

School Year: **2023-24**



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 8th, 2023	August 8, 2023

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

Additional Targeted 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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Sylvan Middle School met the criteria for the following student groups:

1. Black or African Americans
2. English Learners
3. Homeless
4. Socio-Economically Disadvantaged
5. Students with Disabilities
6. Two or More Races
7. Whites

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Academic Data:

iReady Math - Winter Data Collection

At grade level:

All 14.7 %
 African American 6%
 Hispanic Latino 11%
 White 17.9%
 EL 2.4%

iReady Reading - Winter Data Collection

At grade level:

All 31%
 African American 16.4%
 Hispanic Latino 27.4%
 White 35.6%
 EL 0%

State Assessment Data results from 2021-22 Smarter Balanced Assessment are reflected below. Academic results for both ELA and Math show room for significant growth. Overall students are performing at a "very low" level in mathematics and a "low" level in English Language Arts. Student group data shows that English learners, Students with Disabilities and those that are homeless have the most significant challenges. Smarter Balanced Assessments were suspended during the pandemic so there is no valid way to show growth or regression from the previous years. 2021-22 will be considered baseline. With all student groups performing at low levels in both math and ELA at local and state levels, there is clearly a need for academic acceleration.

School Climate Data: through the 1st semester.

Suspension rate: 8.6% for ALL students

Black/African American -17.3%
 Hispanic or Latino - 8%
 ELL 9%
 Low SES - 11.26%
 Homeless - 18%
 White - 13.3%
 SWD - 19.6%
 Two or more races - 20%

Attendance rate:89.4%
 Chronic Absenteeism: 36%
 Black/African American Attendance Rate: 87.5%

- Chronic absenteeism: 42.5%

 Hispanic or Latino Attendance Rate : 91.1%

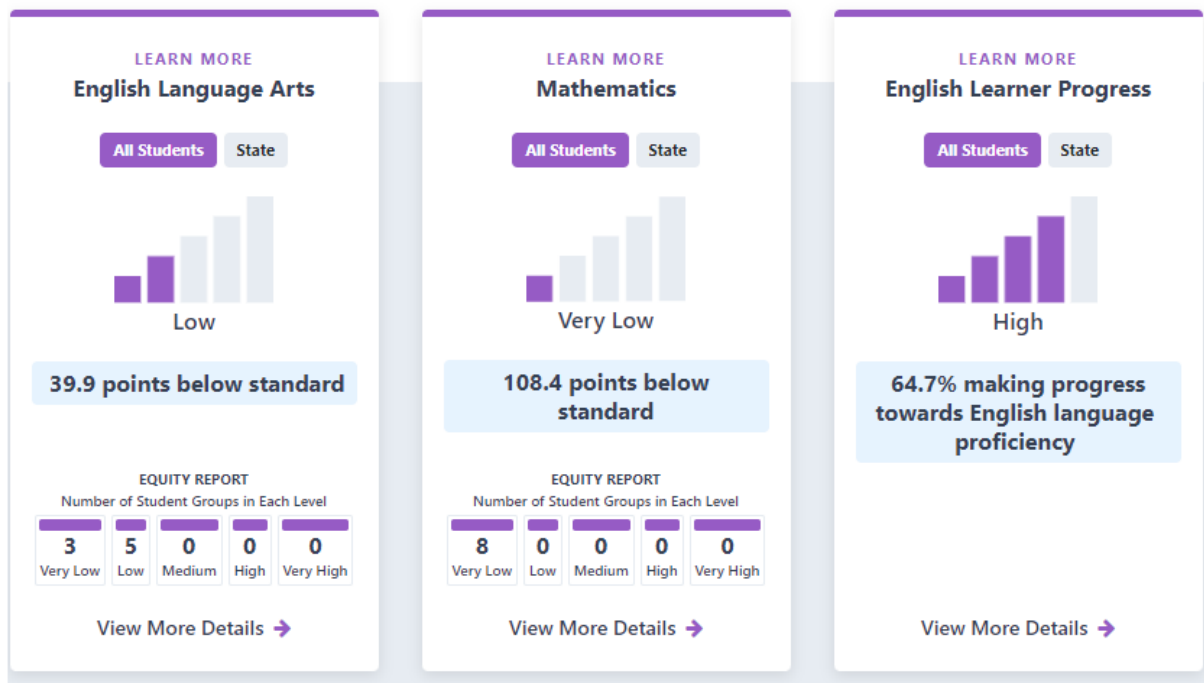
- Chronic absenteeism: 30.5

 ELL attendance rate: 89.6

- chronic absenteeism: 33.7

 Low SES Attendance Rate: 89.3

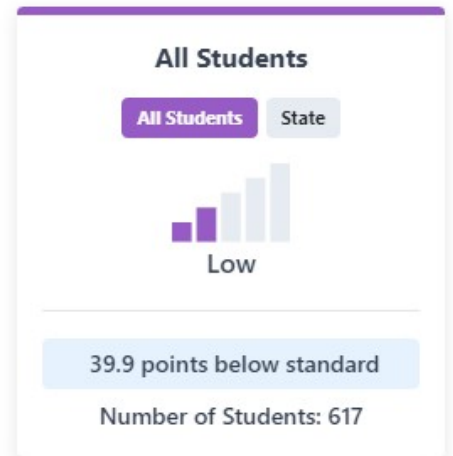
- chronic absenteeism: 36.6



English Language Arts

All Students

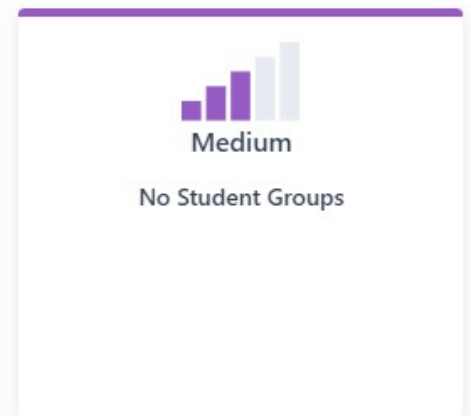
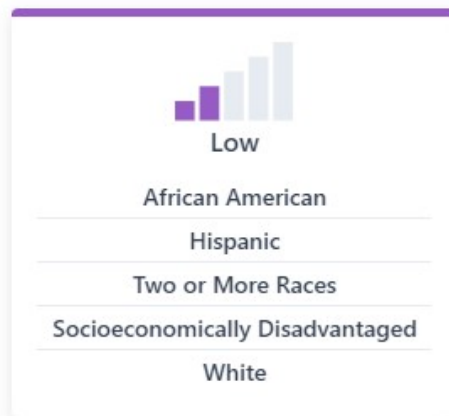
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

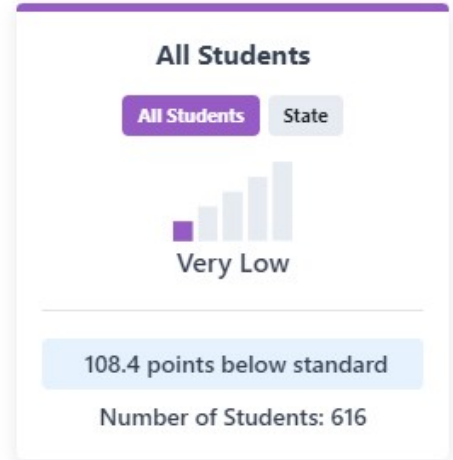
8 Total Student Groups



Mathematics

All Students

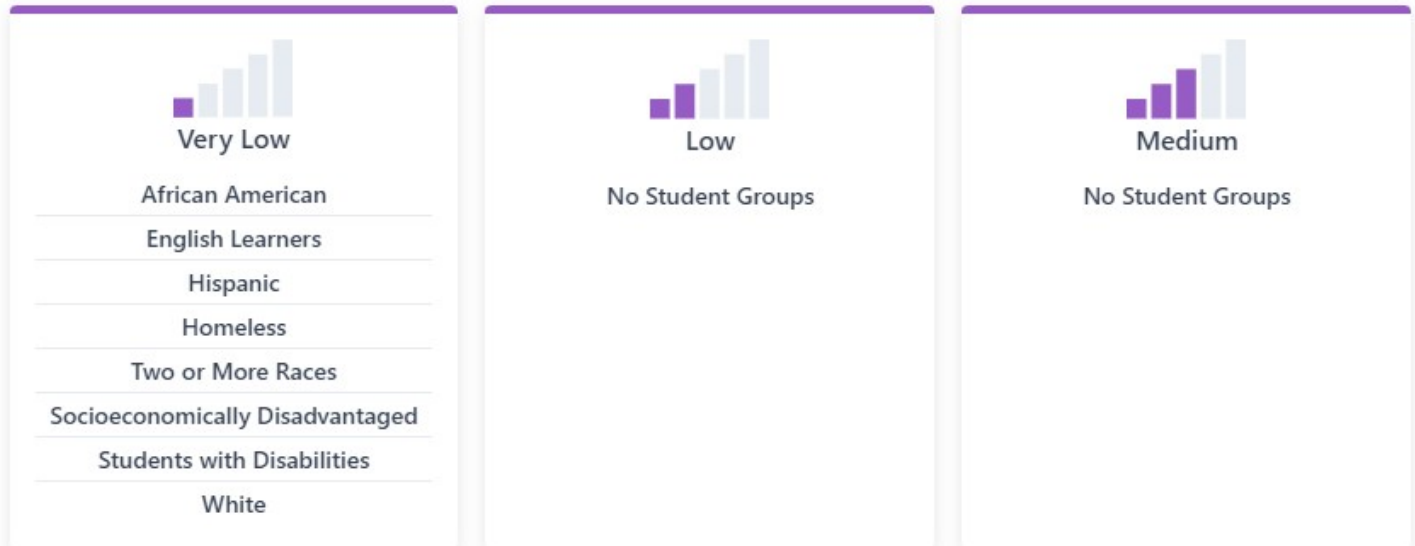
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis.

	Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.
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Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction. A review of academic and social emotional data suggests the following:

Based on the CA School Dashboard, progress is not at desired levels. Sylvan has been identified for Additional Support and Targeted Intervention in several categories.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Sylvan Middle School met the criteria for the following student groups:

1. African American: Chronic Absenteeism, Suspension Rate, Math
2. English Learners: Chronic Absenteeism, ELA, Math
3. Homeless: Chronic Absenteeism, Suspension Rate, ELA, Math
4. Socio-Economically Disadvantaged: Chronic Absenteeism, Suspension Rate, Math
5. Students with Disabilities: Chronic Absenteeism, Suspension Rate, ELA, Math
6. White: Chronic Absenteeism, Suspension Rate, Math
7. Two or More Races: Chronic Absenteeism, Suspension Rate, Math

Analysis and discussion with educational partners lead to the following conclusions:

- Chronic absenteeism is a contributing factor to low academic performance.
- Suspension leads to additional missed opportunities for in class instruction and learning
- Performance in mathematics is most concerning; mathematics is language embedded making it even more challenging for emerging bilingual students
- There is an increased need for students to master academic language while being engaged in learning. Strong academic language is the foundation for student success in all content areas.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Based on input from educational partners through the Comprehensive Needs Assessment and engagement in Comprehensive Support and Improvement (CSI) work, the following resource inequities have been identified:

- Student groups are disproportionately affected by English language proficiency.
- Academic intervention, professional development and progress monitoring need to be focused on engaging students so that they attend school regularly and achieve grade level academic standards.
- Suspensions are disproportionate. Staff will focus on exploring alternatives to suspension, cultural bias and restorative practices.
- Academic and social emotional needs are interconnected. Focus has to be concurrent and integrated.

Input from Educational Partners

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. The Sylvan School Site Council (SSC), comprised of parents, teachers and staff met four 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.) Students were invited to participate in School Site Council meetings and were provided opportunities to share input through surveys and sharing experiences with Sylvan Staff.

Educational Partners 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
- There is a need for additional staffing to support safety on campus
- 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.44%	0.46%	1	3	3
African American	5.2%	6.69%	5.72%	39	46	37
Asian	2.8%	2.91%	2.63%	21	20	17
Filipino	2.0%	1.45%	1.39%	15	10	9
Hispanic/Latino	33.2%	32.70%	34.93%	249	225	226
Pacific Islander	0.4%	0.73%	0.77%	3	5	5
White	48.5%	47.82%	47.45%	364	329	307
Multiple/No Response	7.7%	7.27%	6.65%	58	50	43
Total Enrollment				750	688	647

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	220	204	195
Grade 7	258	228	222
Grade 8	272	256	230
Total Enrollment	750	688	647

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	76	77	73	10.10%	11.2%	11.3%
Fluent English Proficient (FEP)	120	97	103	16.00%	14.1%	15.9%
Reclassified Fluent English Proficient (RFEP)	11			14.5%		

Conclusions based on this data:

1.



**Spring 2023
District Climate Survey Results by School**

Sylvan

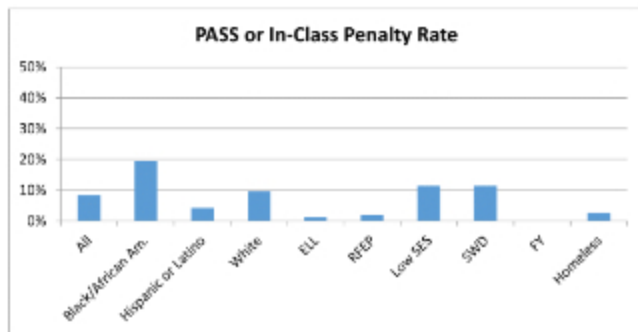
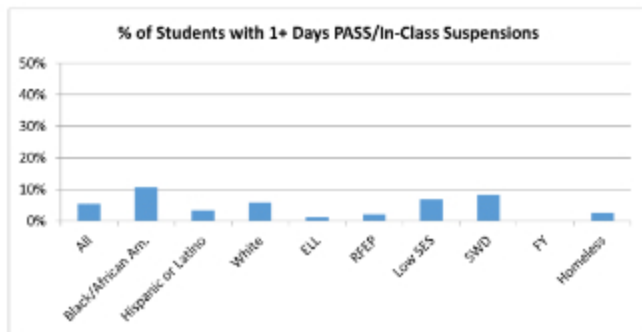
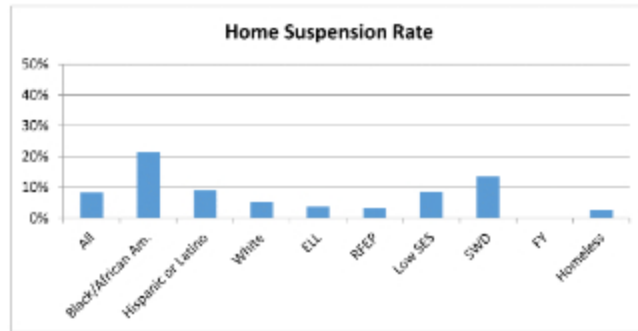
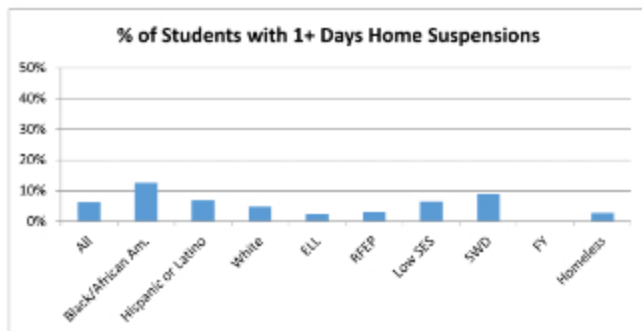
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	96	69.79%	203	38.92%	26	57.69%
B) There are students and staff on campus who listen to students when they have something to say.	98	72.45%	202	48.02%	26	61.54%
C) There is an adult from the school who checks on how students are doing.	97	54.64%	202	35.15%	26	96.15%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	98	73.47%	202	54.46%	26	76.92%
E) Staff feels supported to do their job well in meeting the needs of all students.					26	50.00%
F) Staff feels part of an effective team.					26	42.31%
Family and Staff Engagement						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	97	72.16%			26	92.31%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	97	72.16%			26	57.69%
C) The school offers families opportunities to be involved in school and classroom activities.	97	59.79%			26	57.69%
D) The school keeps families well-informed about school activities.	97	74.23%			26	88.46%
E) The staff at our school listens to family concerns about issues.	97	63.92%			26	65.38%
F) The staff at school are helpful and welcoming when families come to school or call.	97	74.23%			26	73.08%
G) The school and families are partners in promoting positive behavior for my student.	95	73.68%			26	38.46%
H) Families who speak a language other than English receive general information about our school in their home language.	96	83.33%			25	60.00%
I) Staff receive information about upcoming events and important information about the school.					26	92.31%
School Decision Making						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	97	57.73%	201	34.33%	26	57.69%
B) Important school decisions reflect diverse input.	97	52.58%	200	37.50%	25	52.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	97	60.82%				
D) The principal and staff listen to concerns of other staff members about issues.					26	46.15%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					26	65.38%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					26	69.23%
G) Our school uses data from this survey to inform site decision making.					26	53.85%
H) Staff voice matters in decision making.					25	48.00%
Safety						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	96	70.83%	202	46.04%	25	44.00%
B) Concerns about student safety are addressed in a timely manner at my school.	96	63.54%	200	51.00%	25	48.00%
C) My school is a safe place for all students.	95	64.21%	199	31.66%	25	28.00%
D) My school is a safe place for all staff.					25	28.00%
E) Students know what staff member to go to if they have a safety concern.	94	77.66%	200	51.00%	25	52.00%
F) Students know school safety protocols.	95	81.03%	200	68.00%	25	56.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	94	64.89%	201	37.31%	24	45.83%
Sense of Belonging						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	95	71.58%	203	32.71%	26	69.23%
B) Adults at my school treat students respectfully.	96	75.00%	202	49.50%	26	73.08%
C) Students are respectful to each other at school.	96	51.04%	200	15.00%	26	11.54%
D) Students have opportunities to socialize with other students often at school.	96	76.04%	198	46.97%	26	84.62%
E) Students have an adult on campus they trust.	96	73.96%	201	52.74%	26	69.23%
F) Students trust other students at school.	96	65.63%	200	74.50%	26	26.92%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	94	60.64%	199	32.16%	26	57.69%
H) School staff reflects student diversity.	95	54.74%	199	35.68%	25	32.00%
Academic Progress						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	96	73.96%	202	61.88%	25	52.00%
B) Questions and concerns about schoolwork are addressed.	96	72.92%	198	36.00%	25	80.00%
C) Student grades reflect their knowledge of the material.	96	75.00%	198	50.00%	25	60.00%
D) Adults at my school believe all students can be successful.	95	76.84%	200	55.50%	25	60.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	96	63.54%	201	37.31%	25	88.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	95	72.63%	200	60.50%	25	76.00%
G) Teachers at my school go out of their way to help all students.	96	60.42%	197	35.53%	25	64.00%
H) Students receive timely and regular feedback on their learning.	96	60.42%	199	44.72%	25	60.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	95	64.21%			25	60.00%
High Expectations						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	96	52.08%	201	50.75%	24	54.17%
B) School recognizes and celebrates the academic success of all students.	96	63.54%	200	42.50%	24	86.67%
C) Adults on campus motivate students to do their best.	96	65.63%	199	48.24%	24	79.17%
D) School provides additional academic support when students are struggling.	96	67.71%	199	48.74%	24	79.17%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	97	71.13%	199	40.70%	25	28.00%
B) Students have access to classes and activities that meet their interests and talents.	96	72.92%	198	45.90%	25	48.00%
C) Students understand how to complete their schoolwork.	96	78.13%	197	58.88%	25	60.00%
D) Students complete assignments on time.	96	65.63%	198	34.34%	25	24.00%
E) Students are motivated to do their schoolwork.	96	68.75%	199	31.66%	25	16.00%
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	95	61.05%	198	52.02%	26	69.23%
B) Students and families know what classes they will have to take and pass to graduate from high school.	95	61.05%	199	47.24%	26	57.69%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	95	68.42%	199	54.27%	26	34.62%
D) School offers college and career programs.	94	50.00%	197	48.73%	26	57.69%
E) Students participate in programs to learn about different jobs, careers, and colleges.	94	39.36%	198	30.30%	26	50.00%
F) Students are prepared for the next step of their educational experience.	94	63.83%	200	47.50%	26	30.77%
G) Staff are optimistic about the future of their career in San Juan Unified.					26	57.69%
H) There are equitable opportunities for advancement in the district.					26	50.00%
Customer Satisfaction						
A) I would recommend my school to other families.	96	65.63%	201	39.80%	26	26.92%
B) San Juan Unified School District is a district that I would recommend to other families.	96	69.79%	200	51.00%	26	61.54%

Sylvan Middle School 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susps	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	682	43	6.30%	122	56	8.21%	37	5.43%	57	8.36%
Black/African Am.	56	7	12.50%	25	12	21.43%	6	10.71%	11	19.64%
Hispanic or Latino	235	16	6.81%	39	21	8.94%	8	3.40%	10	4.26%
White	352	17	4.83%	48	19	5.40%	21	5.97%	34	9.66%
ELL	81	2	2.47%	5	3	3.70%	1	1.23%	1	1.23%
RFEP	94	3	3.19%	5	3	3.19%	2	2.13%	2	2.13%
Low SES	350	23	6.57%	65	30	8.57%	24	6.86%	40	11.43%
SWD	132	12	9.09%	30	18	13.64%	11	8.33%	15	11.36%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	37	1	2.70%	2	1	2.70%	1	2.70%	1	2.70%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Sylvan Middle School - i-Ready Diagnostic 2 ELA Proficiency Level by Group

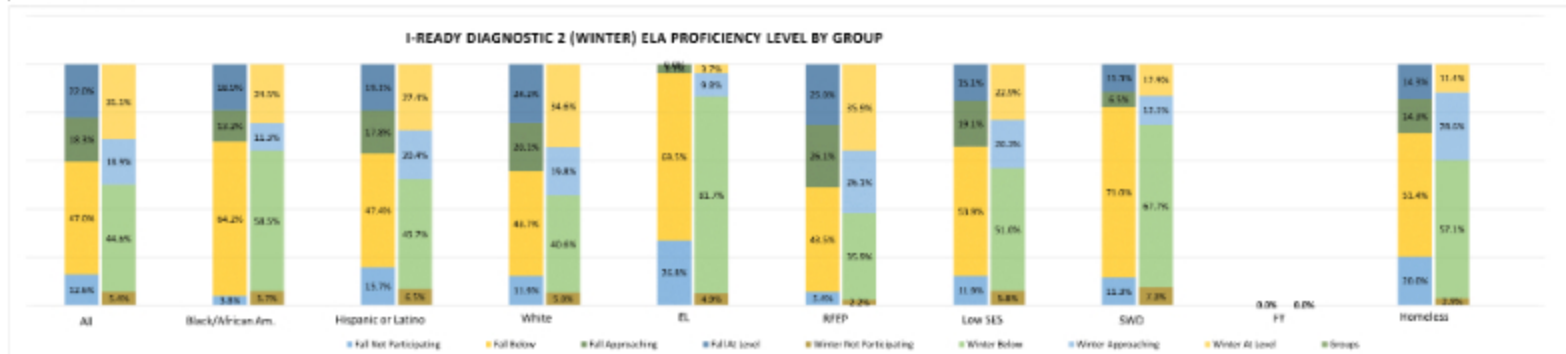
Group	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	646	81	103	118	142	35	287	122	200				
Black/African Am.	53	2	34	7	30	3	31	6	11				
Hispanic or Latina	230	36	109	41	44	15	105	67	63				
White	218	38	129	64	77	16	129	63	110				
EL	82	22	57	3	0	4	67	8	3				
BFEP	92	5	40	24	23	2	33	24	33				
Low SES	345	41	186	66	52	20	176	70	79				
SWD	124	14	88	8	14	0	84	15	16				
FY	3	1	2	0	0	2	1	0	0				
Homeless	35	7	18	5	5	1	20	10	4				

Group	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	646	12.6%	47.0%	38.3%	22.0%	5.4%	44.6%	38.9%	31.1%				
Black/African Am.	53	3.8%	64.2%	33.2%	38.9%	5.7%	58.5%	33.8%	24.5%				
Hispanic or Latina	230	15.7%	47.4%	37.8%	38.1%	6.5%	45.7%	20.4%	27.4%				
White	218	11.9%	44.7%	20.3%	34.2%	5.0%	40.6%	39.8%	34.6%				
EL	82	26.8%	69.5%	3.7%	0.0%	4.9%	81.7%	9.8%	5.7%				
BFEP	92	5.4%	43.5%	26.3%	25.0%	2.2%	55.9%	26.1%	55.9%				
Low SES	345	11.9%	53.9%	39.3%	35.1%	5.8%	51.0%	20.9%	27.9%				
SWD	124	11.3%	71.0%	6.5%	31.3%	7.3%	67.7%	12.1%	12.9%				
FY	3	33.3%	66.7%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%				
Homeless	35	20.0%	51.4%	34.3%	34.3%	2.9%	57.1%	28.6%	11.4%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Sylvan Middle School - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

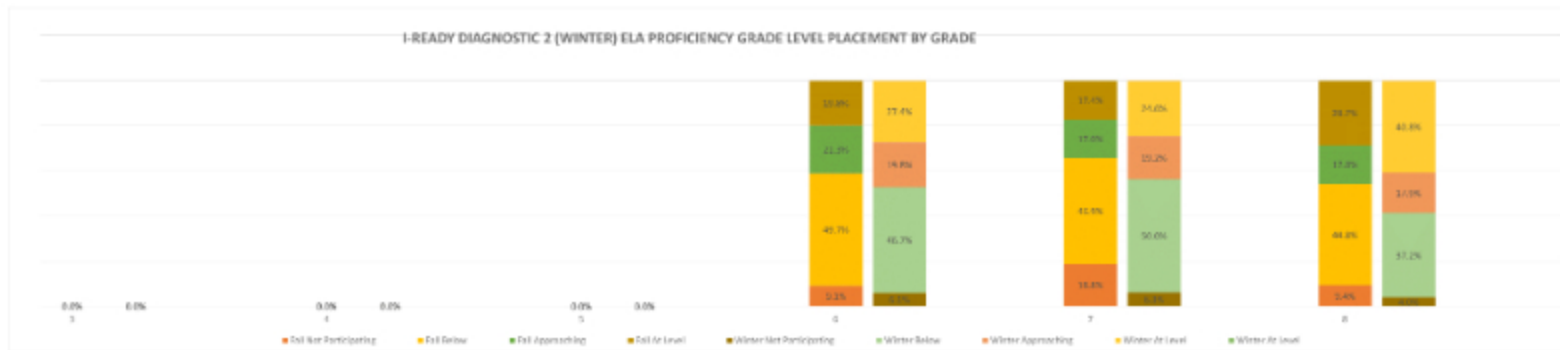
Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0	0				
5	0	0	0	0	0	0	0	0	0				
6	197	38	98	42	39	12	52	39	54				
7	224	42	105	38	39	14	112	43	55				
8	223	21	100	38	64	9	83	40	91				

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	197	9.1%	49.7%	21.3%	19.8%	6.1%	46.7%	19.8%	27.4%				
7	224	18.8%	46.9%	17.0%	17.4%	6.3%	50.0%	19.2%	24.6%				
8	223	9.4%	44.8%	17.0%	28.7%	4.0%	37.2%	17.9%	40.8%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Sylvan Middle School - I-Ready Diagnostic 2 Math Proficiency Level by Group

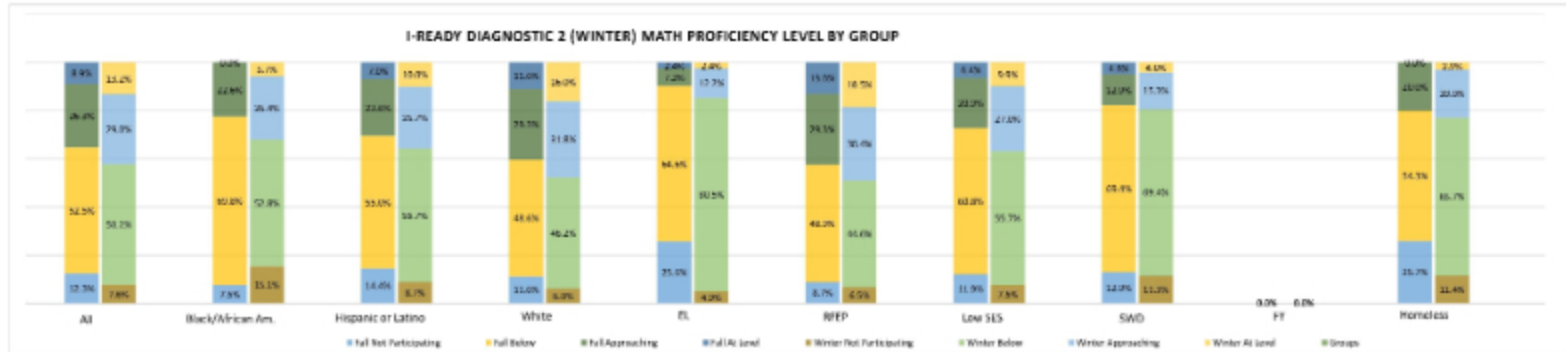
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	646	79	137	169	57	89	123	187	85				
Black/African Am.	53	4	37	12	0	8	28	14	3				
Hispanic or Latino	230	33	126	54	36	20	128	59	23				
White	218	25	154	93	35	19	147	103	51				
EL	82	21	53	6	2	4	64	10	2				
FFEP	92	8	45	27	12	6	41	28	17				
Low SES	345	41	209	72	22	26	192	63	34				
SWD	124	16	84	14	6	14	86	19	5				
FY	3	1	2	0	0	2	1	0	0				
Homeless	35	9	19	7	0	4	23	7	1				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	646	12.3%	21.2%	26.3%	8.9%	7.0%	19.2%	29.0%	13.2%				
Black/African Am.	53	7.5%	69.8%	22.6%	0.0%	15.1%	52.8%	26.4%	3.7%				
Hispanic or Latino	230	14.4%	55.0%	23.6%	7.0%	8.7%	55.7%	25.7%	10.0%				
White	218	11.0%	48.4%	39.4%	11.0%	6.0%	46.2%	51.8%	14.0%				
EL	82	25.4%	64.4%	7.3%	2.4%	4.9%	80.5%	12.2%	3.4%				
FFEP	92	8.7%	48.9%	39.4%	15.0%	6.5%	44.4%	50.4%	18.5%				
Low SES	345	11.9%	60.8%	20.9%	6.0%	7.5%	55.7%	27.0%	9.0%				
SWD	124	12.9%	69.4%	17.9%	4.8%	11.3%	69.4%	15.3%	4.0%				
FY	3	33.3%	66.7%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%				
Homeless	35	25.7%	54.3%	20.0%	0.0%	11.4%	65.7%	20.0%	2.9%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Sylvan Middle School - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

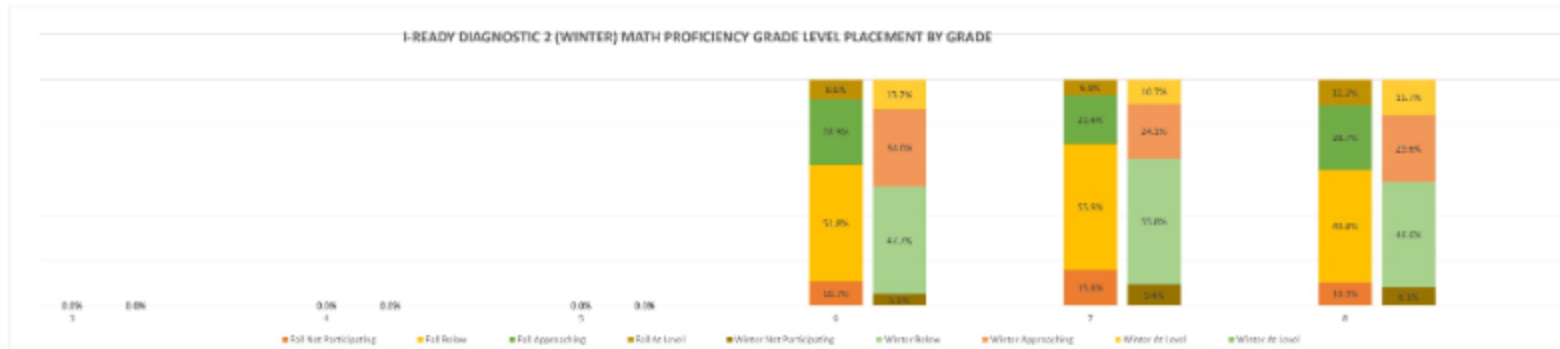
Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0	0				
5	0	0	0	0	0	0	0	0	0				
6	197	21	162	57	57	10	94	67	26				
7	224	35	124	48	35	21	125	54	24				
8	223	23	111	64	25	18	104	66	35				

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	197	10.7%	51.8%	28.9%	8.6%	5.1%	47.7%	34.0%	13.2%				
7	224	15.8%	55.9%	21.6%	6.8%	9.4%	55.8%	24.5%	10.7%				
8	223	10.3%	49.8%	28.7%	11.2%	8.1%	46.6%	29.6%	15.7%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1.

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: 2022-23

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?

State and local academic data is reviewed quarterly as it becomes available. Data is also reviewed when determining staffing, master scheduling, student intervention and professional learning plans. Data around engagement and behavior (attendance, suspension, referrals) is reviewed monthly or quarterly depending on site needs and when data becomes available. Data review specific to healthy environments includes the review of suspensions, community engagement and partnerships and indicators of behavior.

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. Tracking chronic absenteeism and truancy and holding family meetings to identify needs proved challenging due to staffing. Chronic absenteeism and suspensions remain high.

Additional collaboration and training around engaging students will be beneficial. As a staff, we are committed to determining and addressing the root causes of students excessive absenteeism.

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

Staff will collaborate and brainstorm to determine root cause of lack of engagement leading to absenteeism and suspensions. Root causes will be addressed through team problem solving, professional learning and appropriate staffing. 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.

2022-23

Identified Need

Address indicators that put Sylvan into Additional Targeted Support and Improvement (ATSI) specifically around students groups included in the "very high" suspension and chronic absenteeism indicators on the California Data dashboard. Incorporate strategies to promote school connectedness and engagement with learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter School Climate Survey - School Culture/Sense of Belonging	Under the School Culture/Sense of Belonging section prompts, parents responded between 63-83% positively. Staff responded 52-92% positively.	Increase positive responses to a minimum of 75% for each indicator
CA School Dashboard - chronic absenteeism	all student groups in "very high" category	Move each student group to a better status by decreasing chronic absenteeism among all groups

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	All Students X English Learners Low-Income Students	Site administration	LCFF Supplement	2000	School year 2023 - 2024

	<p>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>Foster Youth Other</p>		<p>tal Site Allocation 2000-2999: Classified Personnel Salaries</p>		
1.2	<p>Provide 1 FTE Community Intervention Specialists and 1 FTE School Community Assistant to promote school parent partnership and school engagement to reduce chronic absenteeism.</p>	<p>All Students English Learners Low-Income Students Foster Youth X Other Students with very high/high chronic absenteeism</p>	<p>Site administration</p>	<p>Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p>	<p>79632 43071</p>	<p>School year 2023 - 2024</p>

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	7000	School year 2023 - 2024
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	3924	School year 2023 - 2024
1.5	Provide opportunities for parents and community members to voice ideas, suggestions, concerns and issues to relevant staff. Utilize training materials, communication tools and extra hours for staff	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Parent Involvement None Specified	5850	School year 2023 - 2024

	to promote parent and community engagement.					
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>36241 10000</p>	School year 2023 - 2024

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: 2022-23

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 22-23 Climate Survey was reviewed in April.

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

State and local academic data is reviewed quarterly as it becomes available. Data is also reviewed when determining staffing, master scheduling, student intervention and professional learning plans. Data around engagement and behavior (attendance, suspension, referrals) is reviewed monthly or quarterly depending on site needs and when data becomes available. Data review specific to student connectedness includes the review of Climate surveys, attendance and school participation/community engagement.

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

As a staff, focus will be on determining the root causes of disengagement. Staff will engage in team problem solving and professional learning to increase capacity around redirecting unsafe behavior and promoting engagement in school. Culturally relevant instruction will be explored as will community partnerships and additional staffing.

2022-23

Identified Need

Address indicators that put Sylvan into Additional Targeted Support and Improvement (ATSI) specifically around students groups included in the "very high" suspension and chronic absenteeism indicators on the California Data dashboard. Incorporate strategies to promote healthy environments and engagement with learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Attendance Rate	94.3%	above 95%
Suspension Rate	8.16%	Decrease by 2% to 6.16%
CA Dashboard Chronic Absenteeism	8 student groups included in the "very high" category of chronic absenteeism	Move all student groups to the next level "high" or better
CA Dashboard Suspension	6 student groups in the "very high" category of suspension	Move all student groups to the next level "high" or better

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	Continue and expand student extracurricular activities including; gardening, chess club, NFL club, movie club, shoe design	X All Students English Learners Low-Income Students Foster Youth Other	Classified and certificated staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	14500	School year 2023-2024

	club, BSU, RC club, Science Olympiad, Quiz Bowl, LGTBQ and other student activities dependent on interest.					
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 2023-2024
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	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2023-2024
2.4	Provide resources to	All Students English Learners	Principal and clerical	LCFF Supplemental	7000	School year 2023-2024

	support attendance tracking and monitoring including additional classified time for parent communication , meetings and documentation.	Low-Income Students Foster Youth X Other Student groups with very high chronic absenteeism		tal Site Allocation 2000-2999: Classified Personnel Salaries		
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) using paws such as school supplies	X All Students English Learners Low-Income Students Foster Youth Other	PBIS Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School year 2023-2024

2.6	Utilize community partners to promote mentorships, positive role models and inspiration to disengaged students. Promote positive feelings around academic engagement, college and career and leadership.	All Students English Learners Low-Income Students Foster Youth X Other Student groups with high suspension rates	PBIS team, principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	18000 10000	School year 2023-2024
2.7	Compensate staff for planning and collaborating around improving attendance and lowering suspension rates.	All Students English Learners Low-Income Students Foster Youth X Other ATSI identified subgroups	Principal/department chairs	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10000	School year 2023-2024
2.8		All Students				

		English Learners Low-Income Students Foster Youth Other					
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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: 2022-23

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 were reviewed by student group and performance related to ELA, math, and English language acquisition.

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 staff burnout. Finding ways to support intervention within the school day were also challenging due to schedule constraints. We continue to see the effects of the gaps in instruction due to the pandemic, including 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)

Provided additional staffing to provide intervention and targeted instruction to accelerate learning. Utilized online tutoring as available. Encouraged students to utilize academic support through the library media center, afterschool intervention and participation in extended learning time. Staff is engaging in collaborative conversations about improving systems

2022-23

Identified Need

Address indicators that put Sylvan into Additional Targeted Support and Improvement (ATSI) specifically around students groups included in the "very low" performance indicator for English language arts (ELA) and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Smarter Balanced Assessment (SBAC) Math 2022	108 points below standard 8 student groups in "very low" category	80 points below standard, growth among all student groups
Smarter Balanced Assessment (SPAC ELA 2022	39.9 points below standard 3 student groups in "low category"	30 points below standard, growth among all student groups
English Learner Progress Indicator	64.7 making progress toward English proficiency	75% making progress toward English proficiency

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

3.9	Utilize a 1 FTE Counselor to guide students in being present and engaged in courses, provide academic guidance and	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	33,346 13976 47332	School year 2023-24
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	social emotional support. Promote college and career readiness.			3000-3999: Employee Benefits LCFF Supplemental Centralized Services (District Only)		
3.10	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	8759 5000	School year 2023-24
3.11	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 2023-24

3.12	<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>30000 5000</p>	School year 2023-24
3.13	<p>Compensate certificated staff to push into classes, during contracted prep periods, to support students in</p>	<p>All Students English Learners Low-Income Students Foster Youth X Other ATSI subgroups identified for math and ELA</p>	Principal	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>	15000	School year 2023-24

	other core classes through small group instruction and intervention					
3.14	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 3000-3999: Employee Benefits	21,928 17,029	School year 2023-24
3.15	Utilize technology to engage students and offer online academic support to students. Provide emerging bilinguals with technology to access English proficiency software and	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	20000	School year 2023-24

	web-based programs.					
3.16	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	79,920	School year 2023-24
3.17	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).	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 3000-3999: Employee Benefits	57654 3,856 1,745	School year 2023-24

	1.25 FTE BIAs					
3.18	Provide assistance to administration and staff in developing, monitoring, and evaluating teaching and learning, student engagement and social emotional learning. 1.0 FTE AIS	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 2023-24
3.19	Provide after school academic intervention to support all struggling students. Utilize Library/Media Tech for additional afterschool support.	X All Students English Learners Low-Income Students Foster Youth Other	Certificated teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	18514 6,983	School year 2023-24
3.20	Hire 1 .75 instructional aide (IA1) and	X All Students English Learners Low-Income Students	Principal	Title I Part A Site Allocation	40,675 32,955	School year 2023-24

	1 IA1 at .625 to work with struggling students in math and English that will also help support students during flex period	Foster Youth Other		2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.21		All Students English Learners Low-Income Students Foster Youth Other				
3.22		All Students English Learners Low-Income Students Foster Youth Other				
3.23	Provide teachers time to collaborate around mathematics and ELA/ELD data outside of the school day. Pay substitute teachers for release time for teachers to	All Students English Learners Low-Income Students Foster Youth X Other ATSI identified subgroups for math and ELA	Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	17507	School year 2023-24

	meet and analyze data.					
3.24	Purchase supplemental ELD materials, text, supplies to increase access and engagement with language instruction.	All Students X English Learners Low-Income Students Foster Youth Other	Principal, ELD dept	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023-24
3.25	Provide a .20 FTE for math intervention teacher to support students struggling with grade level math standards.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	18000	School year 2023-24
3.26		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: 2022-23

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, Naviance participation and academic data provided by iReady assessments and Smarter Balanced Assessments for math and ELA.

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

Students are connecting with Naviance and engaged with learning about strengths

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, quarterly parent university and ongoing classrooms visits with counselors.

2022-23

Identified Need

The annual Climate Survey reflects that 50% of students and parents feel that students are prepared for college/career. There is a clear need for all students to be and feel prepared. There is a need to increase the training for both students and parents about options for college and career beyond middle school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Climate Survey - College and Career Ready	50% of students report college and career readiness based on survey responses 47% of parents report students are college/career prepared	Increase college and career readiness to 60% indicating preparedness Increase parent indications of student preparedness by 10% to 57%
Naviance participation	NA	Baseline

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 science, technology,	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 4000-4999:	10000 5000	School year 2023-2024

	engineering, arts and math (STEAM.)			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 10000	School year 2023-2024
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 individual	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 Title I Part A Site Allocation 3000-3999: Employee Benefits	4079 2904	School year 2023-2024

	learning goals and interests.					
4.4	Certify instructional practitioners to be AVID trained. Support the AVID program as needed.	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	15000	School year 2023-2024
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 2023-2024

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$1,029,361.00

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)	\$267,577.00
LCFF Supplemental English Learner Central	\$137,574.00
LCFF Supplemental Site Allocation	\$76,160.00
Other	\$4,000.00
Title I Part A Parent Involvement	\$5,850.00
Title I Part A Site Allocation	\$538,200.00

Subtotal of state or local funds included for this school: \$1,029,361.00

Total of federal, state, and/or local funds for this school: \$1,029,361.00

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	76,160	0.00
LCFF Supplemental English Learner Central	137,574	0.00
LCFF Supplemental Centralized Services (District Only)	267,577	0.00
Title I Part A Site Allocation	538,200	0.00
Title I Part A Parent Involvement	5,850	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	267,577.00
LCFF Supplemental English Learner Central	137,574.00
LCFF Supplemental Site Allocation	76,160.00
Other	4,000.00
Title I Part A Parent Involvement	5,850.00
Title I Part A Site Allocation	538,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	469,022.00
2000-2999: Classified Personnel Salaries	190,817.00
3000-3999: Employee Benefits	111,680.00
4000-4999: Books And Supplies	52,419.00
5000-5999: Services And Other Operating Expenditures	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	102,241.00
None Specified	5,850.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	47,332.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	220,245.00
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	20,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	9,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	23,660.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	23,000.00
1000-1999: Certificated Personnel Salaries	Other	4,000.00
None Specified	Title I Part A Parent Involvement	5,850.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	144,357.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	124,163.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	111,680.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	28,759.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	79,241.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	187,718.00
Goal 2	74,500.00
Goal 3	679,086.00
Goal 4	88,057.00

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	Other School Staff
Linda Pena	Classroom Teacher
Ross Gallagher	Classroom Teacher
Lori Aldrete	Parent or Community Member
Nicole Latimer	Principal
Sharok Mersal	Parent or Community Member
Cynthia Monsivaiz	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 06.8.23.

Attested:



Principal, Nicole Latimer on 6/8/23



SSC Chairperson, Linda Pena on 6/8/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 Educational Partner 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.

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 (Educational Partner 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 (Educational Partner 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) \$267,577.00 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	\$18,000.00	Engaging Academic Programs	
		\$47,332.00	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 teaching and learning, student engagement and social emotional learning. 1.0 FTE AIS	1000-1999: Certificated Personnel Salaries	\$165,407.00	Engaging Academic Programs	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$267,577.00		
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
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	

Sylvan Middle School

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
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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 **\$76,160.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	\$3,924.00	Connected School Communities	
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	

Sylvan Middle School

Continue and expand student extracurricular activities including; gardening, chess club, NFL club, movie club, shoe design club, BSU, RC club, Science Olympiad, Quiz Bowl, LGBTQ and other student activities dependent on interest.	1000-1999: Certificated Personnel Salaries	\$14,500.00	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
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	\$3,000.00	Healthy Environments for social and emotional growth
Utilize community partners to promote mentorships, positive role models and inspiration to disengaged students. Promote positive feelings around academic engagement, college and career and leadership.	5800: Professional/Consulting Services And Operating Expenditures	\$18,000.00	Healthy Environments for social and emotional growth
Purchase supplemental ELD materials, text, supplies to increase access and engagement with language instruction.	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways for Bright Futures

Sylvan Middle School

LCFF Supplemental Site Allocation Total Expenditures: \$76,160.00

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

\$5,850.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide opportunities for parents and community members to voice ideas, suggestions, concerns and issues to relevant staff. Utilize training materials, communication tools and extra hours for staff to promote parent and community engagement.	None Specified	\$5,850.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$5,850.00

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

Sylvan Middle School

Funding Source: Title I Part A Site Allocation

\$538,200.00 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	\$36,241.00	Connected School Communities	
Secure substitutes so that staff can attend enrichment activities with students.	3000-3999: Employee Benefits	\$43,071.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	\$10,000.00	Connected School Communities	
Provide 1 FTE Community Intervention Specialists and 1 FTE School Community Assistant to promote school parent partnership and school engagement to reduce chronic absenteeism.	2000-2999: Classified Personnel Salaries	\$79,632.00	Connected School Communities	
Provide funding to support extra hours to a counselor to conduct home visits for truant students.	1000-1999: Certificated Personnel Salaries	\$7,000.00	Connected School Communities	
Provide teachers time to collaborate around mathematics and ELA/ELD data outside of the school day.	1000-1999: Certificated Personnel Salaries	\$17,507.00	Engaging Academic Programs	
Pay substitute teachers for release time for teachers to meet and analyze data.	3000-3999: Employee Benefits	\$17,029.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$13,976.00	Engaging Academic Programs	
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	\$4,079.00	Clear Pathways for Bright Futures	

Sylvan Middle School

Certify instructional practitioners to be AVID trained. Support the AVID program as needed.	5800: Professional/Consulting Services And Operating Expenditures	\$15,000.00	Clear Pathways for Bright Futures
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	\$10,000.00	Clear Pathways for Bright Futures
	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	Healthy Environments for social and emotional growth
	1000-1999: Certificated Personnel Salaries	\$10,000.00	Healthy Environments for social and emotional growth
Utilize a 1 FTE Counselor to guide students in being present and engaged in courses, provide academic guidance and social emotional support. Promote college and career readiness.	1000-1999: Certificated Personnel Salaries	\$33,346.00	Engaging Academic Programs
Purchase supplemental materials, texts, novels and supplies, to support engagement, differentiation and text levels around literacy.	4000-4999: Books And Supplies	\$8,759.00	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	\$30,000.00	Engaging Academic Programs
Provide funding for substitute teachers to cover classes as necessary.			

Sylvan Middle School

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	\$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	\$21,928.00	Engaging Academic Programs
Utilize technology to engage students and offer online academic support to students. Provide emerging bilinguals with technology to access English proficiency software and web-based programs.	5000-5999: Services And Other Operating Expenditures	\$20,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$10,000.00	Clear Pathways for Bright Futures
	3000-3999: Employee Benefits	\$2,904.00	Clear Pathways for Bright Futures
Provide after school academic intervention to support all struggling students. Utilize Library/Media Tech for additional afterschool support.	1000-1999: Certificated Personnel Salaries	\$18,514.00	Engaging Academic Programs
Hire 1 .75 instructional aide (IA1) and 1 IA1 at .625 to work with struggling students in math and English that will also help support students during flex period	2000-2999: Classified Personnel Salaries	\$40,675.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$3,856.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$6,983.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$32,955.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$536,455.00

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

Sylvan Middle School

Sylvan Middle School Total Expenditures: \$1,027,616.00