

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Standiford Elementary	50-71290-6053102	May 18, 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

Due to Covid-19 restrictions along with parent and classified staff availability, Standiford Elementary participated in the Single Plan for Student Achievement with virtual input from all stakeholders: certificated staff, classified staff, parents, and administration. During the collaborative process, data from the previous year and progress towards meeting the goals was reviewed and future goals were developed. Last year's data was reviewed to be able to share out the progress and establish areas of further development. Standiford' data was shared with site leadership, Guiding Coalition, school staff, and School Site Council. We have utilized the data to support our next steps in student achievement and goals were created to support the highest level of learning for Standiford students. Goals for the 2020-2021 school year were created with input and approved by site staff, Guiding Coalition, and members of the School Site Council.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Standiford has no red colored performance indicators. Suspension rates improved decreasing in number from the previous year and moving from Orange to green on the dashboard. Identifying needed interventions were key to decreasing the suspension rates. These interventions included but were not limited to, frequent meetings with staff and parents regarding the need for additional support in the area of behavior. With the additional support of the SPED team (Site intervention), identifying students with behaviors, helped target needed support for each student. The use of the counselor, BCBA, and mental health clinician also helped support students with special needs.
2. Math falls into the yellow indicator again this year, which shows to be the academic area of focus for Standiford. This support will be done in RTI support as well as Tier 1 and 2 interventions.
3. English indicator is green, which should remain a focus as students progress to each grade level.

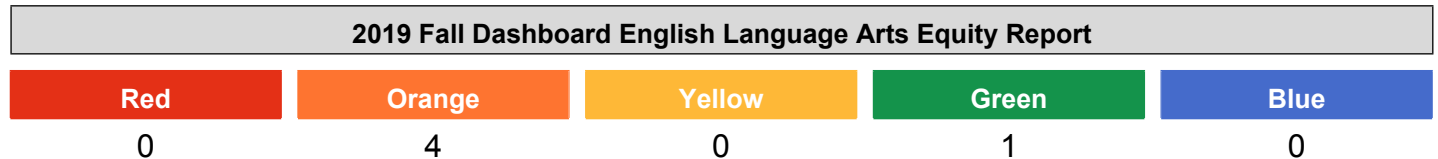
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 12.4 points above standard Declined -3.1 points 234	 Orange 17.3 points below standard Declined -12.4 points 50	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 15.4 points below standard Maintained ++0.2 points 129	 Orange 39.7 points below standard Maintained ++2.2 points 40

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 51.5 points above standard Increased Significantly ++24.4 points 17	<b>Filipino</b>  No Performance Color 120.2 points above standard 12
<b>Hispanic</b>  Orange 37.1 points below standard Declined Significantly -18 points 95	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Green 39.7 points above standard Maintained -1.4 points 93

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 96.7 points below standard Declined Significantly -42.2 points 24	<b>Reclassified English Learners</b> 56 points above standard Maintained -0.5 points 26	<b>English Only</b> 19.3 points above standard Maintained ++0.5 points 177
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#### Conclusions based on this data:

- English Learner achievement on the CAASP for ELA has declined by -3.1 points as well as reclassification of English Learners by -26.6 points. Collaborative identification of essential ELA standards by grade level team by trimester is essential to moving towards increasing student achievement. For Standiford, monitoring the implementation of effective first instruction and mandating focused targeted Tier 2 interventions, will help in increasing ELA scores. School wide goal of all students reading at grade level or achieving one years growth in reading also needs to be a contributing factor. Purposeful interventions designed by ELD/Literacy Specialists continues to support our low readers and EL population.
- SED population along with students with disabilities population while not meeting standards as a whole maintained growth in the 2018-2019 school year.
- The largest sub group at Standiford, Hispanics maintained and are in the Orange, making that subgroup a focus on support.

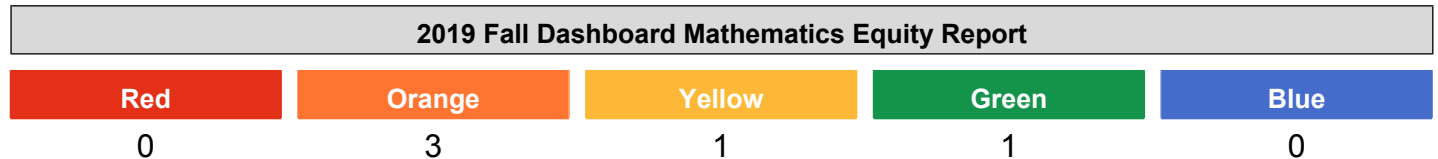
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 11.8 points below standard Declined -4.1 points 233	<b>English Learners</b>  Orange 28.2 points below standard Declined -9.4 points 50	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Socioeconomically Disadvantaged</b>  Orange 41.8 points below standard Declined -6.4 points 129	<b>Students with Disabilities</b>  Yellow 55.7 points below standard Increased ++4.9 points 39

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color 43.2 points above standard Increased Significantly ++10.4 points 17	<b>Filipino</b>  No Performance Color 103.3 points above standard 12
<b>Hispanic</b>  Orange 60.9 points below standard Declined Significantly -25.3 points 94	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Green 16.3 points above standard Increased ++6.9 points 93

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 98.8 points below standard Declined Significantly -28.1 points 24	<b>Reclassified English Learners</b> 36.8 points above standard Declined -8.4 points 26	<b>English Only</b> 10.3 points below standard Declined -3.1 points 176
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#### Conclusions based on this data:

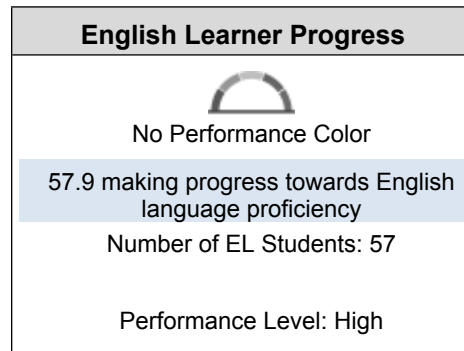
- English Learner achievement on the CAASP dashboard for Math has declined significantly by -31 points as well as for English only subgroup by -17 points, whereas reclassification of English Learners increased by 7.8 points. Socioeconomically Disadvantaged students are in Orange zone decreasing -13.3 points. , Data shows that ELs are a continued focused subgroup for needed math supports to improve achievement.
- All students performed on the Yellow indicator, with a decline of -15.2 points in performance. Collaborative identification of essential math standards by trimester with identified targets will help grade levels increase student achievement. For the 2020-2021 school year grade level teams need to implement the following items to increase student achievement: following the modules with fidelity, implementing Tier 2 instruction regularly, and identifying students struggling with foundational skills for Tier 3 intervention.
- Students with disabilities showed progress again this year, yet are still far from meeting standards. Continued perseverance in teaching math conceptually and the use of Eureka Curriculum and the use of Connecting Math Concepts curriculum in SDC Autism classrooms helps students improve their number sense and how to see math more conceptually.

# 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
10	14	2	31

#### Conclusions based on this data:

- Over 50% of Standiford English Learners progressed at least one EPLI level in 2018-2019 school year. Designated and integrated ELD instruction along with Standiford ELD/Literacy specialist providing professional learning to staff has given teachers additional instructional strategies to use in their classrooms.
- 10 students decreased one ELPI. Targeting these students will continue to be a priority.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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



This section provides number of student groups in each color.









2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	2	2	1	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 6.4 Declined -1 437	<b>English Learners</b>  Orange 8 Increased +4.1 75	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Socioeconomically Disadvantaged</b>  Yellow 8.4 Maintained 0 251	<b>Students with Disabilities</b>  Green 8.5 Declined -9 71



### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div style="background-color: #e6f2ff; text-align: center; padding: 2px;">0</div> Declined -5.9 <div style="text-align: center; padding-top: 10px;">20</div>	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div style="text-align: center; padding-top: 10px;">2</div>	<b>Asian</b>  Blue <div style="background-color: #e6f2ff; text-align: center; padding: 2px;">0</div> Maintained 0 <div style="text-align: center; padding-top: 10px;">30</div>	<b>Filipino</b>  No Performance Color <div style="background-color: #e6f2ff; text-align: center; padding: 2px;">0</div> Maintained 0 <div style="text-align: center; padding-top: 10px;">17</div>
<b>Hispanic</b>  Yellow <div style="background-color: #fff9c4; text-align: center; padding: 2px;">9.1</div> Maintained -0.1 <div style="text-align: center; padding-top: 10px;">176</div>	<b>Two or More Races</b>  No Performance Color <div style="background-color: #fff9c4; text-align: center; padding: 2px;">4.2</div> Declined -19.8 <div style="text-align: center; padding-top: 10px;">24</div>	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div style="text-align: center; padding-top: 10px;">8</div>	<b>White</b>  Orange <div style="background-color: #fff9c4; text-align: center; padding: 2px;">6.3</div> Increased +0.8 <div style="text-align: center; padding-top: 10px;">160</div>

#### Conclusions based on this data:

1. The dashboard for Chronic Absenteeism for All Students/Student Group has an overall decline from the 2018-2019 school year. The percentage decreased from 7.4% in 2018-2019 to 6.4% for the 2019-2020.
2. Chronic absenteeism at Standiford with two specific sub groups continues to be a concern. These two groups are EL's and white population. Also constantly monitoring students with disabilities will be a focus. Addressing all attendance concerns will be a major focus and SAT (student attendance team meetings) and IEP's will continue.
3. Moving forward Standiford will be addressing attendance using the following positive reinforcement strategies. Increasing attendance percentages will be a top priority for the 2020-2021 school year.  
 Awareness (parent training/BTSN) of how absences affect academics and the independent study contract for days more than 5 days.  
 Classroom attendance and school wide announcements.  
 Teachers will utilize door magnets for perfect classroom attendance.  
 A school wide attendance goal will be posted in the MPR. It will be updated monthly.  
 When a class has met/exceeded the school goal, they get a sticker for a chart in the MPR.  
 Special Leadership jobs for students who have chronic tardiness/absences  
 Possibility of an award for improved attendance  
 Monthly Attendance award for highest percentage of attendance for lower primary and upper elementary.  
 Trimester awards for classrooms that meet the school wide goal for the whole trimester.

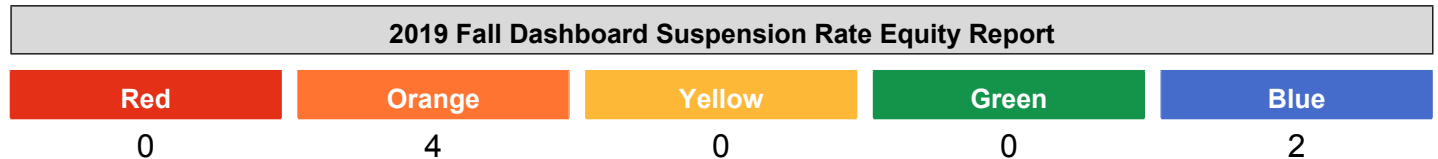
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">2</div> Declined -0.5 457	<b>English Learners</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">1.2</div> Increased +1.2 81	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 5
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 6	<b>Socioeconomically Disadvantaged</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">2.3</div> Increased +0.4 260	<b>Students with Disabilities</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">5.4</div> Increased +2.3 74

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

<b>African American</b>  No Performance Color 5 Declined -12.6 20	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  Blue 0 Declined -2.6 31	<b>Filipino</b>  No Performance Color 0 Maintained 0 17
<b>Hispanic</b>  Orange 3.2 Increased +1.8 188	<b>Two or More Races</b>  No Performance Color 3.7 Declined -3.4 27	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 8	<b>White</b>  Blue 0.6 Declined Significantly -1.1 164

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	2

#### Conclusions based on this data:

- Suspension rates improved decreasing in number from the previous year and moving from orange to green on the dashboard. Proactive interventions including, but not limited to, frequent meetings with parents of students needing additional supports; utilizing SPED personal to help with those supports; and utilizing small group counseling groups helped to decrease the number of suspensions due to aggressive behaviors targeting peers.
- Implementing school wide expectations also helped to decrease suspension rates. These strategies included but not limited to:  
 August: All students grades 1-5 participated in a behavior expectations assembly. Rules, expectations, and procedures were explained to both students and staff.  
 January: All students grades 1-5 participated in a second behavior expectations assembly. This assembly refocused the students after winter break and for the remainder of the year. It also included a playground change for before school, shortening up the playground to provide greater supervision and after lunch to account for a noon duty staff shortage.  
 Teachers reviewed rules, expectations, and procedures during the classroom morning meetings and gatherings.  
 Noon Duty - August - Noon duties were given a Standiford handbook and received training. Training was given multiple times throughout the school year.
- BCBA/Mental Health Clinician also supported students and staff with strategies to help with Tier 2 and Tier 3 behaviors.

# 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

ELA:By June 30, 2021, 100% of Standiford students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment. Current reality met or exceeded standards:

## 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 and Hispanic students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 Dashboard	Color: Green Point from Standard (indicate above or below): 12.4 points above standard Movement: Declined 3.1 points  Student Groups by Color: Red - 0 students Orange - EL's, Hispanic, SED, Students with Disabilities Yellow - 0 Students Green - White Blue - 0 Students No Color - African American, Asian, Filipino, Homeless, 2 or more races, Pacific Islander	Fall 2020 Release Point from Level 3: All students and all student groups to move a minimum of 10 points towards 3.
SBAC ELA Spring 2019	Greatest group not showing progress and in need of intensive supports	Improve performance in all areas and in identified sub groups through targeted intervention.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with disabilities and Hispanic. Specific claims on CAASPP in need of attention: Vocabulary/Word meaning, Language Use, Writing, and Research and inquiry	
PLC Survey Fall 2019	PLC Survey Fall 2020 Average Scores: Learning as our Fundamental Purpose: 2.61 Building a Collaborative Culture through Higher Performing Team: 2.52 A Focus on Results: 2.66	To be at meet district overall results or higher to meet an average of 4.0
ELPAC-ELPI CA School Dashboard Fall 2018	Decreased one ELPI level: 10 students Maintained at level 1, 2, 3: 14 students Maintained at level 4: 2 students Progress at one ELPI level: 31 students Total # of EL's: 57 students	Spring 2020 ELPAC Summative Assessment Results: All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency Level or a move to the next

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

## Strategy/Activity 1

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

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

All student groups

### Strategy/Activity

1.1 Teacher teams will collaborate with a clear focus on the four essential questions of a PLC. 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 students

### Strategy/Activity

1.2 In addition, other teacher sub-groups will participate in PLC collaboration meetings with a clear focus on State Standards; effective research based instructional strategies, data analysis, and District, school-wide, and individual goals and their impact on student academic, social-emotional needs and or 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 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, ELD/Literacy Specialists, site administrators, and/or teacher leaders will support specific instructional strategies including Marzano's Instructional Strategies, State Standards, ELD 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)

500

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

1.4 Provide opportunities for Professional Development for our new SEL program

**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)

2,400

3,000

Source(s)

Title IV, Part A

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 Classroom teachers and support staff effectively collaborate to provide support, Tier 1-3 targeted, fluid intervention instruction for all student groups in grades K-5. Identified intervention resources, to meet the standards, will be connected to pacing charts, benchmarks, and common formative assessments.

**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

1.6 Provide differentiated professional learning led by teacher leaders, instructional coach, site administration to promote the use of integrated 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)

**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 All teachers implement research-based instructional strategies, including Marzano's Effective Instructional Strategies, aligned with the district focus. GATE teachers will include the implementation of GATE standards and training during the GATE Conference..

### 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)

6,562

Source(s)

Title I, Part A

### Strategy/Activity 8

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

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

All students

### Strategy/Activity

1.8 ELD/Literacy Specialist will collaborate with classroom teachers to provide literacy and targeted instructional support to all students based on data.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 9

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

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

All students

### Strategy/Activity

1.9 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)

3,275

Source(s)

Title I, Part A

### Strategy/Activity 10

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



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

All students

Strategy/Activity

1.10 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)

2000

Source(s)

Title I, Part A

#### **Strategy/Activity 11**

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

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

All students

Strategy/Activity

1.11 Library Media Assistant will provide support to all students and staff 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)

## **Annual Review**

### **SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The increase in students qualifying for SPED, especially in upper grades, indicates they have been on the radar for awhile and may just be beginning to receive the services they needed, affecting overall ELA results. Implementation of our Social Studies curriculum (in addition to the Science pilot team) has somewhat impacted/dipped into the amount of time available to teach core subject areas. On the bright side, the increase in PLC knowledge and implementation has led to more focused interventions and the refinement of teacher practices. Although there is still much room to grow, we still see tremendous benefits to implementing grade level interventions based on our

selected essential standards. We feel as though we are still headed toward the same overarching goal and with the correct “team” minds

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation and budgeted expenditures were carried out to the extent possible prior to school closure on March 18, 2020 due to COVID-19.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID-19 there will not be changes made to the strategies/activities as all goals were carried through to the 2020-2021 school year since insufficient data was collected, CAASP testing did not take place and there were significant disruptions to the school year.

# 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

Reading: By June 30, 2021, 100% of Standiford third grade students will be reading at grade level. Current reality met or exceeded standards as measured by the SBAC assessment:

## 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: 54.8% English Learners: 21.4% Low Income: 51% Students with Disabilities: 21.3%	Met or Exceeded: All 3rd Grade Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%
Oral Reading Records Fall 2019 3rd Grade	Reading at Grade Level: All 3rd Grade Students: 73% English Learners: 27% Low Income: 32% Students with Disabilities: 38%	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 will work with their grade level collaborative teams as well as consult with ELD/Literacy specialist, Site Intervention team members, and/or Instructional coach to identify effective strategies, scaffolds, and supports that will be implemented for all students reading below grade level in order to support them with comprehension of grade level material.

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

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

Amount(s)

Source(s)

700

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 reading below grade level

Strategy/Activity

2.2 Classroom Teachers provide small group Tier 1 and Tier 2 (if needed) 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 3**

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

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

Students identified as needing Tier 3 support in reading (usually means 1.5 or more years behind)

Strategy/Activity

2.3 Small group instruction provided by the ELD/Literacy Specialist and RSP.

#### **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)

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

## Strategy/Activity

2.4 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)

500

Source(s)

Title I, Part A

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The increase in students qualifying for SPED, especially in upper grades, indicates they have been on the radar for awhile and may just be beginning to receive the services they needed, affecting overall ELA results. A fall tutoring session targeting student below grade level in reading may have contributed to the increase in students reading at grade level as of the Fall 2019 data point.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All strategies and activities were implemented to the extent possible prior to school closure due to Covid-19.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals and strategies/activities will be continued since insufficient data points were available due to school closure from COVID-19.

# 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

Math: By June 30, 2021, 100% of Standiford students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment. Current reality met or exceeded standards:

## 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
Fall 2019 Mathematics Dashboard	Color: Yellow Point from Standard (indicate above or below): 11.8 points below standard Movement: Declined 4.1 points  Student Groups by Color: Red - 0 Students Orange - EL's Hispanic, SED Yellow - Students with Disabilities Green - White Blue - 0 Students No Color - African American, Asian, Filipino, Homeless, 2 or more races, Pacific Islander	Fall 2020 Release Point from Level 3: All students and all student groups to move 10 points
SBAC Mathematics Spring 2019	Group students who are below standard in need of intensive interventions/supports. Hispanic and Socioeconomically disadvantaged sub groups are targeted. Claims on CAASP in need of specific attention:	Met or Exceeds: All Students: 100% English Learners: 100% Low Income: 100% Students with Disabilities: 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Concepts and Procedures Communicating Reasoning	
PLC Survey Fall 2019 - Professional Learning (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above	PLC Survey Spring 2019 Average Scores: Learning as our fundamental purpose - 2.76 Building a collaborative culture through high-performing teams- 3.15 A focus on results - 2.82	To be at meet district overall results or higher to meet an average of 4.0

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

3.2 Incorporate incentives for achievement related to math fluency goals by grade. Classroom teachers will work with students to set goals related to math fluency and achievement of those goals will be celebrated schoolwide.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 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 Monitor student performance in core content areas and implement plans of support to help underachieving students reach proficiency including opportunities for extra support within the school day as well as outside of the school day (extended day/tutoring).

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)
2650	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

3.4 Draft, review, revise, publicize, celebrate and share grade level SMART goals to guide short-term and long-term instruction and target students needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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 professional development to teachers regarding strategies and supports related to EL's and the vocabulary/reading skills required for math proficiency at 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)

3080

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

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 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 Site Intervention Team will monitor student progress on a regular basis and meet with teams approximately every other month to provide support, suggestions, and receive updates on progress from each grade level in math.

### 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)

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Standiford was in the first year of implementation of goals written for the 2020-2021 school year. Due to COVID -19 school closure on March 18, data pertaining to the effectiveness/ineffectiveness of the strategies/activities connected to the math goal is unavailable:  
District Benchmarks, 2020 CAASPP

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation and budgeted expenditures were carried out to the extent possible prior to school closure on March 18, 2020 due to COVID-19.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID-19 there will not be changes made to the strategies/activities as all goals were carried through to the 2020-2021 school year since insufficient data was collected, CAASP testing did not take place and there were significant disruptions to the school year.

# 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 Standiford Elementary attendance rate will increase by at least 0.5% in comparison to the 2018-2019 rate.

## Identified Need

The CALPADS 2019-20120 end of year report shows that students with chronic absenteeism for students greater than 20% decreased from 2018-2019 by 1%. This decrease was reflected in an increase of students >10% and <20% from 2018-2019 7.4% to 2019-2020 6.4%. There are 34 students who have approached or exceeded 7-10% that should be our focused to reduce their absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019, Chronic Absenteeism Dashboard	Color: Green % Chronically Absent: 6.4% Movement %: Declined 1% Number of students: 437  Student Groups by Color: Red - 0 Orange - EL, White Yellow - Hispanic, SED Green - SWD Blue - Asian No Color - American Indian, African American, Filipino, Foster Youth, Homeless, Pacific Islander, Two or more races	Chronic Absenteeism decrease by 1%

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

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

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

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

All Students

### Strategy/Activity

4.2 Provide training to staff on social emotional learning including providing all classrooms with curriculum, tools, and resources for making connections with students and incorporating activities that will increase feelings of empathy, inclusion, acceptance, and belonging.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

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

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

All Students

### Strategy/Activity

4.3 Conduct attendance challenges throughout the year to encourage/motivate students to be at school every day and on time.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Title I, Part A

### Strategy/Activity 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 Recognize classrooms with perfect attendance daily by giving a shout out, recognize classrooms with highest percentage of positive attendance weekly by awarding spirit award magnet, look for more ways to celebrate the students that are at school every day, on time, and stay all day.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

250

Source(s)

Title I, Part A

#### Strategy/Activity 5

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

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

Students approaching 10% or higher chronic absenteeism

#### Strategy/Activity

4.5 Target students on the cusp of chronic absenteeism by holding an SST meeting with teacher, admin, parent, and other invested staff (counselor, nurse) to discuss attendance pattern, identify reasons for negative attendance, and develop a plan of support based on the identified needs.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

#### Strategy/Activity 6

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

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

Students with chronic absenteeism

#### Strategy/Activity

4.6 Create individualized incentive programs for students to encourage them/motivate them to come to school including assemblies and counseling support.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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 Teachers, staff, administrators, and parents will identify and plan for regular and meaningful parent engagement opportunities to support student achievement and a positive school-home relationship.

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

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation was challenged due to higher than average number of students out with legitimate illness and Dr. notes for multiple days in a row and also due to impact of COVID-19 and school closures, many students stopped coming to school as soon as neighboring counties and districts started closing even though Sylvan stayed open.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation and budgeted expenditures were carried out to the extent possible prior to school closure on March 18, 2020 due to COVID-19.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID-19 there will not be changes made to the strategies/activities as all goals were carried through to the 2020-2021 school year since insufficient data was collected, CAASP testing did not take place and there were significant disruptions to the school year.

# 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

While the Fall dashboard reports a decrease in suspensions from 18-19 school year to 19-20 school year, there is a continued focus on decreasing the amount of suspensions per student. Over half of the reported suspensions are for "use of force or violence" this indicates that there is a need to teach students self-regulation strategies and alternatives to putting their hands on others when mad/frustrated. Site administrators will continue to work with staff, students, and families to incorporate Other Means of Correction as part of a progressive discipline model along with the implementation of a Social Emotional program to support students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019, Suspension Rate from the CA Dashboard	Color: Green % suspended at least once: 2% Movement %: -0.5%  Student Groups by Color: Red - 0 Orange - EL, Hisp, SED, SWD Yellow - 0 Green - 0 Blue - Asian, White No Color - African American, American Indian, Filipino, Foster Youth, Homeless, 2 or more races, Pacific Islander	Decrease in suspension rate of 25%

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

## Strategy/Activity 1

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

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

At risk students and students identified to be in need of Tier 3 level of support for behavior, social, and/or emotional needs.

#### Strategy/Activity

5.1 Provide mental health clinician and/or behavior analyst support to address social, emotional, and behavior 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 Implement new SEL program. Second Step social emotional curriculum and strategies to build students skill base related to social and emotional 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)

3000

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 Provide students with a safe space to de-escalate, take a break, and/or work through a self-regulating routine. This space will include tools such as fidgets, calming tools, and sensory supports.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)



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

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

All students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

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**

5.5 Implement essential behaviors matrix and slides presentation school wide to reinforce consistent language among staff and students as well as consistent expectations.

**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**

5.6 Recognize/celebrate students who are doing a good job following SEL school wide behavior expectations in a variety of ways as frequently as possible using our Caught Being a Leader tickets (monthly assemblies, daily shout outs, weekly VIP lunch, etc.)

**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 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

5.7 Site Intervention Team will meet bi-weekly to monitor progress of under performing students, identify any new students to keep on the radar, and provide teachers/staff with suggestions for supporting the students behavior, social, and/or emotional 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 8**

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

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

At risk students and students who re offend

Strategy/Activity

5.8 Counselor/mental health clinician. admin, and staff considered the SIT Team will collaborate with parents and students at an SST meeting to identify a specific plan of support for the student that will reduce the likelihood of repeat offenses.

#### **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)

## **Annual Review**

### **SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

After implementation of Standiford's Behavior Matrix across the campus there was a decrease in student behavior, due to common language across campus. Standiford's Behavior Support Team (SIT) has been instrumental in coordinating student needs and directing to which services are best for students. Staff input and Guiding Coalition teams dug deep into our collective school wide behavior needs to recommend a new our new SEL curriculum for next year. Trauma training provided to all staff at the beginning of the year. Suspensions have decreased, but behaviors are still existing and difficult to manage without school wide support of the current SEL program. Although, we have no full time counselor/AP the set days we do have our counselor/AP have allowed students to know when they will be able to access support.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation and budgeted expenditures were carried out to the extent possible prior to school closure on March 18, 2020 due to COVID-19. Some of the Title IV expenditures were unable to be realized due to the school closure and other outside interference i.e. vendors, etc.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to COVID-19 there will not be changes made to the strategies/activities as all goals were carried through to the 2020-2021 school year since insufficient data was collected, CAASP testing did not take place and there were significant disruptions to the school year. Strategies and actions will continue next year as they continue to be effective, necessary, and can be built upon/refined to address school wide behavior needs/concerns.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$31,917.00

## 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	\$26,517.00
Title IV, Part A	\$2,400.00

Subtotal of additional federal funds included for this school: \$28,917.00

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	\$3,000.00

Subtotal of state or local funds included for this school: \$3,000.00

Total of federal, state, and/or local funds for this school: \$31,917.00

# 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
Karen Herrick	Principal
Elese Saia	Classroom Teacher
Linda Farris	Classroom Teacher
Sara Fidalgo	Classroom Teacher
Courtney Zapien	Other School Staff
Tawnya Wheeler	Parent or Community Member
Thelma Saldivar	Parent or Community Member
Kerstin Corrales	Parent or Community Member
Janelle Smith	Parent or Community Member
Ashley Valencia	Parent or Community Member

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

## Recommendations and Assurances

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

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

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

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

### Signature

### Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Gifted and Talented Education Program Advisory Committee

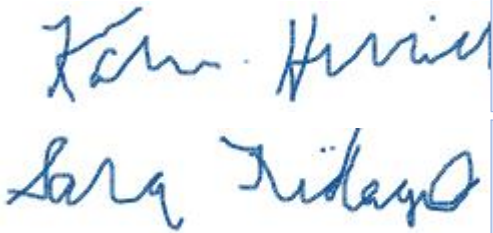
Other: Standiford certificated staff; Standiford School Site Council

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 5/18/2020.

Attested:



Principal, Karen Herrick on 12-1-2019

SSC Chairperson, Sara Fidalgo on 5-18-20