The Single Plan for Student Achievement
Sylvan Union School District

School: Elizabeth Ustach Middle School

CDS Code: 50-71290-6111017

District: Sylvan Union Elementary School District

Principal: Deanne Andrade-Freitas, Interim Principal

Revision Date: November 15, 2018

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

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Deanne Andrade-Freitas

Position: Principal

Phone Number: (209) 552-3000

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Modesto, CA 95355

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

	Elizabeth Ustach Middle School will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.	Related State and/or Local Priorities:
GOAL A:		1 X 2 X 3 4 X 5 6 7 X 8 X Title I: 1 X 2 X 3 4 X 5 6 7 8 X 9 X 10

Identified Need :	* Increased achievement for all pupils, decrease achievement gaps * Increase progress, and proficiency of all students including English Learners, Special Needs, and socio-economically disadvantaged. * 6th through 8th grade implementation of California State Standards, including English Language Development (ELD) Standards 4. Provide high quality, consistent ELD program 5. Continued support of professional learning for certificated and classified staff 6. Continued support of Professional Learning Communities 7. Increase integration of instructional technology

SPSA Year: 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. SBAC ELA/Literacy - % of Students Met or Exceeded EADMS Data	2016-2017 ELA/Literacy 53% - All Students 0% - English Learners 50.7% - Low Income 47% - 6th Grade 0% - English Learners 43.1% - Low Income 57.6% - 7th Grade 0% - English Learners 54.8% - Low Income 54.2% - 8th Grade 0% - English Learners 53.9% - Low Income	2017-2018 ELA/Literacy 62.1% - All Students 5.8% - English Learners 48.7% - Low Income 62.3% - 6th Grade 5% - English Learners 51.4% - Low Income 67.7% - 7th Grade 6.7% - English Learners 50% - Low Income 55.9% - 8th Grade 5.9% - English Learners 44.9% - Low Income	2018-2019 ELA/Literacy 85% - All Students 85% - English Learners 85% - Low Income 86% - 6th Grade 85% - English Learners 85% - Low Income 85% - 7th Grade 85% - English Learners 85% - Low Income 85% - 8th Grade 85% - English Learners 85% - Low Income	2019-2020 ELA/Literacy 100% - All Students 100% - English Learners 100% - Low Income 100% - 6th Grade 100% - English Learners 100% - Low Income 100% - 7th Grade 100% - English Learners 100% - Low Income 100% - 8th Grade 100% - English Learners 100% - Low Income
2. SBAC Mathematics % of Students Standard Met or Exceeded EADMS Data	2016-2017 Mathematics 43.37% - All Students 1.8% - English Learners 42% - Low Income 55% - 6th Grade 0% - English Learners 36% - Low Income 44.8% - 7th Grade	2017-2018 Mathematics 55.6% - All Students 9% - English Learners 43.8% - Low Income 51% - 6th Grade 14.3% - English Learners 40% - Low Income	2018-2019 Mathematics 94% - All Students 20% - English Learners 15% - Low Income 90% - 6th Grade 75% - English Learners 75% - Low Income	2019-2020 Mathematics 100% - All Students 100% - English Learners 100% - Low Income 100% - 6th Grade 100% - English Learners 100% - Low Income 100% - 7th Grade

	5% - English Learners 43.6% - Low Income 48.5% - 8th Grade 0% - English Learners 49.7% - Low Income	58.3% - 7th Grade 11.8% - English Learners 47.5% - Low Income 57% - 8th Grade 0% - English Learners 45.2% - Low Income	57% - 7th Grade 15% - English Learners 57% - Low Income 67% - 8th Grade 15% - English Learners 67% - Low Income	100% - English Learners 100% - Low Income 100% - 8th Grade 100% - English Learners 100% - Low Income
3. Sylvan District ELA Benchmarks - % of students expected to meet or exceed standards EADMS Data	2016-2017 ELA By Trimester 6th: 1st- 48%; 2nd- 87%; 3rd- % 7th: 1st- 28%; 2nd- 37%; 3rd- 27% 8th: 1st- 32%; 2nd- 27%; 3rd- 89%	2017-2018 ELA By Trimester 6th: 1st- 33%; 2nd- 36%; 3rd- 75 % 7th: 1st- 66%; 2nd- 19%; 3rd- 60 % 8th: 1st- 76%; 2nd- 19%; 3rd- 90%	2018-2019 ELA By Trimester 6th: 1st- 80%; 2nd- 85%; 3rd- 85% 7th: 1st- 80%; 2nd- 80%; 3rd- 80% 8th: 1st- 80%; 2nd- 95%; 3rd- 95%	2019-2020 ELA By Trimester 6th: 1st-100%; 2nd-100%; 3rd-100% 7th: 1st-100%; 2nd-100%; 3rd-100% 8th: 1st-100%; 2nd-100%; 3rd-100%
4. Sylvan District Math Benchmarks - % of students expected to meet or exceed standards EADMS Data	2016-2017 Math By Trimester 6th: 1st- 82%; 2nd- 77%; 3rd- 54% 7th: 1st- 60%; 2nd- 45%; 3rd- 68% 8th: 1st- 78%; 2nd- 79%; 3rd- 89%	2017-2018 Math By Trimester 6th: 1st- 41%; 2nd- 77%; 3rd- 69% 7th: 1st- 64%; 2nd- 29%; 3rd- 70% 8th: 1st- 66%; 2nd- 62%; 3rd- 80%	2018-2019 Math By Trimester 6th: 1st- 94%; 2nd- 92%; 3rd- 85% 7th: 1st- 80%; 2nd- 85%; 3rd- 90% 8th: 1st- 85%; 2nd- 85%; 3rd- 85%	2019-2020 Math By Trimester 6th: 1st-100%; 2nd-100%; 3rd-100% 7th: 1st-100%; 2nd-100%; 3rd-100% 8th: 1st-100%; 2nd-100%; 3rd-100%
5. English Language Development Test EADMS Data	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.
6. English Learner Reclassification Rate Local Data	2016-2017 - 28 students	Increase by 5% 2017-2018 - 12 students	Increase by 5%	Increase by 5%
7. FitnessGram - 7th Grade EADMS Data	2016-2017 Aerobic Capacity - Healthy Fitness Zone - 65.3% 2016-2017 Flexibility - Healthy Fitness Zone - 68.3%	Increase Aerobic Capacity by 5%- actual 71.7% Increase Flexibility by 10%- actual 72.0%	Increase Aerobic Capacity by 5% Increase Flexibility by 5%	Increase Aerobic Capacity by 5% Increase Flexibility by 5%
8. Professional learning on research-based instructional strategies focused on State Standards for all students in order to provide a broad course	BrightBytes March 2017 36%- Teachers' time spent on school-sponsored professional learning 9-33 hours	Increase by 10%- actual 63%. Increase by 10%- actual 37%	Increase by 5% Increase by 10%	Increase by 5 % Increase by 10%

of study BrightBytes	12% - Percent of teachers considered this professional learning above average			
9. Access to technology BrightBytes	BrightBytes March 2017 67% of teachers asked their students to complete online assessments at least monthly	Increase by 12%- actual 85%	Increase by 11%	Increase by 10%
10. Use of instructional technology BrightBytes	BrightBytes March 2017 26% of teachers report using digital textbooks at least weekly 87% teachers-reported almost daily student computer use in the classroom 21% of teachers report they are highly knowledgeable in digital citizenship skill 17% of students report they are taught digital citizenship skills at least monthly	Increase by 15%- actual 42% Increase by 10%- actual 82% Increase by 20%- actual 56% Increase by 10%- actual 16%	Increase by 20% Increase by 5% Increase by 5% Increase by 10%	Increase by 20% Increase by 5% Increase by 5% Increase by 10%
11. Professional Learning Communities Progress SUSD PLC Survey	PLC Survey 2016-2017 Fall 2016 Average scores: Learning as our fundamental purpose - 2.44 Building a collaborative culture through high-performing teams - 2.25 A focus on results - 3.00 Level of Collective Efficacy - 501 (17-18 Fall survey)	PLC Survey 2017-2018 Fundamental Purpose Increase to 3.00- actual 2.62 Collaborative Culture Increase to 2.75- actual 2.93 Focus on Results Increase to 3.30- actual 2.67 Level of Collective Efficacy Increase by 30 points- actual 500	PLC Survey 2018-2019 Fundamental Purpose Increase to 3.50 Collaborative Culture Increase to 3.25 Focus on Results Increase to 3.60 Level of Collective Efficacy Increase by 30 points	PLC Survey 2019-2020 Fundamental Purpose Increase to 4.0 Collaborative Culture Increase to 4.0 Focus on Results Increase to 4.0 Level of Collective Efficacy Increase by 40 points
11. California Assessment Science Test (CAST) EADMS Data	Baseline will be set in 2017-2018	Growth	Growth	Growth

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
A.1 Teacher leaders, Administration, Instructional Coaches, and ELD/Literacy Specialists will support the implementation of research based instructional strategies while increasing integration of technology.	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Books and Supplies Printing 0000: Unrestricted Supplemental Professional Reference Library Professional Learning Technology 0000: Unrestricted Supplemental Teachers who attended the EDMS training have used PLC times to show other teachers how to develop, integrate, and score CFA's though this program. Substitutes
A.2 Provide opportunities for staff to participate in professional learning opportunities including site staff meetings, conferences/workshops, outside consultants, onsite training and distance training.	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Instructional Materials Professional Learning Technology
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.	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Conference Fees Consultant Fees Professional Learning
A.4 Draft, review, revise and publicize Expected Learning Outcomes based on the district's priority standards to guide short-term and long-term instruction as well as target student needs based on data analysis.	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Instructional Supplies Printing Instructional Materials Technology Professional Learning

A.5 Provide extended learning opportunities for identified students based on screening and progress monitoring.	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Printing Teacher hourly pay
A.6 All English Learners will receive Literacy-based, integrated and designated ELD instruction on a daily basis.	All OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials Professional Learning Printing

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

GOAL B:	Elizabeth Ustach Middle School will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.	Related State and/or Local Priorities: 1 2 3 X 4 5 X 6 X 7 8 Title I: 1 2 X 3 4 5 6 X 7 8 9 10

Identified Need :	1. Decrease suspension and expulsion rates 2. Increase attendance rates, and decrease chronic absenteeism rates 4. Increase parent engagement opportunities 5. Increase student and staff engagement with positive school culture

SPSA Year: 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Participation at School-Sponsored Events	2017-2018 will be baseline with number of parents/family members attending events counted.	Baseline with number of parents/family members attending events counted. A total of 125 parents attended our 25th anniversary celebration. A total of 93 parents attended our Donuts with Dad/Muffins with Mom events. On December 13th approximately, 45 parents attended our Star Wars movie night. Un- known number of parents attended different musical concerts and athletic events.	Increase by 20% with number of parents/family members attending events counted.	Increase by 20% with number of parents/family members attending events counted.
2. Attendance Rates Local Data	Attendance Rates - 2016-2017 96.59%	Increase by 0.5% - Actual 96.35%	Increase by 0.5%	Increase by 0.5%
3. Chronic Absenteeism Rates CALPADS 14.1 Report CA School Dashboard	Chronic Absenteeism Rates - 2016-2017 Students Absent >=10% and <20% - 6.16% Students Absent >=20% - 1.85%	>=10% and <20% - Decrease by 3% Actual 17-18 - 6.44% >=20% - Decrease by 1% Actual 17-18 - 1.10%	Decrease by 3.16% Decrease by 0.85%	Decrease to 0% Decrease to 0%
4. BrightBytes - Student Collaboration	BrightBytes - March 2017 66% of students were asked to collaborate online with classmates at least monthly	Increase by 10%- Actual 67%	Increase by 10%	Increase by 10%

5. Suspension Rates CA School Dashboard Local Data	Suspension Rates - 2014-2015 Current Status on California School Dashboard All Students - 2.6% Students with Disabilities - 4.6% English Learners - 4.2% Low Income - 4.0%	Decrease all groups by 1%	Decrease all groups by 2%	Decrease all groups by 2%
6. Expulsion Rates Local Data	Expulsion Rates - 2016-2017 #0 expulsions	Maintain 0- Actual 1	Maintain 0	Maintain 0
7. Middle School Dropout Data DataQuest	Middle School Dropout Rates 2015-2016 Maintain 0% Dropout Rate	Maintain 0% Actual 0	Maintain 0%	Maintain 0%
8. California Healthy Kids Survey (CHKS)	CHKS - 2016-2017 76% of student feel close to people at school; 68% feel a part of the school	Administered Every Other Year - next year 2018-2019	Increase both by 5%	Administered Every Other Year - next year 2020-2021

Actions/Services	Pupils to be served within identified scope of service	Budgeted Expenditures
B.1 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 Managers, Leadership)	X All ------------------ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Books and Supplies
B.2 Counselor to address social/emotional needs of students to ensure academic success.	X All ------------------ OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Instructional materials Books and supplies Professional Learning Technology

	English proficient Other Subgroups: (Specify)	
B.3 Providing engagement opportunities to increase home to school communication with parent/guardians with a focus of student achievement.	X All --- OR: Low Income pupils English Learners Foster Youth	Interpreters Technology Supplies Incentives
	Redesignated fluent English proficient Other Subgroups: (Specify)	
B.4 Engagement strategies to support regular attendance, positive citizenship, and academic performance (e.g. Renaissance Rallies, Homework, Attendance, and Tardies-HAT, etc.)	X All --- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Interpreters Professional Learning Materials Incentives
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.)	X All --- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Interpreters Instructional materials Technology

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

School Site Council Membership
Middle School Site

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Position	Name of Members	Year Elected	Year Term Ends
Administration	Deanne Freitas		
Teacher	Megan McGrew	2017	2019
Teacher	Lori Dexter	2017	2019
Teacher	Robert Stone	2018	2020
Teacher	Brian Ferguson	2017	2019
Other Staff	Jennifer Post	2017	2019
Parent	Michael Christie	2017	2019
Parent	Michael Sandoval	2017	2019
Parent	Dave Hutton	2017	2019
Student	Rhea Kumar	2017	2019
Student	Abigail Ramilo	2017	2019
Student	Hamza Modan	2017	2019

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

☑   School Site Council

☑   English Learner Advisory Committee

☑   Other committees established by the school or district (list):
       Guiding Coalition/Leadership Team
       Department Chairs

Signature 11/20/2018
Signature 11/20/2018
Signature

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

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on |November 15, 2018 |.

Attested:

Deanne Andrade-Freitas, Interim Principal
Typed Name of School Principal

Signature of School Principal   11/15/18
Date

Michael J. Christie
Typed Name of SSC Chairperson

Signature of SSC Chairperson   11/15/18
Date

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