School Year: 2020-21

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	May 12, 2020	

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

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

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.
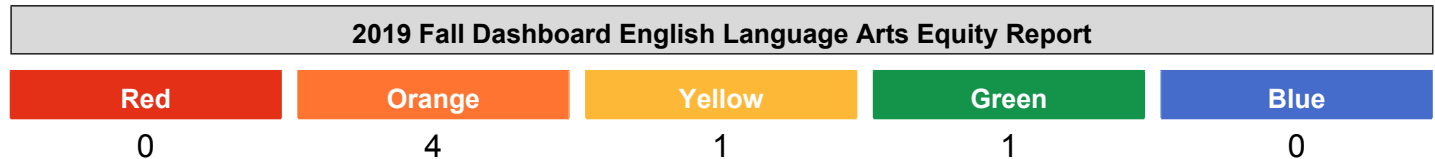
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	1	0

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
12.1 points below standard	59.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5 points	Declined -9.9 points	
881	185	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	27.8 points below standard	76.9 points below standard
	Increased ++4.7 points	Increased Significantly ++19.9 points
4	541	112

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
64.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	2.9 points above standard	63.9 points above standard
Declined Significantly -16.1 points	4	Declined Significantly -31.3 points	15
46		36	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
22.7 points below standard	5.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	4.9 points above standard
Maintained ++2.5 points	Increased ++6.5 points	10	Increased Significantly ++16.7 points
421	32		312

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
113.9 points below standard	7.5 points below standard	4.5 points below standard
Declined -11.6 points	Declined Significantly -16.9 points	Increased ++7.8 points
90	95	644

Conclusions based on this data:

1. Overall and every subgroup increased closer to 3.

2. Students with disabilities continue to be extremely far from standard.

3. 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:

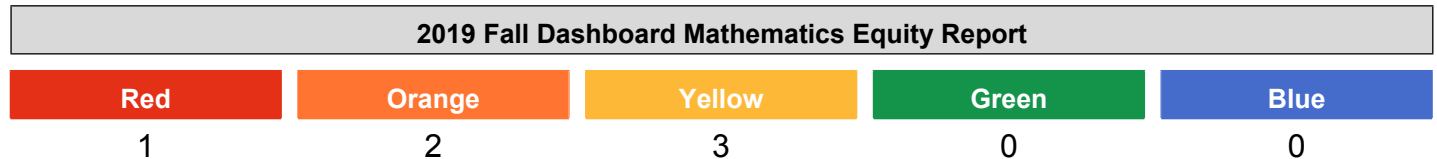| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	3	0	0

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
44.1 points below standard	87.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.9 points	Maintained -2.5 points	1
881	185	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	61.7 points below standard	110.9 points below standard
4	Increased ++13.7 points	Increased Significantly ++24 points
	542	112

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
95.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	5.7 points above standard	32.7 points above standard
Declined -4.4 points	4	Maintained -1.1 points	15
46		36	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
58.8 points below standard	46.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	25.5 points below standard
Increased ++8.6 points	Declined -7.1 points	10	Increased Significantly ++24 points
422	32		311

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
142.4 points below standard	34.8 points below standard	37.2 points below standard
Declined -7.5 points	Declined -5.9 points	Increased ++14.6 points
90	95	644

Conclusions based on this data:

1. All groups have increased with the exception of Students with Disabilities who decreased.

2. White students are outperforming all subgroups.

3. 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 percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50.5 making progress towards English language proficiency
Number of EL Students: 95
Performance Level: Medium
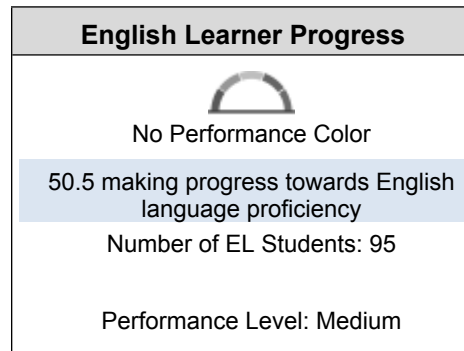
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19	28	3	45

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	4	1	0
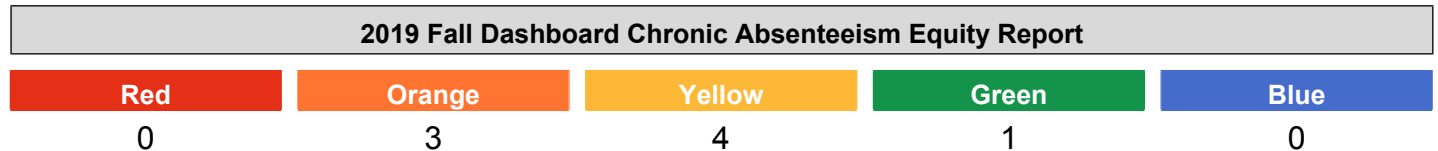
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
13.9	14.7	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.4	Increased +0.6	
987	143	5

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	16.6	21.4
	Declined Significantly -3.5	Declined -1.3
9	620	126

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Green	No Performance Color
17.9	Less than 11 Students - Data Not Displayed for Privacy	5	17.6
Declined -3		Declined -4.1	Increased +1
	4		
56		40	17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Yellow
15.2	15.6	Less than 11 Students - Data Not Displayed for Privacy	12.5
Maintained 0	Declined -6.7		Declined Significantly -4.6
		10	
480	45		335

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	3	1
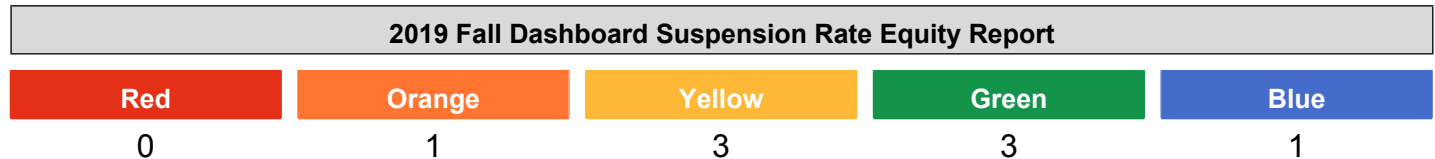
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
7.1	5.4	Less than 11 Students - Data Not Displayed for Privacy
		6
Declined Significantly -7.5	Declined -4.5	
1014	147	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	9.4	10.5
9		
	Declined Significantly -6.4	Declined -12.3
	640	133

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Blue	No Performance Color
19.4	Less than 11 Students - Data 4	0	0
Declined -9.6		Declined -5.9	Maintained 0
62		42	17

Hispanic	Two or More Races	Pacific Islander	White
Green	Yellow	No Performance Color	Green
6.1	10.4	Less than 11 Students - Data 10	7
Declined Significantly -6.9	Declined -7.6		Declined Significantly -7.4
490	48		341

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	14.6	7.1

Conclusions based on this data:

1. The percentage of students suspended increased from 5.6% to 14.6% from 2016 to 2018.

2. African-American students were suspended at a higher percentage when compared to the other student groups.

3. 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, 2021, 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 2019 ELA Dashboard	Student Groups by Color: Red - 0 Orange - African American, English Learners, Hispanic, and Students with Disabilities Yellow - SCE Green - White Blue - 0 No Color - Asian, American Indian, Filipino, Foster Youth, Homeless, 2 or more races, Pacific Islander Movement - Increased by 5 points Point from Standard - 12.1 below standard	Increase 12 points to meet standard.
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%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 student achievement in Metric #1 and #2 above.	PLC Survey Fall 2019 Average Scores: Learning as our fundamental purpose - 2.97 Building a collaborative culture through high-performing teams • 3.07 A focus on results - 2.98	Increase the averages to 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

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)	Source(s)
6000.00	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 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, 2021, 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 2019 Mathematics Dashboard	Overall - Yellow Student Groups by Color Red - African American Orange - English Learners, Students with Disabilities Yellow - Hispanic, SCE, White Green - 0 No Color - Asian, American Indian, Filipino, Foster Youth, Homeless, 2 or more races, Pacific Islander Movement - 12.9 increase Point from Standard - 44.1 points below	Increase by 20 points towards standard
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	PLC Survey Fall 2019 Average Scores:	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 and #2 above.	Learning as our fundamental purpose - 2.97 Building a collaborative culture through high-performing teams • 3.07 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)	Source(s)
5000.00	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

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, 2021, student suspensions will decrease to 90 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 2019 Suspension Rate - CA Dashboard	Dashboard Color - Green % suspended at least once 7.1% Movement - declined 7.5% Student Groups by Color Red - 0 Orange - African American, Yellow - 2 or more races, SED, SWD Green - English Learners, Hispanic, White	Decrease each group by 7 percent
Total Suspension and Discipline Incidences for the 2019-2020 school year	Total Suspensions = 68	Decrease total incidences by 10%
Marzano HRS Student Spring 2020	1.2 a - My School is a safe place	Maintain status

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, 2021, the amount of students that are chronically absent will decrease to overall percentage of 8%.

Identified Need

Somerset school will increase all student groups by at least one color.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 CA Dashboard Chronic Absenteeism	Dashboard Color: Yellow % Chronically Absent: 13.9% Movement: Declined 2.4 % Student Groups by Color: Red - 0 Orange - Students with Disabilities, English Learners, Hispanic Yellow - African American, SES, 2 or more races, white Green - Asian Blue - 0	Decrease Chronic Absenteeism by 5%
Certify Attendance Data Reports 2019-2020	The number of students absent 7% and approaching 10% = 86 students The number of students absent 10% or more = 102	Decrease Chronic Absenteeism by 5%
Spring 2020 Collective Efficacy	Teachers in our school believe that every child can learn: 4.63 Somerset and 5.03 If a child doesn't want to learn teachers at our school give up. 4.37 Somerset and 5.05 District.	Improve our ratings to an average score of 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)

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 ($)

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
Marianne Kaanon	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 May 12, 2020.

Attested:

Principal, Scott Ferreira on 5/12/20	
SSC Chairperson, Rebecca Rossini on 5/12/20	