

The Single Plan for Student Achievement

Sylvan Union School District

School: Stockard Coffee Elementary
CDS Code: 50-71290-6095517
District: Sylvan Union Elementary School District
Principal: Laurie Hulin
Revision Date:

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:	Stockard Coffee 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 4 <input checked="" type="checkbox"/> 5 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> Title I: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 6 7 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10
Identified Need :	Although 4 of 5 grades demonstrated an increase in students demonstrating proficiency on ELA and math district benchmarks, percent of students scoring in proficient or above remains inconsistent among grade levels with all needing to increase. SBAC have improved however gaps remain in all sub groups. EL are demonstrating growth in proficiency on language development standards, but are demonstrating a decrease in test scores. Data indicates a need for increase support of professional learning and support of the Professional Learning Community cycle of inquiry to increase teacher efficacy. Data indicates a need for increased technology use during instruction and assessment. We will continue to support teachers through the implementation of Professional Learning Communities. We will continue t support students through a structured intervention schedule that includes tier 2 and 3, focusing on ELA. We will maintain student access to technology and increase proficiency.	
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 39.7% - All Students 6.1% - English Learners 36.9% - Low Income 38.5% - 3rd Grade 5.9% - English Learners 37% - Low Income 37.7% - 4thGrade 7.7% - English Learners 36.2% - Low Income 43.4% - 5th Grade 0% - English Learners 37.2% - Low Income%	2017-2018 ELA/Literacy 51.4% - All Students 5.6% - English Learners 42.4% - Low Income 55.1% - 3rd Grade 0% - English Learners 43.2% - Low Income 45.2% - 4th Grade 11.1% - English Learners 40.3% - Low Income 55.5% - 5th Grade 0% - English Learners 44.8% - Low Income	2018-2019 ELA/Literacy 83% - All Students 83% - English Learners 83% - Low Income 83% - 3rd Grade 83% - English Learners 83% - Low Income 83% - 4thGrade 83% - English Learners 83% - Low Income 86% - 5th Grade 83% - English Learners 83% - 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 30% - All Students 6.1% - English Learners 25.7% - Low Income 36.4% - 3rd Grade	2017-2018 Mathematics 38.7% - All Students 2.6% - English Learners 27.8% - Low Income 50% - 3rd Grade	2018-2019 Mathematics 79% - All Students 79% - English Learners 79% - Low Income 79% - 3rd Grade	2019-2020 Mathematics 100% - All Students 100% - English Learners 100% - Low Income 100% - 3rd Grade

	<p>11.8% - English Learners 33.4% - Low Income</p> <p>29.4% - 4th Grade 0% - English Learners 27.7% - Low Income</p> <p>22.3% - 5th Grade 0% - English Learners 13.9% - Low Income</p>	<p>0% - English Learners 36.9% - Low Income</p> <p>29.1% - 4th Grade 5.6% - English Learners 19.3% - Low Income</p> <p>40.2% - 5th Grade 0% - English Learners 31.6% - Low Income</p>	<p>79% - English Learners 79% - Low Income</p> <p>79% - 4th Grade 79% - English Learners 79% - Low Income</p> <p>79% - 5th Grade 79% - English Learners 79% - Low Income</p>	<p>100% - English Learners 100% - Low Income</p> <p>100% - 4th Grade 100% - English Learners 100% - Low Income</p> <p>100% - 5th Grade 100% - English Learners 100% - Low Income</p>
<p>3. Sylvan District ELA Benchmarks - % of students expected to meet or exceed standards</p> <p>EADMS Data</p>	<p>2016-2017 ELA By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-78%; 2nd-85%; 3rd-92% 2nd: 1st-7%; 2nd-22%; 3rd-44% 3rd: 1st-33%; 2nd-54%; 3rd-50% 4th: 1st-45%; 2nd-56%; 3rd-44% 5th: 1st-67%; 2nd-64%; 3rd-82%</p>	<p>2017-2018 ELA By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-42%; 2nd-43%; 3rd-85% 2nd: 1st-16%; 2nd-39%; 3rd-65% 3rd: 1st-31%; 2nd-36%; 3rd-65% 4th: 1st-8%; 2nd-23%; 3rd-65% 5th: 1st-26%; 2nd-19%; 3rd-73%</p>	<p>2018-2019 ELA By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-93%; 2nd-93%; 3rd-93% 2nd: 1st-83%; 2nd-83%; 3rd-83% 3rd: 1st-83%; 2nd-83%; 3rd-83% 4th: 1st-83%; 2nd-83%; 3rd-83% 5th: 1st-83%; 2nd-83%; 3rd-83%</p>	<p>2019-2020 ELA By Trimester</p> <p>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%</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>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-88%; 2nd-85%; 3rd-90% 2nd: 1st-80%; 2nd-68%; 3rd-84% 3rd: 1st-49%; 2nd-79%; 3rd-83% 4th: 1st-49%; 2nd-55%; 3rd-69% 5th: 1st-66%; 2nd-80%; 3rd-75%</p>	<p>2017-2018 Math By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-79%; 2nd-72%; 3rd-89% 2nd: 1st-85%; 2nd-68%; 3rd-82% 3rd: 1st-73%; 2nd-90%; 3rd-85% 4th: 1st-15%; 2nd-23%; 3rd-65% 5th: 1st-46%; 2nd-43%; 3rd-80%</p>	<p>2018-2019 Math By Trimester</p> <p>K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-95%; 2nd-95%; 3rd-95% 2nd: 1st-91%; 2nd-91%; 3rd-91% 3rd: 1st-91%; 2nd-91%; 3rd-91% 4th: 1st-85%; 2nd-85%; 3rd-85% 5th: 1st-91%; 2nd-91%; 3rd-91%</p>	<p>2019-2020 Math By Trimester</p> <p>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%</p>
<p>5. English Language Development Test</p> <p>EADMS Data</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>
<p>6. English Learner Reclassification Rate</p> <p>Local Data</p>	<p>2016-2017 - 11 students</p>	<p>Increase by 1% Actual 13, increased by 18%</p>	<p>Increase by 1%</p>	<p>Increase by 1%</p>

<p>7. FitnessGram - 5th Grade EADMS Data</p>	<p>2016-2017 Aerobic Capacity - Healthy Fitness Zone - 81.3% 2016-2017 Flexibility - Healthy Fitness Zone - 81.3%</p>	<p>Increase Aerobic Capacity by 6.2% Actual - 64.7% Increase Flexibility by 6.2% Actual - 77.6%</p>	<p>Increase Aerobic Capacity by 6.2% Increase Flexibility by 6.2%</p>	<p>Increase Aerobic Capacity by 6.2% Increase Flexibility by 6.2%</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 25%- Teachers' time spent on school-sponsored professional learning 9-33 hours 17% - Percent of teachers considered this professional learning above average</p>	<p>Increase by 45% Actual 25% Increase by 53% Actual 20%</p>	<p>Increase by 10% Increase by 15%</p>	<p>Increase by 10% Increase by 15%</p>
<p>9. Access to technology BrightBytes</p>	<p>BrightBytes March 2017 76% of teachers asked their students to complete online assessments at least monthly</p>	<p>Increase by 10% Actual 75% Increase 0%</p>	<p>Increase by 10%</p>	<p>Increase by 10%</p>
<p>10. Use of instructional technology BrightBytes</p>	<p>BrightBytes March 2017 52% of teachers report using digital textbooks at least weekly 38% teachers-reported almost daily student computer use in the classroom 24% of teachers report they are highly knowledgeable in digital citizenship skill 16% of students report they are taught digital citizenship skills at least monthly</p>	<p>Increase by 10% Actual 60%, Increase 8% Increase by 20% Actual 55%, Increase 17% Increase by 30% Actual 30%, increase by 6% Increase by 30% Actual 12%, Increase (4%)</p>	<p>Increase by 10% Increase by 20% Increase by 25% Increase by 30%</p>	<p>Increase by 10% Increase by 20% Increase by 20% Increase by 20%</p>
<p>11. Professional Learning Communities Progress SUSD PLC Survey</p>	<p>PLC Survey 2016-2017 Fall 2016 Average scores: Learning as our fundamental purpose - 1.83 Building a collaborative culture through high-performing teams - 1.75 A focus on results - 2.0 Level of Collective Efficacy - 500 (17-18 Fall survey)</p>	<p>PLC Survey 2017-2018 Fundamental Purpose Increase by .72 Actual - 2.63, increase by .18 Collaborative Culture Increase by .75 Actual 2.86, Increase by .09 Focus on Results Increase by .67 Actual 2.68, increase by .19 Level of Collective Efficacy Increase by 30 points</p>	<p>PLC Survey 2018-2019 Fundamental Purpose Increase by .72 Collaborative Culture Increase by .75 Focus on Results Increase by .66 Level of Collective Efficacy Increase by 30 points</p>	<p>PLC Survey 2019-2020 Fundamental Purpose Increase by .72 Collaborative Culture Increase by .75 Focus on Results Increase by .66 Level of Collective Efficacy Increase by 30 points</p>

		Actual 500, Increase by 0		
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 share with site leadership grade level SMART goals, game plans, to guide short-term and long-term instruction, and to target student needs.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Books and supplies Teacher Pay
A.2 Instructional coaches, ELD/Literacy specialists, and embedded coaching will support effective implementation specific research based instructional strategies (such as Marzano and ELA/ELD Literacy Framework), state standards, and technology integration through professional development, modeling, observing, and providing feedback.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Books and supplies
A.3 As supported through embedded coaching, staff will engage in grade level collaboration with an emphasis on the four tenets of the PLC process in order to support student achievement, including CFA and district benchmarks, analyze data, guide and differentiate instruction, identify pupil needs and track pupil progress.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitute Teachers Books and Supplies Instructional Materials
A.4 With support from instructional coach and teacher leaders, professional learning opportunities will be	<input checked="" type="checkbox"/> All OR:	Substitute Teachers Instructional Materials

<p>provided for staff increase depth of knowledge of technology integration to increase student opportunities and develop foundational technology skills.</p>	<p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Conference Expenses Books and Supplies</p>
<p>A.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.</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Substitute Teachers Instructional Materials Books and Supplies</p>
<p>A.6 Provide opportunities for staff to participate in conferences/workshops aligned to site and district goals that support classroom instruction and the behavior matrix to improve overall student achievement.</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Substitute Teachers Conference/workshop expenses Books and Supplies Instructional Materials</p>
<p>A.7 Extended day/year learning opportunities will be provided to identified students based on progress monitoring.</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher hourly pay Instructional Materials</p>
<p>A.8 Standard based learning opportunities/field trips directly tied to an instructional focus may be provided.</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent</p>	<p>Transportation costs Admission fees Assemblies</p>

	English proficient Other Subgroups: (Specify)	
A.9 All English Learners will receive integrated and designated English language Development time daily.	All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials

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

GOAL B:	Stockard Coffee 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
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Identified Need : Based on current attendance trends we will continue to support positive attendance and target student engagement and home school connection. Suspension rates have declined and we will continue to support decreased rates through alternatives to suspension, a school wide behavior support program, and increased student leadership opportunities. Data indicates a need to support an increase in parent participation in school or parent club sponsored and educational events.

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

SPSA Year: 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Participation at School-Sponsored Events	2017-2018 will be baseline with number of parents/family members attending events counted.	Baseline with number of Literacy Night - 150 BTS Night -	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 96.1%	Increase by 0.5% Actual 96.15%, Increase .05%	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% - 8.86% Students Absent >=20% - .59%	Decrease by 2.95% Decrease by .2%	Decrease by 2.95% Decrease by .2%	Decrease by 2.95% Decrease by .19%
4. BrightBytes - Student Collaboration	BrightBytes - March 2017 34% of students were asked to collaborate online with classmates at least monthly	Increase by 10% Actual 41%, increase 7%	Increase by 10%	Increase by 10%
5. Suspension Rates CA School Dashboard	Suspension Rates - 2014-2015 Current Status on California School Dashboard	Decrease all groups by 1%	Decrease all groups by 2%	Decrease all groups by 2%

Local Data	All Students - 8 Students with Disabilities - 0 English Learners - 1 Low Income - 6			
6. Expulsion Rates Local Data	Expulsion Rates - 2016-2017 #0 expulsions	Decrease by 2% Actual 0%	Decrease by 2%	Decrease by 2%

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
B.1 Provide counselors to address social and emotional needs so students are able to be academically successful.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional/support materials Conference Attendance
B.2 Teachers and parents will identify, plan and provide parent education and engagement opportunities to support student achievement.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Support Materials Printing Child Care Teacher Hourly Pay Translators Substitutes Refreshments
B.3 Communicate with stakeholders through calendar of events, school web site, Tuesday folders, agendas (grades 3-5), email, survey tools, and an autodial service.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Printing

B.4 Develop a social and emotional instruction and intervention support system to improve the culture of the school and increase student achievement and attendance.	<input checked="" type="checkbox"/> All	Conference Expenses
	OR:	Substitutes
	Low Income pupils	Instructional Materials
	English Learners	Positive Reinforcement Incentives
	Foster Youth	Books and Supplies
Redesignated fluent English proficient		
Other Subgroups: (Specify)		

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	Laurie Hulin		
Teacher	Kellie Peeler	2016	2018
Teacher	Joanna Beck	2018	2020
Teacher	Melissa Michels	2017	2019
Other Staff	Denise Meyer	2018	2020
Parent	Brian Findlen	2017	2019
Parent	Eric Carlson	2017	2019
Parent	Barbara Macias	2018	2020
Parent	Roxy Bridges	2018	2020
Parent	Dan Peeler	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):

Barbara Macias
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 November 16, 2017.

Attested:

Laurie Hulin

Typed Name of School Principal

Laurie Hulin
Signature of School Principal

11-15-18

Date

Barbara Macias

Typed Name of SSC Chairperson

Barbara Macias
Signature of SSC Chairperson

11-15-18

Date