

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Somerset Middle School	50-71290-6053094	November 26, 2019	

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Somerset Middle School participated in a Single Plan Student Achievement writing day with parents, classified staff, certificated staff, and administration. Through this process we were able to look Somerset's progress for the year and compare our data to year's previous. Through this process we collected information in regards to next steps to meet our school's goals. Site administration presented a data summit to cabinet and fellow district administrators outlining the Somerset's current data and next steps. Somerset's data summit was shared with site leadership, school staff, and school site council. School Site Council receive a spring and fall update on progress towards our school goals.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.4%	0.67%	0.53%	4	6	5
African American	5.7%	5.99%	5.45%	55	54	51
Asian	3.5%	3.33%	3.85%	34	30	36
Filipino	0.9%	1.33%	1.6%	9	12	15
Hispanic/Latino	44.0%	46.39%	47.59%	423	418	445
Pacific Islander	0.8%	0.89%	1.07%	8	8	10
White	39.2%	36.29%	34.97%	377	327	327
Multiple/No Response	1.9%	1.78%	1.07%	18	16	10
<b>Total Enrollment</b>				961	901	935

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	333	274	307
Grade 7	315	328	298
Grade 8	313	299	330
<b>Total Enrollment</b>	961	901	935

### Conclusions based on this data:

1. The overall enrollment has fluctuated from year to year.
2. The Hispanic/Latino population is the largest student group.
3. The smallest populations are American Indian and Pacific Islander.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	87	118	130	9.1%	13.1%	13.9%
Fluent English Proficient (FEP)	121	111	125	12.6%	12.3%	13.4%
Reclassified Fluent English Proficient (RFEP)	20	1	23	22.7%	1.1%	19.5%

### Conclusions based on this data:

1. The percentage of English Learner students has increased over the past three years.
2. There has been a consistent increase of Fluent English Proficient students.
3. There has been a slight decline in the percentage of students who were Reclassified Fluent English Proficient.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	328	269	300	324	264	294	324	264	294	98.8	98.1	98
Grade 7	306	327	294	301	323	293	301	320	293	98.4	98.8	99.7
Grade 8	319	299	324	312	291	318	312	291	318	97.8	97.3	98.1
All Grades	953	895	918	937	878	905	937	875	905	98.3	98.1	98.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2493.	2500.	2512.	6.17	10.23	13.95	31.48	27.65	30.95	27.16	30.30	28.57	35.19	31.82	26.53
Grade 7	2533.	2539.	2538.	12.96	12.50	15.70	27.91	36.25	32.08	31.56	25.63	23.21	27.57	25.63	29.01
Grade 8	2543.	2547.	2549.	10.26	9.28	10.06	31.09	35.40	35.85	32.69	30.24	25.79	25.96	25.09	28.30
All Grades	N/A	N/A	N/A	9.71	10.74	13.15	30.20	33.37	33.04	30.42	28.57	25.86	29.67	27.31	27.96

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	16.98	20.15	19.05	47.22	45.25	48.98	35.80	34.60	31.97	
Grade 7	22.26	26.25	23.89	47.51	47.50	43.69	30.23	26.25	32.42	
Grade 8	20.51	23.02	22.64	45.19	47.42	49.37	34.29	29.55	27.99	
All Grades	19.85	23.34	21.88	46.64	46.80	47.40	33.51	29.86	30.72	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.22	13.85	12.24	47.06	46.54	57.14	42.72	39.62	30.61
Grade 7	21.26	19.18	19.45	48.50	51.26	51.19	30.23	29.56	29.35
Grade 8	17.31	12.80	18.93	46.79	51.56	48.58	35.90	35.64	32.49
All Grades	16.13	15.46	16.92	47.44	49.94	52.21	36.43	34.60	30.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.11	16.35	16.33	65.74	58.94	63.27	23.15	24.71	20.41
Grade 7	11.96	13.48	12.29	60.47	61.76	63.82	27.57	24.76	23.89
Grade 8	9.94	15.81	12.89	71.47	65.98	67.61	18.59	18.21	19.50
All Grades	10.99	15.12	13.81	65.96	62.31	64.97	23.05	22.57	21.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.59	21.67	23.13	51.54	52.47	50.00	30.86	25.86	26.87
Grade 7	23.26	27.27	24.23	46.18	53.92	49.15	30.56	18.81	26.62
Grade 8	16.67	23.71	21.38	54.17	49.14	51.89	29.17	27.15	26.73
All Grades	19.10	24.40	22.87	50.69	51.89	50.39	30.20	23.71	26.74

**Conclusions based on this data:**

1. Improvement of achievement due to focused tier 2 and tier 3 literacy.
2. Improvement of achievement based on consistent collaborative teachers focusing on their essential standards data, thus providing immediate intervention and enrichment.
3. Improvement of achievement due to job-embedded professional learning emphasis on literacy including English Learner Development instruction.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	328	269	300	325	263	298	325	263	298	99.1	97.8	99.3
Grade 7	306	327	293	303	320	292	303	319	292	99	97.9	99.7
Grade 8	319	299	324	313	291	320	313	291	320	98.1	97.3	98.8
All Grades	953	895	917	941	874	910	941	873	910	98.7	97.7	99.2

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2480.	2505.	2510.	8.92	12.93	19.46	18.77	22.43	19.13	29.23	26.62	28.86	43.08	38.02	32.55
Grade 7	2501.	2503.	2518.	12.54	11.60	17.12	16.17	15.99	15.07	26.40	29.47	27.40	44.88	42.95	40.41
Grade 8	2514.	2511.	2526.	13.42	11.68	13.13	10.22	12.71	16.88	27.48	28.52	27.81	48.88	47.08	42.19
All Grades	N/A	N/A	N/A	11.58	12.03	16.48	15.09	16.84	17.03	27.74	28.29	28.02	45.59	42.84	38.46

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	15.08	19.77	27.18	30.46	33.84	32.55	54.46	46.39	40.27	
Grade 7	20.46	19.12	24.32	27.39	30.09	26.37	52.15	50.78	49.32	
Grade 8	17.57	18.06	22.81	29.71	31.25	31.88	52.72	50.69	45.31	
All Grades	17.64	18.97	24.73	29.22	31.61	30.33	53.13	49.43	44.95	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.23	14.07	20.81	44.31	44.87	34.56	46.46	41.06	44.63
Grade 7	13.53	13.79	15.75	37.62	42.95	41.78	48.84	43.26	42.47
Grade 8	11.82	13.15	12.50	34.50	45.67	43.13	53.67	41.18	44.38
All Grades	11.48	13.66	16.26	38.89	44.43	39.89	49.63	41.91	43.85

**Communicating Reasoning  
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.15	11.79	17.11	46.46	46.39	47.99	43.38	41.83	34.90
Grade 7	14.19	11.91	18.84	54.46	60.50	49.32	31.35	27.59	31.85
Grade 8	12.78	11.11	13.44	48.24	49.65	50.31	38.98	39.24	36.25
All Grades	12.33	11.61	16.37	49.63	52.64	49.23	38.04	35.75	34.40

**Conclusions based on this data:**

1. Improvement of achievement due to focused tier 2 interventions.
2. Improvement of achievement based on consistent collaborative teachers focusing on their essential standards data, thus providing immediate intervention and enrichment.
3. The lowest achieving area is Communicating Reasoning and Demonstrating the ability to support mathematical conclusions.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1481.1	1497.6	1469.8	1478.9	1492.1	1515.8	42	41
Grade 7	1513.3	1501.4	1495.1	1497.7	1530.9	1504.7	28	33
Grade 8	1489.3	1524.4	1475.1	1515.7	1503.0	1532.5	30	33
All Grades							100	107

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	7.32	35.71	29.27	*	36.59	26.19	26.83	42	41
7	*	9.09	*	36.36	39.29	27.27	*	27.27	28	33
8	*	9.09	*	39.39	*	27.27	*	24.24	30	33
All Grades	19.00	8.41	33.00	34.58	24.00	30.84	24.00	26.17	100	107

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	30.95	12.20	33.33	36.59	*	26.83	*	24.39	42	41
7	*	21.21	*	36.36	*	18.18	*	24.24	28	33
8	*	30.30	*	24.24	*	18.18	*	27.27	30	33
All Grades	28.00	20.56	32.00	32.71	17.00	21.50	23.00	25.23	100	107

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	4.88	*	17.07	40.48	48.78	30.95	29.27	42	41
7	*	3.03	*	21.21	46.43	36.36	*	39.39	28	33
8	*	6.06	*	15.15	*	48.48	*	30.30	30	33
All Grades	13.00	4.67	21.00	17.76	37.00	44.86	29.00	32.71	100	107

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	7.32	45.24	65.85	30.95	26.83	42	41
7	*	6.06	67.86	60.61	*	33.33	28	33
8	50.00	24.24	36.67	48.48	*	27.27	30	33
All Grades	32.00	12.15	49.00	58.88	19.00	28.97	100	107

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	42.86	19.51	35.71	51.22	*	29.27	42	41
7	*	42.42	46.43	36.36	*	21.21	28	33
8	*	42.42	43.33	33.33	*	24.24	30	33
All Grades	35.00	33.64	41.00	41.12	24.00	25.23	100	107

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	7.32	*	21.95	64.29	70.73	42	41
7	*	12.12	*	33.33	64.29	54.55	28	33
8	*	6.06	*	39.39	53.33	54.55	30	33
All Grades	17.00	8.41	22.00	30.84	61.00	60.75	100	107

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	9.76	78.57	70.73	*	19.51	42	41
7	*	6.06	85.71	72.73	*	21.21	28	33
8	*	0.00	56.67	84.85	*	15.15	30	33
All Grades	11.00	5.61	74.00	75.70	15.00	18.69	100	107

**Conclusions based on this data:**

1. Student achievement has increased due to designated English Learner support for grades 6-8, focusing on reading and writing.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>901</b>	<b>66.9%</b>	<b>13.1%</b>	<b>0.2%</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	118	13.1%
Foster Youth	2	0.2%
Homeless	5	0.6%
Socioeconomically Disadvantaged	603	66.9%
Students with Disabilities	107	11.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	54	6.0%
American Indian	6	0.7%
Asian	30	3.3%
Filipino	12	1.3%
Hispanic	418	46.4%
Two or More Races	30	3.3%
Pacific Islander	8	0.9%
White	327	36.3%

### Conclusions based on this data:

1. The largest student group is our Socioeconomically Disadvantaged at 67 percent.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="180 428 472 457"><b>English Language Arts</b></p>  <p data-bbox="285 510 367 533">Yellow</p>	<p data-bbox="662 428 935 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="776 510 824 533">Red</p>	<p data-bbox="1166 428 1383 457"><b>Suspension Rate</b></p>  <p data-bbox="1250 510 1299 533">Red</p>
<p data-bbox="245 627 407 657"><b>Mathematics</b></p>  <p data-bbox="285 709 367 732">Yellow</p>		
<p data-bbox="152 827 505 856"><b>English Learner Progress</b></p>  <p data-bbox="196 909 461 932">No Performance Color</p>		

#### Conclusions based on this data:

1. The school-wide focus on embedded professional learning, identification of essential learning standards, response to formative data with interventions and enrichment have increased student academic achievement.
2. Chronic absenteeism is addressed by the site intervention team on a regular basis.
3. Suspensions continue to be an area of need. School is implementing a school-wide social emotional learning curriculum.

# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest  
Performance



Red



Orange



Yellow



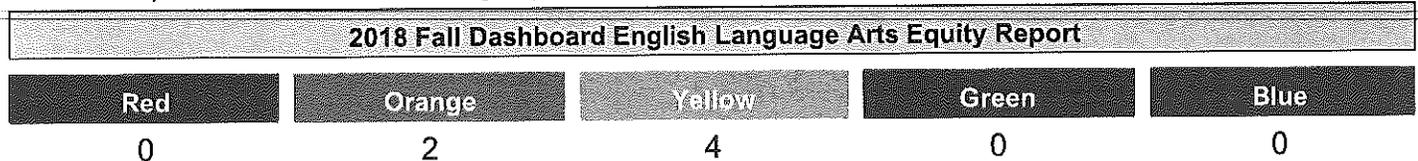
Green



Blue

Highest  
Performance

This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>17.3 points below standard</p> <p>Increased 6.7 points</p> <p>819 students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>49.1 points below standard</p> <p>Declined -5.5 points</p> <p>173 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>33 points below standard</p> <p>Increased 7.6 points</p> <p>555 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>100.3 points below standard</p> <p>Increased 13.9 points</p> <p>102 students</p>

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 51.3 points below standard Increased 11.6 points 42 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 34.2 points above standard Increased 9.1 points 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.6 points below standard Increased 7.8 points 386 students	 No Performance Color 0.9 points below standard Increased 3 points 26 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 Yellow 11.5 points below standard Increased 5.4 points 308 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
104 points below standard Increased 4.7 points 89 students	9.1 points above standard Declined -9.1 points 84 students	12.8 points below standard Increased 10.8 points 600 students

**Conclusions based on this data:**

- Overall and every subgroup increased closer to 3.
- Students with disabilities continue to be extremely far from standard.
- Overall, white and Hispanic students are closer to standard than English Learners, Low Income and Students with Disabilities.

# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest  
Performance



Red



Orange



Yellow



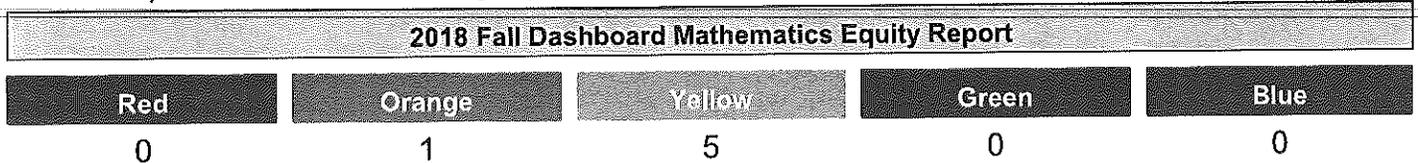
Green



Blue

Highest  
Performance

This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>57.1 points below standard</p> <p>Increased 8.8 points</p> <p>816 students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>84.6 points below standard</p> <p>Increased 3.4 points</p> <p>173 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>76 points below standard</p> <p>Increased 9.4 points</p> <p>553 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>145.2 points below standard</p> <p>Increased</p> <p>21 points</p> <p>102 students</p>

**2018 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 93.5 points below standard Increased 18 points 42 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 6.7 points above standard Increased 3.4 points 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 67.7 points below standard Increased 12.4 points 384 students	 No Performance Color 37.8 points below standard Increased 5.5 points 26 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 Yellow 49.4 points below standard Increased 5.5 points 307 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
136.7 points below standard Maintained 0.9 points 89 students	29.5 points below standard Increased 11.6 points 84 students	52 points below standard Increased 13.5 points 597 students

**Conclusions based on this data:**

- All groups have increased with the exception of Students with Disabilities who decreased.
- White students are outperforming all subgroups.
- There is consistency in performance with English Learners, Low Income, and Hispanic students.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

### 2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
100	19%	33%	24%	24%

#### Conclusions based on this data:

1. The majority of our English Learner students are at Levels 3 and 4.
2. We need to provide more language support in all our classrooms.

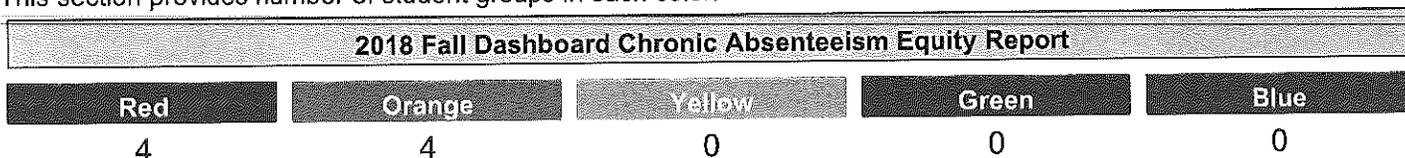
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Red 16.3% chronically absent Increased 3.3% 972 students	<p><b>English Learners</b></p> Orange 14.1% chronically absent Increased 4.2% 135 students	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<p><b>Socioeconomically Disadvantaged</b></p> Red 20.1% chronically absent Increased 3% 671 students	<p><b>Students with Disabilities</b></p> Orange 22.7% chronically absent Declined 0.6% 119 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 20.9% chronically absent Maintained 0.2% 67 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Orange 9.1% chronically absent Increased 6.1% 33 students	 No Performance Color 16.7% chronically absent 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.2% chronically absent Maintained 0.3% 455 students	 Red 22.2% chronically absent Increased 2.2% 45 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 Red 17.1% chronically absent Increased 7.3% 345 students

**Conclusions based on this data:**

1. All subgroups have greater than 10% of their students chronically absent.
2. The School Intervention is monitoring all chronically absent students from the prior year and working closely with those families.
3. The Two or more races group has the highest percentage of students chronically absent.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest  
Performance



Red



Orange



Yellow



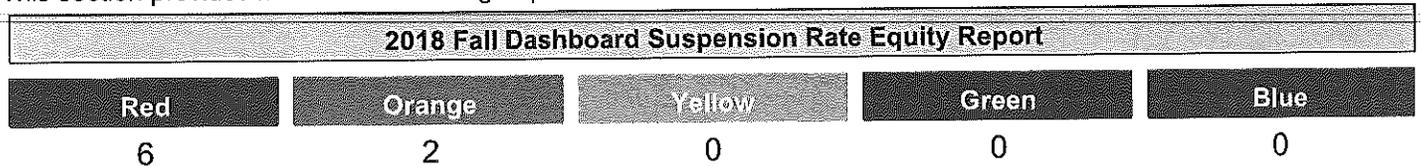
Green



Blue

Highest  
Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 14.6% suspended at least once Increased 9.6% 1011 students	 Orange 9.9% suspended at least once Increased 5.3% 141 students	 No Performance Color Less than 11 Students - Data Not 5 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 6 students	 Red 15.8% suspended at least once Increased 9.2% 697 students	 Red 22.8% suspended at least once Increased 15.3% 127 students

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 29% suspended at least once Increased 26% 69 students	 No Performance Color Less than 11 Students - Data 6 students	 Orange 5.9% suspended at least once Increased 2.9% 34 students	 No Performance Color 0% suspended at least once Maintained 0% 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 13% suspended at least once Increased 8.7% 477 students	 Red 18% suspended at least once Increased 14.5% 50 students	 No Performance Color Less than 11 Students - Data 9 students	 Red 14.4% suspended at least once Increased 7.4% 354 students

This section provides a view of the percentage of students who were suspended.

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
5.6% suspended at least once	5.1% suspended at least once	14.6% suspended at least once

**Conclusions based on this data:**

- The percentage of students suspended increased from 5.6% to 14.6% from 2016 to 2018.
- African-American students were suspended at a higher percentage when compared to the other student groups.
- This is an identified area of need and support for Somerset Middle School.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Sylvan District 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.

## Goal 1

By June 30, 2020, 53% of Somerset Middle School students will meet or exceed grade level standards in Language Arts as measured by state and local assessments.

## Identified Need

Based on the review of data, all student groups increased their percentage of students working towards standard. Our significant student groups are English Learners, Special Education, Socioeconomically Disadvantaged, White and Hispanic students. Even though there has been an increase in performance, students with disabilities are significantly far from 3 on the SBAC as indicated on the CA School Dashboard, followed by English Learners. There continues to be an achievement gap between all subgroups and our white students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 ELA Dashboard	All students 17.3 points from 3. EL students 49.1 points from 3. Low Income students 33 points from 3. Students with Disabilities 100.3 points from 3. White students 11.5 points from 3. Hispanic students 25.6 points from 3.	Fall 2019 release point from level 3. All students and all student groups to move 10 points close to level 3.
SBAC ELA Spring 2019	Met or Exceeded: All Students: 46.1% English Learners: 5.9% Low Income: 40.2% Students with Disabilities: 6.5% White students: 55.7% Hispanic students: 40.5%	Met or Exceeded: All Students: 53% English Learners: 53% Low Income: 53% Students with Disabilities: 53% White students: 53% Hispanic students: 53%
3. PLC Survey Fall 2019 - . Professional Learning Communities (PLC) Progress regarding implementation of standards including all	PLC Survey Fall 2019 Average Scores: Learning as our fundamental	Increase the averages to 3.5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.	purpose - 2.97 Building a collaborative culture through high-performing teams <ul style="list-style-type: none"> <li>• 3.07</li> </ul> A focus on results - 2.98	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups

#### Strategy/Activity

1.1 Teacher leaders, administration, Instructional Coaches, and ELD/Literacy Specialists will support specific instructional strategies, including Marzano's effective instructional elements, implementation of State Standards, literacy-based instruction, and technology integration through professional learning to improve student achievement

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000.00

Source(s)

Title I, Part A

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups

#### Strategy/Activity

1.2 Grade level/department/Instructional planning/collaboration with emphasis on the 4 tenets of a PLC in order to support student achievement, including identifying learning goals/targets, essential standards, SMART goals, developing and analyzing CFA's and district benchmarks, identifying student needs-intervention/enrichment, scheduling modifications based on student needs and monitoring student progress.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Title I, Part A

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups

#### Strategy/Activity

1.3 Identify effective ELA intervention strategies and resources to promote student achievement.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I, Part A

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups

#### Strategy/Activity

1.4 Utilize Title I Paraprofessional as a support for at-risk students via push-in services in the classroom.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I, Part A

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups

#### Strategy/Activity

1.5 Collaboration between ELD/ literacy specialist, Title I paraprofessional, core teachers, instructional coach, admin, counselor to identify academic needs of student groups.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600.00	Title I, Part A

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All student groups

**Strategy/Activity**

1.6 Provide extended learning opportunities either before school or after school for students identified as not obtaining proficiency in core curriculum based on data.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
883.60	Title I, Part A

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

**Strategy/Activity**

1.7 Provide English Learners a Language Acquisition class to support their acquisition of English.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100.00	Title I, Part A

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

## Goal 2

Sylvan District 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.

## Identified Need

By June 30, 2020, 38% of Somerset Middle School students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessments.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Mathematics Dashboard	All students 57.1 points from 3. EL students 84.6 points from 3. Low Income students 76 points from 3. Students with Disabilities 145.2 points from 3. White students 49.4 points from 3. Hispanic students 67.7 points from 3.	Fall 2019 release point from level 3: All students and all student groups to move 15 points.
SBAC Mathematics Spring 2019	Met or Exceeded: All Students: 34% English Learners: 5.6% Low Income: 26.8% Students with Disabilities: 2.6% White students: 43.4% Hispanic students: 26.6%	Met or Exceeded: 2020 All Students: 38% English Learners: 38% Low Income: 38% Students with Disabilities: 38% White students: 38% Hispanic students: 38%
3. PLC Survey Fall 2019 - . Professional Learning Communities (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in	PLC Survey Fall 2019 Average Scores:  Learning as our fundamental purpose - 2.97	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
student achievement in Metric #1 and #2 above.	Building a collaborative culture through high-performing teams <ul style="list-style-type: none"> <li>• 3.07</li> </ul> A focus on results - 2.98	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

2.1 Teacher leaders, administration, Instructional Coaches, and ELD/Literacy Specialists will support specific instructional strategies, including Marzano's effective instructional elements, implementation of State Standards, literacy-based instruction, and technology integration through professional learning to improve student achievement

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000.00

Source(s)

Title I, Part A

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

2.2 Grade level/department/Instructional planning/collaboration with emphasis on the 4 tenets of a PLC in order to support student achievement, including identifying learning goals/targets, essential standards, SMART goals, developing and analyzing CFA's and district benchmarks, identifying student needs-intervention/enrichment, scheduling modifications based on student needs and monitoring student progress.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6000.00

Title I, Part A

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.3 Identify effective Math intervention strategies and resources to promote student achievement.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500.00

Title I, Part A

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-Risk Students

Strategy/Activity

1.4 Utilize Title I Paraprofessional as a support for at-risk students via push-in services in the classroom.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000.00

Title I, Part A

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.5 Collaboration between ELD/ literacy specialist, Title I paraprofessional, core teachers, instructional coach, admin, counselor to identify academic needs of student groups.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1600.00

Title I, Part A

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

2.6 Provide extended learning opportunities either before school or after school for students identified as not obtaining proficiency in core curriculum based on data.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

800.00

Title I, Part A

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff and community.

## Goal 3

By June 30, 2020, student suspensions will decrease to 100 or less total suspensions.

## Identified Need

The total amount of suspension in 2017-2018 was 262. Last year, in the 2018-2019 school year, the total amount of suspensions decreased to 107 total suspensions.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Suspension Rate - CA Dashboard	All students 14.6% EL students 9.9% SED students 15.8% Students with Disabilities 22.8% White students 14.4% Hispanic students 13%	Decrease each group by 7 percent
Total Suspension and Discipline Incidences for the 2018-2019 school year	Total Suspensions = 107 Total Incidences = 2640	Decrease total incidences by 25%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At Risk Students

### Strategy/Activity

The site intervention team will keep track of contacts and interventions offered to students with significant academic, behavioral and attendance needs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Title I, Part A

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement WEB to engage and connect our 6th grade students to Somerset School community by forming positive peer connections.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500.00

Title I, Part A

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide counseling services for students based on individual and group needs to improve academic and social-emotional well-being.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500.00

Title I, Part A

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue the implementation of PBIS decrease student behaviors, increase attendance rates, increase promotion rates, and build meaningful relationships between staff and students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500.00	Title I, Part A

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Purchase and implementation of a school wide Social-Emotional Learning curriculum.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Title IV, Part A

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Standards-based opportunities directly connected to an instructional focus may be provided on or off campus.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3195.40	Title I, Part A

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

## Goal 4

By June 30, 2020, the amount of students that are chronically absent will decrease to overall percentage of 8%.

## Identified Need

The CALPADS 2018-2019 end of the year report shows that students with chronic absenteeism for students greater than 10% decreased from 2017-2018 by 1.7%. Somerset has the highest percentage of chronically absent students over 10% when compared to the other Middle Schools in the Sylvan Union School District.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CALPADS Absenteeism Rates 2017-2018	Students Absent <5% = 60.87% Students Absent >5% and <10% = 22.24% Students Absent >10% and <20% = 12.44% Students Absent >20% = 4.45%	Decrease to 8%
CALPADS Absenteeism Rates 2018-2019	Students Absent <5% = 59.07% Students Absent >5% and <10% = 27.05% Students Absent >10% and <20% = 10.74% Students Absent >20% = 3.14%	Decrease Chronic Absenteeism to 8%
Marzano Student Survey Fall 2018	All Scores are based on a rubric of 1 of strongly disagree to 5 strongly agree: My school is a safe place: 3.84 I know the rules and procedures at my school: 4.33 When I achieve a goal or accomplish something important my school's leaders,	Increase by at least .5 in all three areas

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	my teachers and other students celebrate it: 3.02	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Chronically Absent Students

#### Strategy/Activity

Provide counselors and/or mental health clinician to address social and emotional needs so students are able to be academically successful.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I, Part A

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Teachers, administrators, and parents will identify and plan for a regular and meaningful parent engagement opportunities to support student achievement.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I, Part A

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Support effective communication between school and home, including interpreting for English Learner families to facilitate student achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000.00

Title I, Part A

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implementation of Second STEP Social Emotional Learning to improve the culture of the school and increase student achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500.00

Title I, Part A

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue the implementation of PBIS decrease student behaviors, increase attendance rates, increase promotion rates, and build meaningful relationships between staff and students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500.00

Title I, Part A

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$53,179.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I, Part A	\$48,179.00
Title IV, Part A	\$5,000.00

Subtotal of additional federal funds included for this school: \$53,179.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$53,179.00

# School Site Council Membership

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Scott Ferreira	Principal
Lisa Holcombe	Classroom Teacher
Leah Reeve	Classroom Teacher
Frank Legoria	Classroom Teacher
Heather Grigsby	Other School Staff
Rebecca Rossini	Parent or Community Member
Jennifer Ehler	Parent or Community Member
Francisca Hrenko	Parent or Community Member
Lyric Lubin	Secondary Student
Alex Ortega	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

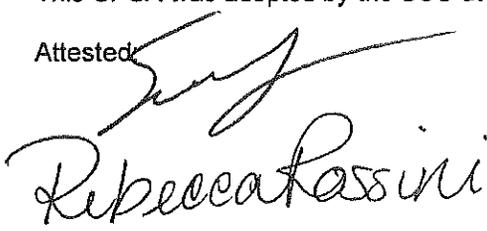
State Compensatory Education Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on November 26, 2019.

Attested:



Principal, Scott Ferreira on 11/26/19

SSC Chairperson, Rebecca Rossini on 11/26/19