



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sylvan Middle School	34-67447-6034946	June 10th, 2022	June 28, 2022

Purpose and Plan Summary

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Comprehensive Support and Improvement - District Level Plan

San Juan Unified School District supports schools identified for Comprehensive Support and Improvement using the Continuous Cycle of Improvement model around improving all systems designed to support positive student outcomes. Each identified CSI school has a district sponsorship team consisting of district leaders from the Division of Teaching and Learning and labor management leaders from San Juan Teacher's Association (SJTA). The sponsorship team work collaboratively with the site's leadership team to support the processes of comprehensive needs assessment, development of the SPSA, and systems of monitoring progress. Sponsorship teams or representatives from the sponsorship teams will meet regularly with site leaders to support needs to help identify resources to support the goals of the school, provide technical assistance around CSI guidelines, and attend check in meetings. In addition, SJUSD has contracted with an outside consultant to provide professional development to lead site teams through the network improvement community work (NIC) to build internal capacity around improvement science work.

The School Site Council, English Learner Advisory Committee and Site Leadership teams played a critical role in providing input, assessing needs and identifying resource inequities. Each site met at least 5 times with stakeholder groups to develop the CSI plan in conjunction with planning and developing their School Plans for Student Achievement (SPSA.) Groups reviewed data, identified gaps and collaborated around the identification of resource inequities and how to address them. Transparency around budgets and funding sources was provided.

(Data and information) Each site used data relevant to their identification as a school receiving Comprehensive Support and Improvement resources. Data included: CA School Dashboard Academic and Engagement indicators from 2019-20, Annual Parent Climate Survey, Attendance Rates, Current suspension data, engagement with distance learning, report card and local assessment data. Stakeholder groups recognized that the data is impacted by distance learning and COVID 19 ramifications.

(Evidence-based) Site and district leadership examined effective practices around professional learning and effective engagement strategies using experts from Carnegie and West Ed. Sites conducted Empathy Gathering and Listening Circles to begin the Cycle of Continuous Improvement. Howe Avenue is exploring mentor programs to support target groups in improved engagement and attendance practices. La Vista is continuing to implement Positive Behavior Intervention Supports (PBIS) and Restorative Practices.

Each site adjusted their plans to address resource inequities related to engagement in distance learning and mitigating learning loss. Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Providing instruction through a virtual model is new and teachers are adjusting to the

shift. More resources and strategies for meeting student's academic and socio-emotional needs through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical. Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps. While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.

Monitoring and Evaluating Effectiveness

The sponsorship team (refer to the support section for more information) and the site administrator will meet every 8-12 weeks to review the data and monitor the progress of the work. School Site Council, Site Leadership Teams and English Learner Advisory Committee will monitor implementation of actions and expenditures.

Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	4
Stakeholder Involvement	4
Resource Inequities	5
Goals, Strategies, & Proposed Expenditures.....	6
SPSA/Goal 1	6
SPSA/Goal 2.....	12
SPSA/Goal 3.....	17
SPSA/Goal 4	28
Budget Summary	33
Budget Summary	33
Other Federal, State, and Local Funds	33
Budgeted Funds and Expenditures in this Plan.....	34
Funds Budgeted to the School by Funding Source.....	34
Expenditures by Funding Source	34
Expenditures by Budget Reference	34
Expenditures by Budget Reference and Funding Source	35
Expenditures by Goal.....	35
School Site Council Membership	37
Recommendations and Assurances	38

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

The Sylvan Middle School SPSA was developed in collaboration with parents, teachers, leadership and students. The Sylvan School Site Council (SSC), comprised of parents, teachers, staff and students met five times to determine needs and develop goals and actions to address them. Teachers provided direct input through surveys, Thursday Collaboration Time Meetings, Leadership Team, and Department Chair meetings. Parents of English learners met as an ELAC committee and discussed needs for the school related to the specific needs of English learners. Those conversations will continue throughout the year. Staff and parents attended LCAP Community Forums and were represented on the District English Learner Advisory Committee (DELAC) and the LCAP Parent Advisory Committee (LCAP PAC.)

Stakeholder groups will continue to monitor implementation of the plan throughout the school year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on stakeholder input through the Comprehensive Needs Assessment and engagement in Comprehensive Support and Improvement work, the following resource inequities have been identified:

- Focus on school climate has created less opportunity for capacity building around academic needs
- There is a need for more academic intervention, professional development and progress monitoring
- There is a lack of common formative and summative assessments to allow for consistent data analysis and targeted support
- Expectations of students may need to be increased

In summary:

Over the past several years there have been significant resources invested into the social-emotional needs of Sylvan students. While doing so, there has been less focus on academic supports.

While continuing to support student social-emotional well-being, a greater emphasis will be placed on academic intervention, professional development and progress monitoring.

To create a collaborative culture around academics, extra hours will be provided for grade level and content professional learning time. Common formative and summative assessments will support consistent dialogue across grade levels and content areas. Leadership and teachers working collaboratively will increase capacity and build school culture. High expectations of all students is essential to improved outcomes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Data reviewed includes the Annual Climate Survey and attendance data. Attendance at parent community events like Back to School Night, School Site Council, English Learner Advisory Committee and other family events, are monitored and reviewed.

What worked and didn't work? Why? (monitoring)

Increasing supplemental staff that work directly with the community has been critical to rebuilding relationships after distance learning. Community Intervention Specialists, Parent Liaisons, Bilingual Instructional Assistants are able to connect families with critical resources and act as a bridge between home and school. Providing extra hour compensation for home visits has proven to be effective in motivating parents and students to avoid chronic absenteeism and truancy.

What modification(s) did you make based on the data? (evaluation)

We will continue to refine and expand community outreach and build supports for students struggling to engage with school. We will provide more opportunities for students to showcase their work and invite the community to celebrate student successes.

2021-22

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter School Climate Survey - Parent Involvement	78% of our parents either agreed or strongly agreed, a slight decline from 2020-2.	Increase positive response by 10% to 88%
Winter School Climate Survey - School Culture/Sense of Belonging	Positive rating (agree/strongly agree): Parents: 79% Students: 75% Staff: 88%	Positive rating (agree/strongly agree): Parents: 85% Students: 80% Staff: 90%
Winter School Climate Survey - Participation/Engagement/Motivation	Positive rating (agree/strongly agree): Parents: 63% Students: 50% Staff: 100%	Positive rating (agree/strongly agree): Parents: 70% Students: 60% Staff: 100%
Attendance		

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Conduct ELAC Meetings: regular meetings with	All Students X English Learners Low-Income Students Foster Youth	Site administration	LCFF Supplemental Site Allocation	2000	School year 2022-23

	<p>EL families to discuss students progress, establish barriers to success and support families. Use funds to provide materials, refreshments and translation.</p> <p>Provide childcare for family members in attendance</p>	Other		2000-2999: Classified Personnel Salaries		
1.2	<p>Provide 1.0 FTE Community Intervention Specialists and a 1.0 FTE School Community Intervention assistant to promote school parent partnership and school engagement.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Site administration	<p>Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p>	<p>65650 52859</p>	School year 2022-23

1.3	Provide funding to support extra hours to a counselor to conduct home visits for truant students.	All Students X English Learners X Low-Income Students X Foster Youth Other	Counselor	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	School year 2022-23
1.4	Provide school agendas to promote parent/teacher communication , student organization and preparation for high school.	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3500	School year 2022-23
1.5	Utilize a parent and community liaison to support home/school connections and parent participation. Pay community liaison extra time to plan and setup for five Partners in Education	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Community Liaisons	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	8298	School year 2022-23

	<p>class throughout the year focused on Title I information, academics, vaping, social media, and HS graduation requirements. Pay for extra hours to make parent phone calls and provide assistance to parents.</p>					
1.6	<p>Provide transportation and entrance fees for enrichment activities and field trips.</p> <p>Secure substitutes so that staff can attend enrichment activities with students.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	<p>Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>	<p>40000 10000</p>	School year 2022-23



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy Environments for social and emotional growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Attendance and suspension data were reviewed quarterly. The Climate Survey from 2021-22 was reviewed early in the year and the 21-22 Climate Survey was reviewed in April.

What worked and didn't work? Why? (monitoring)

Students had a difficult time adjusting to returning to campus full time.

What modification(s) did you make based on the data? (evaluation).

Need to focus on climate and culture with the return to school.

2021-22

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Attendance Rate	94.5%	above 95%
Suspension Rate	Suspension rate for Aug-December of 2021 was 8.16% an increase of 1% from 2019 pre-COVID	Decrease by 2% to 6.16%
District Survey - School Culture Staff. Percent strongly agree/agree overall.	88% of staff either strongly agreed or agreed that there is a healthy school culture at Sylvan.	90% of staff will agree or strongly agree that Sylvan has a healthy school culture.
District Survey - School Culture Parent. Percent strongly agree/agree overall.	76.2% of parent either strongly agreed or agreed that Sylvan has a healthy school culture.	80% of parents will agree or strongly agree that Sylvan has a healthy school culture.
District Survey - School Culture Student. Percent strongly agree/agree overall.	63.3% of students strongly agreed or agreed that Sylvan has a healthy school culture. Only 35% strongly agreed or agreed that people at Sylvan are respectful to others.	70% of students will strongly agree or agree that Sylvan has a healthy school culture. 50% of students will strongly agree or agree that people at Sylvan are respectful to each other.
District Survey - Safety Staff. Percent strongly agree/agree overall.	42% of staff strongly agreed or agreed that bullying is an issue on campus.	30% of staff will strongly agree or agree that bullying is an issue on campus.
District Survey - Safety Parent. Percent strongly agree/agree overall.	85% of parents strongly agreed or agree that Sylvan is a safe place.	88% of parents will strongly agree or agree that Sylvan is a safe place.
District Survey - Safety Student. Percent strongly agree/agree overall.	76% of students strongly agreed or agreed that Sylvan is a safe place.	80% of students will strongly agree or agree that Sylvan is a safe place.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
--------	----------------	---------------------	-----------------------	-----------	---------------------	-------------------------

2.1	Increase student activities including; gardening, chess club, NFL club, movie club, shoe design club, BSU, RC club, Science Olympiad, Quiz Bowl, LGTBQ and more.	X All Students English Learners Low-Income Students Foster Youth Other	Classified and certificated staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	20000	School year 2022-23
2.2	Provide lunch time intramurals: PE teachers run lunch time sports and activities to keep students engaged and connected and build community.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Other 1000-1999: Certificated Personnel Salaries	6000 4000	School year 2022-23
2.3	Purchase of clothes and hygiene supplies for homeless students and economically	All Students English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2022-23

	disadvantaged youth.					
2.4	Provide resources to support attendance tracking and monitoring including additional classified time for parent communication , meetings and documentation.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and clerical	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	7000	School year 2022-23
2.5	Provide incentives toward supporting positive student behaviors. Sylvan ROARs are taught to all students at beginning of school year. Students earn positive paws for demonstrating good behavior. Students may purchase items in student store (Cougar Den)	X All Students English Learners Low-Income Students Foster Youth Other	PBIS Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022-23

	using paws such as school supplies					
2.6	Provide incentives to students who maintain 92 merits or more earn field trips, assemblies, and other rewards.	X All Students English Learners Low-Income Students Foster Youth Other	PBIS Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7000	School year 2022-23
2.7	Pay staff for planning and collaborating around improving equitable outcomes for all student groups.	X All Students English Learners Low-Income Students Foster Youth Other	Principal/department chairs	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	5000 5000	School year 2022-23
2.8		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

All educators will engage and support each student in a challenging and broad course of study that build skills, knowledge and experiences preparing all to be critical thinkers.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

iReady results in both ELA and Math were used to monitor progress. iReady results from Fall to Winter were compared for areas of growth and improvement. SBAC results will be reviewed when available. Results were disaggregated by targeted groups.

What worked and didn't work? Why? (monitoring)

Providing needed intervention outside of the school day was a challenge due to barriers related to staffing shortages, and COVID outbreaks. The effects of returning to full in-person learning after a two-year pandemic include a host of social-emotional issues that must be addressed before academic improvements can occur. Supplemental support staff with the ability to push in during school hours and provide support to struggling students has been successful.

What modification(s) did you make based on the data? (evaluation)

Students are encouraged to attend centrally funded Title I summer programs which include highly engaging activities and a social-emotional component. After school clubs continue to provide a fun way for students to be exposed to academic language, reasoning and STEM Skills. Focused intervention during the school day has been expanded to the amount possible. Instructional Aides have been used to provide tutoring.

2021-22

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
iReady Math Grade Level Proficiency by Group - Winter	At grade level: All 14.7 % African American 6% Hispanic Latino 11% White 17.9% EL 2.4%	At grade level: All 20% African American 16% Hispanic Latino 17% White 25% EL 10%
iReady Reading Grade Level Proficiency by Group - Winter	At grade level: All 31% African American 16.4% Hispanic Latino 27.4% White 35.6% EL 0%	At grade level: All 36% African American 25% Hispanic Latino 32% White 40% EL 10%
English Learner Reclassification Rate		

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
--------	----------------	---------------------	-----------------------	-----------	---------------------	-------------------------

3.1	Purchase subscriptions for ELA and History expository text and publications including CNN Student News, Scholastic Magazine, NewsEla, etc.	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Dept. Chairs	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	15000	School year 2022-23
3.2	Purchase supplemental materials, texts, novels and supplies, to support engagement, differentiation and text levels around literacy.	X All Students English Learners Low-Income Students Foster Youth Other	All departments	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8000 5000	School year 2022-23
3.3	Utilize Cal SOAP tutors to improve student performance in English Language Arts.	X All Students English Learners Low-Income Students Foster Youth Other	AVID Team	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating	18000	School year 2022-23

				Expenditures		
3.4	<p>Build capacity of staff through professional development: Conferences and workshops centered on STEAM curriculum, common/formative assessments, Professional Learning Communities (PLC) and AVID.</p> <p>Provide funding for substitute teachers to cover classes as necessary.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal & Dept. Chairs	<p>Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>14378 4000</p>	School year 2022-23
3.5	<p>Compensate certificated staff to push into classes, during contracted prep periods, to</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>	10000	School year 2022-23

	support students in other core classes through small group instruction and intervention					
3.6	Provide opportunities for teachers to collaborate in teams with the focus of vertical alignment and horizontal alignment.	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Dept. Chairs	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	15000 2000	School year 2022-23
3.7	Hire a .75 Instructional Assistant to support ELA teachers with small group instruction, remediation and re-teaching.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	19,167 7,881	School year 2022-23

				3000-3999: Employee Benefits		
3.8	Purchase site licenses for web-based math intervention and acceleration programs. Purchase of volume voucher for iPad apps to support classroom instruction either virtually or in-person.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	7000 1000	School year 2022-23
3.9	Ensure all English learners receive daily designated and integrated English Language Development (ELD).	All Students X English Learners Low-Income Students Foster Youth Other	HR & ELD Dept	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	79,920	School year 2022-23

	.60 FTE ELD Teacher.					
3.10	Build capacity through math and STEAM professional development and conferences. Utilize substitute teachers to cover all conferences, workshops, etc.	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Dept. Chairs	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	10000	School year 2022-23
3.11	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the	All Students X English Learners Low-Income Students Foster Youth Other	Principal, Teachers, BIAs	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation	57654 3,856 1,745	School year 2022-231-22

	classroom teacher (BIA/IA). 1.25 FTE BIAs			3000-3999: Employee Benefits		
3.12	Provide assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, AIS	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	165407	School year 2022-23

	1.0 FTE AIS					
3.13	Provide after school tutoring to support all struggling students.	All Students X English Learners Low-Income Students Foster Youth Other	Certificated teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	0 19073	School year 2022-23
3.14	Hire 1 6 hour instructional aide (IA1) and 1 IA1 at 3.75 hours to work with struggling students in math and English that will also help support students during flex period	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	68,398	School year 2022-23
3.15		All Students English Learners Low-Income Students Foster Youth Other				
3.16		All Students English Learners Low-Income Students Foster Youth Other				

3.17	<p>Provide teachers time to collaborate around ELA/ELD data outside of the school day.</p> <p>Pay substitute teachers for release time for teachers to meet and analyze data.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Administration	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries</p>	<p>8000 5000</p>	School year 2022-23
3.18	Purchase supplemental ELD materials, text, supplies to increase access and engagement with language instruction.	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	Principal, ELD dept	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School year 2022-23
3.19	Provide a .20 FTE for math intervention teacher to support students struggling with grade level	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated	14680	School year 2022-23

	math standards.			Personnel Salaries		
3.20		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways for Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Winter school survey once a year and Naviance participation.

What worked and didn't work? Why? (monitoring)

This was our first year using Naviance.

What modification(s) did you make based on the data? (evaluation)

We need to do a better job of educating our parents and students around college and career readiness. We will incorporate this into our summer bridge program.

2021-22

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2021-22 School Survey - College and Career - Parents and students are well-informed about their child's progress in school.	81% of parents agree, 81% of students agree, and 85% of staff agree.	We would like to improve this percentage to 90% of parents, students and staff.
Winter 2021-22 School Survey - College and Career - Students know what classes they will have to take and pass to graduate from high school.	76% of parents either agree or strongly agree and 66% of students.	We would like to improve to 80% of our parents and 70% of students.
Naviance participation	This is our baseline year.	

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Students will have access to technology to help prepare them for digital world, increasing capacity for research, project based learning and exploration of	All Students English Learners X Low-Income Students Foster Youth Other	Department Chairs	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	1000 5000	School year 2022-23



	science, technology, engineering, arts and math (STEAM.)			4000-4999: Books And Supplies		
4.2	Provide enrichment materials and supplies for STEAM projects and lessons.	X All Students English Learners Low-Income Students Foster Youth Other	Department Chairs	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	4236 11000	School year 2022-23
4.3	Compensate the library/media tech to keep library open after hours for students to have a safe place to complete homework, access technology and explore their	All Students X English Learners X Low-Income Students Foster Youth Other	Principal and Library Technician	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	7,438	School year 2022-23

	individual learning goals and interests.					
4.4	AVID and Summer Bridge program	All Students X English Learners X Low-Income Students Foster Youth Other	AVID Team & Administration	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	20000	School year 2022-23
4.5	Provide opportunities for students to access AVID in support of academic success moving into secondary education, college/career. .4 FTE AVID Teachers	X All Students English Learners X Low-Income Students X Foster Youth Other	Administration and Departments	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	36838	School year 2022-23

4.6	Provide additional high school, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	41,970 32532	School year 2022-23
-----	--	--	-----------	---	-----------------	---------------------

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

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	\$974,480.00

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 (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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 (\$)
	\$0.00
LCFF Supplemental Centralized Services (District Only)	\$249,457.00
LCFF Supplemental English Learner Central	\$137,574.00
LCFF Supplemental Site Allocation	\$74,736.00
Other	\$4,000.00
Title I Part A Parent Involvement	\$8,298.00
Title I Part A Site Allocation	\$500,415.00

Subtotal of state or local funds included for this school: \$974,480.00

Total of federal, state, and/or local funds for this school: \$974,480.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	74,736	0.00
LCFF Supplemental English Learner Central	137,574	0.00
LCFF Supplemental Centralized Services (District Only)	249,457	0.00
Title I Part A Site Allocation	500,415	0.00
Title I Part A Parent Involvement	8,298	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Centralized Services (District Only)	249,457.00
LCFF Supplemental English Learner Central	137,574.00
LCFF Supplemental Site Allocation	74,736.00
Other	4,000.00
Title I Part A Parent Involvement	8,298.00
Title I Part A Site Allocation	500,415.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	507,025.00
2000-2999: Classified Personnel Salaries	217,856.00
3000-3999: Employee Benefits	62,485.00
4000-4999: Books And Supplies	57,736.00
5000-5999: Services And Other Operating Expenditures	37,378.00

5800: Professional/Consulting Services And Operating Expenditures

92,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	249,457.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	79,920.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	57,654.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	28,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	9,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	32,736.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	4,000.00
1000-1999: Certificated Personnel Salaries	Other	4,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	8,298.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	145,648.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	142,904.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	62,485.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	25,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	36,378.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	88,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	192,307.00
Goal 2	57,000.00

Goal 3

565,159.00

Goal 4

160,014.00

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
- 5 Parent or Community Members

Name of Members	Role
Christina Winn	Parent or Community Member
Jesica Menoza-Torres	Parent or Community Member
Linda Pena	Classroom Teacher
Ross Gallagher	Classroom Teacher
Lori Aldrete	Parent or Community Member
Lisa Campbell	Classroom Teacher
Kirk Bebout	Principal
Cynthia Monsivaiz	Parent or Community Member
Sharok Mersal	Parent or Community Member
	Parent or Community Member

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



English Learner 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 06.10.22.

Attested:



Principal, Kirk Bebout on 6/10/22



SSC Chairperson, Linda Pena on 6/10/22

Budget By Expenditures

Sylvan Middle School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide after school tutoring to support all struggling students.		\$0.00	Engaging Academic Programs	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Centralized Services (District Only) **\$249,457.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act. 1.0 FTE AIS	1000-1999: Certificated Personnel Salaries	\$165,407.00	Engaging Academic Programs	
Provide opportunities for students to access AVID in support of academic success moving into secondary education, college/career. .4 FTE AVID Teachers	1000-1999: Certificated Personnel Salaries	\$36,838.00	Clear Pathways for Bright Futures	
	1000-1999: Certificated Personnel Salaries	\$32,532.00	Clear Pathways for Bright Futures	

Sylvan Middle School

Provide a .20 FTE for math intervention teacher to support students struggling with grade level math standards.	1000-1999: Certificated Personnel Salaries	\$14,680.00	Engaging Academic Programs
---	--	-------------	----------------------------

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$249,457.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central **\$137,574.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English learners receive daily designated and integrated English Language Development (ELD). .60 FTE ELD Teacher.	1000-1999: Certificated Personnel Salaries	\$79,920.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). 1.25 FTE BIAs	2000-2999: Classified Personnel Salaries	\$57,654.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$137,574.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation **\$74,736.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase supplemental ELD materials, text, supplies to increase access and engagement with language instruction.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways for Bright Futures	

Sylvan Middle School

Conduct ELAC Meetings: regular meetings with EL families to discuss students progress, establish barriers to success and support families. Use funds to provide materials, refreshments and translation.	2000-2999: Classified Personnel Salaries	\$2,000.00	Connected School Communities
Provide childcare for family members in attendance			
Provide school agendas to promote parent/teacher communication, student organization and preparation for high school.	4000-4999: Books And Supplies	\$3,500.00	Connected School Communities
	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
	5800: Professional/Consulting Services And Operating Expenditures	\$4,000.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Engaging Academic Programs
Provide enrichment materials and supplies for STEAM projects and lessons.	4000-4999: Books And Supplies	\$4,236.00	Clear Pathways for Bright Futures
Increase student activities including; gardening, chess club, NFL club, movie club, shoe design club, BSU, RC club, Science Olympiad, Quiz Bowl, LGTBQ and more.	1000-1999: Certificated Personnel Salaries	\$20,000.00	Healthy Environments for social and emotional growth
Provide lunch time intramurals: PE teachers run lunch time sports and activities to keep students engaged and connected and build community.	1000-1999: Certificated Personnel Salaries	\$6,000.00	Healthy Environments for social and emotional growth
Purchase of clothes and hygiene supplies for homeless students and economically disadvantaged youth.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for social and emotional growth

Sylvan Middle School

Provide resources to support attendance tracking and monitoring including additional classified time for parent communication, meetings and documentation.	2000-2999: Classified Personnel Salaries	\$7,000.00	Healthy Environments for social and emotional growth
Provide incentives toward supporting positive student behaviors. Sylvan ROARs are taught to all students at beginning of school year. Students earn positive paws for demonstrating good behavior. Students may purchase items in student store (Cougar Den) using paws such as school supplies	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for social and emotional growth
Provide incentives to students who maintain 92 merits or more earn field trips, assemblies, and other rewards.	4000-4999: Books And Supplies	\$7,000.00	Healthy Environments for social and emotional growth

LCFF Supplemental Site Allocation Total Expenditures: \$74,736.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$4,000.00	Healthy Environments for social and emotional growth	

Other Total Expenditures: \$4,000.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$8,298.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

Sylvan Middle School

Utilize a parent and community liaison to support home/school connections and parent participation.

2000-2999: Classified Personnel Salaries

\$8,298.00

Connected School Communities

Pay community liaison extra time to plan and setup for five Partners in Education class throughout the year focused on Title I information, academics, vaping, social media, and HS graduation requirements. Pay for extra hours to make parent phone calls and provide assistance to parents.

Title I Part A Parent Involvement Total Expenditures: \$8,298.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation

\$500,415.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide transportation and entrance fees for enrichment activities and field trips.	5800: Professional/Consulting Services And Operating Expenditures	\$40,000.00	Connected School Communities	
Secure substitutes so that staff can attend enrichment activities with students.	3000-3999: Employee Benefits	\$52,859.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	\$10,000.00	Connected School Communities	
Provide 1.0 FTE Community Intervention Specialists and a 1.0 FTE School Community Intervention assistant to promote school parent partnership and school engagement.	2000-2999: Classified Personnel Salaries	\$65,650.00	Connected School Communities	
Provide funding to support extra hours to a counselor to conduct home visits for truant students.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Connected School Communities	

Sylvan Middle School

Provide teachers time to collaborate around ELA/ELD data outside of the school day.	1000-1999: Certificated Personnel Salaries	\$8,000.00	Engaging Academic Programs
Pay substitute teachers for release time for teachers to meet and analyze data.			
Compensate the library/media tech to keep library open after hours for students to have a safe place to complete homework, access technology and explore their individual learning goals and interests.	1000-1999: Certificated Personnel Salaries	\$7,438.00	Clear Pathways for Bright Futures
AVID and Summer Bridge program	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	Clear Pathways for Bright Futures
	2000-2999: Classified Personnel Salaries	\$5,000.00	Engaging Academic Programs
Students will have access to technology to help prepare them for digital world, increasing capacity for research, project based learning and exploration of science, technology, engineering, arts and math (STEAM.)	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways for Bright Futures
	3000-3999: Employee Benefits	\$7,881.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$5,000.00	Healthy Environments for social and emotional growth
	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for social and emotional growth
Purchase subscriptions for ELA and History expository text and publications including CNN Student News, Scholastic Magazine, NewsEla, etc.	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Engaging Academic Programs

Sylvan Middle School

Purchase supplemental materials, texts, novels and supplies, to support engagement, differentiation and text levels around literacy.	4000-4999: Books And Supplies	\$8,000.00	Engaging Academic Programs
Utilize Cal SOAP tutors to improve student performance in English Language Arts.	5800: Professional/Consulting Services And Operating Expenditures	\$18,000.00	Engaging Academic Programs
Build capacity of staff through professional development: Conferences and workshops centered on STEAM curriculum, common/formative assessments, Professional Learning Communities (PLC) and AVID.	5000-5999: Services And Other Operating Expenditures	\$14,378.00	Engaging Academic Programs
Provide funding for substitute teachers to cover classes as necessary.			
Compensate certificated staff to push into classes, during contracted prep periods, to support students in other core classes through small group instruction and intervention	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs
Provide opportunities for teachers to collaborate in teams with the focus of vertical alignment and horizontal alignment.	1000-1999: Certificated Personnel Salaries	\$15,000.00	Engaging Academic Programs
Hire a .75 Instructional Assistant to support ELA teachers with small group instruction, remediation and re-teaching.	1000-1999: Certificated Personnel Salaries	\$19,167.00	Engaging Academic Programs
Purchase site licenses for web-based math intervention and acceleration programs. Purchase of volume voucher for iPad apps to support classroom instruction either virtually or in-person.	5000-5999: Services And Other Operating Expenditures	\$7,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$11,000.00	Clear Pathways for Bright Futures

Sylvan Middle School

Provide additional high school, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$41,970.00	Clear Pathways for Bright Futures
Build capacity through math and STEAM professional development and conferences.	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	Engaging Academic Programs
Utilize substitute teachers to cover all conferences, workshops, etc.			
Hire 1 6 hour instructional aide (IA1) and 1 IA1 at 3.75 hours to work with struggling students in math and English that will also help support students during flex period	2000-2999: Classified Personnel Salaries	\$68,398.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$3,856.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$19,073.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$498,670.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Sylvan Middle School Total Expenditures: \$972,735.00