 10 Declined -0.8 220	Two or More Races  Yellow 13.9 Declined -8.3 36	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	White  Orange 8.7 Increased +2.8 127

Conclusions based on this data:

- English learners have improved in the area of chronic absenteeism.
- Students with disabilities showed an increase in chronic absenteeism; this can be addressed at IEP meetings.

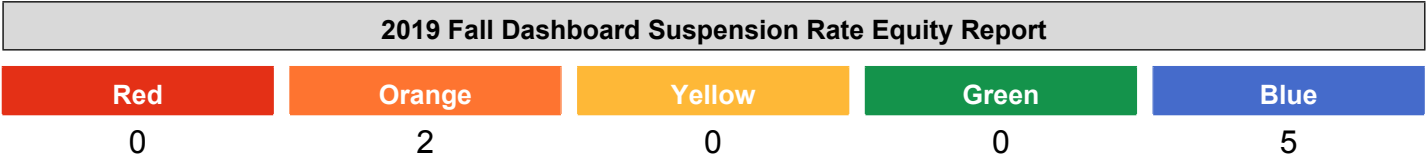
School and Student Performance Data

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		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.4</div> <div>Declined -0.5</div> <div>462</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0</div> <div>Maintained 0</div> <div>116</div>	<div>Foster Youth</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not</div> <div>2</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0</div> <div>Declined Significantly -1.2</div> <div>328</div>	<div>Students with Disabilities</div> <div></div> <div>Orange</div> <div>3.4</div> <div>Increased +3.4</div> <div>59</div>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0 Declined -2.8 31	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  No Performance Color 0 Maintained 0 22	Filipino  No Performance Color Less than 11 Students - Data 3
Hispanic  Blue 0 Declined -0.9 229	Two or More Races  Blue 0 Maintained 0 38	Pacific Islander  No Performance Color Less than 11 Students - Data 6	White  Orange 1.5 Increased +0.7 132

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	0.4

Conclusions based on this data:

1. Although still very low, the suspension rate increased in 2017-2018 over the 2016-2017 school year.
2. Students with disabilities were not suspended in 2017-2018.
3. Woodrow has a less than 1% suspension rate; the lowest in the district.

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 Woodrow students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment.

Identified Need

Based on a review of the data, there is a need for increased achievement in ELA for all students. Students with disabilities are the group showing the greatest need, followed by Hispanic students, EL students and low income students. There continues to be a gap between white students and the other subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. SBAC ELA Fall 2019 dashboard	Student Groups by Color: Red - 0 Orange - SED, White Yellow - EL, Hispanic Green - 0 Blue - 0	Fall 2020 Release Point from Level 3 All students and all student groups to move up a minimum of 10 points toward Level 3.
2. Professional Learning Communities (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement	PLC Survey: Learning as our Fundamental Purpose Average Score: 2.87 Building a Collaborative Culture through high-performing teams: 3.12 A focus on results: 3.13	Increase average on each to 3.5
3. CAASPP: Area of Greatest Need	Claim on CAASPP: Narrative Writing, Target 2: Compose full texts This is an area of weakness for grades 3 and 4.	Students will improve performance through school wide intervention measures.
4. ELPI Dashboard Fall 2019	Progressed At Least One ELPI Level: 42% Maintained ELPI Level: 23% Maintained ELPI Level 4: 5%	Spring 2021 ELPI Summative Assessment Results: All grade levels increase at least 20 scale points which

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Decreased One ELPI Level: 17%	would result in a growth with the same ELD Proficiency Level or a move to the next level

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Grade levels will collaborate based on the 4 tenets of a PLC in order to support student achievement as evidenced by the PLC cycle.

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 Draft, review, and revise grade level SMART goals to guide short and long term instruction and target student needs. Goals will be publicized for vertical articulation.

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)

1200

Source(s)

Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Instructional Coaches and ELD/Literacy specialists will support specific instructional strategies with the district focus on Marzano's elements 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)

1500

Source(s)

Title I, Part A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English learners and students who are two or more grade levels below in reading.

Strategy/Activity

1.4 ELD Literacy Specialist and teachers will collaborate to provide integrated and designated ELD and targeted literacy instruction to improve student achievement in all content areas.

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)

2500

Source(s)

Title I, Part A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.5 Provide opportunities for staff to participate in conferences/workshops aligned to site and district goals that support classroom instruction and improve overall student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Title I, Part A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.6 Provide opportunities for teachers to present relevant instructional strategies to their peers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1212

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 Teachers will integrate technology in all content areas by using curriculum-integrated digital tools along with online learning tools.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I, Part A

2000

Local

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

At risk students

Strategy/Activity

1.8 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)

3367

Title I, Part A

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.9 Standards based opportunities directly connected to an instructional focus 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)

4214

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 2

By June 30, 2021, 100% of Woodrow third grade students will meet or exceed grade level standards in Reading as measured by Oral Reading Record.

Identified Need

Third grade reading proficiency is closely correlated with success in all academic areas. At Woodrow School, students with disabilities are the furthest behind in meeting grade level standards on the SBAC. English learners did more poorly on the ORR than on the SBAC. We need to work on strengthening Tier 1 instruction for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. SBAC ELA Third Grade Spring 2019 (Spring 2020 Unavailable due to Covid 19)	38% of third grade students met or exceeded on SBAC ELA English Learners: 33.3% Low Income: 32.1% Students with disabilities: 10% White students: 36.9% Hispanic Students: 43.2%	100% of 3rd grade students will meet or exceed standards on SBAC ELA.
2. Third Grade Oral Reading Record Fall 2019	44.28% of third grade students were reading at or above grade level standards English Learners: 27.27% Low Income: 40% Students with disabilities: 40% White Students: 42.11% Hispanic Students: 54.05%	100% of third grade students will read at or above grade level standards English Learners: 100% Low Income: 100% Students with disabilities: 100% White Students: 100% Hispanic Students: 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 lesson

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)

4500

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)

At risk students as identified by classroom teachers

Strategy/Activity

2.2 Small group instruction provided by ELD specialist

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

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 English learners

Strategy/Activity

2.3 Integrated and designated instruction using frame work daily

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3500

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 Woodrow students will meet or exceed grade level standards in Math as measured by the SBAC assessment.

Identified Need

Math scores overall are lower than ELA. Woodrow demonstrates a need for increased achievement in Math for all students. Students with disabilities are demonstrating the greatest gaps. Support and interventions are needed within the context of the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Fall 2019 Dashboard	Red - 0 Orange - EL, SED, White Yellow - Hispanic Green - 0 Blue - 0	Release Point from Level 3 All students and all student groups to move up 10 points
CAASPP: Area of Greatest Need	Claim on CAASPP: Concepts and Procedures; this was an area of need for Socioeconomically Disadvantaged Students in all grades.	Improve student performance on the claim: "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency" through targeted school wide intervention.
Professional Learning Communities (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated by increase in student achievement .	PLC Survey: Learning as our Fundamental Purpose Average Score: 2.87 Building a Collaborative Culture through high-performing teams: 3.12 A focus on results: 3.13	Increase average on each metric to 3.5

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 Grade levels will collaborate based on the 4 tenets of a PLC in order to support student achievement as evidenced by the PLC cycle.

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)

2400

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

Strategy/Activity

3.2 Draft, review, and revise grade level SMART goals to guide short and long term instruction and target student needs. Goals will be publicized for vertical articulation.

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)

1943

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 Students

Strategy/Activity

3.3 Provide opportunities for staff to participate in conferences/workshops aligned to site and district goals that support classroom instruction and 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)

2000

Source(s)

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

3.4 Instructional Coaches will support specific instructional strategies with the district focus on Marzano's elements 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)

933

Source(s)

Title I, Part A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.5 Provide opportunities for teachers to present relevant instructional strategies to their peers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

General Fund

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

3.6 Teachers will integrate technology in all content areas.

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)
5000	Local

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

CALPADS longitudinal data indicate students with chronic absenteeism of >20% have decreased 1.61%. Students with absenteeism greater than 10% have decreased by 0.84%. Students with good attendance (less than 5% absenteeism) increased slightly. Although these gains are slight, they are in the right direction. The subgroup with highest absenteeism rates are low SES students. To increase attendance, Woodrow needs to increase student engagement and encourage positive attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 Chronic Absenteeism Dashboard	Red - 0 Orange -White, SED, SES Yellow - Two or more races Green - 2 Blue - 0 No Color - 7	Chronic absenteeism decrease by 2% for all students
CERTIFY Attendance Data Reports ATT 040-0315 ATT 040-0320	CERTIFY Attendance Data (as of 2/21/2020): # of Students absent 7%+ approaching 10%: 25 # of Students absent 10%+: 39	Decrease number of students with 10%+ absences by 10
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: 5.10 #24 If a child doesn't want to learn teachers at our school give up: 5.14	Increase to 5.25 on #20 and #24

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

4.1 Provide counselor to address social and emotional needs of students to support academic 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)

250

Source(s)

Title IV, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.2 Students will have access to Mental Health Clinician, school counselor and Board Certified Behavior Analysts

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)

750

Source(s)

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 Support effective communication between school and home 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)
3120	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

4.4 Implementation of Caring School Communities Social Emotional Learning Curriculum to improve school culture and increase student achievement.
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Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	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 Teachers, administrator, and parents will identify and plan for regular and meaningful parent engagement opportunities such as Math and Science Night and Literacy Night.

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)
3750	General Fund

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 Develop and implement strategies including incentives and awards to encourage and support regular attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Local
2300	General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

4.7 Engagement strategies to support regular attendance will be implemented with an emphasis on decreasing chronic absenteeism rates for individual students
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Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Local
788	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 create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

Goal 5

By June 30, 2021 student suspensions will remain at or less than 1%

Identified Need

There was a slight increase in suspensions from 2016-2017 to 2017-2018. However, suspensions decreased in 2018-2019 school year and again in 2019-2020. Woodrow currently has a very low suspension rate. Student safety survey indicates students believe Woodrow is a safe place. In order to maintain a low suspension rate, Woodrow will implement a SEL curriculum in all grades and utilize other means of correction when appropriate. Celebrating student success is another way to engage students and recognize their efforts. Increased support from a Mental Health Clinician will help those students who are most at risk.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 Suspension Dashboard	Student Groups by Color: Red - 0 Orange - SED, White Yellow - 0 Green - 0 Blue - 5	Maintain low suspension rate
CERTIFY Suspension Data - Number of Incidents	Number of Incidents: 1	Maintain low suspension rate

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 Provide counselor to address social and emotional needs of students to support academic 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)

1500

Source(s)

Title IV, Part A

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

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

At risk students

Strategy/Activity

5.2 Students will have access to Mental Health Clinician, school counselor and Board Certified Behavior Analysts

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200

Source(s)

Title IV, Part A

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

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

All students

Strategy/Activity

5.3 Support effective communication between school and home 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)

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 Students

Strategy/Activity

5.4 Implementation of Caring School Communities Social Emotional Learning Curriculum to improve school culture 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)

100

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

5.5 Teachers, administrator, and parents will identify and plan for regular and meaningful parent engagement opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

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	\$63,227.00
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	\$63,227.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I, Part A	\$24,712.00
Title IV, Part A	\$3,000.00

Subtotal of additional federal funds included for this school: \$27,712.00

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

State or Local Programs	Allocation (\$)
General Fund	\$26,015.00
Local	\$9,500.00

Subtotal of state or local funds included for this school: \$35,515.00

Total of federal, state, and/or local funds for this school: \$63,227.00

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
Joanna O'Brien	Principal
Jennifer Stone	Classroom Teacher
Trish Rascon	Classroom Teacher
Karen Bolles	Classroom Teacher
Grace Luke	Other School Staff
Celene Ramirez	Parent or Community Member
Michele Rosales	Parent or Community Member
Gabriel Chavoya	Parent or Community Member
Soni Tillak	Parent or Community Member
Selene Caballero	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 12 , 2020.

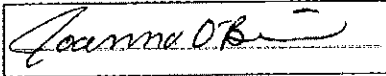
Attested:

Principal, Joanna O'Brien on 5.12.20

SSC Chairperson, Trish Rascon on 5.12.20

This SPSA was adopted by the SSC at a public meeting on May 12, 2020

Attested:



Principal, Joanna O'Brien on 5.12.20

SSC Chairperson, Trish Rascon on 5.12.20