

# The Single Plan for Student Achievement Sylvan Union School District

**School:** Somerset Middle School  
**CDS Code:** 50-71290-6053094  
**District:** Sylvan Union Elementary School District  
**Principal:** Scott Ferreira  
**Revision Date:** 11-16-18

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:** Scott Ferreira  
**Position:** Principal  
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Modesto, CA 95350  
**E-mail Address:** sferreira@sylvan.k12.ca.us

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

<b>GOAL A:</b>	Somerset 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.	<b>Related State and/or Local Priorities:</b> 1 X 2 X 3 4 X 5 6 7 X 8 X <b>Title I:</b> 1 X 2 X 3 4 X 5 6 7 8 X 9 X 10
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<b>Identified Need :</b>	1. Increased achievement for all pupils, decrease achievement gaps 2. Increase progress and proficiency of English Learners 3. 6th through 8th grade implementation of the 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
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**SPSA Year: 2018-2019**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>1. SBAC ELA/Literacy - % of Students Met or Exceeded</b>  <b>EADMS Data</b>	2016-2017 ELA/Literacy 39% - All Students 10% - English Learners 32% - Low Income  39% - 6th Grade 19% - English Learners 31% - Low Income  39% - 7th Grade 4% - English Learners 30% - Low Income  40% - 8th Grade 7% - English Learners 33% - Low Income	2017-2018 ELA/Literacy 44.2% - All Students 8.4% - English Learners 37.1% - Low Income  38.5% - 6th Grade 10 % - English Learners 35.1% - Low Income  48.4% - 7th Grade 10.3% - English Learners 42% - Low Income  44.8% - 8th Grade 3.8% - English Learners 33.5% - Low Income	2018-2019 ELA/Literacy 80 % - All Students 70% - English Learners 78% - English Learners  80 % - 6th Grade 73 % - English Learners 77% - Low Income  80% - 7th Grade 68% - English Learners 78% - Low Income  80% - 8th Grade 69% - English Learners 78 % - 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
<b>2. SBAC Mathematics % of Students Standard Met or Exceeded</b>  <b>EADMS Data</b>	2016-2017 Mathematics 25% - All Students 10% - English Learners 19% - Low Income  26% - 6th Grade 7% - English Learners 20% - Low Income  24% - 7th Grade	2017-2018 Mathematics 29 % - All Students 8.4 % - English Learners 22.5% - Low Income  35.6% - 6th Grade 17% - English Learners 29.6% - Low Income	2018-2019 Mathematics 75% - All Students 70% - English Learners 73% - Low Income  76% - 6th Grade 69% - English Learners 74% - 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

	<p>7% - English Learners 19% - Low Income</p> <p>24% - 8th Grade 15% - English Learners 17% - Low Income</p>	<p>37.6% - 7th Grade 3.4% - English Learners 21.7% - Low Income</p> <p>34.5% - 8th Grade 0% - English Learners 15.4% - Low Income</p>	<p>74% - 7th Grade 69% - English Learners 73% - Low Income</p> <p>74% - 8th Grade 72% - English Learners 73% - Low Income</p>	<p>100% - English Learners 100% - Low Income</p> <p>100% - 8th Grade 100% - English Learners 100% - Low Income</p>
<p>3. Sylvan District ELA Benchmarks - % of students expected to meet or exceed standards</p> <p>EADMS Data</p>	<p>2016-2017 ELA By Trimester</p> <p>6th: 1st-49%; 2nd-65%; 3rd-na% 7th: 1st-32%; 2nd-60%; 3rd-41% 8th: 1st-38%; 2nd-56%; 3rd-51%</p>	<p>2017-2018 ELA By Trimester Projected:</p> <p>6th: 1st- 66%; 2nd- 77%; 3rd- 60% 7th: 1st-55%; 2nd-73%; 3rd- 61% 8th: 1st- 59%; 2nd-71%; 3rd- 67%</p> <p>Actual:</p> <p>6th: 1st- 26%; 2nd- 21%; 3rd- 2% 7th: 1st-57%; 2nd-14%; 3rd- 20% 8th: 1st- 66%; 2nd-14%; 3rd- 63%</p>	<p>2018-2019 ELA By Trimester</p> <p>6th: 1st-83%; 2nd- 89%; 3rd-80 % 7th: 1st-78%; 2nd- 87 %; 3rd- 81% 8th: 1st- 80%; 2nd- 86%; 3rd- 83%</p>	<p>2019-2020 ELA By Trimester</p> <p>6th: 1st-100%; 2nd-100%; 3rd- 100% 7th: 1st-100%; 2nd-100%; 3rd- 100% 8th: 1st-100%; 2nd-100%; 3rd- 100%</p>
<p>4. Sylvan District Math Benchmarks - % of students expected to meet or exceed standards</p> <p>EADMS Data</p>	<p>2016-2017 Math By Trimester</p> <p>6th: 1st-49%; 2nd-65%; 3rd-na% 7th: 1st-32%; 2nd-60%; 3rd-41% 8th: 1st-38%; 2nd-56%; 3rd-51%</p>	<p>2017-2018 Math By Trimester Projected:</p> <p>6th: 1st- 66%; 2nd- 77%; 3rd- 50% 7th: 1st- 55%; 2nd- 73%; 3rd- 61% 8th: 1st- 59%; 2nd- 71%; 3rd- 67%</p> <p>Actual:</p> <p>6th: 1st- 26%; 2nd- 68%; 3rd- 33% 7th: 1st- 45%; 2nd- 2%; 3rd- 11% 8th: 1st- 36%; 2nd- 24%; 3rd- 23%</p>	<p>2018-2019 Math By Trimester</p> <p>6th: 1st- 83%; 2nd- 89%; 3rd- 75% 7th: 1st- 78%; 2nd- 87%; 3rd- 81% 8th: 1st- 80%; 2nd- 86%; 3rd- 84%</p>	<p>2019-2020 Math By Trimester</p> <p>6th: 1st-100%; 2nd-100%; 3rd- 100% 7th: 1st-100%; 2nd-100%; 3rd- 100% 8th: 1st-100%; 2nd-100%; 3rd- 100%</p>
<p>5. English Language Development Test</p> <p>EADMS Data</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>	<p>This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.</p>

6. English Learner Reclassification Rate  Local Data	2016-2017 - 11 students	Increase by 33% - 23 students as of 4/23/18	Increase by 33%	Increase by 33%
7. FitnessGram - 7th Grade  EADMS Data	2016-2017 Aerobic Capacity - Healthy Fitness Zone - 53.7% 2016-2017 Flexibility - Healthy Fitness Zone - 47.8%	Increase by 30% - actual 52.3%, decrease by 0.4%  Increase by 30% - actual 62.6%, increase by 14.8%	Increase by 20%  Increase by 20%	Increase by 20%  Increase by 20%
8. Professional learning on research-based instructional strategies focused on State Standards for all students in order to provide a broad course of study  BrightBytes	BrightBytes March 2017  33%- Teachers' time spent on school-sponsored professional learning 9-33 hours. 24% - Percent of teachers considered this professional learning above average	Increase by 50% - actual 32%, 1% decrease Increase by 50% -actual 16%, 8% decrease	Increase by 50% Increase by 50%	Increase by 33% Increase by 50%
9. Access to technology  BrightBytes	BrightBytes March 2017  50% of teachers asked their students to complete online assessments at least monthly	Increase by 50% - actual 80%, increase by 30%	Increase by 20%	Increase by 10%
10. Use of instructional technology  BrightBytes	BrightBytes March 2017  18% of teachers report using digital textbooks at least weekly  53% teachers-reported almost daily student computer use in the classroom  10% of teachers report they are highly knowledgeable in digital citizenship skill  16% of students report they are taught digital citizenship skills at least monthly	Increase by 100% - actual 48%, increase by 30%  Increase by 10% - actual 81%, increase by 28%  Increase by 100% - actual 20%, increase by 10%  Increase by 40% - actual 15%, decrease by 1%	Increase by 100%  Increase by 10%  Increase by 100%  Increase by 40%	Increase by 36 %  Increase by 10%  Increase by 100%  Increase by 40%
11. Professional Learning Communities Progress  SUSD PLC Survey	PLC Survey 2016-2017 Fall 2016 Average scores:  Learning as our fundamental	PLC Survey 2017-2018  Fundamental Purpose - 2.20	PLC Survey 2018-2019  Fundamental Purpose Increase by 5 %	PLC Survey 2019-2020  Fundamental Purpose Increase by 5 %

	<p>purpose - 3.33</p> <p>Building a collaborative culture through high-performing teams - 3.25</p> <p>A focus on results - 3.13</p>	<p>Collaborative Culture - 2.57</p> <p>Focus on Results - 2.01</p> <p>Level of Collective Efficacy - 500</p>	<p>Collaborative Culture Increase by 5%</p> <p>Focus on Results Increase by 5%</p> <p>Level of Collective Efficacy Increase by 40 points</p>	<p>Collaborative Culture Increase by 5%</p> <p>Focus on Results Increase by 5%</p> <p>Level of Collective Efficacy Increase by 40 points</p>
<p>11. California Assessment Science Test (CAST)</p> <p>EADMS Data</p>	<p>Baseline will be set in 2017-2018</p>	<p>Growth</p>	<p>Growth</p>	<p>Growth</p>

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 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	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Instructional materials</p> <p>Books and supplies</p> <p>Printing</p> <p>Technology</p> <p>Substitutes</p> <p>Professional learning</p>
A.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.	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>Substitutes</p> <p>Books and Supplies</p> <p>Printing</p> <p>Instructional Materials</p> <p>Technology</p> <p>Professional learning</p>
A.3 Identify effective ELA/Math intervention strategies and resources to promote student achievement.	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p>	<p>Instructional materials</p> <p>Substitutes</p> <p>Printing</p> <p>Technology</p>

	Redesignated fluent English proficient Other Subgroups: (Specify)	Books and materials Professional learning
A.4 Utilize Title I Paraprofessional as a support for at-risk students via push-in services in the classroom.	<input checked="" type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Classified Salary Professional learning
A.5 Collaboration between ELD/ literacy specialist, Title I paraprofessional, core teachers, instructional coach, admin, counselor to identify academic needs of student groups.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Instructional materials Technology Books and supplies Printing Professional learning
A.6 Provide extended learning opportunities either before school or after school for students identified as not obtaining proficiency in core curriculum based on data.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teacher hourly rate Instructional materials Printing Transportation Professional learning Technology
A.7 Provide English Learners a Language Acquisition class to support their acquisition of English.	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional Materials

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

**GOAL B:** Somerset 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
  3. Decrease chronic absenteeism rates
  4. Increase parent engagement opportunities
  5. Increase student engagement

**SPSA Year: 2018-2019**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Parent Participation at School-Sponsored Events	2017-18 will be a baseline with number of parents/family members attending events counted.	Increase by 10% Attendance at Back to School Night, Parent Conferences, Open House and Parent Education	Increase by 10% Attendance at Back to School Night, Parent Conferences, Open House and Parent Education	Increase by 10% Attendance at Back to School Night, Parent Conferences, Open House and Parent Education
2. Attendance Rates Local Data	Attendance Rates - 2014-2015 96.12%, 2016-17 95.33%	Increase by 0.5% - 95.16%	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% - 4.02%	>=10% and <20% Decrease by 10% - Actual 12.44%  >=20% Decrease by 10% - Actual 4.45%	Decrease by 10% Decrease by 10%	Decrease by 10% Decrease by 10%
4. BrightBytes - Student Collaboration	BrightBytes - March 2017 51% of students were asked to collaborate online with classmates at least monthly	Increase by 10% - actual 44%, decrease of 13%	Increase by 10%	Increase by 10%
5. Suspension Rates CA School Dashboard Local Data	Suspension Rates - 2014-2015 Current Status on California School Dashboard 2014-15, 206, 2015-16, 215, 2016-17, 197  Status on California School Dashboard Spring 2017: All Students - 7.5%	Decrease all groups by 1%  Fall 2017 CA School Dashboard: All Students - 5.1%, decreased by 2.4% Students with Disabilities - 7.6%, decreased by 0.1% English Learners - 4.6%,	Decrease all groups by 2%	Decrease all groups by 2%

	Students with Disabilities - 11.5% English Learners - 9.7% Low Income - 9.6%	increased by 5.1% Low Income - 6.6%, decreased by 3%		
6. Expulsion Rates	Expulsion Rates - 2015-2016 3 expulsions	Decrease by 2% - 2017-2018, 5 expulsions	Decrease by 2%	Decrease by 2%
Local Data				
7. Middle School Dropout Data	Middle School Dropout Rates 2015-2016 Maintain 0% Dropout Rate	Maintain 0%	Maintain 0%	Maintain 0%
DataQuest				
8. California Healthy Kids Survey (CHKS)	CHKS - 2016-2017 77% of student feel close to people at school; 58% 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 Implement WEB to engage and connect 6th graders with the Somerset Middle School community by forming positive peer connections to improve student achievement.	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6th grade students	Printing Professional learning Substitute Books and materials Technology Incentives
B.2 Provide counseling services for students based on individual and group needs to improve academic and social- emotional well-being.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Instructional materials Books and supplies Professional learning Technology Printing
B.3 Provide opportunities for families to engage with the	<input checked="" type="checkbox"/> All	Interpreters

Somerset community as a means of connecting students, their families and community to educational resources targeted at increasing student achievement and promotional rates.	OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Substitutes Printing Technology Teacher hourly pay Childcare Books and materials Presenters, instructors
B.4 Continue Tiger Stripes academic/citizenship achievement program.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Printing Purchase incentives and theme materials
B.5 Continue the implementation of PBIS and analyze data for effectiveness in order to improve attendance and reduce discipline rates for all student groups. Further goal to increase academic success and promotion rates.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Printing Substitutes Instructional materials Professional learning Technology Software Purchase Incentives
B.6 Standards-based opportunities directly connected to an instructional focus may be provided on or off campus.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Field trips Assemblies Special programs Instructional materials Substitutes Transportation
B.7 Collaborate with the BGN to engage students with the Somerset Middle School community to form positive peer connections and improve student achievement.	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	

	Redesignated fluent English proficient Other Subgroups: (Specify)	
Explore running a PIQE program again. (Parent Institute for Quality Education)	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth	
	Redesignated fluent English proficient Other Subgroups: (Specify)	

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	Scott Ferreira		
Teacher	Lisa Holcombe	2018	2020
Teacher	Leah Reeve	2018	2020
Teacher	Onna Dennis	2017	2019
Teacher	Frank Legoria	2018	2020
Other Staff	Heather Grigsby	2018	2020
Parent	Michael Gulliver	2018	2020
Parent	Francisca Solorio Hrenko	2018	2020
Parent	Rebecca Rossini	2018	2020
Student	Jesse Reygoza	2018	2019
Student	Margarita Barajas	2018	2019
Student	Ayanna Jones	2018	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) 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):

X School Site Council

Rebecca Rossini  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
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 12, 2018.

Attested:

Scott Ferreira

Typed Name of School Principal

[Signature]  
Signature of School Principal

11/12/18  
Date

Rebecca Rossini

Typed Name of SSC Chairperson

Rebecca Rossini  
Signature of SSC Chairperson

11/13/18  
Date