

# **The Single Plan for Student Achievement**

## **Sylvan Union School District**

**School:** Sherwood Elementary  
**CDS Code:** 50-71290-6053086  
**District:** Sylvan Union Elementary School District  
**Principal:** Gretchen Griffin  
**Revision Date:** May 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:

**Contact Person:** Gretchen Griffin  
**Position:** Principal  
**Phone Number:** (209) 574-5200  
**Address:** 819 Rumble Road  
Modesto, CA 95350  
**E-mail Address:** ggriffin@sylvan.k12.ca.us

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

|                      |  |   |
|----------------------|--|---|
| GOAL A:              | Sherwood 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:<br>1 <u>X</u> 2 <u>X</u> 3 4 <u>X</u> 5 6 7 <u>X</u> 8 <u>X</u><br>Title I: 1 <u>X</u> 2 <u>X</u> 3 4 <u>X</u> 5 6 7 8<br>X 9 X 10 |
| Identified Need :    | <ul style="list-style-type: none"><li>1. Increased achievement for all pupils, decrease achievement gaps</li><li>2. Increase progress and proficiency of English Learners</li><li>3. Kindergarten through 5th grade implementation of the California State Standards, including English Language Development (ELD) Standards</li><li>4. Provide high quality, consistent ELD program</li><li>5. Continued support of professional learning for certificated and classified staff</li><li>6. Continued support of Professional Learning Communities</li><li>7. Increase integration of instructional technology</li></ul> |   |
| SPSA Year: 2018-2019 |  |   |

| Metrics/Indicators  | Baseline  | 2017-18  | 2018-19   | 2019-20   |
|---|---|--|---|---|
| 1. SBAC ELA/Literacy - % of Students Met or Exceeded<br><br>IO Education Data and DataQuest | 2016-2017 ELA/Literacy<br><br>49.72% - All Students<br>4.17 % - English Learners<br>34.95 % - Low Income<br><br>39.13 % - 3rd Grade<br>9.09 % - English Learners<br>25% - Low Income<br><br>59.65% - 4thGrade<br>N/A% - English Learners<br>33.34% - Low Income<br><br>55.83% - 5th Grade<br>N/A% - English Learners<br>51.73% - Low Income | 2017-2018 ELA/Literacy<br><br>65% - All Students - Actual 60%<br>50% - English Learners - Actual 21.74%<br>50% - Low Income - Actual 57.4%<br><br>60% - 3rd Grade - Actual 57.6%<br>50% - English Learners - Actual 33.4%<br>50% - Low Income - Actual 52.4%<br><br>75% - 4th Grade - Actual 58.5%<br>50% - English Learners - Actual 16.7%<br>50% - Low Income - Actual 50%<br><br>75% - 5th Grade - Actual 63.6%<br>50% - English Learners - Actual 20%<br>65% - Low Income - Actual 38.3% | 2018-2019 ELA/Literacy<br><br>85% - All Students<br>75% - English Learners<br>75% - Low Income<br><br>80% - 3rd Grade<br>75% - English Learners<br>75% - Low Income<br><br>85% - 4th Grade<br>75% - English Learners<br>75% - Low Income<br><br>85% - 5th Grade<br>75% - English Learners<br>85% - Low Income | 2019-2020 ELA/Literacy<br><br>100% - All Students<br>100% - English Learners<br>100% - Low Income<br><br>100% - 3rd Grade<br>100% - English Learners<br>100% - Low Income<br><br>100% - 4th Grade<br>100% - English Learners<br>100% - Low Income<br><br>100% - 5th Grade<br>100% - English Learners<br>100% - Low Income |
| 2. SBAC Mathematics % of Students Standard Met or Exceeded                                  | 2016-2017 Mathematics<br><br>48.05% - All Students  | 2017-2018 Mathematics<br><br>65% - All Students - Actual 57%   | 2018-2019 Mathematics<br><br>85% - All Students   | 2019-2020 Mathematics<br><br>100% - All Students  |

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| IO Education Data and DataQuest  | <p>12.5% - English Learners<br/>33.98% - Low Income</p> <p>46.38% - 3rd Grade<br/>27.27% - English Learners<br/>36.36% - Low Income</p> <p>45.62% - 4th Grade<br/>N/A% - English Learners<br/>16.66% - Low Income</p> <p>52.83% - 5th Grade<br/>N/A% - English Learners<br/>48.28% - Low Income</p> | <p>50% - English Learners - Actual 42.31%<br/>50% - Low Income - Actual 43.7%</p> <p>65% - 3rd Grade - Actual 57.4%<br/>50% - English Learners - Actual 25%<br/>50% - Low Income - Actual 50%</p> <p>65% - 4th Grade - Actual 59.1%<br/>50% - English Learners - Actual 14.3%<br/>50% - Low Income - Actual 46.5%</p> <p>65% - 5th Grade - Actual 54.5%<br/>50% - English Learners - Actual 10%<br/>65% - Low Income - Actual 32.4%</p> | <p>75% - English Learners<br/>75% - Low Income</p> <p>85% - 3rd Grade<br/>75% - English Learners<br/>75% - Low Income</p> <p>85% - 4th Grade<br/>75% - English Learners<br/>75% - Low Income</p> <p>85% - 5th Grade<br/>75% - English Learners<br/>85% - Low Income</p> | <p>100% - English Learners<br/>100% - Low Income</p> <p>100% - 3rd Grade<br/>100% - English Learners<br/>100% - Low Income</p> <p>100% - 4th Grade<br/>100% - English Learners<br/>100% - Low Income</p> <p>100% - 5th Grade<br/>100% - English Learners<br/>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</p> <p>1: Tri 1 53%; Tri 2 83%; Tri 3 64%<br/>2: Tri 1 63%; Tri 2 58%; Tri 3 75%<br/>3rd: 1st-24%; 2nd-44%; 3rd-57%<br/>4th: 1st-65%; 2nd-70%; 3rd-61%<br/>5th: 1st-40%; 2nd-47%; 3rd-46%</p>   | <p>2017-2018 ELA By Trimester</p> <p>1st through 5th Grades 75% each trimester<br/>1: 76%, 55% 27%<br/>2: 31%, 42% 64%<br/>3: 17%, 34% 38%<br/>4: 17%, 39% 24%<br/>5: 8%, 19% 27%</p>   | <p>2018-2019 ELA By Trimester</p> <p>1st through 5th Grades 85% each trimester</p>  | <p>2019-2020 ELA By Trimester</p> <p>K: 1st-100%; 2nd-100%; 3rd-100%<br/>1st: 1st-100%; 2nd-100%; 3rd-100%<br/>2nd: 1st-100%; 2nd-100%; 3rd-100%<br/>3rd: 1st-100%; 2nd-100%; 3rd-100%<br/>4th: 1st-100%; 2nd-100%; 3rd-100%<br/>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</p> <p>1: Tri 1 73%; Tri 2 75%; Tri 3 80%<br/>2: Tri 1 80%; Tri 2 72%; Tri 3 78%<br/>3rd: 1st-55%; 2nd-65%; 3rd-70%<br/>4th: 1st-86%; 2nd-81%; 3rd-89%<br/>5th: 1st-59%; 2nd-61%; 3rd-66%</p>  | <p>2017-2018 Math By Trimester</p> <p>First through Fifth Grades 90% each trimester<br/>1: 88%, 73% 85%<br/>2: 76%, 78% 78%<br/>3: 45%, 69% 23%<br/>4: 80%, 62% 53%<br/>5: 46%, 23% 58%</p>   | <p>2018-2019 Math By Trimester</p> <p>First through Fifth Grades 95% each trimester</p>   | <p>2019-2020 Math By Trimester</p> <p>K: 1st-100%; 2nd-100%; 3rd-100%<br/>1st: 1st-100%; 2nd-100%; 3rd-100%<br/>2nd: 1st-100%; 2nd-100%; 3rd-100%<br/>3rd: 1st-100%; 2nd-100%; 3rd-100%<br/>4th: 1st-100%; 2nd-100%; 3rd-100%</p>  |

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|  |   |   |   | 5th: 1st-100%; 2nd-100%; 3rd-100%   |
| 5. English Language Development Test<br><br>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<br><br>Local Data   | 2016-2017 - 3 students  | Increase by 5 students - Actual 13, increased by 10   | Increase by 7 students  | Increase by 10 students   |
| 7. FitnessGram - 5th Grade<br><br>EADMS Data   | 2016-2017 Aerobic Capacity - Healthy Fitness Zone - 65.5%<br><br>2016-2017 Flexibility - Healthy Fitness Zone - 38.2%   | Increase Aerobic Capacity by 10%<br>Actual = 70.8%<br><br>Increase Flexibility by 20%<br>Actual = 45.8%   | Increase Aerobic Capacity by 12%<br><br>Increase Flexibility by 21%   | Increase Aerobic Capacity by 12.5%<br><br>Increase Flexibility by 21.8%   |
| 8. Professional learning on research-based instructional strategies focused on State Standards for all students in order to provide a broad course of study<br><br>BrightBytes | BrightBytes March 2017<br><br>25%- Teachers' time spent on school-sponsored professional learning 9-33 hours<br>25% - Percent of teachers considered this professional learning above average   | Increase by 25%<br>Actual = 33%<br><br>Increase by 25%<br>Actual = 14%  | Increase by 25%<br><br>Increase by 25%  | Increase by 25%<br><br>Increase by 25%  |
| 9. Access to technology<br><br>BrightBytes   | BrightBytes March 2017<br><br>55% of teachers asked their students to complete online assessments at least monthly  | Increase by 15%<br>Actual = 67%   | Increase by 15%   | Increase by 15%   |
| 10. Use of instructional technology<br><br>BrightBytes   | BrightBytes March 2017<br><br>35% of teachers report using digital textbooks at least weekly<br>60% teachers-reported almost daily student computer use in the classroom<br>15% of teachers report they are highly knowledgeable in digital citizenship skill | Increase by 20%<br>Actual = 33%<br>Increase by 10%<br>Actual = 76%<br>Increase by 25%<br>Actual = 33%<br>Increase by 35%<br>Actual = 3%           | Increase by 20%<br><br>Increase by 15%<br><br>Increase by 25%<br><br>Increase by 35%  | Increase by 25%<br><br>Increase by 15%<br><br>Increase by 35%<br><br>Increase by 28%  |

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|   | 2% of students report they are taught digital citizenship skills at least monthly  |   |  |  |
| 11. Professional Learning Communities Progress<br><br>SUSD PLC Survey | PLC Survey 2016-2017 Fall 2016 Average scores:<br><br>Learning as our fundamental purpose - 2.54<br><br>Building a collaborative culture through high-performing teams - 2.98<br><br>A focus on results - 2.71<br><br>Level of Collective Efficacy - 508 | PLC Survey 2017-2018<br><br>Fundamental Purpose Increase by 33%<br>Actual = 3.06<br><br>Collaborative Culture Increase by 33%<br>Actual = 3.25<br><br>Focus on Results Increase by 33%<br>Actual = 3.05<br><br>Level of Collective Efficacy Increase by 20 points<br>Actual = 501 | PLC Survey 2018-2019<br><br>Fundamental Purpose Increase by 33%<br><br>Collaborative Culture Increase by 33%<br><br>Focus on Results Increase by 33%<br><br>Level of Collective Efficacy Increase by 40 points | PLC Survey 2019-2020<br><br>Fundamental Purpose Increase by 33%<br><br>Collaborative Culture Increase by 33%<br><br>Focus on Results Increase by 33%<br><br>Level of Collective Efficacy Increase by 40 points |
| 11. California Assessment Science Test (CAST)<br><br>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  |
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| 1. Through grade level team collaboration with emphasis of 4 tenets of PLC in order to support student achievement, including CFA's, district benchmarks to guide instruction, identify student needs, and monitor student progress the team will develop, revise, and publicize grade level SMART goals and game plans to guide short-term and long-term instruction and target student need supported through embedded coaching. | X All<br>-----<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify) | Instructional Materials<br>-----<br>Printing<br>-----<br>Professional Development<br>-----<br>Substitues |
| 2. Instructional coaches, teacher leaders, and ELD/Literacy specialists will support specific instructional strategies, including Marzano's 4 effective instructional strategies, State Standards, and technology integration through professional development which may include but   | X All<br>-----<br>OR:<br>Low Income pupils<br>English Learners   | Instructional materials<br>-----<br>Books and Supplies<br>-----<br>Printing                              |

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| not limited to instructional rounds, lesson study, and/or lesson design.  | Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify)   | Substitutes   |
| 3. ELD/Literacy Specialist, will collaborate with classroom teachers to provide literacy support to all students, including EL through designated and integrated teaching strategies. | All<br>-----<br>OR:<br>Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify) | Instructional Materials   |
| 4. Based on progress monitoring both at the grade and site level, early start and/or extended day learning opportunities will be provided to identified students.                     | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify) | Substitutes<br>-----<br>Professional Development<br>-----<br>Instructional Materials<br>-----<br>Printing |
| 5. Through a tiered system of supports, classroom teachers, grade levels, and site personnel will implement interventions/enrichment opportunities to meet the needs of all students. | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify) | Substitutes<br>-----<br>Conference/workshop fees  |
| 6. Standards based learning opportunities and experiences directly connected to an instructional focus may be provided on or off campus.  | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:              | Transportation costs<br>-----<br>Admission fees costs   |



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| GOAL B:              | Sherwood Elementary will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.  | Related State and/or Local Priorities:<br>1 2 3 <u>X</u> 4 5 <u>X</u> 6 <u>X</u> 7 8<br>Title I: 1 2 <u>X</u> 3 4 5 6 <u>X</u> 7 8 9<br>10 |
| Identified Need :    | 1. Decrease suspension and expulsion rates<br>2. Increase attendance rates<br>3. Decrease chronic absenteeism rates<br>4. Increase parent engagement opportunities<br>5. Increase student engagement |  |
| SPSA Year: 2018-2019 |  |  |

| Metrics/Indicators   | Baseline   | 2017-18  | 2018-19   | 2019-20   |
|--|--|--|---|---|
| 1. Parent Participation at School-Sponsored Events                             | 2016-2017 Lunch and Learn= 35% Tri 1, 14% Tri 2, 25% Tri 3...Science Night 21%, Reading Night 10%, Back to School Night average of 13 families per class, Fall Festival 38%        | Increase overall by parent participation by 25%<br><br>Data is not available, but will be monitored in 2018-2019.  | Increase overall by parent participation by 25% | Increase overall by parent participation by 25% |
| 2. Attendance Rates<br><br>Local Data  | Attendance Rates - 2016-2017 96.03%  | Increase by 1%<br>Actual = 95.67% as of March 2018   | Increase by 1%                                  | Increase by 2%                                  |
| 3. Chronic Absenteeism Rates<br><br>CALPADS 14.1 Report<br>CA School Dashboard | Chronic Absenteeism Rates - 2016-2017<br>Students Absent >=10% and <20% - 9.5%<br>Students Absent >=20% - 3.88%  | Decrease by 3% - Actual 4.72%, decreased by 4.78%<br><br>Decrease by 1.8% - Actual 0.45%, decreased by 3.43%   | Decrease by 3%<br>Decrease by 1%                | Decrease by 3.5%<br>Decrease by 1%              |
| 4. BrightBytes - Student Collaboration   | BrightBytes - March 2017<br>36 % of students were asked to collaborate online with classmates at least monthly   | Increase by 22%<br>Actual = 40%  | Increase by 22%                                 | Increase by 20%                                 |
| 5. Suspension Rates<br><br>CA School Dashboard<br>Local Data                   | Suspension Rates - 2014-2015 Current Status on California School Dashboard<br>All Students - 2%<br>Students with Disabilities - 7.3%<br>English Learners - 0%<br>Low Income - 1.9% | Decrease all groups by 1%<br>Suspension Rates - 2017-2018 Status on DataQuest<br>All Students - 1.7% Decrease .3%<br>Students with Disabilities-3.3% Decrease of 4%<br>English Learners - 0% | Decrease all groups by 2%                       | Decrease all groups by 2%                       |

|                                  |   |   |                |                |
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|                                  |   | Low Income - 1.7% Decrease of 0.2%      |                |                |
| 6. Expulsion Rates<br>Local Data | Expulsion Rates - 2015-2016= 0 expulsions | Decrease by 2%<br>Actual = 0 expulsions | Decrease by 2% | Decrease by 2% |
|                                  |   |   |                |                |

| Actions/Services   | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|--|---|
| 1. Provide counseling to address social and emotional needs so students are able to be academically successful.  | <input checked="" type="checkbox"/> All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups:<br>(Specify) | Instructional Materials<br>Printing<br>Books and Supplies   |
| 2. Teachers, administrator, and parents 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 training on technology, ELD, curriculum, State Standards, and volunteer expectations. | <input checked="" type="checkbox"/> All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups:<br>(Specify) | Refreshments<br>Childcare<br>Interpreters<br>Teacher Hourly Pay<br>Instructional Materials<br>Printing                |
| 3. Utilize a school-wide social skills curriculum with a home/school connection.   | <input checked="" type="checkbox"/> All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups:<br>(Specify) | Program/Curriculum Fees<br>Assembly<br>Printing<br>Substitutes<br>Instructional Materials<br>Translators/Interpreters |
| 4. Provide engagement opportunities to increase two  | <input checked="" type="checkbox"/> All  | Interpreters/Translators  |



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| way communication between the home and school with a focus on student achievement.             | OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify)          | Substitutes<br>Instructional Materials<br>Printing  |
| 5. Increase engagement opportunities and provide incentives to discourage student absenteeism. | X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify) | Printing<br>Instructional Materials<br>Incentives<br>Staff Training<br>Interpreter/Translator |

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 | Gretchen Griffin | 2018         | 2020           |
| Teacher        | Gabby Delgado    | 2018         | 2019           |
| Teacher        | Jill Crow        | 2018         | 2020           |
| Teacher        | Alexandra Mayer  | 2018         | 2020           |
| Other Staff    | Nick McMillen    | 2018         | 2020           |
| Parent         | Megan Chilles    | 2018         | 2020           |
| Parent         | Marian Kaanon    | 2018         | 2019           |
| Parent         | Jeremy Matthews  | 2018         | 2020           |
| Parent         | Micaela Myers    | 2018         | 2020           |
| Parent         | Stacie Liebelt   | 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

English Learner Advisory Committee

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

\_\_\_\_\_  
Signature  
\_\_\_\_\_  
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 .

Attested:

Gretchen Griffin

Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

11/21/18

Date

Jeremy Matthews

Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

11/21/18

Date