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
Elizabeth Ustach Middle School	50-71290-6111017	November 21, 2019	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Due to COVID-19 restrictions along with parent and classified staff availability, Elizabeth Ustach Middle School participated in the Single Plan for Student Achievement with virtual input from all stakeholders: certificated staff, classified staff, parents and administration. During the collaborative process, data from the previous year and progress towards meeting the goals was reviewed and future goals were developed. Last year's data was reviewed to be able to share out the progress and establish areas of further development. Ustach's data was shared with site leadership, Guiding Coalition, school staff and School Site Council. We have utilized the data to support our next steps in student achievement and goals were created to support the highest level of learning for all Ustach

students. Goals for the 2020-21 school year were created with input and approved by site staff, Guiding Coalition, and members of the School site Council.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

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 has improved with the implementation of Kodiak Code, site wide character dares and weekly Kodiak Crew class meetings. Staff has also work with OMC in the classroom and positively communicating with students.
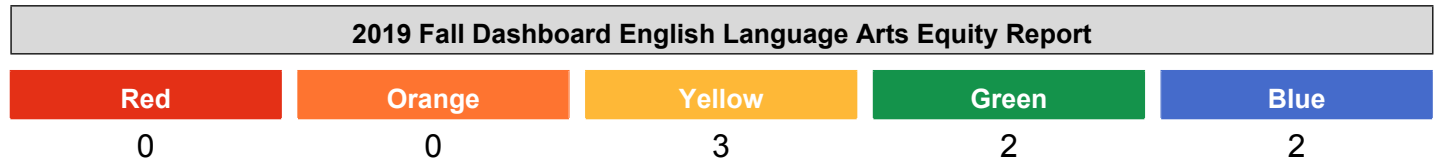
School and Student Performance Data

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	0	3	2	2

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**
Green	Yellow	No Performance Color
22 points above standard	10.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.3 points	Increased ++14.1 points	
		1
1006	199	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	2.2 points below standard	69.7 points below standard
	Increased ++8.2 points	Increased Significantly ++22 points
1	428	107

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Blue
9.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	63.7 points above standard	92.9 points above standard
Increased Significantly ++16 points	4	Increased Significantly ++18.4 points	Increased ++7.8 points
24		86	62
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
0.7 points above standard	57.2 points above standard	36.8 points above standard	22.8 points above standard
Declined -3.4 points	Declined Significantly -26.1 points	Increased Significantly ++16.8 points	Increased ++3.6 points
427	18	13	358

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**
87.4 points below standard	28.2 points above standard	21.3 points above standard
Increased ++8.7 points	Increased Significantly ++15.3 points	Maintained ++1.6 points
67	132	687

Conclusions based on this data:

1. Overall every subgroup increased.

2. Students with disabilities have been mainstreamed into classes with the Co-teaching model, Study Skill class was added and direct student support is provided to students. Many times,Tier two instruction from classroom teachers are meeting the needs of our students.

3. EL students are being provided support from ELD/Literacy Specialists, teachers are utilizing a variety of instructional strategies to meet the needs of the students. Tier three instruction supports the acquistion of English.

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:

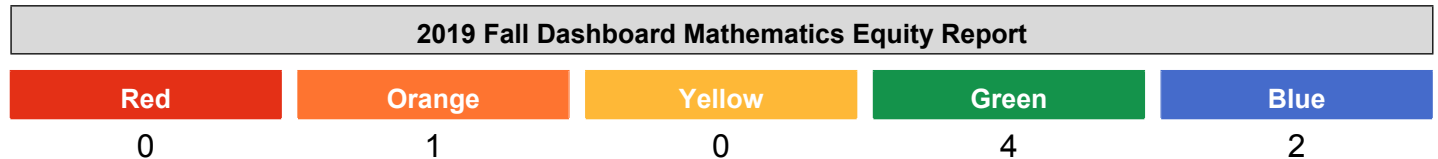| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	4	2

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
Green	Green	No Performance Color
19.5 points above standard	16.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.9 points	Increased ++12.7 points	
1005	198	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.6 points below standard	98 points below standard
	Increased ++12.2 points	Increased Significantly ++25.3 points
1	427	107

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	Blue
20.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	85.6 points above standard	114.5 points above standard
Increased Significantly ++20.6 points	4	Increased Significantly ++33.4 points	Increased Significantly ++26.7 points
24		86	62

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
5.7 points below standard	52.9 points above standard	60.2 points above standard	15.1 points above standard
Increased ++4.9 points	Declined Significantly -37.4 points	Increased Significantly ++45.2 points	Increased ++9.8 points
426	18	13	358

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
105 points below standard	28.4 points above standard	17.2 points above standard
Increased Significantly ++16.8 points	Increased ++8.9 points	Increased ++11.5 points
67	131	687

Conclusions based on this data:

1. Overall, all subgroups increased.

2. Current English Learners and Students with Disabilities increased and showing growth because of the instructional strategies that are being used by all teachers.

3. The implementation of Tier two, Kodiak Time, has allowed students received additional support which has aided in our student success.

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
60.9 making progress towards English language proficiency
Number of EL Students: 69
Performance Level: High
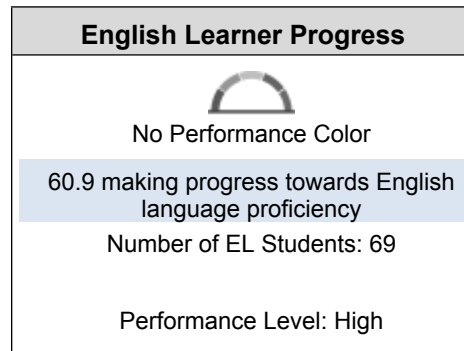
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
14	13	3	39

Conclusions based on this data:

1. Students are in need of support for reading, written language, speaking and listening.

2. Ongoing professional development in EL strategies will aid with EL growth.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	1	0	2
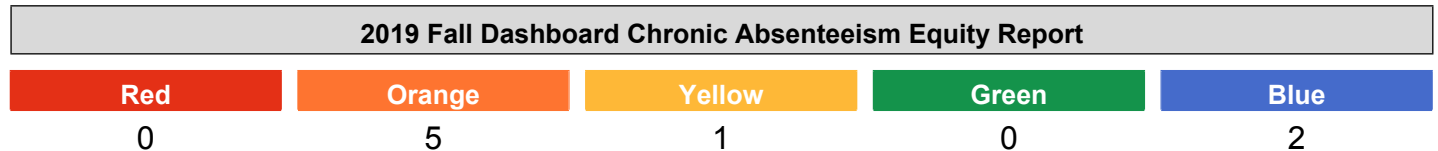
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
8.9	15.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.9	Increased +3.1	
1113	88	9
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	12.8	17.7
	Increased +1.5	Increased +7
2	493	124

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	Blue
17.2	Less than 11 Students - Data Not Displayed for Privacy	4.4	1.6
Increased +3.4	6	Increased +1.3	Maintained +0.1
29		91	63
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Orange
10.9	0	0	9
Increased +2.6	Declined -2.9	Maintained 0	Increased +1.3
477	34	14	399

Conclusions based on this data:

1. There was a decline in attendance this year for a variety of reasons and staff continues to support student attendance.

2. Many subgroups were in orange and Ustach will continue to provide SEL to support attendance at school.

3. Ongoing communication to families about the importance of school attendance, Continue with student meetings with administration to support improvement of attendance. Maintain a positive school culture, so students want to be here at school.

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**
1	3	2	3	0
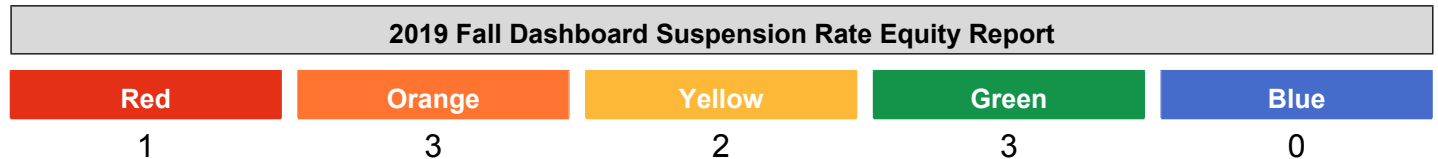
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
6.8	11	18.2
Declined -0.4	Increased +3	11
1144	91	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Green
Less than 11 Students - Data Not Displayed for Privacy	9.1	6.2
2	Declined -1.9	Declined -2.1
	507	130

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	Orange	Orange
16.1	Less than 11 Students - Data Not Displayed for Privacy 7	4.3	4.7
Increased +2.6		Increased +2.3	Increased +3.2
31		93	64

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Green	No Performance Color	Green
9	2.8	0	5.1
Declined -0.3	Declined -5.6	Maintained 0	Declined -1.9
491	36	14	408

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.2	6.8

Conclusions based on this data:

1. This year six subgroups decreased suspensions due to the visual administration, staff members and celebration of Kodiak Tickets earned by following the Kodiak Code.

2. Four of the subgroups suspension rated increased. All staff will continue to use SEL, build positive relationships with students, utilize OMC, model and be visual to students.

3. The overall suspension rate decreased from 2018 to 2019.

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, 75% of SUSD students will meet or exceed grade level standards in Language Arts as measured by the SBAC assessment.   By June 30, 2021, 100% of Ustach students will show growth as measured by local assessments.

Identified Need

Based on the review of data, all but one 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 Hispanic 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 2019 ELA Dashboard	All students 22 points above standards maintained 2.3, 1,006 students. EL students 10.7 below standard increased 14.1, 99 students Socioeconomically Disadvantaged 2.2 below standard increased by 8.2, 428 students. Students with Disabilities 69.7 below standard increased by 22, 107 students. White students 22.8 points above standard increased by 3.6, 358 students. Hispanic students .7 points above standard declined by 3.4, 427 students Asian students 63.7 above standard increased by 18.4, 86 students Filipino students 92.9 above standard increased by 7.4, 62 students	Fall 2020 Release Point from standards: All students and all student subgroups to move a minimum of 10 points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Dashboard color: Green 22 points above standard, increase 2.3 Yellow- English Learners, Students w/ Disabilities, Hispanic Green- SED, White Blue- Asian, Filipino	
Spring 2020 PLC Survey	Learning as Our Fundamental Purpose: average score 2.86 Building a Collaborative Culture: average 3.02 Focus on Results: 3.04	Survey would show that staff would be at, meet the district overall results or higher to meet an average of four.
Acquiring English Fall 2019 Dashboard ELPI	60.9% making progress towards English language proficiency, 69 students Performance level High	Increase the number of students acquiring English

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)
3000	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)
3000	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)
3000	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)
3000	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)
2200	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, 2021, 70% of SUSD students will meet or exceed grade level standards in Mathematics as measured by the SBAC assessment.   By June 30, 2021, 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. There continues to be an achievement gap between subgroups and our white students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 Mathematics Dashboard	All students 19.5 points above standard, 1,005 students. EL students 16.8 below standard increase 12.7, 198 students. Socioeconomically Disadvantaged 11.6 points below standard increase 12.2, 427 students. Students with Disabilities 98 points below standard increase 25.3, 107 students. White students 15.1 points above standard increase 9.8, 358 students. Hispanic students 5.7 points below standards increase 4.9, 426 students. Asian students 8.5 above standard, increase 33.4, 86 students. Filipino students 114.5 above standard increase 26.7, 32 students Dashboard Color: Green	Fall 2020 Release Point from standards: All students and all student subgroups to move a minimum of 10 points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	19.5 points above standard, increased 10.9 Orange- Students w/Disabilities Green- English Learners,SED, Hispanic, White Blue- Filipino, Asian,	
Spring 2020 PLC Survey	Learning as Our Fundamental Purpose: average score 2.86 Building a Collaborative Culture: average 3.02 Focus on Results: 3.04	Survey would show that staff would be at, meet the district overall results or higher to meet an average of four.

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)
3622.8	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, 2021, the suspension rates will decrease to 5%.

Identified Need

The California School Dashboard indicates that the suspension rate was at 6.8%, which declined 0.4% from the previous school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2019 CA Dashboard Suspension Indicator	Suspensions:at least once All students: 6.8%, decline 0.4%, 1,144 students EL students: 11%, increase 3%, 91 students African American students: 16.1%, increase 2.6%, 31 students Socioeconomically Disadvantage students: 9.1%, decline 1.9%, 507 students Students with Disabilities: 6.2%, decline 2.1%, 36 students Hispanic: 9%, decline 0.3%, 491 students Two or more Races: 2.8%, decline 5.6%, 36 students White: 5.1%, decline 1.9%, 408 students Asian: 4.3%, increase 2.3%, 93 students Filipino: 4.7%, increase 3.2%, 64 students Dashboard Color: Green % suspended at least once: 6.8%	Decrease in suspension rate by 1.8%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Movement %: -0.4% Student Groups by Color: Red - African American Orange - Asian, EL, Filipino Yellow - Hispanic, SED	
Certify	Number of Incidents (as of 2/21/2020): 44	

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)
500	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 Ongoing subscription and implementation of a school wide Social-Emotional Learning curriculum(Character Strong).

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

Amount(s)

5000

Source(s)

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 identify strategies to assist students needs document number 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)

500

Source(s)

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)

500

Source(s)

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)
500	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

Creating and maintaining a safe, effective, supportive learning environment by increasing student attendance to 97%.

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 8.9% increase 1.9%, 1,113 students EL students 15.9% increase 3.1%, 88 students Asian students 4.4% increase 1.3%, 91 students Socioeconomically Disadvantage students 12.8% increase 1.5%, 493 students Students with Disabilities 17.7% increase 7%, 124 students Hispanic 10.9% increase 2.6%. 477 students White students 9% increase 1.3%, 399 students Filipino students 1.6% maintained.1%, 63 students Two or More Races 0% decline 2.9%, 34 students Dashboard Color: Orange 8.9 % percent, increase of 1.9% Student Groups by Color:	Decrease chronic absenteeism Increase all students attendance rates

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Orange- SED, Students w/ Disabilities, English Learners,Hispanic, White Yellow- Asian Blue- Two or More Races, Filipino	
Spring 2020 Collective Efficacy	#20, 5.08, scale of 1 Strongly Disagree to 6 Strongly Agree #24, 4.96, scale of 1 Strongly Disagree to 6 Strongly Agree	Continue to grow as a staff

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)
750	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)
750	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)
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

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)
1250	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	$33,869.80
Total Federal Funds Provided to the School from the LEA for CSI	$0.0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$33,869.80

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	$28,869.80
Title IV, Part A	$5,000.00

Subtotal of additional federal funds included for this school: $33,869.80

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: $33,869.80

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
	Classroom Teacher
	Parent or Community Member
	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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Other: Guiding Coalition/Leadership Team Department Chairs

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 14, 2020.

Attested:

	Principal, Deanne Andrade-Freitas on May 14, 2020
	SSC Chairperson, Michael J. Christie on May 14, 2020