

School Year: **2021-22**



# 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	August 9th, 2021	September 28, 2021

## 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

Comprehensive Support and Improvement

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.

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## 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. State summative assessments, Smarter Balanced Assessment Consortium (SBAC), demonstrate inconsistent improvements in both ELA and math performance over time.

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: 2020-21

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the Covid19 pandemic our ability to connect students, families and even staff to school has been much more difficult. As of March of 2020, students have been out of an in person learning environment and began doing distance learning from home. In order to maintain connections with our students and families, we had to focus on communication methods, technology and internet access, and ease and use of digital platforms. We greatly increased family contact utilizing as many staff members as possible with phone calls, text messages, portal training, and home visits to encourage engagement and address barriers to learning. We held staff meetings via Zoom each week and reached out regularly to support. We felt that overall our efforts were successful in getting students online, helping parents understand the schedule and system, supporting teachers, and keeping the home school connection.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID 19 Pandemic and shift to distance learning and back to in person learning March 2021, we had far more expenditures in the area of student incentives. In order to motivate students, we conducted a weekly raffle drawing in which teachers nominated students based on positive participation in class and on assignments. Staff then made gift bags with prizes for students and dropped them off at their home. We also did teacher gifts and Admin drove to teachers' homes. Additionally, we made hygiene kits for our students that they could pick up when they got their school lunch. Once we went to an in person model, we were able to provide incentives and supplies directly on campus. We also provided shirts and water bottles for each of our students to welcome them back on campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Sylvan School Plan was revised to align to the newly developed 2020-2023 LCAP.

**2020-21**

**Identified Need**

During distance learning and a hybrid schedule our students are experiencing a number of barriers including technology and internet issues, social emotional concerns, family and housing stress which impacts student engagement and academic success. Working with struggling students and families has been our main goal. Our staff has also incorporated as many hands-on projects as possible to keep students engaged in the content.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	84% of our parents either agreed or strongly agreed.	We will get to 88% of our parents either agree or strongly agree.
Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	76.0% of our parents either agreed or strongly agreed.	We will get to 80% of our parents agreeing or strongly agreeing.

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	<p>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.</p> <p>Provide childcare for family members in attendance</p>	<p>All Students  X English Learners  Low-Income Students  Foster Youth  Other</p>	Site administration	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2000	School year 2021-22
1.2	<p>Provide 2.0 FTE Community Intervention Specialists to promote school parent partnership and school engagement.</p>	<p>X All Students  English Learners  Low-Income Students  Foster Youth  Other</p>	Site administration	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	114860	School year 2021-22



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 2021-22
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 2021-22
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	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	6668	School year 2021-22

	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.					
1.6	Provide transportation and entrance fees for enrichment activities and field trips.  Secure substitutes so that staff can attend enrichment activities with students.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	40000 10000	School year 2021-22



# 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: 2020-21

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Although we just completed our first year with this LCAP goal the majority of the school year was conducted through distance learning which impacts what data we can obtain.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the pandemic, instruction transitioned to a distance learning model and many actions were not completed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Sylvan School Plan was revised to align to the newly developed 2020-2023 LCAP. The Comprehensive Needs Assessment lead to the identification of a social emotional and academic focus however we were unable to follow through on our strategies or activities as intended due to the learning platform. To address this we have factored in time and plans during our master schedule to address our deficits in these areas.

**2020-21**

**Identified Need**

Data collected such as attendance rate, suspension rate, and surveys indicate that there continues to be a need for a focus on social emotional well being of our scholars.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Attendance Rate	94.5%	above 95%
Suspension Rate	7.83%	less than 5% considering we are in a distance learning stance and when we comeback to school it will most likely be a hybrid model which I would foresee much lower suspension rates.
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.

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

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 Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	25000  10000	School year 2021-22
2.2	Provide lunch time intramurals: PE teachers run lunch time sports and activities to keep students engaged and connected and	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Other	7000  5000	School year 2021-22

	build community.			1000-1999: Certificated Personnel Salaries		
2.3	Purchase of clothes and hygiene supplies for homeless students and economically disadvantaged youth.	All Students English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	2000  2000	School year 2021-22
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	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	7000	School year 2021-22
2.5	Provide incentives toward	X All Students English Learners Low-Income Students	PBIS Team	LCFF Supplemen	1000	School year 2021-22

	<p>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</p>	<p>Foster Youth Other</p>		<p>tal Site Allocation 4000-4999: Books And Supplies</p>		
2.6	<p>Provide incentives to students who maintain 92 merits or more earn field trips, assemblies, and other rewards.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>PBIS Team</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>7000</p>	<p>School year 2021-22</p>
2.7	<p>Pay staff for planning and collaborating around positive</p>	<p>X All Students English Learners Low-Income Students Foster Youth</p>	<p>PBIS Team</p>		<p>5000</p>	<p>School year 2021-22</p>



	behavior intervention and supports	Other		Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	5000	
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: 2020-21

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At this point we do not know the effectiveness of our strategies or activities because we do not have formative results for academics to measure progress. However, we were able to complete most of our strategies/ activities that were not impacted by COVID-19. We were unable to complete staff Professional Development as planned due the cancellation of these opportunities for staff. Many staff were able to meet outside of school hours to create common assessments and collaborate around curriculum.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A lot of money was budgeted towards professional development for staff both certificated and classified. However, due to COVID-19 those opportunities were cancelled or re-designed virtually which was not of interest to many staff members who already had Zoom fatigue.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Sylvan School Plan was revised to align to the newly developed 2020-2023 LCAP. The Comprehensive Needs Assessment lead to the identification of mathematics as an area of focus. To address this, Actions we have created more opportunities for students to join tutoring. We also have access to iReady assessments and lesson as a result of their assessments. We will be hiring new instructional aides to help support the use of the iReady program. We also will be implementing a flex period into our master schedule that will allow for more targeted intervention and student support.

**2020-21**

**Identified Need**

Academic indicators show that there are opportunities for improvement. While we do not have any accurate formative assessment such as CAASPP or reliable iReady scores we know that our students are typically below grade level in math and ELA. Our focus will continue to be around improving our metrics around ELA and math.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
ELA SBAC Average scale score - Points below standard		-50 Yellow indicator on the CA School Dashboard (19/20 SBAC scores)
Math SBAC Average scale score - Points below standard		-90 Yellow indicator on the CA School Dashboard (19/20 SBAC scores)
ELA SBAC Percent of students meeting or exceeding standard		35% (19/20 SBAC scores)
Math SBAC Percent of students meeting or exceeding standard		20%(19/20 SBAC scores)
English Learner Progress Indicator (ELPI)		Waiting for 2021 results to analyze data

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
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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 2021-22
3.2	Pay for all 6th grade students to participate in an outdoor science education camp	X All Students English Learners Low-Income Students Foster Youth Other	Principal & 6th grade team	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	12000 40000	School year 2021-22

3.3	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 2021-22
3.4	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 Expenditures	18000	School year 2021-22
3.5	Build capacity of staff through professional development: Conferences and workshops centered on	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	30685 5000	School year 2021-22

	<p>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>Expenditures LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>		
3.6	<p>Compensate certificated staff to push into classes, during contracted prep periods, to support students in other core classes through small group instruction and remediation when we comeback to in-person instruction</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	Title I Part A Site Allocation	10000	School year 2021-22

3.7	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 2021-22
3.8	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	37882	School year 2021-22
3.9	Purchase site licenses for web-based math intervention and acceleration programs. Purchase of	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	7000 1000	School year 2021-22

	volume voucher for iPad apps to support classroom instruction either virtually or in-person.			LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		
3.10	Ensure all English learners receive daily designated and integrated English Language Development (ELD). .60 FTE ELD Teacher.	All Students X English Learners Low-Income Students Foster Youth Other	HR & ELD Dept	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	64999	School year 2021-22
3.11	Build capacity through math and STEAM professional development and conferences.  Utilize substitute teachers to cover all	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Dept. Chairs	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	10000	School year 2021-22



	conferences, workshops, etc.					
3.12	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	All Students X English Learners Low-Income Students Foster Youth Other	Principal, Teachers, BIAs	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	57654	School year 2021-22
3.13	Provide assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accord with	X All Students English Learners Low-Income Students Foster Youth Other	Principal, AIS	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated	165407	School year 2021-22

	<p>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</p>			Personnel Salaries		
3.14	<p>Provide after school tutoring to support all struggling students.</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	<p>Certificated teachers</p>	<p>LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries</p>	<p>0 10000</p>	<p>School year 2021-22</p>

				Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries		
3.15	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	57673	
3.16		All Students English Learners Low-Income Students Foster Youth Other				
3.17		All Students English Learners Low-Income Students Foster Youth Other				
3.18	Provide Teachers time to collaborate	X All Students English Learners Low-Income Students	Administration	Title I Part A Site Allocation	8000 5000	School year 2021-22

	<p>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>Foster Youth Other</p>		<p>1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries</p>		
3.19	<p>Purchase supplemental ELD materials, text, supplies to increase access and engagement with language instruction.</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	<p>Principal, ELD dept</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	5000	<p>School year 2021-22</p>
3.20	<p>Provide a .20 FTE for math intervention teacher to support students struggling with grade level math standards.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal</p>	<p>LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries</p>	14680	<p>School year 2021-22</p>

3.21		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: 2020-21

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

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Since this was our first year with this goal and we spent the majority of the year in distance learning, we were only able to implement some of our planned strategies or activities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were able to hire 3 of 4 instructional aides, however that did not happen until later in the year due to lack of qualified applicants. We were limited on our STEAM activities and exposure to students because of remote learning. However, once we came back in March we had a lot of expenditures related to STEAM activities and hands on projects. While in distance learning we were able to get a small amount of materials out to students for projects in science and art.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our counselors are working to introduce Naviance to every student on campus through classroom presentations and creating individualized Smart goals .Early in the year this process started with visits in the classroom and after March it was virtual. We will will measure via Naviance data.

**2020-21**

**Identified Need**

Due to the fact we are in distance learning and will be transitioning to a hybrid model after the first of the year we will need resources to help our students close the achievement gap of where they are and where they need to be.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 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 2019-20 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	All Students English Learners X Low-Income Students Foster Youth Other	Department Chairs	Title I Part A Site Allocation 4000-4999:	1000 5000	School year 2021-22

	world, increasing capacity for research, project based learning and exploration of science, technology, engineering, arts and math (STEAM.)			Books And Supplies LCFF Supplemental Site Allocation 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 15000	School year 2021-22
4.3	Compensate the library/media tech to keep library open after hours for students to have a safe	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	6515	School year 2021-22



	place to complete homework, access technology and explore their individual learning goals and interests.			Personnel Salaries		
4.4	<p>Continue and expand AVID Excel through professional learning and a Summer Bridge program targeted to English learners.</p> <p>Provide for transportation for students attending AVID Excel Summer Bridge Class to visit the California Museum.</p>	<p>All Students  X English Learners  X Low-Income Students  Foster Youth  Other</p>	AVID Team & Administration	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	12000	School year 2021-22
4.5	Provide opportunities for students to access AVID in support of academic	<p>X All Students  English Learners  X Low-Income Students  X Foster Youth  Other</p>	Administration and Departments	LCFF Supplemental Centralized Services	36838	School year 2021-22

	success moving into secondary education, college/career. .4 FTE AVID Teachers			(District Only) 1000-1999: Certificated Personnel Salaries		
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.	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	32550 32532	School year 2021-22

1.0 FTE  
Counselor

# 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	\$1,013,679.00

## 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 (\$)
LCFF Supplemental Centralized Services (District Only)	\$249,457.00
LCFF Supplemental English Learner Central	\$122,653.00
LCFF Supplemental Site Allocation	\$74,736.00
Other	\$5,000.00
Title I Part A Parent Involvement	\$6,668.00
Title I Part A Site Allocation	\$555,165.00

Subtotal of state or local funds included for this school: \$1,013,679.00

Total of federal, state, and/or local funds for this school: \$1,013,679.00

# 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	122,653	0.00
LCFF Supplemental Centralized Services (District Only)	249,457	0.00
Title I Part A Site Allocation	555,165	0.00
Title I Part A Parent Involvement	6,668	0.00
Comprehensive Support and Improvement (CSI)	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	249,457.00
LCFF Supplemental English Learner Central	122,653.00
LCFF Supplemental Site Allocation	74,736.00
Other	5,000.00
Title I Part A Parent Involvement	6,668.00
Title I Part A Site Allocation	555,165.00

## Expenditures by Budget Reference

Budget Reference	Amount
	10,000.00
1000-1999: Certificated Personnel Salaries	498,403.00
2000-2999: Classified Personnel Salaries	260,855.00
4000-4999: Books And Supplies	63,736.00
5000-5999: Services And Other Operating Expenditures	65,685.00
5800: Professional/Consulting Services And Operating Expenditures	115,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	249,457.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	64,999.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	57,654.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	34,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
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	5,000.00
1000-1999: Certificated Personnel Salaries	Other	5,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	6,668.00
	Title I Part A Site Allocation	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	144,947.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	194,533.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	31,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	64,685.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	110,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	187,028.00
Goal 2	76,000.00
Goal 3	604,980.00

Goal 4

145,671.00

# 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 Gilliam	Parent or Community Member
Jesica Menoza-Torres	Other School Staff
Dan Gamba	Classroom Teacher
Ed Farris	Classroom Teacher
Susan Kuhni	Parent or Community Member
Amanda Brown	Classroom Teacher
Kirk Bebout	Principal
Cynthia Monsivaiz	Parent or Community Member
Ashley Valdez	Parent or Community Member
Michele Casacau	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 .

Attested:

Principal, Kirk Bebout, Signature on File on 8/9/21

SSC Chairperson, Amanda Brown, Signature on File on 8/9/21

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Sylvan Middle School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
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	
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 after school tutoring to support all struggling students.	2000-2999: Classified Personnel Salaries	\$0.00	Engaging Academic Programs	
	1000-1999: Certificated Personnel Salaries	\$32,532.00	Clear Pathways for Bright Futures	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$249,457.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		



## Sylvan Middle School

**Funding Source: LCFF Supplemental English Learner Central** **\$122,653.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
Ensure all English learners receive daily designated and integrated English Language Development (ELD). .60 FTE ELD Teacher.	1000-1999: Certificated Personnel Salaries	\$64,999.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$122,653.00		
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	
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				

## Sylvan Middle School

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
Provide enrichment materials and supplies for STEAM projects and lessons.	4000-4999: Books And Supplies	\$4,236.00	Clear Pathways for Bright Futures
	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	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 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
Increase student activities including; gardening, chess club, NFL club, movie club, shoe design club, BSU, RC club, Science Olympiad, Quiz Bowl, LGBTQ and more.	1000-1999: Certificated Personnel Salaries	\$25,000.00	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	\$7,000.00	Healthy Environments for social and emotional growth

## Sylvan Middle School

4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for social and emotional growth
4000-4999: Books And Supplies	\$5,000.00	Clear Pathways for Bright Futures

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	\$5,000.00	Healthy Environments for social and emotional growth	

Other Total Expenditures: \$5,000.00

Other Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement

**\$6,668.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Sylvan Middle School

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

2000-2999: Classified Personnel Salaries

\$6,668.00

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: \$6,668.00

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

### Funding Source: Title I Part A Site Allocation

**\$555,165.00 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.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Connected School Communities	
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	
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	
	1000-1999: Certificated Personnel Salaries	\$5,000.00	Healthy Environments for social and emotional growth	

## Sylvan Middle School

	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
Pay for all 6th grade students to participate in an outdoor science education camp	5000-5999: Services And Other Operating Expenditures	\$12,000.00	Engaging Academic Programs
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	\$30,685.00	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 remediation when we comeback to in-person instruction		\$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	\$37,882.00	Engaging Academic Programs

## Sylvan Middle School

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
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.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Healthy Environments for social and emotional growth
Provide 2.0 FTE Community Intervention Specialists to promote school parent partnership and school engagement.	2000-2999: Classified Personnel Salaries	\$114,860.00	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
	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
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	\$6,515.00	Clear Pathways for Bright Futures

## Sylvan Middle School

Continue and expand AVID Excel through professional learning and a Summer Bridge program targeted to English learners.	5800: Professional/Consulting Services And Operating Expenditures	\$12,000.00	Clear Pathways for Bright Futures
Provide for transportation for students attending AVID Excel Summer Bridge Class to visit the California Museum.	5800: Professional/Consulting Services And Operating Expenditures	\$40,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$15,000.00	Clear Pathways for Bright Futures
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	\$32,550.00	Clear Pathways for Bright Futures
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	\$57,673.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs
Build capacity through math and STEAM professional development and conferences.	2000-2999: Classified Personnel Salaries	\$10,000.00	Engaging Academic Programs
Utilize substitute teachers to cover all conferences, workshops, etc.			

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Title I Part A Site Allocation Total Expenditures: \$555,165.00

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

# Sylvan Middle School

Sylvan Middle School Total Expenditures: \$1,013,679.00