

The Single Plan for Student Achievement Sylvan Union School District

School: Mary Ann Sanders Elementary
CDS Code: 50-71290-0113803
District: Sylvan Union Elementary School District
Principal: Mary Smyth
Revision Date: July 1, 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:

Contact Person: Mary Smyth
Position: Principal
Phone Number: 209-552-3200
Address: 3101 Fine Ave
Modesto, CA 95355
E-mail Address: msmyth@sylvan.k12.ca.us

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

GOAL A: Mary Ann Sanders 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 2 3 4 5 6 7 8
Title I: 1 2 3 4 5 6 7 8
 9 10

Identified Need : Our data indicates many of our grade levels are performing above district averages in the area of Math and ELA benchmarks. However, further development is needed in 5th grade ELA where only 6% of 5th grader in Tri 1 and 9% of 5th graders in Tri II met or exceeded standards. Additionally, further development in the area of Math is needed in 5th grade where only 32% of 5th graders in Tri I and 17% of 5th graders in Tri II met or exceeded standards.

Our data indicates a decrease in the distance from level 3 on SBAC in the area of Math (8.8) and ELA(8.1) school wide. Substantial gains were made with students with disabilities (Math 13.2 and ELA 18.7) and Socioeconomically disadvantaged (Math 9.6 and ELA 13.3). However, there was a loss in our English Language Learners (Math 4.6 and ELA 5). Our data also indicates a need to support our EL students in achieving language proficiency with a decrease of 16% from 2016 to 2017.

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 41.7% - All Students 38% - English Learners 35% - Low Income 49.45% - 3rd Grade 50% - English Learners 38.3% - Low Income 42.86% - 4thGrade 36.36% - English Learners 43.18% - Low Income 33.66% - 5th Grade 32.14% - English Learners 30.51% - Low Income	2017-2018 ELA/Literacy 52.4% - All Students 20% - English Learners 39% - Low Income 58.8% - 3rd Grade 44.4% - English Learners 48.6% - Low Income 52.1% - 4th Grade 10% - English Learners 37.5% - Low Income 47.3% - 5th Grade 0% - English Learners 31.6% - Low Income	2018-2019 ELA/Literacy 80% - All Students 80% - English Learners 75% - Low Income 85% - 3rd Grade 85% - English Learners 80% - Low Income 80% - 4thGrade 75% - English Learners 80% - Low Income 75% - 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 45.22% - All Students 39% - English Learners 37% - Low Income 48.35% - 3rd Grade 35% - English Learners	2017-2018 Mathematics 40.5% - All Students 16% - English Learners 25.2% - Low Income 55.1% - 3rd Grade 33.3% - English Learners	2018-2019 Mathematics 85% - All Students 80% - English Learners 80% - Low Income 85% - 3rd Grade 75% - English Learners	2019-2020 Mathematics 100% - All Students 100% - English Learners 100% - Low Income 100% - 3rd Grade 100% - English Learners

	29.79% - Low Income 43.96% - 4thGrade 40.9% - English Learners 44.32% - Low Income 43.56% - 5th Grade 42.86% - English Learners 38.98% - Low Income	4.5% - Low Income 38.6% - 4th Grade 10% - English Learners 25% - Low Income 30.6% - 5th Grade 0% - English Learners 10.6% - Low Income	70% - Low Income 80% - 4thGrade 80% - English Learners 85% - Low Income 80% - 5th Grade 80% - English Learners 80% - Low Income	100% - Low Income 100% - 4th Grade 100% - English Learners 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 K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-57%; 2nd-92%; 3rd-84% 2nd: 1st-38%; 2nd-71%; 3rd-76% 3rd: 1st-31%; 2nd-44%; 3rd-37% 4th: 1st-50%; 2nd-61%; 3rd-61% 5th: 1st-31%; 2nd-51%; 3rd-57%	2017-2018 ELA By Trimester K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-58%; 2nd-53%; 3rd-71% 2nd: 1st-28%; 2nd-54%; 3rd-73% 3rd: 1st-7%; 2nd-33%; 3rd-28% 4th: 1st-9%; 2nd-36%; 3rd-14% 5th: 1st-6%; 2nd-9%; 3rd-16%	2018-2019 ELA By Trimester K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-85%; 2nd-98%; 3rd-95% 2nd: 1st-80%; 2nd-90%; 3rd-95% 3rd: 1st-75%; 2nd-85%; 3rd-80% 4th: 1st-85%; 2nd-90%; 3rd-90% 5th: 1st-75%; 2nd-85%; 3rd-90%	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 K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-75%; 2nd-89%; 3rd-93% 2nd: 1st-83%; 2nd-79%; 3rd-86% 3rd: 1st-54%; 2nd-78%; 3rd-79% 4th: 1st-57%; 2nd-73%; 3rd-76% 5th: 1st-45%; 2nd-44%; 3rd-69%	2017-2018 Math By Trimester K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-84%; 2nd-75%; 3rd-92% 2nd: 1st-83%; 2nd-83%; 3rd-94% 3rd: 1st-63%; 2nd-85%; 3rd-31% 4th: 1st-47%; 2nd-42%; 3rd-35% 5th: 1st-32%; 2nd-17%; 3rd-37%	2018-2019 Math By Trimester K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-95%; 2nd-98%; 3rd-98% 2nd: 1st-95%; 2nd-95%; 3rd-98% 3rd: 1st-85%; 2nd-95%; 3rd-95% 4th: 1st-85%; 2nd-90%; 3rd-95% 5th: 1st-85%; 2nd-85%; 3rd-90%	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	2016-2017 - 15 students (35% of 3rd-5th grade EL)	2017-2018 - 16 students (53% of 3rd-5th grade EL)	Increase by 5% points	Increase by 5% points

Local Data				
7. FitnessGram - 5th Grade EADMS Data	2016-2017 Aerobic Capacity - Healthy Fitness Zone - 49.5% 2016-2017 Flexibility - Healthy Fitness Zone - 29.7%	2017-2018 Aerobic Capacity - Healthy Fitness Zone - 71.6% 2017-2018 Flexibility - Healthy Fitness Zone - 41.1%	Increase Aerobic Capacity by 10% points Increase Flexibility by 10% points	Increase Aerobic Capacity by 15% points Increase Flexibility by 15% points
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 19%- Teachers' time spent on school-sponsored professional learning 9-33 hours 10% - Percent of teachers considered this professional learning above average	BrightBytes March 2018 67%- Teachers' time spent on school-sponsored professional learning 9-33 hours 17% - Percent of teachers considered this professional learning above average	Increase by 15% points Increase by 15% points	Increase by 15% points Increase by 15% points
9. Access to technology BrightBytes	BrightBytes March 2017 74% of teachers asked their students to complete online assessments at least monthly	BrightBytes March 2018 73% of teachers asked their students to complete online assessments at least monthly	Increase by 10% points	Increase by 5% points
10. Use of instructional technology BrightBytes	BrightBytes March 2017 35% of teachers report using digital textbooks at least weekly 30% teachers-reported almost daily student computer use in the classroom 29% of teachers report they are highly knowledgeable in digital citizenship skill 5% of students report they are taught digital citizenship skills at least monthly	BrightBytes March 2018 23% of teachers report using digital textbooks at least weekly 35% teachers-reported almost daily student computer use in the classroom 50% of teachers report they are highly knowledgeable in digital citizenship skill 10% of students report they are taught digital citizenship skills at least monthly	Increase by 10% points Increase by 10% points Increase by 10% points Increase by 10% points	Increase by 10% points Increase by 10% points Increase by 10% points Increase by 10% points
11. Professional Learning Communities Progress SUSD PLC Survey	PLC Survey 2016-2017 Fall 2016 Average scores: Learning as our fundamental purpose - 2.06	PLC Survey Fall 2017-2018 Fundamental Purpose Increased by 9.7% (2.26) Collaborative Culture Increased	PLC Survey 2018-2019 Fundamental Purpose Increase by 25% Collaborative Culture Increase by 25%	PLC Survey 2019-2020 Fundamental Purpose Increase by 25% Collaborative Culture Increase by 25%

	Building a collaborative culture through high-performing teams - 1.63 A focus on results - 1.50 Level of Collective Efficacy - 501 (17-18 Fall survey)	by 56% (2.55) Focus on Results Increased by 57% (2.36) Level of Collective Efficacy 501 - maintained score (Spring 2018)	Focus on Results Increase by 25% Level of Collective Efficacy Increase by 40 points	Focus on Results Increase by 25% Level of Collective Efficacy 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 Draft, review, revise, and publicize grade level SMART goals to guide short-term and long-term instruction and target student needs.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Printing Professional Development
A.2 Instructional coaches and ELD/literacy specialists will collaborate with classroom teachers to support specific instructional strategies, CCSS, and technology integration through professional development, modeling, observing, and providing feedback. ELD/Literacy specialist will provide literacy support to students in need including EL students.	<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 Books and Supplies Professional Development Technology
A.3 Grade level collaboration with emphasis on the 4 tenets of a PLC in order to support student achievement, including developing CFA's to guide instruction, identify student needs, and monitor student progress. Progress and Data Analysis will be documented and publicized. This will be supported by embedded coaching.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Instructional Materials Substitutes Printing Professional Development Books and Supplies

	English proficient Other Subgroups: (Specify)	
A.4 Grade levels will utilize CFA's and/or district benchmarks to identify students in need of extra support. This will be determined by grade level teams and intervention teams.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Printing
A.5 Progress will be monitored by the Site Intervention Team at least 2 times per trimester for all students to address their specific learning needs, discuss interventions/enrichments, and create an intervention plan for students in need in both English Language Arts and Math.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials ----- Substitutes ----- Printing
A.6 Teachers, instructional coach, and ELD/Literacy Specialist engage in discussions on effective implementation of identified instructional strategies based on observation, modeling, video or other presentations, etc.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes ----- Printing
A.7 Provide opportunities for staff to participate in conferences/workshops aligned to site and district goals that support classroom instruction and improve overall student achievement.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes ----- Conference and/or Workshop Fees

A. 8. Standard based opportunities directly connected to an instructional focus 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)	Field Trips Assemblies Instructional Materials
A.9 Grade level PLC's and individual teachers will determine professional development goals based on grade level needs.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Printing Books and Supplies
A.10 Implement researched based instructional strategies, including Marzano's effective instructional strategies, common core standards, literacy based instruction, and technology integration, aligned with the district focus.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Printing Books and supplies
A.11 Extended day learning opportunities will be provided to identified students based on progress monitoring.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Before/After School Teacher (Hourly Rate) Printing Instructional Materials
A.12 Promote the use of integrated technology in all content areas.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	Professional Development Technology Printing

	Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
A.13 Individual learning plans will be developed with individual teachers and the Intervention Team for students who are identified through progress monitoring.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Printing
A. 14 Designated time will be provided during the school day to provide Tier 2 and/or Tier 3 intervention for those students in need of additional time and support.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Printing ----- Supplemental Materials
A. 15 Professional learning in the area of integrated and designated ELD instructional strategies and support will be provided.	All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Printing ----- Substitute ----- Professional Learning Materials

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

GOAL B: Mary Ann Sanders Elementary will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

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

Identified Need : Our data indicates that MAS suspension rate is 1.8%. However, African American, students with disabilities, socioeconomically disadvantaged students and males are suspended at a higher rate than others.

Our data indicates we have an 8% chronic absenteeism rate. The subgroups with the highest rate are: African American (16.7%), students with disabilities (16.8%), and socioeconomically disadvantaged (12.3%).

SPSA Year: 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Participation at School-Sponsored Events	2016 - 2017 will be baseline with number of parents/family members attending events counted. Family Fridays - 6 held. Total: 176 participants. Parent Picnic - 2 held. 289 participants attended September. 171 participants attended May. Total:460 Leadership Day - 2 held. 144 parent participants. 22 community participants. Total:166 Total (All Family Events): 802	2017 - 2018 Family Fridays - 4 held. Total: 213 participants. Parent Picnic - 2 held. 176 participants attended September. 213 participants attended April. Total:379 Leadership Day - 2 held. 47 parent participants. 173 parent & community participants. Total:220 Total (All Family Events): 822	Increase by 20%	Increase by 20%
2. Attendance Rates Local Data	Attendance Rates - 2016-2017 96.21 %	Attendance Rates - 2017-2018 96.04%	Increase by 0.5% points	Increase by 0.5% points
3. Chronic Absenteeism Rates	Chronic Absenteeism Rates - 2016-2017	Decrease by 2% points - >=10% and <20% - Actual	Decrease by 2% points Decrease by 0.2% points	Decrease by 3% points Decrease by 0.4% points

CALPADS 14.1 Report CA School Dashboard	Students Absent >=10% and <20% - 7.38% Students Absent >=20% - 0.82%	5.18% Decrease by 0.2% points >=20% - Actual 1.34%		
4. BrightBytes - Student Collaboration	BrightBytes - March 2017 35% of students were asked to collaborate online with classmates at least monthly	BrightBytes - March 2018 33% 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 -1.6% Students with Disabilities - 3.6% English Learners - 2.4% Low Income - 1.9%	Suspension Rates - 2016-2017 Current Status on California School Dashboard All Students -1.8% Students with Disabilities - 2.4% English Learners - 0.9% Low Income - 2.5%	Decrease all groups by 2%	Decrease all groups by 2%
6. Expulsion Rates Local Data	Expulsion Rates - 2016-2017 0 expulsions	Expulsion Rates - 2017-2018 0 expulsions	Maintain 0 Expulsions	Maintain 0 Expulsions

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
B.1 Provide counselor to address social and emotional needs so students are able to be academically and socially successful.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Printing Books and Supplies
B.2. Teachers, administrator, and parents (including SSC and Parent Lighthouse Team) will identify and plan opportunities for parents and families to be engaged in their student's education. This includes, but is not limited to, parent trainings on technology, ELD, curriculum, Common Core State Standards, 7 Habits, and volunteer expectations.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Refreshments Childcare Interpreters Instructors (Teacher Hourly Rate) Instructional Materials

	Other Subgroups: (Specify)	Printing
B.3. Provide academic and social skills instruction, including, but not limited to, Seven Habits of Happy Kids (Leader in Me), Upstanders, Zones of Regulation, or site developed material.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Printing Assemblies Consultants Substitutes Instructional Materials
B.4. Provide engagement opportunities to increase two way communication between the home and school with a focus on student achievement.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Interpreters Agendas Instructional Materials Printing
B.5. Increase engagement strategies and provide incentives to support and increase student attendance.	All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SWD and African American Students	Incentives

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	Mary Smyth		
Teacher	Leslie Steel	2018	2020
Teacher	Margaret Vega	2017	2019
Teacher	Juliet Blom	2017	2019
Other Staff	Judy Rose	2018	2020
Parent	Will Steinhauer	2018	2020
Parent	Bobby Hutchison	2018	2020
Parent	Crystal Reggiani	2018	2020
Parent	Ana McQuire	2018	2019
Parent	Maribel Rodriguez	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

Crystal Reggiani
Signature

English Learner Advisory Committee

N/A
Signature

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

N/A
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 5/19/16.

Attested:

Mary Smyth
Typed Name of School Principal

Mary Smyth
Signature of School Principal

11-30-18
Date

Crystal Reggiani
Typed Name of SSC Chairperson

Crystal Reggiani
Signature of SSC Chairperson

11-30-18
Date