

# **The Single Plan for Student Achievement**

## **Sylvan Union School District**

**School:** Woodrow Elementary  
**CDS Code:** 5071290-6053128  
**District:** Sylvan Union Elementary School District  
**Principal:** Joanna O'Brien  
**Revision Date:** November 14, 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:** Joanna O'Brien  
**Position:** Principal  
**Phone Number:** (209) 574-5700  
**Address:** 800 Woodrow Ave.  
Modesto, CA 95350  
**E-mail Address:** jobrien@sylvan.k12.ca.us

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

GOAL A:	Woodrow 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 :	<div>1. Increased achievement for all pupils, decrease achievement gaps</div> <div>2. Increase progress and proficiency of English Learners</div> <div>3. Kindergarten through 5th grade implementation of the California State Standards, including English Language Development (ELD) Standards</div> <div>4. Provide high quality, consistent ELD program</div> <div>5. Continued support of professional learning for certificated and classified staff</div> <div>6. Continued support of Professional Learning Communities</div> <div>7. Increase integration of instructional technology</div>	
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  30.1% - All Students 6.3 % - English Learners 29 % - Low Income  36.8 % - 3rd Grade 15.4 % English Learners 34.7% - Low Income  23.8% - 4thGrade 0% - English Learners 24% - Low Income  30.4% - 5th Grade 0% - English Learners 28.8% - Low Income	2017-2018 ELA/Literacy Update  60 % - All Students 35.1% 35 % - English Learners 24.3% 50% - Low Income 32.6%  60% - 3rd Grade 33.3% 50% - English Learners 27.8% 60% - Low Income 31.5%  50% - 4thGrade 28.9% 33% - English Learners 16.7% 50% - Low Income 26.1%  60% - 5th Grade 45.3% 35% - English Learners 28.6% 50% - Low Income 42.9%	2018-2019 ELA/Literacy  80 % - All Students 65% - English Learners 75% - Low Income  80% - 3rd Grade 75% - English Learners 80% - Low Income  75% - 4thGrade 66% - English Learners 75% - Low Income  80% - 5th Grade 65% - 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  19% - All Students 3% - English Learners 17.6% - Low Income  28.1% - 3rd Grade 7.7% - English Learners 26.1% Low Income	2017-2018 Mathematics Update  50% - All Students 33.3% 35% - English Learners 27% 40% - Low Income 30.7%  60% - 3rd Grade	2018-2019 Mathematics  75% - All Students 70% - English Learners 70% - Low Income  80% - 3rd Grade 70% - English Learners 80% - Low Income	2019-2020 Mathematics  100% - All Students 100% - English Learners 100% - Low Income  100% - 3rd Grade 100% - English Learners 100% - Low Income

	18.8% - 4thGrade 0% - English Learners 18% - Low Income  11.5% - 5th Grade 0% - English Learners 9.6% - Low Income	35.1% 40% - English Learners 33.3% 60% - Low Income 33.9%  45% - 4thGrade 32.7% 33% - English Learners 8.3% 45% - Low Income 30.5%  50% - 5th Grade 32.8% 35% - English Learners 42.9% 40% - Low Income 28.6%	75% - 4thGrade 66% - English Learners 75% - Low Income  50% - 5th Grade 35% - English Learners 40% - 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  Kindergarten: ESGI 1st: 1st-61%; 2nd-77%; 3rd-63% 2nd: 1st-3%; 2nd-61%; 3rd-61% 3rd: 1st-6%; 2nd-39%; 3rd-37% 4th: 1st-46%; 2nd-54%; 3rd-60% 5th: 1st-46%; 2nd-49%; 3rd-54%	2017-2018 ELA By Trimester  Kindergarten: ESGI 1st: 1st- 27%; 2nd- 33%; 3rd- 36% 2nd: 1st- 40%; 2nd- 66%; 3rd- 76% 3rd: 1st- 6%; 2nd- 9%; 3rd- 21% 4th: 1st- 6%; 2nd- 13%; 3rd-6% 5th: 1st- 17%; 2nd- 13%; 3rd- 19%	2018-2019 ELA By Trimester  K: 1st- 70%; 2nd- 80%; 3rd- 90% 1st: 1st- 80%; 2nd- 85%; 3rd- 90% 2nd: 1st- 85%; 2nd- 90%; 3rd- 95% 3rd: 1st- 70%; 2nd- 80%; 3rd- 80% 4th: 1st- 85%; 2nd- 85%; 3rd- 85% 5th: 1st- 85%; 2nd- 85%; 3rd- 85%	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  Indergarten: ESGI 1st: 1st-73%; 2nd-81%; 3rd-68% 2nd: 1st-52%; 2nd-63%; 3rd- 80% 3rd: 1st-43%; 2nd-65%; 3rd- 68% 4th: 1st-41%; 2nd-59%; 3rd-81% 5th: 1st-41%; 2nd-55%; 3rd-73%	2017-2018 Math By Trimester  Kindergarten: ESGI 1st: 1st- 87%; 2nd- 70%; 3rd- 71 % 2nd: 1st- 85%; 2nd- 84%; 3rd- 85% 3rd: 1st- 35%; 2nd- 68%; 3rd- 11% 4th: 1st- 33%; 2nd-25%; 3rd- 33% 5th: 1st- 43%; 2nd- 27%; 3rd- 34%	2018-2019 Math By Trimester  K: 1st- 70%; 2nd- 80%; 3rd- - 90% 1st: 1st- 80%; 2nd- 90%; 3rd- 95% 2nd: 1st- 90%; 2nd- 95%; 3rd- 95% 3rd: 1st- 80%; 2nd-85%; 3rd- 90% 4th: 1st- 85%; 2nd- 85%; 3rd- 95% 5th: 1st- 85%; 2nd- 85%; 3rd- 85%	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.	ELPAC Summative Assessment 2017-2018 Kindergarten - Expanding 1st Grade - Expanding 2nd Grade - Expanding 3rd Grade - Expanding 4th Grade - Expanding 5th Grade - Bridging	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	Increase by 1 = 9 students Actual 6	Increase by 1 = 10 students	Increase by 1 = 11 students
7. FitnessGram - 5th Grade  EADMS Data	2016-2017 Aerobic Capacity - Healthy Fitness Zone - 60.4%  2016-2017 Flexibility - Healthy Fitness Zone - 50%	Increase Aerobic Capacity by 5% (65.4%) Actual 46.6% decrease 13.5%  Increase Flexibility by 10 % Actual 53.1% increase by 3%	Increase Aerobic Capacity by 5% (70%)  Increase Flexibility by 10 %	Increase Aerobic Capacity by 5% (75.4%)  Increase Flexibility by 5 %
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  30%- Teachers' time spent on school-sponsored professional learning 9-33 hours  10% - Percent of teachers considered this professional learning above average	Increase by 15 % (45%) Actual 27% - decrease by 9%  Increase by 10 % Actual 27% - increase 17%	Increase by 15 % (60%)  Increase by 20 %	Increase by 15 % (75%)  Increase by 25 %
9. Access to technology  BrightBytes	BrightBytes March 2017  90% of teachers asked their students to complete online assessments at least monthly	Increase by 5 % (95%) Actual Actual 67% decrease by 23%	Increase by 5 % (100%)	Increase by 0 % (Maintain @ 100%)
10. Use of instructional technology  BrightBytes	BrightBytes March 2017  50% of teachers report using digital textbooks at least weekly  70% teachers-reported almost daily student computer use in the classroom	Increase by 15% (65%) Actual 25% decrease by 30%  Increase by 10 % (80%) Actual 64% increase of 6%	Increase by 15 % (80%)  Increase by 10 % (90%)	Increase by 15 %  Increase by 10%

	<p>10% of teachers report they are highly knowledgeable in digital citizenship skill</p> <p>7% of students report they are taught digital citizenship skills at least monthly</p>	<p>Increase by 50 % (60%) Actual 33% increase by 33%</p> <p>Increase by 43 % (50%) Actual 19% increase of 6%</p>	<p>Increase by 20% (70%)</p> <p>Increase by 25 % (75%)</p>	<p>Increase by 20 %</p> <p>Increase by 25% (100%)</p>
<p>11. Professional Learning Communities Progress</p> <p>SUSD PLC Survey</p>	<p>PLC Survey 2016-2017 Fall 2016 Average scores:</p> <p>Learning as our fundamental purpose - 2.5</p> <p>Building a collaborative culture through high-performing teams - 2.76</p> <p>A focus on results - 3.6</p> <p>Level of Collective Efficacy - 500 (17-18 Fall survey)</p>	<p>PLC Survey 2017-2018</p> <p>Fundamental Purpose - 2.34 Actual increase 3.04</p> <p>Collaborative Culture - 2.50 Actual increase to 3.43</p> <p>Focus on Results - 2.47 Actual increase to 3.17</p> <p>Level of Collective Efficacy 500 Actual 500 - no change</p>	<p>PLC Survey 2018-2019</p> <p>Fundamental Purpose Increase to 3.0</p> <p>Collaborative Culture Increase to 3.0</p> <p>Focus on Results Increase by 3.8</p> <p>Level of Collective Efficacy Increase to 650</p>	<p>PLC Survey 2019-2020</p> <p>Fundamental Purpose Increase 4.0</p> <p>Collaborative Culture Increase to 4.0</p> <p>Focus on Results Increase to 4.0</p> <p>Level of Collective Efficacy Increase to 800</p>
<p>11. California Assessment Science Test (CAST)</p> <p>EADMS Data</p>	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 Grade levels will collaborate based on the 4 tenets of a PLC in order to support student achievement as evidenced by the PLC cycle.	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Books and Supplies</p> <p>Instructional Materials</p> <p>Substitutes</p> <p>Printing</p>
A.2 Draft, review, and revise grade level SMART goals to guide short and long term instruction and target student needs. Goals will be publicized for vertical articulation.	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p>	<p>Instructional Materials</p> <p>Printing</p>

	English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplies
A.3 Instructional Coaches and ELD/Literacy specialists will support specific instructional strategies with the district focus on Marzano's elements 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 Technology
A.4 ELD Literacy Specialist and teachers will collaborate to provide integrated and designated ELD and targeted literacy instruction to improve student achievement in all content areas.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Printing
A.5 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 Fees and Travel Expenses
A.6 Provide opportunities for teachers to present relevant instructional strategies to their peers.	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Books and Supplies Substitutes Printing and Materials



	Other Subgroups: (Specify)	
A.7 Teachers will integrate technology in all content areas.	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Technology
A.8 Extended day learning opportunities will be provided to identified students based on progress monitoring.	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional materials Printing Hourly teacher rate
A.9 Standards based opportunities directly connected to an instructional focus may be provided on or off campus.	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Field trip costs

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

GOAL B:	Woodrow 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 <b>Title I:</b> 1 2 <u>X</u> 3 4 5 6 <u>X</u> 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	2017-18 will be a baseline with number of parents/family members attending events counted.	Baseline Attendance at Back to School Night, Parent Conferences, Open House and Parent Education Baseline: Total Attendance as of 4/10/18 + 390 Family Reading Night 102 Adults, 133 Children Math & Science Night 76 Adults, 95 Students Fall Parent Conf. 90% attendance Open House TBD	Increase by 10% Attendance at Back to School Night, Parent Conferences, Open House and Parent Education	Increase by 10% Attendance at Back to School Night Parent Conferences, Open House and Parent Education
2. Attendance Rates Local Data	Attendance Rates - 2016-2017 95.50 %	Increase by 0.5% (96.00%) 95.54 - Increase of .4% 95.63%	Increase by 0.5% (96.50%)	Increase by 0.5% (97.00%)
3. Chronic Absenteeism Rates CALPADS 14.1 Report CA School Dashboard	Chronic Absenteeism Rates - 2016-2017  Students Absent >=10% and <20% - 9.84%  Students Absent >=20% - 1.41%	Decrease by 2% (7.84%) 10.60  Decrease by .21 % (1.20%)	Decrease by 1 % (6.84%)  Decrease by .20 % (1.00%)	Decrease by 1 % (5.84%)  Decrease by .25 % (.75%)
4. BrightBytes - Student Collaboration	BrightBytes - March 2017 37% of students were asked to collaborate online with classmates at least monthly	Increase by 10% (50%) Actual 36% decrease by 1%	Increase by 10% (75%)	Increase by 10% (85%)



5. Suspension Rates CA School Dashboard Local Data	Suspension Rates - 2014-2015 Current Status on California School Dashboard (14-15 38 students, 15-16 4 students, 16-17 11 students) 14-15 All Students - 3.6% Students with Disabilities - 8.1% English Learners - 1.2% Low Income - 3.8%	Decrease all groups by 1% Actual Fall 2017 All 2.6% Actual .2% decrease 2.4% Dis. 8.1% Actual 0% decrease 8.1% EL's 0.2% Actual .0% decrease .2% Low Income 2% Actual .3% decrease 2.7%	Decrease groups by 1% or maintain at 0	Decrease all groups by 1% or maintain at 0
6. Expulsion Rates Local Data	Expulsion Rates - 2016-2017 #0 expulsions	Maintain at 0 Actual 0 as of 4/20/18	Maintain 0	Maintain 0

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
B.1 Provide counselor to address social and emotional needs of students to support academic success.	<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 Technology
B.2 Teachers, administrator, and parents will identify and plan for regular and meaningful parent engagement opportunities.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Refreshments Childcare Interpreters Teacher Hourly Pay Instructional Materials Printing
B.3 Support effective communication between school and home to facilitate student achievement.	<input checked="" type="checkbox"/> All OR: Low Income pupils	Interpreters Substitutes Instructional Materials

	English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Printing
B.4 Continue implementation of Boys Town Social Skills 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 Develop and implement strategies including incentives and awards to encourage and support regular attendance.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Printing
		Instructional Materials
		Incentives and Awards

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	Joanna O'Brien	2018	2020
Teacher	Jennifer Stone	2018	2020
Teacher	Trish Rascon	2018	2020
Teacher	Margaret Lehr	2017	2019
Other Staff	Grace Luke	2018	2020
Parent	Wanetta Carter	2017	2019
Parent	Michele Rosales	2018	2020
Parent	Gabriel Chavoya	2018	2020
Parent	Kristen Chand	2018	2020
Parent	Angel Ayala	2017	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:

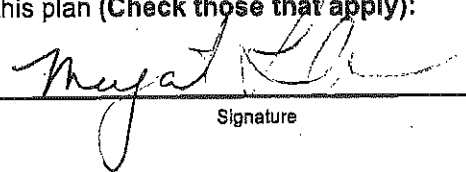
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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

English Learner Advisory Committee

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

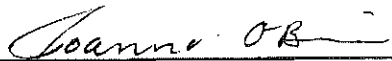
  
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4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency 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 15, 2018.

Attested:

Joanna O'Brien

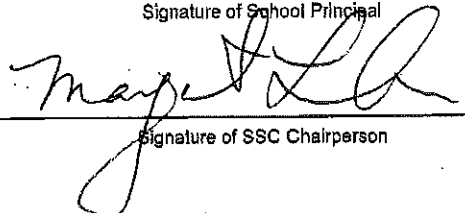
Typed Name of School Principal

  
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Signature of School Principal

11.15.18  
\_\_\_\_\_  
Date

Margaret Lehr

Typed Name of SSC Chairperson

  
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Signature of SSC Chairperson

11-15-18  
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Date