

The Single Plan for Student Achievement

Sylvan Union School District

School: Crossroads Elementary
CDS Code: 50-71290-0113795
District: Sylvan Union Elementary School District
Principal: Rebecca Harms
Revision Date: 11-15-2018

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:

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Position: Principal
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The District Governing Board approved this revision of the SPSA on .

GOAL A:	Crossroads 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 <input type="checkbox"/>
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	
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 43.8% - All Students 23.1% - English Learners 37.5% - Low Income 43.6% - 3rd Grade 35.7% - English Learners 39.1% - Low Income 45.8% - 4thGrade 25.9% - English Learners 40.5% - Low Income 42% - 5th Grade 4.3% - English Learners 32.9% - Low Income	2017-2018 ELA/Literacy 53.8 % - All Students 26.2 % - English Learners 43.2 % - Low Income 53.8% - 3rd Grade 28.5% - English Learners 39.7% - Low Income 54.7% - 4th Grade 37% - English Learners 45.5% - Low Income 53.3% - 5th Grade 40% - English Learners 44.4% - Low Income	2018-2019 ELA/Literacy 80 % - All Students 75% - English Learners 80 % - Low Income 80% - 3rd Grade 80% - English Learners 80% - Low Income 80% - 4thGrade 75% - English Learners 80% - Low Income 80% - 5th Grade 75% - English Learners 75% - 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 40.2% - All Students 29.5% - English Learners 40.1% - Low Income 46.2% - 3rd Grade 46.4% - English Learners 47.8% - Low Income 36.1% - 4thGrade 25.9% - English Learners	2017-2018 Mathematics 46.4% - All Students 26.3% - English Learners 37.5% - Low Income 53.4% - 3rd Grade 13.5% - English Learners 45.5% - Low Income 50.8% - 4th Grade 29.63% - English Learners	2018-2019 Mathematics 80% - All Students 75 % - English Learners 80 % - Low Income 80% - 3rd Grade 80% - English Learners 80% - Low Income 80% - 4th Grade 75% - English Learners	2019-2020 Mathematics 100% - All Students 100% - English Learners 100% - Low Income 100% - 3rd Grade 100% - English Learners 100% - Low Income 100% - 4th Grade 100% - English Learners

	37.9% - Low Income 39.3% - 5th Grade 13% - English Learners 35.5% - Low Income	36.6% - Low Income 36.1% - 5th Grade 33.3% - English Learners 31.1% - Low Income	80% - Low Income 75% - 5th Grade 75% - English Learners 75% - Low Income	100% - Low Income 100% - 5th Grade 100% - English Learners 100% - Low Income
3. Sylvan District ELA Benchmarks - % of students expected to meet or exceed standards EADMS Data	2016-2017 ELA By Trimester ESGI 1st: 1st-60%; 2nd-80%; 3rd-73% 2nd: 1st-58%; 2nd-49%; 3rd-61% 3rd: 1st-42%; 2nd-53%; 3rd-51% 4th: 1st-45%; 2nd-49%; 3rd-55% 5th: 1st-60%; 2nd-68%; 3rd-64%	2017-2018 ELA By Trimester 1st: 1st-46% 2nd-48%, 3rd-49% 2nd: 1st-22%, 2nd-41%, 3rd-61% 3rd: 1st-9%, 2nd-30%, 3rd-36% 4th: 1st-16%, 2nd-15%, 3rd-16% 5th: 1st-9%, 2nd-13%, 3rd-15%	2018-2019 ELA By Trimester K: 1st-70%; 2nd-80%; 3rd-90% 1st: 1st-85%; 2nd-90%; 3rd-90% 2nd: 1st-80%; 2nd-80%; 3rd-87% 3rd: 1st-70%; 2nd-80%; 3rd-90% 4th: 1st-75%; 2nd-75%; 3rd-80% 5th: 1st-85%; 2nd-85%; 3rd-87%	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%
4. Sylvan District Math Benchmarks - % of students expected to meet or exceed standards EADMS Data	2016-2017 Math By Trimester ESGI 1st: 1st-82%; 2nd-64%; 3rd-76% 2nd: 1st-93%; 2nd-50%; 3rd-83% 3rd: 1st-53%; 2nd-77%; 3rd-81% 4th: 1st-71%; 2nd-64%; 3rd-68% 5th: 1st-54%; 2nd-61%; 3rd-75%	2017-2018 Math By Trimester 1st: 1st-70%, 2nd-58%, 2nd-74% 2nd: 1st-77%, 2nd-66%, 3rd-83% 3rd: 1st-62%, 2nd-75%, 3rd-32% 4th: 1st-40%, 2nd-46%, 3rd-58% 5th: 1st-40%, 2nd-16%, 3rd-28%	2018-2019 Math By Trimester K: 1st-70%; 2nd-80%; 3rd-90% 1st: 1st-95%; 2nd-85%; 3rd-90% 2nd: 1st-97%; 2nd-80%; 3rd-95% 3rd: 1st-75%; 2nd-90%; 3rd-95% 4th: 1st-85%; 2nd-88%; 3rd-90% 5th: 1st-83%; 2nd-88%; 3rd-93%	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%
5. English Language Development Test EADMS Data	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.
6. English Learner Reclassification Rate Local Data	2016-2017 - 27 students	Increase to 30 17 as of 4/18	Increase to 33	Increase to 36
7. FitnessGram - 5th Grade EADMS Data	2016-2017 Aerobic Capacity - Healthy Fitness Zone - 57.4% 2016-2017 Flexibility - Healthy	Increase by 10% actual 63.4% Increase by 10 %	Increase by 10% Increase by 10 %	Increase by 10% Increase by 10 %

	Fitness Zone - 61.3%	actual 57.5%		
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	BrightBytes March 2017 22%- Teachers' time spent on school-sponsored professional learning 9-33 hours 4% - Percent of teachers considered this professional learning above average	Increase to 40% actual 23% Increase to 20% actual 10%	Increase to 70% Increase to 50%	Increase to 100% Increase to 100%
9. Access to technology BrightBytes	BrightBytes March 2017 50% of teachers asked their students to complete online assessments at least monthly	Increase to 80% actual 67%	Increase to 90%	Increase to 100%
10. Use of instructional technology BrightBytes	BrightBytes March 2017 30% of teachers report using digital textbooks at least weekly 20% teachers-reported almost daily student computer use in the classroom 14% of teachers report they are highly knowledgeable in digital citizenship skill 5% of students report they are taught digital citizenship skills at least monthly	Increase to 50% actual 30% Increase to 50% actual 27% Increase to 30% actual 27% Increase to 50% actual 10%	Increase to 70% Increase to 70% Increase to 50% Increase to 75%	Increase to 85% Increase to 100% Increase to 75% Increase to 100%
11. Professional Learning Communities Progress SUSD PLC Survey	PLC Survey 2016-2017 Fall 2016 Average scores: Learning as our fundamental purpose - 2.89 Building a collaborative culture through high-performing teams - 3.19 A focus on results - 3.19 Level of Collective Efficacy -	PLC Survey 2017-2018 Fundamental Purpose decreased to 2.53 Actual 2.86 Collaborative Culture decreased to 2.66 Actual 2.96 Focus on Results decreased to 2.54 Actual 2.84	PLC Survey 2018-2019 Fundamental Purpose Increase to 3 Collaborative Culture Increase to 3 Focus on Results Increase to 3 Level of Collective Efficacy Increase to 650	PLC Survey 2019-2020 Fundamental Purpose Increase to 4 Collaborative Culture Increase to 4 Focus on Results Increase to 4 Level of Collective Efficacy Increase to 800

	501(17-18 Fall survey) Survey)	Level of Collective Efficacy 501 Actual 501		
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 Teacher leaders, administration, Instructional Coaches, and ELD/Literacy Specialists will support specific instructional strategies, including Marzano's effective instructional elements, implementation of State Standards, literacy-based instruction, and technology integration.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Books and Supplies Printing Technology
A. 2 Provide opportunities for staff to participate in professional learning, including conferences/workshops and/ or on site-level training that is aligned to site and district goals that support classroom instruction and improve student achievement.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Conference Fees Books and Supplies
A.3 Grade level collaboration with emphasis on the 4 tenets of a PLC in order to support student achievement, including identifying learning/SMART goals/targets, developing and analyzing CFAs and district benchmarks, identifying student needs, and monitoring student progress both short term and long term.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Books and Supplies Printing Instructional Materials Technology

A.4 Use of variety of assessment tools to address the specific learning needs of all students, including identification of students for intervention/enrichment and methods for monitoring student progress.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials <hr/> Printing <hr/> Books and Supplies <hr/> Technology
A.5 ELD/Literacy Specialist will collaborate with classroom teachers to provide literacy-based instruction to all students, including English Learners, in order to improve overall academic achievement. Redesignated students will be monitored for two years after initial R-FEP date.	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	books and supplies <hr/> printing <hr/> technology <hr/> Instructional materials
A.6 Extended day learning opportunities will be provided to identified students based on metrics.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teacher hourly pay <hr/> Books and supplies <hr/> technology <hr/> printing
A.7 Educational standards-based opportunities may be provided on or off campus.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Transportation <hr/> Admissions costs
A.8 All English Learners will receive designated and integrated instruction on a daily basis.	All OR: Low Income pupils <input checked="" type="checkbox"/> 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:	Crossroads Elementary will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.	Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 5 <u>X</u> 6 <u>X</u> 7 8 Title I: 1 2 <u>X</u> 3 4 5 6 <u>X</u> 7 8 9 10
Identified Need :	1. Decrease suspension 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. Jog-A-Thon- Math Night - 150 Science Night - 200 Cougar Cafes - Average 10 per month Monthly Assemblies - Average 30-40	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 96.34%	Increase by 0.5% actual 96.71	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% - 6.04% Students Absent >=20% - .22%	>=10% and <20% Decrease by 1 % Actual 17-18 - 3.85% >=20% Decrease by .01% Actual 17-18 - 0.55%	Decrease by 1% maintain 0	Decrease by 1 % maintain 0
4. BrightBytes - Student Collaboration	BrightBytes - March 2017 37% of students were asked to collaborate online with classmates at least monthly	Increase to 50% actual 42%	Increase to 70%	Increase to 85%

5. Suspension Rates CA School Dashboard Local Data	Suspension Rates - 2014-2015 Current Status on California School Dashboard Spring 2017 All Students - 1.7% Students with Disabilities - 1.8% English Learners - 0 % Low Income - 2.4%	Fall 2017 All students - Decrease by 1% Actual- .4% Students with Disabilities - Decrease by 1% Actual - 2.9% English Learners - Maintain 0 Actual 0% Low Income - Decrease by 1% Actual - .8%	Decrease by 1% Decrease by .8% maintain 0 Decrease by 1%	maintain 0 maintain 0 maintain 0 maintain 0
6. Expulsion Rates Local Data	Expulsion Rates - 2016-2017 1 expulsions	Decrease by 1% Actual 0	maintain 0	maintain 0

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
B.1 Provide peer/cross-age mentoring programs focused on literacy and/or specific content areas to offer opportunities for students to form positive peer connections and improve student achievement.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Books and Supplies
B.2 Counselor to address social/emotional needs of students to ensure academic success.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Books and Supplies
B.3 Provide opportunities to increase home to school engagement with parent/guardians with a focus of student achievement and student well-being.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners	Interpreters substitutes Books and Supplies

	Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Technology Expenditures Printing
B.4 Engagement strategies to support regular attendance.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Interpreters Substitutes Books and Supplies Printing Technology Expenditures
B.5 Provide school-wide social skills expectations designed to promote positive behavior, decision-making, improve the culture of the school, and increase student achievement.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Books and Supplies Instructional Materials Technology Expenditures Substitutes Trainings printing

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	Rebecca Harms		
Teacher	Alicia Letson	2017	2019
Teacher	Jennifer Williams	2018	2020
Teacher	Jennifer Malysiak	2017	2019
Other Staff	Brad Williams	2017	2019
Parent	Amy Lawrence	2017	2019
Parent	Shelli Forkapa	2017	2019
Parent	Amber Robertson	2017	2019
Parent	Rhonda Rigney	2017	2019
Parent	Daniel Tantilla	2018	2020

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):

Rebecca Harms
Signature
Rebecca Harms
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 15, 2018.

Attested:

Rebecca Harms

Typed Name of School Principal

Rebecca Harms
Signature of School Principal

11-15-18
Date

Amy Lawrence

Typed Name of SSC Chairperson

Amy Lawrence
Signature of SSC Chairperson

11/15/18
Date