

The Single Plan for Student Achievement Sylvan Union School District

School: Sylvan Elementary School
CDS Code: 5071290-6053110
District: Sylvan Union Elementary School District
Principal: Tedde' Vaupel
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:

Contact Person: Tedde' Vaupel
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The District Governing Board approved this revision of the SPSA on .

GOAL A:	Sylvan Elementary School 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 :	<ol style="list-style-type: none"> 1. Increased achievement for all pupils, decrease achievement gaps 2. Increase progress and proficiency of English Learners 3. Kindergarten through 5th grade implementation of the California State Standards, including English Language Development (ELD) Standards 4. Provide high quality, consistent ELD program 5. Continued support of professional learning for certificated and classified staff 6. Continued support of Professional Learning Communities 7. Increase integration of instructional technology
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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 28.0% - All Students 30.0% - English Learners 27.5% - Low Income 30.4% - 3rd Grade 45.5% - English Learners 31.0% - Low Income 31.3% - 4thGrade 23.1% - English Learners 31.0% - Low Income 21.1% - 5th Grade 16.7% - English Learners 16.7% - Low Income	2017-2018 ELA/Literacy 39.30% - All Students 12.5% - English Learners 27.3% - Low Income 32.6% - 3rd Grade 0% - English Learners 29.0% - Low Income 45.0% - 4thGrade 40% - English Learners 45.1% - Low Income 39.1% - 5th Grade 10% - English Learners 34.4% - Low Income	2018-2019 ELA/Literacy 75% - All Students 75% - English Learners 75% - Low Income 75% - 3rd Grade 85% - English Learners 75% - Low Income 75% - 4thGrade 75% - English Learners 75% - 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 25.0% - All Students 23.3% - English Learners 23.4% - Low Income 32.6% - 3rd Grade 36.4% - English Learners 31.0% - Low Income 22.9% - 4thGrade 15.4% - English Learners 23.8% - Low Income	2017-2018 Mathematics 33.3% - All Students 8% - English Learners 27.7% - Low Income 38.8% - 3rd Grade 11.1% - English Learners 34.2% - Low Income 30.1% - 4thGrade 0% - English Learners 28.9% - Low Income	2018-2019 Mathematics 75% - All Students 75% - English Learners 75% - Low Income 75% - 3rd Grade 75% - English Learners 75% - Low Income 75% - 4thGrade 75% - English Learners 75% - Low Income	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 100% - Low Income

	18.4% - 5th Grade 16.7% - English Learners 13.9% - Low Income	30.4% - 5th Grade 10% - English Learners 17.3% - Low Income	75% - 5th Grade 75% - English Learners 75% - 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 1st: 1st-86%; 2nd-81%; 3rd-79% 2nd: 1st-12%; 2nd-28%; 3rd-50% 3rd: 1st-46%; 2nd-68%; 3rd-38% 4th: 1st-45%; 2nd-56%; 3rd-34% 5th: 1st-10%; 2nd-25%; 3rd-44%	2017-2018 ELA By Trimester K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-40%; 2nd 42%; 3rd---% 2nd: 1st-19%; 2nd41%; 3rd-% 3rd: 1st-6%; 2nd42%; 3rd---% 4th: 1st-16%; 2nd 33%; 3rd---% 5th: 1st-9%; 2nd 11%; 3rd---%	2018-2019 ELA By Trimester 1st: 1st-85%; 2nd-90%; 3rd-95% 2nd: 1st-65%; 2nd-75%; 3rd-80% 3rd: 1st-55%; 2nd-65%; 3rd-75% 4th: 1st-70%; 2nd-80%; 3rd-90% 5th: 1st-60%; 2nd-70%; 3rd-80%	2019-2020 ELA By Trimester 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%
4. Sylvan District Math Benchmarks - % of students expected to meet or exceed standards EADMS Data	2016-2017 Math By Trimester 1st: 1st-87%; 2nd-81%; 3rd-84% 2nd: 1st-64%; 2nd-68%; 3rd-75% 3rd: 1st-53%; 2nd-70%; 3rd-83% 4th: 1st-58%; 2nd-70%; 3rd-83% 5th: 1st-34%; 2nd-35%; 3rd-70%	2017-2018 Math By Trimester K: 1st-___%; 2nd-___%; 3rd-___% 1st: 1st-38%; 2nd 54%; 3rd---% 2nd: 1st-71%; 2nd 77%; 3rd---% 3rd: 1st-71%; 2nd75%; 3rd---% 4th: 1st-47%; 2nd 51%; 3rd---% 5th: 1st-28%; 2nd 9%; 3rd---%	2018-2019 Math By Trimester 1st: 1st-85%; 2nd-90%; 3rd-95% 2nd: 1st-70%; 2nd-80%; 3rd-90% 3rd: 1st-70%; 2nd-80%; 3rd-85% 4th: 1st-70%; 2nd-80%; 3rd-90% 5th: 1st-75%; 2nd-75%; 3rd-80%	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%
5. English Language Development Test EADMS Data	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.
6. English Learner Reclassification Rate Local Data	2016-2017 - 8 students	2017-2018 - 8 students; goal was to increase by 2 Students	Increase by 2 Students	Increase by 2 Students
7. FitnessGram - 5th Grade EADMS Data	2016-2017 Aerobic Capacity - Healthy Fitness Zone - 52.5% 2016-2017 Flexibility - Healthy Fitness Zone - 42.5%	2017-2018 Aerobic Capacity - Healthy Fitness Zone - 59.3% 2016-2017 Flexibility - Healthy Fitness Zone - 29.6%	Increase Aerobic Capacity by 30 % Increase Flexibility by 40 %	Increase Aerobic Capacity by 47.5% Increase Flexibility by 57.5 %
8. Professional learning on research-based instructional strategies focused on State Standards for all students in order to provide a broad course	BrightBytes March 2017 54%- Teachers' time spent on school-sponsored professional learning 9-33 hours 20% - Percent of teachers	BrightBytes March 2018 57%- Teachers' time spent on school-sponsored professional learning 9-33 hours 50% - Percent of teachers	Increase by 40 % Increase by 50%	Increase by 46 % Increase by 80 %

of study BrightBytes	considered this professional learning above average	considered this professional learning above average		
9. Access to technology BrightBytes	BrightBytes March 2017 75% of teachers asked their students to complete online assessments at least monthly 0% of students were asked to write online at least monthly.	BrightBytes March 2018 50% of teachers asked their students to complete online assessments at least monthly 0% of students were asked to write online at least monthly.	Increase by 20 % Increase by 60 %	Increase by 25 % Increase by 90 %
10. Use of instructional technology BrightBytes	BrightBytes March 2017 42% of teachers report using digital textbooks at least weekly 83% teachers-reported almost daily student computer use in the classroom 91% 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 40% of teachers report using digital textbooks at least weekly 79% teachers-reported almost daily student computer use in the classroom 47% of teachers report they are highly knowledgeable in digital citizenship skill 19% of students report they are taught digital citizenship skills at least monthly	Increase by 40 % Increase by 15 % Increase by 7% Increase by 75 %	Increase by 50 % Increase by 20 % Increase by 10 % Increase by 100 %
11. Professional Learning Communities Progress SUSD PLC Survey	PLC Survey 2016-2017 Fall 2016 Average scores: Fall 2016 Average scores: Learning as our fundamental purpose - 2.74 Building a collaborative culture through high-performing teams - 2.75 A focus on results - 2.67 Level of Collective Efficacy - 501 (17-18 Fall survey)	PLC Survey 2017-2018 Spring 2018 Average scores: Learning as our fundamental purpose - 3.17 Building a collaborative culture through high-performing teams - 3.32 A focus on results - 5.15 Level of Collective Efficacy - 501	PLC Survey 2018-2019 Fundamental Purpose Average Increased to 3.5 Collaborative Culture Average Increased to 3.5 Collaborative Culture Average Increased to 3.5 Level of Collective Efficacy Increase by 40%	PLC Survey 2019-2020 Fundamental Purpose Average Increased to 4.0 Collaborative Culture Average Increased to 4.0 Collaborative Culture Average Increased to 4.0 Level of Collective Efficacy Increase by 50%
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, share with site leadership team 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 Books
A.2 Instructional coaches, ELD/literacy specialists, site literacy mentors and embedded coaching will support specific 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)	Instructional Materials Books and Supplies Printing Substitutes
A.3 As supported through embedded coaching, staff will engage in grade level collaboration with emphasis on the 4 tenets of a PLC in order to support student achievement, including CFA and district benchmarks, analyze data, guide and differentiate instruction, identify pupil needs and track pupil progress. Data analysis will include pupil groups.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Books and Supplies Printing Instructional Materials Substitutes
A.4 With support from instructional coach and teachers leaders, professional learning opportunities will be provided for staff to increase depth of knowledge of literacy, mathematics, physical education and technology integration for the purpose of increasing student opportunities to develop foundational skills.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Substitutes Conference Expenses
A.5 Through a tiered system of supports, classroom	<input checked="" type="checkbox"/> All	Substitutes

<p>teachers, grade levels, and site personnel will set individual student goals and implement interventions/enrichment opportunities to meet these goals.</p>	<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Books and Materials</p>
<p>A.6 Provide opportunities for staff to participate in teacher lead and/or conferences/workshops professional learning aligned to site and district goals that support classroom instruction, elements of STEAM and social skills 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>Substitutes ----- Conference Expenses ----- Books and Supplies</p>
<p>A.7 Extended day learning opportunities will be provided to identified students based on progress monitoring.</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salaries ----- Instructional materials</p>
<p>A.8 Standards 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 English proficient Other Subgroups: (Specify)</p>	<p>Transportation ----- Admission Fees ----- Assemblies</p>
<p>A.9 All English Learners will receive integrated and designated English Language Development time daily.</p>	<p>All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth</p>	<p>Instructional Materials</p>

	Redesignated fluent English proficient Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL B: Sylvan Elementary School 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 :**
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	Rate of Parent Volunteers 16-17: 12%	15.2% which is a 3% Increase, goal was 25%	Increase to 35%	Increase to 55%
2. Attendance Rates Local Data	Attendance Rates - 2016-2017 94.92%	95.74% (goal was to increase by 0.5%)	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% - 14.09_% Students Absent >=20% - 1.68%	2017-2018 Goal to Decrease by 5 % - actual 6.8% (7.29% decrease) Decrease by .5 % - Actual 0 (100% decrease)	2018-2019 Decrease by 10 % Decrease by .75 %	2019-2020 Decrease by 13 % Decrease by 1 %
4. BrightBytes - Student Collaboration	BrightBytes - March 2017 58% of students were asked to collaborate online with classmates at least monthly	March 2018 61% 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 - Spring 2017 Current Status on California School Dashboard All Students - 3.99 Students with Disabilities - 5.6% English Learners - 1.5% Low Income - 4%	Goal: Decrease all groups by 1% Spring 2018 Data: All Students - 6.7 Students with Disabilities - 7.2% English Learners - 3.2% Low Income - 7.2%	Decrease all groups by 2%	Decrease all groups by 2%
6. Expulsion Rates Local Data	Expulsion Rates - 2016-2017 1 expulsion	2017-2018 - 0% of students were expelled	Decrease by 2%	Decrease by 2%

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 successful.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials ----- Books and Supplies ----- Printing ----- Conference Fees
B.2 Teachers, administrator and parents will identify and plan for regular and meaningful parent 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)	Refreshments ----- Childcare ----- Translators ----- Teacher Hourly Pay ----- Support Materials ----- Printing
B.3 Communicate with stakeholders through calendar of events, school web site, Wednesday Folders, AppleTree, email, survey tools, and Blackboard Connect. All grade level teachers will utilize an electronic portfolio to communicate with families student artifacts of achievement.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Translators ----- Printing ----- Supplies
B.4 Continue implementation of Boys Town Social Skills and 7 Habits to improve the culture of the school and increase student achievement.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials ----- Printing ----- Books and Supplies

B.5 Utilize behavior flow chart to improve culture of school and increase student achievement and attendance.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Printing Instructional Materials
B.6 Engagement strategies to support regular attendance will be implemented with an emphasis on decreasing chronic attendance rates for individual students.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Interpreters Printing Substitutes
B.7 Increased engagement opportunities for students grades 2-5 through the participation in STEAM electives.	<input checked="" type="checkbox"/> All OR: Low Income pupils 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.

**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	Tedde' Vaupel		
Teacher	Sean Patten	2018	2020
Teacher	Monica Aranda	2018	2020
Teacher	Daneal Valouch	2017	2019
Other Staff	Carrie Munroe	2018	2020
Parent	Kristina Young	2018	2019
Parent	Melissa Mc Namee	2017	2019
Parent	April Potter	2018	2020
Parent	Sandra Madera	2018	2020
Parent	Gabriella Tadeo	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

April Potter
Signature

English Learner Advisory Committee

April Potter
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 11/20/18.

Attested:

Tedde' Vaupel

Typed Name of School Principal

Tedde' Vaupel
Signature of School Principal

11/19/18
Date

April Potter

Typed Name of SSC Chairperson

April Potter
Signature of SSC Chairperson

11/19/18
Date