

The Single Plan for Student Achievement Sylvan Union School District

School: Orchard Elementary
CDS Code: 50-71290-6111009
District: Sylvan Union Elementary School District
Principal: Angela Quinteros
Revision Date: 11/6/18

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

GOAL A: Orchard 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 X 2 X 3 4 X 5 6 7 X 8 X
Title I: 1 X 2 X 3 4 X 5 6 7 8 X 9 X 10

Identified Need :

1. Refine the PLC process across content areas . i.e. math and physical education.
2. Implement the RTI model to provide students with support based on identified areas of need both behaviorally and academically.
3. Continue to address the need for equity among the sub groups of students such as SED, SPED, and EL.
4. Create, implement, and maintain a system for monitoring the progress of student achievement as well as areas of need and progress towards academic and behavior proficiency

SPSA Year: 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. SBAC ELA/Literacy - 45.8% of Students Met or Exceeded EADMS Data	2016-2017 ELA/Literacy 45.8% - All Students 6.8% - English Learners 45.4% - Low Income 40.9% - 3rd Grade 11.1% - English Learners 41.9% - Low Income 48.9% - 4thGrade 7.1% - English Learners 48.5% - Low Income 47.4% - 5th Grade 0% - English Learners 45.9% - Low Income	2017-2018 ELA/Literacy 40.5% - All Students 9.7% - English Learners 33.2% - Low Income 51.3% - 3rd Grade 20% - English Learners 52% - Low Income 29.7% - 4th Grade 11.1% - English Learners 22.4% - Low Income 41.8% - 5th Grade 0% - English Learners 31.1% - Low Income	2018-2019 ELA/Literacy 85% - All Students 70% - English Learners 85% - Low Income 85% - 3rd Grade 70% - English Learners 85% - Low Income 85% - 4thGrade 70% - English Learners 85% - Low Income 85% - 5th Grade 70% - English Learners 85% - 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 34.2% of Students Standard Met or Exceeded EADMS Data	2016-2017 Mathematics 34.2% - All Students 10% - English Learners 34.3% - Low Income 42.0% - 3rd Grade 22.2% - English Learners 45.1% - Low Income 31.1% - 4thGrade 7.1% - English Learners	2017-2018 Mathematics 37.3% - All Students 22.6% - English Learners 30.8% - Low Income 56.3% - 3rd Grade 50% - English Learners 52% - Low Income 26.4% - 4th Grade 0% - English Learners	2018-2019 Mathematics 79% - All Students 65% - English Learners 79% - Low Income 79% - 3rd Grade 75% - English Learners 79% - Low Income 79% - 4thGrade 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

	29.7% - Low Income 29.1% - 5th Grade 0% - English Learners 26.5% - Low Income	19% - Low Income 31.4% - 5th Grade 16.7% - English Learners 24.6% - Low Income	79% - Low Income 79% - 5th Grade 65% - English Learners 79% - 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 K: 1st-%; 2nd-%; 3rd-%; 1st: 1st-54%; 2nd-66%; 3rd-67% 2nd: 1st-31%; 2nd-44%; 3rd-75% 3rd: 1st-23%; 2nd-66%; 3rd-68% 4th: 1st-31%; 2nd-48%; 3rd-62% 5th: 1st-47%; 2nd-70%; 3rd-69%	2017-2018 ELA By Trimester K: 1st-%; 2nd-%; 3rd-% 1st: 1st-23%; 2nd-24%; 3rd-31% 2nd: 1st-20%; 2nd-34%; 3rd-37% 3rd: 1st-28%; 2nd-39%; 3rd-44% 4th: 1st-29%; 2nd-21%; 3rd-9% 5th: 1st-13%; 2nd-14%; 3rd-17%	2018-2019 ELA By Trimester K: 1st-__%; 2nd-75%; 3rd-85% 1st: 1st-80%; 2nd-85%; 3rd-95% 2nd: 1st-75%; 2nd-85%; 3rd-95% 3rd: 1st-75%; 2nd-85%; 3rd-95% 4th: 1st-75%; 2nd-80%; 3rd-90% 5th: 1st-75%; 2nd-85%; 3rd-95%	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-72%; 2nd-80%; 3rd-86% 2nd: 1st-78%; 2nd-61%; 3rd-91% 3rd: 1st-53%; 2nd-87%; 3rd-77% 4th: 1st-51%; 2nd-63%; 3rd-60% 5th: 1st-51%; 2nd-66%; 3rd-68%	2017-2018 Math By Trimester K: 1st-__%; 2nd-%; 3rd-% 1st: 1st-67%; 2nd-69%; 3rd-69% 2nd: 1st-79%; 2nd-90%; 3rd-88% 3rd: 1st-64%; 2nd-93%; 3rd-27% 4th: 1st-40%; 2nd-24%; 3rd-35% 5th: 1st-25%; 2nd-13%; 3rd-34%	2018-2019 Math By Trimester K: 1st-__%; 2nd-75%; 3rd-85% 1st: 1st-90%; 2nd-95%; 3rd-100% 2nd: 1st-85%; 2nd-90%; 3rd-95% 3rd: 1st-85%; 2nd-95%; 3rd-95% 4th: 1st-75%; 2nd-85%; 3rd-95% 5th: 1st-75%; 2nd-85%; 3rd-95%	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.	67 students were tested. Average score was a 2.9 which is the intermediate range. Writing and reading at or below 2.0 overall. Areas of need.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2018.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2018.
6. English Learner Reclassification Rate Local Data	2016-2017 - 19 students	9 students	Increase by 25%	Increase by 50%

<p>7. FitnessGram - 5th Grade EADMS Data</p>	<p>2016-2017 Aerobic Capacity - Healthy Fitness Zone - 50.6% 2016-2017 Flexibility - Healthy Fitness Zone - 74.1%</p>	<p>Increase Aerobic Capacity by 20% 26.1%(actual) Increase Flexibility by 10.9%; 54.1% (actual)</p>	<p>Increase Aerobic Capacity by 15% Increase Flexibility by 10%</p>	<p>Increase Aerobic Capacity by 15% Increase Flexibility by 5%</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 16%- Teachers' time spent on school-sponsored professional learning 9-33 hours 0% - Percent of teachers considered this professional learning above average</p>	<p>Increase by 40%; Actual 44% Increase by 25%</p>	<p>Increase by 22% Increase by 25%</p>	<p>Increase by 22% Increase by 50%</p>
<p>9. Access to technology BrightBytes</p>	<p>BrightBytes March 2017 67% of teachers asked their students to complete online assessments at least monthly</p>	<p>Actual for March 2018- 53%</p>	<p>Increase by 0%</p>	<p>Increase by 0%</p>
<p>10. Use of instructional technology BrightBytes</p>	<p>BrightBytes March 2017 33% of teachers report using digital textbooks at least weekly 54% teachers-reported almost daily student computer use in the classroom 33% of teachers report they are highly knowledgeable in digital citizenship skill 3% of students report they are taught digital citizenship skills at least monthly</p>	<p>Brightbytes March 2018 21% of teachers report using digital textbooks at least weekly 57% teachers-reported almost daily student computer use in the classroom 42% 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 33% Increase by 10% Increase by 0% Increase by 25%</p>	<p>Increase by 34% Increase by 11% Increase by 0% Increase by 22%</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 - 2.68 Building a collaborative culture through high-performing teams - 2.48 A focus on results - 2.25 Level of Collective Efficacy - 502 (17-18 Fall survey)</p>	<p>PLC Survey 2017-2018 Fundamental Purpose 2.91 Collaborative Culture 3.16 Focus on Results 3.17 Level of Collective Efficacy - 501</p>	<p>PLC Survey 2018-2019 Fundamental Purpose Increase by 0.5% Collaborative Culture Increase by 0.5% Focus on Results Increase by 0.5% Level of Collective Efficacy Increase by 40 points</p>	<p>PLC Survey 2019-2020 Fundamental Purpose Increase by 0.32% Collaborative Culture Increase by 0.42% Focus on Results Increase by 0.5% Level of Collective Efficacy Increase by 40 points</p>

11. California Assessment Science Test (CAST) EADMS Data	Baseline will be set in 2017-2018	Growth	Growth	Growth
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Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
A.1 Collaboration with emphasis on the 4 tenets of a PLC to support student achievement, including developing and analyzing common formative assessments and use of district benchmarks to guide and drive instruction, identify student needs, and monitor student progress.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	Substitute teachers/staff ----- Embedded Coaching ----- Instructional Materials ----- Printing ----- Books and Supplies ----- Substitute teachers/staff
A.2 Lesson Design professional development based on identified Marzano Elements for all teachers in order to plan and develop effective lessons and delivery toward meeting CCSS/NGSS instructional goals and objectives across all content areas. The expected outcome is to increase overall student achievement in all content areas.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	Instructional Materials ----- Printing ----- Books and Supplies ----- Substitute teachers/staff
A.3 Develop and begin implementing a strategic plan for RTI, monitoring progress by grade level teams based on data, site leadership and the intervention team for all students to address their specific learning (behavior, social, attendance and academic) needs.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	Professional Learning ----- Instructional Materials ----- Books and Supplies ----- Substitute teachers/staff ----- Incentives/rewards
A.4 Draft, review, revise, publicize, celebrate and share grade level SMART goals to guide short-term and long-term instruction and target students needs.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth	Printing ----- Technology ----- Incentives/rewards for celebrations/recognition

	Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	
A.5 Utilize common diagnostic and formative assessments (reading, writing, math) to determine students' academic levels for intervention and to drive instruction. Incorporate regular technology use for administering assessments.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	Technology ----- Printing ----- Supplies/materials for assessments ----- Diagnostic and Assessment Programs
A.6 Record and track data of student progress on essential standards to plan instruction and intervention by the student by the standard/skill.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	Technology ----- Printing ----- Professional Learning
A.7 Administration, instructional coach, and ELD/Literacy Specialist will support professional growth and implementation of specific Marzano's instructional strategies, the California framework (CCSS, NGSS, ELD), and technology integration.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities	Professional Learning ----- Instructional Materials ----- Printing ----- Books and Supplies ----- Substitute teachers/staff
A.8 Provide monthly opportunities for teacher leaders to present relevant instructional strategies focused to their colleagues.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	Substitute teachers ----- Printing ----- Books and Supplies ----- Technology

<p>A.9 Administrator provides support to educators new to the school site with a focus on management, assessment, and instruction including instructional strategies through purposeful pairing with veteran on-site mentors.</p>	<p>Students with Disabilities</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities</p>	<p>Substitute teachers</p> <p>Printing</p> <p>Books and Supplies</p>
<p>A.10 ELD/Literacy Specialist will collaborate with staff to support ELs in the area of English Language acquisition as well as being a resource for literacy development using 21st Century learning skills.</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Printing</p> <p>Instructional Materials</p> <p>Substitute Teachers</p>
<p>A.11 Literacy-based instruction, with a focus on academic discourse, will be provided to all students in order to improve overall academic achievement in all content areas. EL students will receive designated and integrated ELD daily with a focus on intensive academic vocabulary and discourse.</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Instructional Materials</p> <p>Printing</p>
<p>A.12 Purposefully teach the 4 C's (collaboration, communication, critical thinking, creativity) with a focus on foundational technology skills and digital citizenship.</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Printing</p> <p>Instructional Materials</p> <p>Professional Learning</p> <p>Technology</p>

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

GOAL B: Orchard 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 :**
- Increased opportunities for parents to be involved in parent ed opportunities such as reading night, science night, presentations from the counselor re: bullying and social/emotional health
 - There continues to be a need to provide more restorative justice options and opportunities for kids to be taught conflict resolution strategies. This will be provided by the counselor and also through increased training for staff on how to explicitly teach strategies to students.

SPSA Year: 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Participation at School-Sponsored Events	2017-18 baseline- based on average between Back to School Night and Open House is 67%	64% Back to school night 71% Open House	Increase by 20% with number of parents/family members attending events counted	Increase by 20% with number of parents/family members attending events counted
2. Attendance Rates Local Data	Attendance Rates - 2016-2017 96.2%	96.5% (as of 3/20/18)	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% - 6.35% Students Absent >=20% - 0.93%	Decrease by 1.35% Decrease by 0.5%	Decrease by 2.5% Decrease by 0.25%	Decrease by 2.5% Decrease by 0.18%
4. BrightBytes - Student Collaboration	BrightBytes - March 2017 33% of students were asked to collaborate online with classmates at least monthly	Increase by 10% (actual=46%)	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 - 3.4% Students with Disabilities - 10.2% English Learners - 2.7% Low Income - 5.4%	Decrease all groups by 1% Fall 2017 Dashboard: All Students - 3.10% Students with Disabilities - 3.3% English Learners - 0.90% Low Income - 4.20%	Decrease all groups by 2%	Decrease all groups by 2%
6. Expulsion Rates	Expulsion Rates - 2016-2017 2 expulsions	Decrease by 2% (0 = actual for 17/18)	Decrease by 2%	Decrease by 2%

Local Data				

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>B.1 Administration, counselor, and behavior committee will plan, develop and implement school-wide behavior program utilizing a behavior matrix. Behavior program will be based upon Upstanders and SOAR principles.</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Pupils with disabilities</p>	<p>Instructional Materials ----- Technology ----- Printing ----- Incentives</p>
<p>B.2 Orchard Staff and parents will identify and plan for regular and meaningful parent engagement and learning opportunities delivered by teachers, support staff, and administration.</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Childcare ----- Instructional/Developmental Materials ----- Family Night Supplies ----- Interpreters ----- Printing</p>
<p>B.3 Utilize social media to increase home to school communication with family and community with a focus celebrating student and school successes.</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Instructional Materials ----- Technology</p>
<p>C.4 Provide direct support for students to boost engagement, on-task behavior, attendance and work completion. The intervention team will work directly with students and staff to increase attendance, positive behavior and social skills to improve student achievement.</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent</p>	<p>Supplies ----- Printing ----- Instructional Materials ----- Substitute teachers</p>

	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.

**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	Angela Quinteros		
Teacher	Annie Michelotti	2017	2019
Teacher	Kelli Johnson	2018	2020
Teacher	Maria Winfrey	2018	2020
Other Staff	Debbie Moniz	2017	2019
Parent	Sandy Cummings	2018	2020
Parent	Steve Qualls	2018	2019
Parent	James Parker	2017	2019
Parent	Tracy Shepard	2018	2020
Parent	Kathryn Tellez	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



Signature

English Learner Advisory Committee

Signature

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

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 11/8/2018.

Attested:

Angela Quinteros
Typed Name of School Principal



Signature of School Principal

11/8/18
Date

Kathryn Tellez
Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/8/18
Date