

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
Sylvan Elementary School	5071290-6053110	May 12, 2020	June 23, 2020

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 506 857 537">Green</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1336 537">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 378 735">Orange</p>		

Conclusions based on this data:

1. The school-wide focus on embedded professional learning, identification of essential learning standards, response to formative data with interventions and enrichment have increased student academic achievement.
2. Chronic absenteeism is addressed by the site intervention team on a regular basis.
3. Suspensions continue to be an area of need. School has implemented a school-wide social emotional learning curriculum and behavior matrix which is decreasing the number of suspensions.

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		
<p>All Students</p>  Orange 28.5 points below standard Declined -6.6 points 194	<p>English Learners</p>  Yellow 21.9 points below standard Increased ++9.6 points 42	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p>  Orange 31.6 points below standard Maintained ++0.2 points 126	<p>Students with Disabilities</p>  Red 94.9 points below standard Declined Significantly -24.1 points 46

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 7	 No Performance Color 0 Students	 No Performance Color 9.9 points above standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 30.1 points below standard Declined -10.5 points 101	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 34.8 points below standard Declined Significantly -21.3 points 63

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
52.6 points below standard Declined -12.5 points 24	19 points above standard 18	31.2 points below standard Declined -10.8 points 146

Conclusions based on this data:

- Overall, we declined in our goal for reaching standard for all students.
- Students with disabilities continue to be extremely far from standard. and declining in performance
- English Learners and Socioeconomically disadvantaged students increased their performance. This can be attributed to the Tier 3 interventions for ELD and literacy.

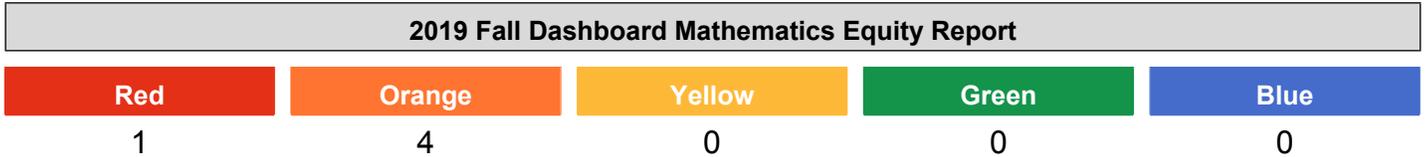
School and Student Performance Data

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		
<p>All Students</p>  Orange 44.8 points below standard Declined -11.8 points 194	<p>English Learners</p>  Orange 42.8 points below standard Maintained ++2.6 points 42	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p>  Orange 52 points below standard Declined -6.7 points 126	<p>Students with Disabilities</p>  Red 104.7 points below standard Declined Significantly -32.2 points 46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color 31.3 points above standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 51.2 points below standard Declined -10.8 points 101	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 43.7 points below standard Declined Significantly -27.5 points 63

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
42.8 points below standard Increased ++14.8 points 24	42.9 points below standard 18	47.6 points below standard Declined Significantly -17.1 points 146

Conclusions based on this data:

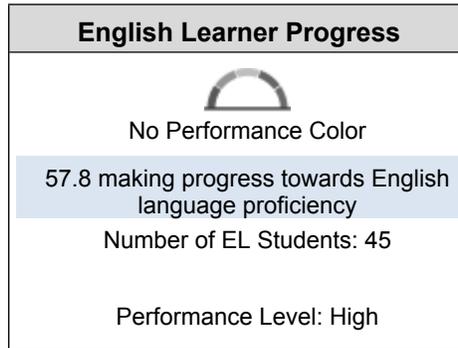
1. All groups decreased with the exception of English Learners who improved their performance.
2. English Learners are outperforming all other subgroups.
3. There is consistency in performance with English Learners, Low Income, and Hispanic students.

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
7	12	3	23

Conclusions based on this data:

1. Lower grade (k-2) level students are performing at the desired level.
2. Upper grades (3-5) students are in need of support for reading and written language.
3. 4th grade students need support in Oral Language

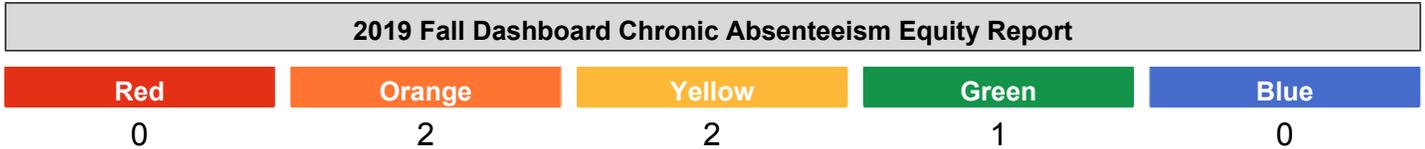
School and Student Performance Data

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		
<p>All Students</p>  <p>Green</p> <p>9.7</p> <p>Declined -1</p> <p>435</p>	<p>English Learners</p>  <p>Green</p> <p>9</p> <p>Declined -1.2</p> <p>67</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>12.3</p> <p>Declined -0.6</p> <p>293</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>14.3</p> <p>Increased +5.1</p> <p>77</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 11.5 Declined -20 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 6.3 Increased +6.3 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.4 Declined -1.9 209	 No Performance Color 3.3 Declined -12.1 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 7.6 Increased +4.3 131

Conclusions based on this data:

1. All subgroups decreased chronic absenteeism except for Hispanic, English Learners and African-American students who increased their level of percentage of students chronically absent.
2. All subgroups have less than 10% of their students chronically absent with the exception of Hispanic, African-American and Students with Disabilities.
3. Hispanic students have a significant percentage of students (12.4%) chronically absent.

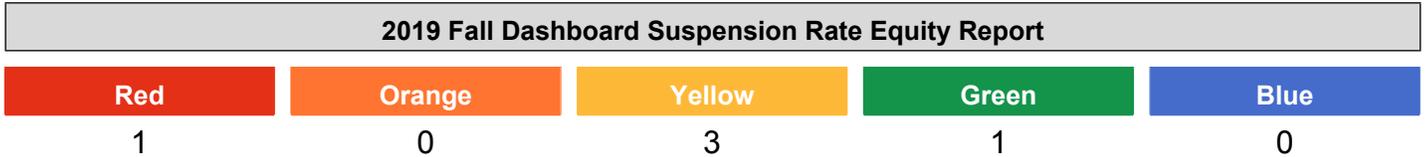
School and Student Performance Data

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		
<p>All Students</p>  Yellow 4.6 Declined Significantly -2.4 452	<p>English Learners</p>  Green 1.4 Declined -3.6 74	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 8	<p>Socioeconomically Disadvantaged</p>  Yellow 4.7 Declined Significantly -3.1 300	<p>Students with Disabilities</p>  Red 10 Maintained -0.1 80

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 6.9 Increased +6.9 29	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 3.1 Increased +3.1 32	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.5 Declined Significantly -3.7 217	 No Performance Color 0 Declined -11.1 33	 No Performance Color Less than 11 Students - Data 2	 Yellow 4.5 Declined -1.9 134

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7	4.6

Conclusions based on this data:

1. The overall and all subgroups suspension rates decreased with the exception of African American which increased.
2. The greatest suspension rate for subgroup based on percentage is Students With Disabilities.
3. The overall suspension rate significantly declined from 2017 to 2018.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Based on the review of data, all student groups increased their percentage of students working towards standard. Our significant student groups are English Learners, Special Education, Socioeconomically Disadvantaged, White and Hispanic students. Even though there has been an increase in performance, students with disabilities are significantly far from 3 on the SBAC as indicated on the CA School Dashboard, followed by English Learners. There continues to be an achievement gap between all subgroups and our white students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019 ELA Dashboard	Performance Bands by Subgroups: <ul style="list-style-type: none"> • Green/Blue: None • Yellow: English Learners • Orange: Overall, Hispanic, Socioeconomically disadvantaged, White • Red: Students with Disabilities 	Fall 2020 Release Point from Level 3: All students and all student groups to move 10 points
3. PLC Survey Spring 2020: Professional Learning Communities (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.	PLC Survey Spring 2020 Average Scores: Learning as our fundamental purpose - 3.31 Building a collaborative culture through high-performing teams - 3.71 A focus on results - 3.45	Increase to average 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4. ELPAC - ELPI CA School Dashboard Fall 2019	<p>57.8% Making progress towards English Language Proficiency</p> <p>Percentage of students who decreased at 1 level: 15.5%</p> <p>Percentage of students who maintained at levels 1-3 : 26.6%</p> <p>Percentage of students who maintained at level 4: 6.6%</p> <p>Percentage of students who progressed at least 1 level: 51.1%</p>	<p>Spring 2021 ELPAC Summative Assessment Results:</p> <p>All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency Level or a move to the next level.</p>
5 SBAC Targets:	<p>1 & 8 Details Literary & Informational Central Idea Literary Text(2)</p> <p>3 Word Meaning Literary Texts</p> <p>8 Writing - Language & Vocabulary</p> <p>9 Writing - Editing</p> <p>2 Research & Inquiry - Interpret & Integrate</p> <p>4 Research & Inquiry - Use Evidence</p>	<p>Improve performance in all areas.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

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

All student groups

Strategy/Activity

1.2 Instructional coaches, ELD/literacy specialists, site literacy mentors and embedded coaching will support specific instructional strategies, (such as Marzano and ELA/ELD Literacy Framework) State Standards, and technology integration through professional development, modeling, observing, and providing feedback.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1286

Title I, Part A

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

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

All student groups

Strategy/Activity

1.3 As supported through embedded coaching, staff will engage in grade level collaboration with emphasis on the 4 tenets of a 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)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All student groups

Strategy/Activity

1.4 With support from instructional coach and teachers leaders, professional learning opportunities will be provided for staff to increase depth of knowledge of literacy through the integration of

science, technology, engineering, arts and mathematics for the purpose of increasing student opportunities to develop foundational skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3500

Title I, Part A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Title I, Part A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All student groups

Strategy/Activity

1.6 Provide opportunities for staff to participate in teacher lead and/or conferences/workshops professional learning aligned to site and district goals that support classroom instruction, elements of STEAM and social skills to improve overall student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5980

Title I, Part A

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students performing below grade level

Strategy/Activity

1.7 Site Intervention Team will monitor the academic progress of students performing below grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

By June 30, 2021, 100% of SUSD third grade students will be reading at grade level.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Spring 2019 3rd Grade (Spring 2020 unavailable due to Covid-19)	Met or Exceeded: All 3rd Grade Students: 44.4% English Learners: 21.4% Low Income: 36.4% Students with Disabilities: 25%	Met or Exceeded: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
Oral Reading Records Fall 2019	Reading at Grade Level: All 3rd Grade Students: 69.0% English Learners: 57.0% Low Income: 33% Students with Disabilities: 0%	Reading at Grade Level: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students reading below grade level

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) 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 identified at Tier 3 for 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) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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 Sylvan STEAM Academy 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 with the exception of Students with Disabilities who decreased. There is consistency in performance with EL, Low Income and Hispanic students. All significant subgroups need significant improvement to reach Level 3 on the SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019 Mathematics Dashboard	<p>Performance Bands by Subgroups:</p> <ul style="list-style-type: none"> • Green/Blue: None • Yellow: None • Orange: Overall, English Learners, Hispanic, Socioeconomically disadvantaged, White • Red: Students with Disabilities 	Fall 2020 Release Point from Level 3: All students and all student groups to move 10 points
2 SBAC Mathematics Targets:	<ul style="list-style-type: none"> • 3rd grade: solve problems solving measurement and estimation of intervals of time, liquid volumes and masses of objects (need understanding of parts to whole, and multiplication facts) • 4th grade: Use 4 operations w/ whole numbers, generalize place value for multi-digit whole numbers, extending understanding of fractions equivalence 	Overall increase percentage at grade level or above in all areas

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>and ordering. (fraction conceptual understanding)</p> <ul style="list-style-type: none"> • 5th grade: Understand place value system, use equivalent fractions as a strategy to add and subtract, apply and extend multiplication and division to multiply and divide fractions, understand concept of volume and relate volume to multiplication and to addition. (ability to work with decimals fluently) 	
<p>3. PLC Survey Spring - . Professional Learning (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.</p>	<p>PLC Survey Spring 2020 Average Scores: Learning as our fundamental purpose - 3.31 Building a collaborative culture through high-performing teams - 3.71 A focus on results - 3.45</p>	<p>Increase to average 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 Draft, review, revised, share with site leadership team and publicize grade level SMART gals to guide short-term and long-term instruction and target student needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1557

Title I, Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1286

Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3.4 With support from instructional coach and teacher leaders, professional learning opportunities will be provided for staff to increase depth of knowledge of mathematics practices with an emphasis on math practice 1 and math practice 3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

2000

Title I, Part A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students performing below grade level

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

1328

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

3.7 Project Based Learning for each grade level will emphasize Math Practices 1 and 3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students performing below grade level

Strategy/Activity

3.8 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% decreased from 2017-2018 in 2% to 2018-2019 to 0.92%. This decrease was reflected in an increase of students >10% and <20% from 2017-2018 8.8% to 2018-2019 8.4%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019, Chronic Absenteeism Dashboard	Chronically Absent: All - 9.7% (Green) EL - 9% (Green) SED- 12.3% (Yellow) SWD - 14.3% (Orange) Hispanic - 12.4% (Yellow) White -7.6% (Orange)	Chronic Absenteeism decrease by 2%
2.2019-2020 Certify Data:	# of Students absent 7%+ approaching 10%: 45 59% Hispanic # of Students absent 10%+: 33 53% Hispanic	Decrease Chronic Absenteeism by 2%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Chronically absent students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

610

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

1500

Title IV, Part A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.6 Increased engagement opportunities for students grades 2-5 through the participation in STEAM Electives

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 5

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

Identified Need

Preliminary data for 2018-2019 indicates that suspensions decreased from 7% to 4% overall. This data also shows that student groups suspensions are not declining as anticipated.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Fall 2019, Suspension Rate Dashboard	All students 4.6% Performance Bands by Subgroups: <ul style="list-style-type: none"> • Blue: None • Green/Blue: English Learners • Yellow: Overall, Hispanic Socioeconomically Disadvantaged, White, • Orange: None • Red: Students with Disabilities 	Decrease in suspension rate of 25%
2. 2019-2020 Certify Data:	Number of Incidents - 11 for 20 days	Decrease by at least 0.25%
3. Spring 2020 Collective Efficacy #20 Scale: 1 Strongly Disagree to 6 Strongly Agree #24 Scale: 1 Strongly Agree to 6 Strongly Disagree	#20 Teachers in our school believe that every child can learn: 5.80 #24 If a child doesn't want to learn teachers at our school give up: 5.55	Increase to 6.0

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

Title I, Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

609

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.6 Utilize behavior flowchart to improve culture of the school and increase student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

5.7 Implement the STEAM (Safety, Take Pride, Empathy, Attitude, Make Wise Choices) Behavior Matrix to support student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Title IV, Part A

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$26,112.00
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	\$26,112.00

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	\$23,112.00
Title IV, Part A	\$3,000.00

Subtotal of additional federal funds included for this school: \$26,112.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$26,112.00

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
- n/a Secondary Students

Name of Members	Role
Tedde' Vaupel	Principal
Monica Aranda	Classroom Teacher
Bethany Bryant	Classroom Teacher
Jennifer DeJong	Classroom Teacher
Carrie Munroe	Other School Staff
Kristina Young	Parent or Community Member
MarQuis Martin	Parent or Community Member
April Potter	Parent or Community Member
Sandra Madera	Parent or Community Member
Aimee Villalovos	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/12/2020.

Attested:



Principal, Tedde' Vaupel on 5/12/2020



SSC Chairperson, Sandra Madera on 5/12/2020