

The Single Plan for Student Achievement

Sylvan Union School District

School: Coleman F Brown Elementary
CDS Code: 50-71290-6071583
District: Sylvan Union Elementary School District
Principal: Kathleen Bennett
Revision Date: 11-28-18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kathleen Bennett
Position: Principal
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Modesto, CA 95355
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The District Governing Board approved this revision of the SPSA on .

GOAL A:	Coleman F Brown Elementary 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.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> Title I: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10
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Identified Need :	1. Increased achievement for all pupils, decrease achievement gaps 2. Increase progress and proficiency of English Learners 3. Kindergarten through 5th grade implementation of the California State Standards, including English Language Development (ELD) Standards 4. Provide high quality, consistent ELD program 5. Continued support of professional learning for certificated and classified staff 6. Continued support of Professional Learning Communities 7. Increase integration of instructional technology
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SPSA Year: 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. SBAC ELA/Literacy - % of Students Met or Exceeded EADMS Data	2016-2017 ELA/Literacy 24.1% - All Students 11% - English Learners 23.8% - Low Income 21.4% - 3rd Grade 14.3% - English Learners 22.2% - Low Income 29.8% - 4th Grade 22.2% - English Learners 27.5% - Low Income 20.6% - 5th Grade 0% - English Learners 20.3% - Low Income	2017-2018 ELA/Literacy 33.1% - All Students 12% - English Learners 31.4% - Low Income 42.4% - 3rd Grade 29.4% - English Learners 14.3% - Low Income 21.3% - 4th Grade 5.3% - English Learners 21% - Low Income 34.5% - 5th Grade 0% - English Learners 34.5% - Low Income	2018-2019 ELA/Literacy 66% - All Students 66% - English Learners 66% - Low Income 66% - 3rd Grade 66% - English Learners 66% - Low Income 66% - 4th Grade 66% - English Learners 66% - Low Income 66% - 5th Grade 66% - English Learners 66% - Low Income	2019-2020 ELA/Literacy 100% - All Students 100% - English Learners 100% - Low Income 100% - 3rd Grade 100% - English Learners 100% - Low Income 100% - 4th Grade 100% - English Learners 100% - Low Income 100% - 5th Grade 100% - English Learners 100% - Low Income
2. SBAC Mathematics % of Students Standard Met or Exceeded EADMS Data	2016-2017 Mathematics 14.6% - All Students 17.1% - English Learners 14.8% - Low Income 17.2% - 3rd Grade 17.6% - English Learners 19.3% - Low Income	2017-2018 Mathematics 23.4% - All Students 14.8% - English Learners 23.1% - Low Income 30% - 3rd Grade 22.2% - English Learners 28.5% - Low Income	2018-2019 Mathematics 66% - All Students 66% - English Learners 66% - Low Income 66% - 3rd Grade 66% - English Learners 66% - Low Income	2019-2020 Mathematics 100% - All Students 100% - English Learners 100% - Low Income 100% - 3rd Grade 100% - English Learners 100% - Low Income

	<p>20.3% - 4thGrade 27.3% - English Learners 18.9% - Low Income</p> <p>7.2% - 5th Grade 7.7% - English Learners 6.8% - Low Income</p>	<p>18.1% - 4th Grade 5.3% - English Learners 17.5% - Low Income</p> <p>20.6% - 5th Grade 12.5% - English Learners 34.5% - Low Income</p>	<p>66% - 4th Grade 66% - English Learners 66% - Low Income</p> <p>66% - 5th Grade 66% - English Learners 66% - Low Income</p>	<p>100% - 4th Grade 100% - English Learners 100% - Low Income</p> <p>100% - 5th Grade 100% - English Learners 100% - Low Income</p>
<p>3. Sylvan District ELA Benchmarks - % of students expected to meet or exceed standards</p> <p>EADMS Data</p>	<p>2016-2017 ELA By Trimester K: 1st-__%; 2nd-__%; 3rd-__% 1st: 1st-62%; 2nd-63%; 3rd-62% 2nd: 1st-18%; 2nd-50%; 3rd-41% 3rd: 1st-45%; 2nd-72%; 3rd-65% 4th: 1st-32%; 2nd-45%; 3rd-67% 5th: 1st-41%; 2nd-55%; 3rd-57%</p>	<p>2017-2018 ELA By Trimester K: 1st%; 2nd-%; 3rd-% 1st: 1st-20%; 2nd-14%; 3rd-29% 2nd: 1st-16%; 2nd-29%; 3rd-44% 3rd: 1st-19%; 2nd-25%; 3rd-28% 4th: 1st-3%; 2nd-8%; 3rd-2% 5th: 1st-3%; 2nd-8%; 3rd-%</p>	<p>2018-2019 ELA By Trimester K: 1st-75%; 2nd-75%; 3rd-75% 1st: 1st-17%; 2nd-90%; 3rd-90% 2nd: 1st-13%; 2nd-80%; 3rd-80% 3rd: 1st-80%; 2nd-90%; 3rd-90% 4th: 1st-75%; 2nd-80%; 3rd-90% 5th: 1st-85%; 2nd-85%; 3rd-85%</p>	<p>2019-2020 ELA By Trimester K: 1st-100%; 2nd-100%; 3rd-100% 1st: 1st-100%; 2nd-100%; 3rd-100% 2nd: 1st-100%; 2nd-100%; 3rd-100% 3rd: 1st-100%; 2nd-100%; 3rd-100% 4th: 1st-100%; 2nd-100%; 3rd-100% 5th: 1st-100%; 2nd-100%; 3rd-100%</p>
<p>4. Sylvan District Math Benchmarks - % of students expected to meet or exceed standards</p> <p>EADMS Data</p>	<p>2016-2017 Math By Trimester K: 1st-__%; 2nd-__%; 3rd-__% 1st: 1st-80%; 2nd-54%; 3rd-63% 2nd: 1st-59%; 2nd-57%; 3rd-83% 3rd: 1st-42%; 2nd-78%; 3rd-69% 4th: 1st-61%; 2nd-56%; 3rd-65% 5th: 1st-45%; 2nd-57%; 3rd-78%</p>	<p>2017-2018 Math By Trimester K: 1st-%; 2nd-%; 3rd-% 1st: 1st-30%; 2nd-48%; 3rd-52% 2nd: 1st-76%; 2nd-80%; 3rd-73% 3rd: 1st-54%; 2nd-73%; 3rd-23% 4th: 1st-13%; 2nd-11%; 3rd-15% 5th: 1st-12%; 2nd-31%; 3rd-%</p>	<p>2018-2019 Math By Trimester K: 1st-75%; 2nd-75%; 3rd-75% 1st: 1st-56%; 2nd-85%; 3rd-85% 2nd: 1st-81%; 2nd-85%; 3rd-95% 3rd: 1st-39%; 2nd-90%; 3rd-90% 4th: 1st-87%; 2nd-85%; 3rd-90% 5th: 1st-80%; 2nd-80%; 3rd-92%</p>	<p>2019-2020 Math By Trimester K: 1st-100%; 2nd-100%; 3rd-100% 1st: 1st-100%; 2nd-100%; 3rd-100% 2nd: 1st-100%; 2nd-100%; 3rd-100% 3rd: 1st-100%; 2nd-100%; 3rd-100% 4th: 1st-100%; 2nd-100%; 3rd-100% 5th: 1st-100%; 2nd-100%; 3rd-100%</p>
<p>5. English Language Development Test</p> <p>EADMS Data</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>
<p>6. English Learner Reclassification Rate</p> <p>Local Data</p>	<p>2016-2017 - 12 students</p>	<p>Increase by 2 students RFEP 2 students Goal not met</p>	<p>Increase by 2 students</p>	<p>Increase by 2 students</p>

<p>7. FitnessGram - 5th Grade EADMS Data</p>	<p>2016-2017 Aerobic Capacity - Healthy Fitness Zone - 54% 2016-2017 Flexibility - Healthy Fitness Zone - 84.1%</p>	<p>Increase by 5% Aerobic Capacity - Healthy Fitness Zone - 55% Increase by 5% Flexibility - Healthy Fitness Zone - 81.3%</p>	<p>Increase by 10 % Increase by 10 %</p>	<p>Increase by 20 % Increase by 20 %</p>
<p>8. Professional learning on research-based instructional strategies focused on State Standards for all students in order to provide a broad course of study BrightBytes</p>	<p>BrightBytes March 2017 15%- Teachers' time spent on school-sponsored professional learning 9-33 hours 10% - Percent of teachers considered this professional learning above average</p>	<p>Increase by 5% 64% Teachers' time spent on school-sponsored professional learning 9-33 hours Increase by 5% 28% Percent of teachers considered this professional learning above average</p>	<p>Increase by 10 % Increase by 10%</p>	<p>Increase by 20 % Increase by 20%</p>
<p>9. Access to technology BrightBytes</p>	<p>BrightBytes March 2017 68% of teachers asked their students to complete online assessments at least monthly</p>	<p>Increase by 5% 87% of teachers asked their students to complete online assessments at least monthly</p>	<p>Increase by 10 %</p>	<p>Increase by 10 %</p>
<p>10. Use of instructional technology BrightBytes</p>	<p>BrightBytes March 2017 58% of teachers report using digital textbooks at least weekly 64% teachers-reported almost daily student computer use in the classroom 27% of teachers report they are highly knowledgeable in digital citizenship skill 2% of students report they are taught digital citizenship skills at least monthly</p>	<p>Increase by 15% 60%of teachers report using digital textbooks at least weekly Increase by 10% 87% teachers-reported almost daily student computer use in the classroom Increase by 10% 47%of teachers report they are highly knowledgeable in digital citizenship skill Increase by 20 % 16% of students report they are taught digital citizenship skills at least monthly</p>	<p>Increase by 15% Increase by 10% Increase by 15% Increase by 20%</p>	<p>Increase by 15% Increase by 15% Increase by 15 % Increase by 20 %</p>
<p>11. Professional Learning Communities Progress SUSD PLC Survey</p>	<p>PLC Survey 2016-2017 Fall 2016 Average scores: Learning as our fundamental purpose - 2.22 Building a collaborative culture through high-performing teams - 2.56 A focus on results - 2.38</p>	<p>PLC Survey 2017-2018 Fundamental Purpose Increase by 5% Learning as our fundamental purpose - 2.78 Collaborative Culture Increase by 5% Building a collaborative culture</p>	<p>PLC Survey 2018-2019 Fundamental Purpose Increase by 5% Collaborative Culture Increase by 5% Focus on Results Increase by 5 % Level of Collective Efficacy</p>	<p>PLC Survey 2019-2020 Fundamental Purpose Increase by 5% Collaborative Culture Increase by 5 % Focus on Results Increase by 5% Level of Collective Efficacy</p>

	Level of Collective Efficacy - 499 (17-18 Fall survey)	through high-performing teams - 2.3 Focus on Results Increase by 5 % A focus on results - 2.89 Level of Collective Efficacy Increase by 20 points Level of Collective Efficacy - 499	Increase by 30 points	Increase by 40 points
11. California Assessment Science Test (CAST) EADMS Data	Baseline will be set in 2017-2018	Growth	Growth	Growth

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
A.1 Staff will engage in grade level collaboration with an emphasis on the four tenets of the PLC process in order to support student achievement including, CFA and district benchmark data which will be used to analyze, guide, differentiate instruction, identify student needs, and track student progress including our student groups.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Instructional Materials
A.2 -Professional Development on research based instructional strategies focused on state standards will be provided in all areas of instruction, including technology embedded practices and RTI, that match learning initiatives for all students. (General and Special Education)	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
A.3 The Instructional Coach will collaborate with teachers on effective instructional strategies, implementation of district goals (Marzano), and State Standards. The Instructional Coach will support teachers with data analysis, technology and the PLC process.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Conference expenses Substitutes Books and supplies Instructional Materials

	English proficient Other Subgroups: (Specify)	
A.4 The ELD/Literacy Specialist will provide Professional Development and support in the implementation of the ELD Standards and Instructional strategies.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Technology ----- Substitutes ----- Instructional Materials
A.5 Opportunities will be provided for teacher leaders to present relevant instructional strategies to their peers.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials
A.6 ELD/Literacy Specialist will collaborate with classroom teachers to provide literacy support to students including English Learners.	All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials
A.7 All English Learners will receive designated and daily integrated English Language Development time.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes

	All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL B: Coleman F Brown Elementary will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

Related State and/or Local Priorities:
 1 2 3 4 5 6 7 8
 Title I: 1 2 3 4 5 6 7 8 9
 10

Identified Need :

1. Decrease suspension and expulsion rates
2. Increase attendance rates
3. Decrease chronic absenteeism rates
4. Increase parent engagement opportunities
5. Increase student engagement

SPSA Year: 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Participation at School-Sponsored Events	2017-2018 will be baseline with number of parents/family members attending events counted.	Baseline with number of parents/family members attending events counted. Pastries with Parents with 15 parents total across 4 events. Science Night 8 parents Reading Night 30 parents Monthly assemblies varies Jog-a-thon 25 parents Family Picnic May 2018	Increase by 20% number of parents/family members attending events counted.	Increase by 20% number of parents/family members attending events counted.
2. Attendance Rates Local Data	Attendance Rates - 2016-2017 95.04%	Increase by 0.5% As of March 20, 2018 attendance rate is 95.48% an increase of .44%	Increase by 0.5%	Increase by 0.5%
3. Chronic Absenteeism Rates CALPADS 14.1 Report CA School Dashboard	Chronic Absenteeism Rates - 2016-2017 Students Absent >=10% and <20% - 12.6% Students Absent >=20% - 3.1%	Decrease by 4.2% Students Absent >=10% and <20% 17-18 Actual - 9.05% Decrease by 1%	Decrease by 4.2% Decrease by 1%	Decrease by 4.2% Decrease by 1%

		Students Absent >=20% - 2.26%		
4. BrightBytes - Student Collaboration	BrightBytes - March 2017 48% of students were asked to collaborate online with classmates at least monthly	Increase by 10% BrightBytes March 2018 55% of students were asked to collaborate online with classmates at least monthly	Increase by 10%	Increase by 10%
5. Suspension Rates CA School Dashboard Local Data	Suspension Rates - 2014-2015 Current Status on California School Dashboard All Students - 0% Students with Disabilities - 0% English Learners - 0% Low Income - 0%	Decrease all groups by 1% All students 3.5% Students with Disabilities - 4.6% English Learners - 2.5% Low Income - 4.0% Goal not met	Decrease all groups by 2%	Decrease all groups by 2%
6. Expulsion Rates Local Data	Expulsion Rates - 2016-2017 #0 expulsions	Decrease by 2% There were #0 expulsions in 2017-2018 and no students were brought to an Administrative Hearing Panel. Goal met	Maintain 0 expulsion and 0 students brought to Administrative Hearing Panel.	Maintain 0 expulsion and 0 students brought to Administrative Hearing Panel.

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
B.1 The School Counselor will address social and emotional needs with students and families to help them be academically successful.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Materials
B.2 Counselor will provide staff with information on issues and reality barriers that students experience with a focus on low income students, homeless and foster youth.	All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient	Materials and supplies

	<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>homeless</u>	
B.3 Parent Engagement opportunities will be implemented to provide training for parents/guardians in supporting their child's education including but not limited to: technology, State Standards, Social Skills and English Language Development. The counselor/staff will also provide training on topics of need/interests to parents/guardians.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Child Care Refreshments Translators Materials Substitutes Teacher hourly rate
B.4 Positive culture and engagement strategies will be promoted both inside and outside the classroom so pupils are engaged in school and attending on a regular basis.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Materials Printing Training
B.5 Engagement opportunities for parents/guardians will be provided to discuss student achievement.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Translators
B.6 Opportunities will be provided for pupils to form connections peer to peer and peer to adults.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Materials Translators

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

**School Site Council Membership
Elementary School Site**

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:

Position	Name of Members	Year Elected	Year Term Ends
Administration	Katie Bennett		
Teacher	Meg Lambert	2017	2019
Teacher	Michelle Frasula	2017	2019
Teacher	Angela Ashroff	2018	2020
Other Staff	Lori Page	2017	2019
Parent	Nicole Gunderson	2018	2020
Parent	John Feese	2018	2020
Parent	Yashdeep Bhachoo	2018	2019
Parent	Kristina Young	2018	2019
Parent	Sheldon Ligen	2018	2019

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

- X School Site Council
- X English Learner Advisory Committee

Other committees established by the school or district (list):

Meg E. Lambert
Signature
Margriet L. Chyff
Signature

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on November 28 2018.

Attested:

Kathleen Bennett
Typed Name of School Principal

Kathleen Bennett
Signature of School Principal

11/28/18
Date

Meg Lambert
Typed Name of SSC Chairperson

Meg E. Lambert
Signature of SSC Chairperson

11/28/18
Date