School Year: 2019-20

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elizabeth Ustach Middle School	50-71290-6111017	November 21, 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

Elizabeth Ustach 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 at Ustach'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 Ustach's current data and next steps. Ustach'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%	0.58%	0.38%	4	6	4
African American	3.2%	3.19%	2.54%	35	33	27
Asian	8.0%	9.19%	8.38%	88	95	89
Filipino	7.9%	6.48%	5.93%	87	67	63
Hispanic/Latino	42.4%	40.23%	41.43%	465	416	440
Pacific Islander	1.6%	1.74%	1.32%	17	18	14
White	34.0%	34.43%	36.35%	373	356	386
Multiple/No Response	1.5%	2.80%	1.88%	16	29	20
	Total Enrollment			1,098	1034	1,062

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	349	323	324
Grade 7	342	366	361
Grade 8	407	345	377
Total Enrollment	1,098	1,034	1,062

Conclusions based on this data:

1. Based on the above data, Ustach's student population is at 1,000 plus students per each academic year.
2. The two student groups with the highest numbers of students are identified as Hispanic/Latino and White.

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	93	83	81	8.5%	8.0%	7.6%
Fluent English Proficient (FEP)	253	227	246	23.0%	22.0%	23.2%
Reclassified Fluent English Proficient (RFEP)		25	12	0.0%	26.9%	14.5%

Conclusions based on this data:

1. Improvement of achievement due to designated English Learner support for 6th -8th grades. Read 180 implementation has also assisted in student achievement.
2. Improvement of achievement due to communication; all teachers are provided with a copy of each students' profile of the ELPAC results and ongoing review of information in our SIS.

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	336	323	324	336	321	317	336	321	317	100	99.4	97.8
Grade 7	330	370	361	327	365	355	327	365	355	99.1	98.6	98.3
Grade 8	397	332	375	391	330	371	391	330	371	98.5	99.4	98.9
All Grades	1063	1025	1060	1054	1016	1043	1054	1016	1043	99.2	99.1	98.4

* 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	2535.	2548.	2536.	16.96	23.68	19.24	40.18	38.01	34.38	23.81	22.43	27.76	19.05	15.89	18.61
Grade 7	2554.	2575.	2581.	17.13	24.11	26.48	36.09	43.56	38.03	23.24	16.71	20.28	23.55	15.62	15.21
Grade 8	2568.	2581.	2583.	15.09	23.64	18.60	37.85	32.12	40.70	26.60	26.36	22.10	20.46	17.88	18.60
All Grades	N/A	N/A	N/A	16.32	23.82	21.48	38.05	38.09	37.87	24.67	21.65	23.20	20.97	16.44	17.45

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	23.51	32.40	26.81	55.36	46.11	46.37	21.13	21.50	26.81
Grade 7	25.08	32.88	32.68	47.71	46.85	44.51	27.22	20.27	22.82
Grade 8	28.13	35.76	34.23	47.06	40.61	43.13	24.81	23.64	22.64
All Grades	25.71	33.66	31.45	49.91	44.59	44.58	24.38	21.75	23.97

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	24.40	27.73	24.05	51.49	51.71	54.75	24.11	20.56	21.20
Grade 7	30.58	35.89	31.83	44.65	47.40	53.80	24.77	16.71	14.37
Grade 8	23.27	29.09	26.42	49.87	46.36	55.80	26.85	24.55	17.79
All Grades	25.90	31.10	27.54	48.77	48.43	54.80	25.33	20.47	17.66

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	19.94	18.07	18.61	63.99	68.54	66.56	16.07	13.40	14.83
Grade 7	13.76	15.07	19.72	65.75	70.14	67.04	20.49	14.79	13.24
Grade 8	15.60	20.61	18.87	68.29	66.36	67.12	16.11	13.03	14.02
All Grades	16.41	17.81	19.08	66.13	68.41	66.92	17.46	13.78	14.00

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	30.36	35.20	31.55	50.60	50.16	48.90	19.05	14.64	19.56
Grade 7	29.66	43.01	38.03	46.79	45.21	45.92	23.55	11.78	16.06
Grade 8	27.88	37.58	34.50	50.90	43.03	43.40	21.23	19.39	22.10
All Grades	29.22	38.78	34.80	49.53	46.06	45.93	21.25	15.16	19.27

Conclusions based on this data:

1. Improvement of achievement due to Tier 2 intervention, Kodiak Time.
2. Improvement of achievement based on consistent collaborative teachers focusing on essential standards data, providing intervention and enrichment.
3. Improvement of achievement due to professional learning of literacy skills that may be applied all content areas.

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	336	323	324	336	322	316	335	322	316	100	99.7	97.5
Grade 7	330	370	361	327	367	355	327	367	355	99.1	99.2	98.3
Grade 8	397	332	375	391	331	371	391	331	371	98.5	99.7	98.9
All Grades	1063	1025	1060	1054	1020	1042	1053	1020	1042	99.2	99.5	98.3

* 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	2532.	2543.	2537.	22.99	25.47	24.37	22.09	24.84	20.89	29.85	27.33	31.65	25.07	22.36	23.10
Grade 7	2557.	2581.	2594.	27.83	35.69	37.46	20.18	22.62	25.35	27.22	22.34	19.44	24.77	19.35	17.75
Grade 8	2598.	2596.	2616.	31.46	35.65	41.51	25.58	21.15	23.72	24.55	20.24	17.52	18.41	22.96	17.25
All Grades	N/A	N/A	N/A	27.64	32.45	34.93	22.79	22.84	23.42	27.07	23.24	22.46	22.51	21.47	19.19

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	31.34	35.09	32.59	35.52	36.02	31.96	33.13	28.88	35.44
Grade 7	40.67	49.86	53.24	26.91	24.52	24.51	32.42	25.61	22.25
Grade 8	46.80	49.55	55.53	32.23	26.89	25.07	20.97	23.56	19.41
All Grades	39.98	45.10	47.79	31.62	28.92	26.97	28.40	25.98	25.24

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	20.90	25.16	21.84	47.46	46.89	49.68	31.64	27.95	28.48
Grade 7	23.24	30.25	32.68	51.38	46.05	47.32	25.38	23.71	20.00
Grade 8	23.79	29.61	31.81	46.55	44.41	41.78	29.67	25.98	26.42
All Grades	22.70	28.43	29.08	48.34	45.78	46.07	28.96	25.78	24.86

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	23.28	26.09	25.00	46.57	46.27	44.30	30.15	27.64	30.70
Grade 7	19.57	29.43	29.01	58.72	54.77	53.80	21.71	15.80	17.18
Grade 8	27.37	31.12	38.81	55.75	45.02	46.63	16.88	23.87	14.56
All Grades	23.65	28.92	31.29	53.75	48.92	48.37	22.60	22.16	20.35

Conclusions based on this data:

1. Achievement results are based of the implementation of Tier 2 intervention, Kodiak Time and focus of best first instruction.
2. Improvement of achievement based on consistent collaborative teachers focusing on essential standards data, providing intervention and enrichment.
3. Improvement of achievement due to professional learning of vocabulary instruction and making meaningful connections with students.

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	1518.5	1513.2	1512.5	1513.9	1524.0	1511.9	21	31
Grade 7	1496.7	1557.4	1494.6	1557.8	1498.5	1556.6	18	25
Grade 8	1483.3	1556.4	1473.6	1555.4	1492.5	1557.0	22	21
All Grades							61	77

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	*	16.13	52.38	41.94	*	29.03	*	12.90	21	31
7	*	32.00	*	44.00	*	24.00	*	0.00	18	25
8	*	23.81	*	42.86	*	23.81	*	9.52	22	21
All Grades	19.67	23.38	39.34	42.86	24.59	25.97	*	7.79	61	77

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	*	45.16	*	32.26	*	9.68	*	12.90	21	31
7	*	48.00	*	32.00	*	20.00	*	0.00	18	25
8	*	42.86	*	38.10	*	9.52	*	9.52	22	21
All Grades	34.43	45.45	39.34	33.77	*	12.99	*	7.79	61	77

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		3.23	*	32.26	52.38	32.26	*	32.26	21	31
7	*	12.00	*	36.00	*	48.00	*	4.00	18	25
8	*	23.81	*	33.33	*	19.05	*	23.81	22	21
All Grades	*	11.69	*	33.77	37.70	33.77	31.15	20.78	61	77

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	*	22.58	*	48.39	*	29.03	21	31
7	*	8.00	*	72.00	*	20.00	18	25
8	*	14.29	50.00	57.14	*	28.57	22	21
All Grades	32.79	15.58	49.18	58.44	18.03	25.97	61	77

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	57.14	61.29	*	29.03	*	9.68	21	31
7	*	88.00	61.11	8.00	*	4.00	18	25
8	50.00	76.19	*	19.05	*	4.76	22	21
All Grades	47.54	74.03	40.98	19.48	*	6.49	61	77

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		3.23	*	45.16	66.67	51.61	21	31
7	*	12.00	*	56.00	72.22	32.00	18	25
8	*	28.57	*	33.33	54.55	38.10	22	21
All Grades	*	12.99	22.95	45.45	63.93	41.56	61	77

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	*	16.13	90.48	70.97		12.90	21	31
7	*	8.00	77.78	92.00	*	0.00	18	25
8	*	4.76	68.18	90.48	*	4.76	22	21
All Grades	*	10.39	78.69	83.12	*	6.49	61	77

Conclusions based on this data:

1. Achievement results are indicative of the limited focus on best first instruction, by removing barriers and Tier 2 Intervention, Kodiak Time.
2. A consistent, committed and full time Literacy Specialist has permitted our students to achieve.

3. Home communication has also provided ways to make connection with the home and school. Making sure that we are setting up our students for success.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
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**

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**

Conclusions based on this data:

1. Our student population and student group totals have stayed consistent over the past few years.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

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 schievement.
2. Chronic absenteeism is being addressed by the site administration and implementation of the site intervention team.
3. The suspension rate is an area of need . The site is addressing this with a school-wide social emotional learning and character program.

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.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

Conclusions based on this data:

1. Overall every subgroup increased.
2. Students with disabilities continue to be extremely far from standards. Current English Learners and Socioeconomically Disadvantaged are below standard.
3. Overall, White, Hispanic, Asian and Filipino subgroups are above standard and African Americans are below the standard.

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.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

Conclusions based on this data:

1. Overall, all subgroups increased with the exception of white students maintaining.
2. Current English Learners and Students with Disabilities increased, but are extremely far from standard.
3. Two additional subgroups are below standards, African Americans, and Socioeconomically disadvantaged 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

Conclusions based on this data:

1. Students are in need of support for reading and written language.
2. Students are in need of support with speaking and listening.
3. Vocabulary instructions needs to be taught in all content areas to support the acquisition of the English Language.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Four subgroups decreased in chronic absenteeism. Three subgroups maintained and two subgroups increased in chronic absenteeism.
2. Four subgroups have less than 10% chronic absenteeism.
3. African American and English learners have a high percentage of 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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard Suspension Rate by Year		
2016	2017	2018

Conclusions based on this data:

1. Hispanic, African American and Socioeconomically Disadvantaged students have the most suspension percentage.
2. All subgroups increased in the suspensions.
3. The overall suspension rate increased from 2017 to 2018.

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, 75% of SUSD students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment. By June 30, 2020, 100% of Ustach students will show growth as measured by local assessments.

Identified Need

Based on the review of data, all student subgroups increased their percentage of student working towards standard. Our significant students groups are English Learners, Socioeconomically Disadvantaged , Special Education, African American, Asian, Filipino, Hispanic and White students Even though there has been and 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 and African American students. There continues to be an achievement gap between subgroups and our white students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 ELA Dashboard	All students 20.3 points above 3. EL students 98.1 points away from 3. Socioeconomically Disadvantaged 10.2 points from 3. Students with Disabilities 95.8 points from 3. White students 19.7 points above 3. African American students 25.9 points from 3. Hispanic students 4.7 points above 3.	Fall 2019 Release point from 3: All students and student subgroups move 10 points.
Spring SBAC ELA 2019	Met or Exceeded: All students 59.2% English Learners 8% Socioeconomically Disadvantaged 50.1% Students with Disabilities 23.1%	Met or exceeded: All students 75% English Learners 75% Socioeconomically Disadvantaged 75% Students with Disabilities 75% White students 75%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White students 64.3% African American students 52.6% Hispanic students 47.5%	African American students 75% Hispanic students 75% With 100% all students showing growth.
PLC Survey Fall of 2019 Professional Learning Communities (PLC) progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.	PLC Survey Fall 2019 Average Scores: Learning as our fundamental purpose 2.76 Building a collaborative culture through high-performing teams 2.92 A focus on results 2.82	Increase to average 3.5
ELPAC Fall of 2018	60.9% of the 69 English Learners are making progress towards English language proficiency	Spring ELPAC 2020 Summative Assessment Results: All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency Level or a move to the next level.
SBAC scores for English Learners in ELA	Percentage of students of SBAC results: 10.1% of EL students scored Stands Met 37.1% of EL students scored Standards Nearly Met 52.8% of EL students scored Standards not Met	

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

A.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)	Source(s)
4000	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
A.2 Provide opportunities for staff to participate in professional learning opportunities including site staff meetings, conferences/workshops, outside consultants, onsite training, utilize instructional coaches, teacher leader and distance training. As supported through coaching, staff will engage in grade level collaboration with emphasis on the four tenets of a Professional Learning Community in order to support student achievement, including Common Formative Assessments and district benchmarks, analyze data using the TACA, guide and differentiate instruction, identify pupil needs and track pupil progress. Data analysis will include pupil 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)
5000	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
A.3 Use of variety of assessment tools, including screening/diagnostic measures, CFA and benchmark data to address the specific learning needs of all students, including the use of SMART goals and additional methods for monitoring student progress, and identification for intervention and enrichment opportunities.

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	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

A.4 Grade level/department/Instructional planning/collaboration with emphasis on the four tenets of a PLC in order to support student achievement, including identifying learning goals/targets, essential standards, SMART goal, developing and analyzing CFA's and district benchmarks, identifying student needs- intervention/enrichment/extension, scheduling modifications based on student needs and monitoring student progress 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)
4110	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

A.5 Through a tiered system of supports, classroom teacher, grade levels and site personnel will set individual student goals and implement interventions/enrichment/extension opportunities to meet these goals.

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)
2495	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)

English Learners

Strategy/Activity

A.6 All English Learners will receive Literacy-based, integrated and designated ELD instruction on a daily basis.

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)
497	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)

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

Strategy/Activity

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	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 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 2

:By June 30, 2020, 70% of SUSD students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment. By June 30, 2020, 100% of Ustach students will show growth as measured by local assessments.

Identified Need

Based on the review of data, all student subgroups increased their percentage of student working towards standard. Our significant students groups are English Learners, Socioeconomically Disadvantaged , Special Education, African American, Asian, Filipino, Hispanic and White students Even though there has been and 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 and Socioeconomically Disadvantaged students. There continues to be an achievement gap between subgroups and our white students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018 Mathematics Dashboard	All students 9.4 points above 3. EL students 28.2 points away from 3. Socioeconomically Disadvantaged 23.2 points from 3. Students with Disabilities 125.1 points from 3. White students 5.9 points above 3. African American students 41.2 points from 3. Hispanic students 9.6 points from 3.	With 100% all students showing growth.
Spring 2019 SBAC	Met or Exceeded: All students 51.7% English Learners 6.7% Socioeconomically Disadvantaged 42.2% Students with Disabilities 16.3%	Met or exceeded: All students 70% English Learners 70% Socioeconomically Disadvantaged 70% Students with Disabilities 70% White students 70%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White students 55.3% African American students 40% Hispanic students 39.1%	African American students 70% Hispanic students 70%
PLC Survey Fall of 2019 Professional Learning Communities (PLC) progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.	PLC Survey Fall 2019 Average Scores: Learning as our fundamental purpose 2.76 Building a collaborative culture through high-performing teams 2.92 A focus on results 2.82	Increase to average 3.5

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

B.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)	Source(s)
450	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

B.2 Grade level/department/Instructional planning/collaboration with emphasis on the four tenets of a PLC in order to support student achievement, including identifying learning goals/targets, essential standards, SMART goal, developing and analyzing CFA's and district benchmarks, identifying student needs- intervention/enrichment/extension, scheduling modifications based on student needs and monitoring student progress 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)
4110	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

B.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)
600	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)

Strategy/Activity

B.4 Provide extended learning opportunities either before school or after school for students identified as not obtaining proficiency in core 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)
1000	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)

Strategy/Activity

B.5 Teachers, administrators, counselors, support staff, and parents will identify and plan for meaningful parent engagement opportunities (e.g. Tiered Parent Teacher Conferences with an academic focus.)

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)
750.	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 the suspension rates will decrease by 5% of previous school year for all subgroups.

Identified Need

Data indicates that suspensions rate was at 7.4% and that was a 4% increase from previous school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2018, Suspension Rate Dashboard	Suspensions: All students : 7.2% EL students 8% African American students 13.5% Socioeconomically Disadvantage students 10.5% Students with Disabilities 8.3% Hispanic 9.3% Two or more Races 8.3% White 7%	Decrease in suspension rate of 25%
Marzano Student Survey	All scores are based on a rubric of 1 of strongly disagree to 5 strongly agree: I know the rules and procedures at my school: Fall 2017 4.34 Spring 2018 4.29 Fall 2018 4.31 When I achieve a goal or accomplish something important my school's leaders,	Increase by at least 0.5 in the celebration area

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	teachers and other students celebrate it: Fall 2017 2.67 Spring 2018 2.27 Fall 2018 2.61	

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

C.1 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)
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

C. 2 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 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

C.3 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	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

C.4 Implement WEB to engage and connect our 6th grade students to Ustach 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)
1000	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

Teachers, Administrators, counselors, support staff, students and parents will identify, plan and participate in meaningful engagement opportunities.

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	

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

Creating and maintaining a safe, effective, supportive learning environment by increasing student attendance to 97% and reducing the number of total disciplinary actions by 5%.

Identified Need

The Fall Dashboard report shows that students with chronic absenteeism for students subgroups have maintained or declined identifying them in the yellow and orange range. Ustach Middle School in Sylvan Union School District has the highest overall attendance rates, but Ustach's student subgroups struggle with regular daily school attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall Dashboard Chronic Absenteeism	Chronically Absent: All students 7% EL students 12.8% African American students 13.9% Socioeconomically Disadvantage students 11.3% Students with Disabilities 10.8% Hispanic 8.3%	Decrease chronic absenteeism Increase all students attendance rates
Marzano Student Survey	All scores are based on a rubric of 1 of strongly disagree to 5 strongly agree: My school is a safe place Fall 2017 3.94 Spring 2018 3.65 Fall 2018 3.84	

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 parent 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)
1300	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 students 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	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 Character Strong (Kodiak Crew) the 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)
2000	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

Expand and improve peer/cross-age mentoring program to provide opportunities for students to form positive peer connections and improve student achievement (E.g. WEB, CJSF, Conflict Mangagers, Leadership, PALS, Kodiak Time, Character Strong, Kodiak Habits)

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	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	$45,812.00

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	$38,312.00
Title IV, Part A	$5,000.00

Subtotal of additional federal funds included for this school: $43,312.00

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 ($)
	$2,500.00

Subtotal of state or local funds included for this school: $2,500.00

Total of federal, state, and/or local funds for this school: $45,812.00

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Deanne Andrade-Freitas	Principal
Robert Stone	Classroom Teacher
Megan McGrew	Classroom Teacher
Lori Dexter	Classroom Teacher
Michael Christie	Parent or Community Member
Erick Humphreys	Parent or Community Member
Rhea Kumar	Secondary Student
Brennen Munoz	Other School Staff
Hamza Modan	Secondary Student
Abigail Ramillo	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
Clear	☑ State Compensatory Education Advisory Committee
Clear	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☑ Other: Guiding Coalition/Leadership Team; Department Chairs

11/26/2019

This SPSA was adopted by the SSC at a public meeting on November 21, 2019.

Attested:

Clear	Principal, Deanne Andrade-Freitas on 11/21/19
Clear	SSC Chairperson, Michael J. Christie on 11/21/19