

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
Sylvandale Middle School	43-69450-6047278	April 19, 2023	

Purpose and Description

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)

Additional Targeted Support and Improvement
We are under ATSI for the Hispanic/Latino, and Students with Disabilities sub categories.

Briefly describe 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.

Sylvandale Middle School will work towards effectively meeting the ESSA requirements by engaging all stakeholders, promoting a positive school climate, and offering various academic intervention opportunities and enrichment classes. We will also ensure that all students have access to high-rigor classes and emphasize college/career readiness before transitioning from middle school to high school. Single Plan for Student Achievement (SPSA) goals will be aligned with the Franklin-McKinley School Districts Local Control and Accountability Plan (LCAP) goals. We will also promote our core values, including safety, respect, and responsibility, at Sylvandale Middle School.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Comprehensive Needs Assessment was developed using the survey data from our district LCAP survey, California Healthy Kids Survey, and a local survey (e.g., Panorama Survey) given to students, staff, and parents at the site level. Based on those findings, there is a need to improve relationships between and among students and staff to address low scores for students feeling connected to the school and feeling cared about by the teachers. We are currently in ATSI status: "additional targeted support and improvement." This designation is for schools in the lowest five percent of Title I schools in the indicated subgroups.

We will provide socio-emotional learning/wellness opportunities for our students and access to the student wellness center for all students. The wellness center offers services such as mental health services, peer-to-peer conflict resolution (e.g., restorative justice practices), and crisis intervention, among other services. The Social Worker also provides presentations and awareness on different topics in collaboration with the San Jose Police Department, such as bullying, drug/alcohol information (e.g., short-term and long-term consequences), etc. Community circles with different types of prompts/topics are also being incorporated into the class by the Social Worker, Teachers, and Administration. We also have the support of Safe School, which is a city of San Jose initiative providing mediators and staff to sites to support anti-bullying and anti-gang activities.

The number of students in 20-21 Beginning of Year (BOY) that were at met or exceeded:
31% in Reading and 52% in Mathematics

The number of students in 20-21 End of Year (EOY) that were at met or exceeded:
35% in Reading and 58% in Mathematics

The number of students in 21-22 Beginning of Year (BOY) that were at met or exceeded:
36% in Reading and 46% in Mathematics

The number of students in 22-23 Beginning of Year (BOY) that were at met or exceeded:
27.4% in Reading and 36% in Mathematics

The 2021-2022 EOY goal for the percentage of students meeting or exceeding on Reading and Mathematics is a 3% increase on each assessment. CAASPP/SBAC testing is planned to continue for the 2022-2023 school year. Baseline CAASPP/SBAC assessment data will be obtained for the 2021-2022 school year. The CAASPP/SBAC goal for 2022-2023 would be a 5% increase from the 2021-2022 CAASPP/SBAC baseline data.

Based on The Fall 2022 Panorama Survey Data:

50% of students responded favorably to questions related to safety at school

"Do other kids at school spread mean rumors or lies about you?" 71% No, never

"Do other kids at school ever tease you about what your body looks like?" 70% No, never

"I feel safe talking about my feelings and ideas in my classes." 22% Yes, most/all the time

"Have you seen or heard of bullying in your classes this year?" 37% No, never

50% of students responded favorably to questions related to school connectedness (sense of belonging)

"Do you feel people care about you at school?" 43%

Are you happy to be a student at this school?" 55%

"Do you feel like you are part of this school?" 53%

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom visits and performance data indicate needs in the following areas:

- Focus on rigor, relevance, and engagement
- Focus on Long Term English Learners (LTELs) within all content areas
- Clear lesson objectives and learning targets
- Focus on higher-level questions (Depth of Knowledge Levels 3 and 4) and project-based learning opportunities

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff uses the results of assessments including CAASPP English Language Arts/Mathematics, Star Renaissance (ELA) and FastBridge district-level assessments, ELPAC, CAST, California Physical Education Assessment, common formative assessments, and in-class checking for understanding during a lesson to gauge student progress and what they can do to improve instruction and learning. Teachers review data in departments and utilize cycles of inquiry to establish steps to improve the data.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student progress data is gathered from a variety of sources. District STAR Renaissance (ELA) and FastBridge (Mathematics) data is analyzed as a department team after every assessment. Classroom instruction and grouping is modified based on the current data. Essential Student Learning Outcomes are set and reviewed with Common Formative Assessments (CFAs) to gauge learning. The academic counselors also monitor the progress of each student and meets with students to set and revise academic goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All core academic classes are taught by teachers who are highly qualified in those subject areas. All teachers are EL certified (CLAD) and the staff will receive training on effective instruction of English Learners as part of ongoing professional development during staff meetings and admin directed days.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

96% of Sylvandale Middle School teachers are fully credentialed and have been trained in the core curriculum for their subject areas. (1 teacher was a student intern).

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All teachers received training on aligning anchor/domain Common Core State Standards and CAASPP assessment. The anchor/domain emphasis for English Language Arts was Reading Information Text (RIT). The anchor/domain emphasis for Mathematics was Expressions and Equations (EE). Professional development is aligned with their professional needs in implementing the new standards. The main focus for the school year will be to continue to increase the rigor, relevance, and engagement with the anchor/domain standards through instructional practices and project-based learning. Teachers received training on implicit bias training, and restorative justice practices the prior year. Training includes Zoom, Google Classroom, RenStar, and FastBridge Math, among others. The training was provided by both the district office and the school site. The district office also provided monthly professional development opportunities for teachers and staff.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers work collaboratively to improve professional practice and meet the needs of all students. Department and Cohort teams work on collaboration focusing assessment data, planning next steps, and on instructional practices that impact student success. Our ELA department did work around standards-based instruction with the assistance of the district instructional coach. Teachers utilize the results of CAASPP, RenStar tests, Fastbridge tests and CFAs to drive instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Departments will meet on monthly basis during staff meetings and/or Admin. Directed Time (ADT) to collaborate on instruction, curriculum, assessment, interventions, and student progress to ensure student success. The Instructional Leadership Team (ILT) which consists of administrators, teachers, and counselors meets monthly to review student data and provides recommendations in regards to our instructional practices. The ILT also serves as the school site MTSS and Partners in Education team. The ILT provides feedback on supplemental programs such as IXL (Math), Lexia Power-Up (ELA/Reading), site professional development and other instructionally focused initiatives.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instruction, curriculum, assessment, and materials are aligned to the CA CCSS and science is aligned with NGSS.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Sylvandale adheres to the recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule is created around the number of sections needed to serve all students. We offer designated ELD time using English 3D for all EL students and also offer after-school intervention for ELA and Math to all students. We offer a homeroom (advisory) period in the beginning of each day to have reading and math interventions that include Lexia's PowerUp program and the IXL mathematics support program. In addition, students work to complete any missing assignments with teacher support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based, grade level instructional materials are accessible to all students as provided by the school district.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers at Sylvandale are using standards-aligned instructional materials including research based intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We offered extended learning opportunities/targeted instruction, tutoring, reteaching, small group instruction, and supplementary online programs to enable underperforming students make gains and meet standards. We also collaborate with our social workers to ensure that socio-emotional wellness of our students are being addressed through the school linked services (SLS) referral process. Additionally, we partner with CORAL for the afterschool tutoring services and Breakthrough of Silicon Valley. Summer School opportunities are also provided.

Evidence-based educational practices to raise student achievement

Instructional practices include utilizing tools, resources, and platforms within computer-based learning systems. A school-wide focus on high-leverage instructional practices based on effect size, as well as advancing academic language across all disciplines are at the heart of the work to improve academic outcomes for all students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We offer multiple parent engagement opportunities throughout the year, which include back to school night, parent-teacher conferences, student success/study team (SSTs) meetings, individual education plan (IEP) meetings, school site council (SSC), district advisory council (DAC), English learner advisory committee (ELAC), District English learner advisory committee (DELAC), and Coffee with the Principal "cafecitos". The parent engagement opportunities have been online (e.g., Zoom) and in-person. We also partner with community-based organizations that offer additional services to students and families. Community-based organizations include Breakthrough SV (College/Career Readiness), the City of San Jose (promotes various community involvement opportunities), San Jose Police Department (promotes safety, awareness, and services information), Second Harvest (promotes food bank distribution), and Catholic Charities of Santa Clara County/CORAL. We have also invited parents to participate in school-wide surveys such as the Panorama Survey that provides feedback in different areas such as classroom climate, learning conditions, outcomes, parent engagement, safety, student engagement, and understanding of mission & goals. Parents have also provided feedback via the School2Home survey through our implementation of one-to-one computer devices for all students in partnership with the Silicon Valley Education Foundation (SVEF). We have disseminated communications (monthly Principal's Updates) to parents via Parent Square, Sylvandale M.S. website, Google Classroom, and the electronic marquee.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council, comprised of parents, students, and school staff meet regularly to review and update the School Site Plan and expenditures related to school improvement. The school plan, expenditures, program planning, and data is shared with parents monthly during our parent meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds include intervention taught by teachers after school, professional development for teachers, instructional materials, intervention licenses, technology needed, and substitute release time for student study teams.

Fiscal support (EPC)

State and Federal funding is provided to support the instructional program.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

When writing the SPSA, we met with stakeholder groups comprising School Site Council (SSC) and English Learner Advisory Committee (ELAC). The meetings included items such as reviewing

academic data, surveys, goals, strategies, and activities. The items were then linked to the budget. SSC/ELAC then provide feedback and vote on the SPSA. SSC and ELAC consist of teachers, parents, and administration. Additionally, we involved the Sylvandale M.S. instructional leadership team (ILT) and teachers during a staff meeting. Feedback from students, staff, and families was obtained through the Panorama school-wide survey for Fall 2022 and Winter 2022-23 school years.

SSC/ELAC dates regarding SPSA:

05/10/23

04/19/23

02/15/23

12/07/22

11/09/22

Staff meeting dates regarding SPSA:

05/09/23, 06/06/23

03/07/23

Resource Inequities

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

Identified resource inequities include lack of computer/wifi access for many of our students. Parents indicated this through survey responses and other communication with the school. Through our partnership with School2 Home and the Silicon Valley Education Foundation, on October 5, 2022, we held our Digital Inclusion Day, where parents signed out a Chromebook and a hotspot for students. We currently have 1 to 1 devices for students to take home daily and return charged for the next school day's work.

To address access to healthcare and to continue supporting community health, students have been provided rapid antigen testing kits (e.g., prior going to winter/spring break) to ensure they return after such breaks negative for COVID variants.

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%			0
African American	1.5%	1.00%	0.27%	7	4	1
Asian	33.1%	37.91%	29.11%	153	152	108
Filipino	3.9%	3.49%	3.77%	18	14	14
Hispanic/Latino	58.4%	54.61%	63.61%	270	219	236
Pacific Islander	0.2%	0.25%	0.81%	1	1	3
White	2.0%	1.25%	1.08%	9	5	4
Multiple/No Response	0.9%	1.50%	1.35%	4	6	5
	Total Enrollment			462	401	371

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	224	185	179
Grade 8	238	216	192
Total Enrollment	462	401	371

Conclusions based on this data:

1. Our student enrollment projection for the 2023-2024 school year has decreased by about 45 students compared to the 2022-2023 school year.
2. The enrollment decrease affects the number of core class and number of elective sections.
3. We need to continue to promote the programs that we have available at Sylvandale M.S. Additionally, we would like to emphasize enrichment opportunities and continue to connect students to school.

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	141	132	139	30.50%	32.9%	37.5%
Fluent English Proficient (FEP)	194	170	125	42.00%	42.4%	33.7%
Reclassified Fluent English Proficient (RFEP)	13			9.2%		

Conclusions based on this data:

1. Our percentage of English Learners slightly increased from 32.9% in 2021-2022 to 37.5% in the 2022-2023 school year. Due to the reduction in overall student numbers, the percentage of designated English learners increased.
2. Our percentage of RFEP students went from 9.30% in the 2019-2020 school year to 9.2% in the 2020-2021 school year.
3. We need to continue to support Long Term English Learners (LTELs) in the area of reading, writing, listening, and speaking. Teachers provide additional instructional support through instructional strategies and use of technology.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	224	188		0	186		0	185		0.0	98.9	
Grade 8	243	222		0	214		0	213		0.0	96.4	
All Grades	467	410		0	400		0	398		0.0	97.6	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2466.			5.41			18.38			21.08			55.14	
Grade 8		2523.			8.45			25.82			30.99			34.74	
All Grades	N/A	N/A	N/A		7.04			22.36			26.38			44.22	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		8.11			51.35			40.54		
Grade 8		13.81			50.48			35.71		
All Grades		11.14			50.89			37.97		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.52			44.02			49.46	
Grade 8		9.91			55.66			34.43	
All Grades		8.33			50.25			41.41	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.65			58.38			32.97	
Grade 8		5.69			74.88			19.43	
All Grades		7.07			67.17			25.76	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.65			50.27			41.08	
Grade 8		17.45			64.62			17.92	
All Grades		13.35			57.93			28.72	

Conclusions based on this data:

1. Students were Administered the RenStar Reading exam during the 2019-2020, 2020-2021, and 2021-2022 school year. Students were administered Beginning of Year (BOY) and End of Year (EOY) RenSTAR (Reading). The amount of students in 21-22 Beginning of Year (BOY) that were at met or exceeded: 36% in Reading.
2. Students scoring below standard in Reading and Math address the missing pre-requisite skills through the PowerUp and IXL programs respectively.
3. Dashboard data for ELA shows that our EL subgroup went up a level but all the other subgroups stayed the same. We are incorporating more reading and writing opportunities in different content areas and elective classes. We will advance the FMSD Literacy Block components to improve reading ability through vocabulary, comprehension, and writing activities.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	224	188		0	185		0	185		0.0	98.4	
Grade 8	243	222		0	216		0	215		0.0	97.3	
All Grades	467	410		0	401		0	400		0.0	97.8	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2465.			8.65			8.65			25.41			57.30	
Grade 8		2505.			14.88			13.02			21.86			50.23	
All Grades	N/A	N/A	N/A		12.00			11.00			23.50			53.50	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		11.35			34.05			54.59	
Grade 8		11.63			40.47			47.91	
All Grades		11.50			37.50			51.00	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.11			45.41			46.49	
Grade 8		13.95			47.91			38.14	
All Grades		11.25			46.75			42.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.49			58.92			34.59	
Grade 8		12.56			51.16			36.28	
All Grades		9.75			54.75			35.50	

Conclusions based on this data:

1. Students were Administered the FastBridge exam this (2022-23) school year. Students completed the CAASPP/SBAC. during the 2021-2022 school year to obtain baseline data since resuming with CAASPP/SBAC.
2. The amount of students in 21-22 Beginning of Year (BOY) that were at met or exceeded: 46% in Mathematics.
3. We will continue to offer Math support via the IXL program during Homeroom. The time and focus on the program helps students address missing prerequisite skills.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1538.3	1542.2		1548.8	1545.2		1527.3	1538.9		68	63	
8	1526.3	1540.4		1521.2	1534.3		1531.0	1546.0		68	60	
All Grades										136	123	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	24.56	17.46		33.33	53.97		24.56	19.05		17.54	9.52		57	63	
8	12.70	16.95		33.33	33.90		33.33	33.90		20.63	15.25		63	59	
All Grades	18.33	17.21		33.33	44.26		29.17	26.23		19.17	12.30		120	122	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	43.86	39.68		29.82	46.03		17.54	6.35		8.77	7.94		57	63	
8	20.63	25.42		41.27	50.85		23.81	15.25		14.29	8.47		63	59	
All Grades	31.67	32.79		35.83	48.36		20.83	10.66		11.67	8.20		120	122	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	7.02	11.11		19.30	22.22		40.35	47.62		33.33	19.05		57	63	
8	6.35	13.56		22.22	23.73		39.68	40.68		31.75	22.03		63	59	
All Grades	6.67	12.30		20.83	22.95		40.00	44.26		32.50	20.49		120	122	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	7.02	12.90		73.68	70.97		19.30	16.13		57	62	
8	20.00	10.17		58.33	64.41		21.67	25.42		60	59	
All Grades	13.68	11.57		65.81	67.77		20.51	20.66		117	121	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	73.68	77.78		22.81	15.87		3.51	6.35		57	63	
8	45.16	45.76		41.94	44.07		12.90	10.17		62	59	
All Grades	58.82	62.30		32.77	29.51		8.40	8.20		119	122	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.91	12.90		36.36	59.68		52.73	27.42		55	62	
8	19.05	25.42		22.22	23.73		58.73	50.85		63	59	
All Grades	15.25	19.01		28.81	42.15		55.93	38.84		118	121	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	9.09	4.76		72.73	84.13		18.18	11.11		55	63	
8	3.39	1.69		86.44	88.14		10.17	10.17		59	59	
All Grades	6.14	3.28		79.82	86.07		14.04	10.66		114	122	

Conclusions based on this data:

1. We had 141 ELL students during the 2020-2021 school year in comparison to 140 during the 2019-2020 school year.
2. EL Reclassification percentage rate decreased from 9.30% in 2020-2021 to 7.80% in 2021-2022 currently.
3. We will focus on supporting Long Term English Learners (LTELs) in further developing skills in the areas of reading, writing, listening, and speaking. Teachers will provide support for ELs that includes pre-teaching challenging vocabulary found in content-area text, and provide language frames (sentence, paragraph) to help students respond to test-based questions.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
401	78.1	32.9	0.2
Total Number of Students enrolled in Sylvandale Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	132	32.9
Foster Youth	1	0.2
Homeless	7	1.7
Socioeconomically Disadvantaged	313	78.1
Students with Disabilities	50	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.0
American Indian		
Asian	152	37.9
Filipino	14	3.5
Hispanic	219	54.6
Two or More Races	6	1.5
Pacific Islander	1	0.2
White	5	1.2

Conclusions based on this data:

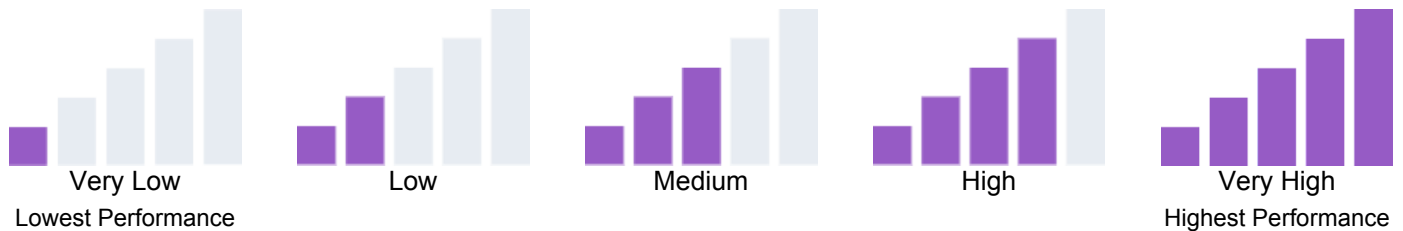
1. We have a significant amount of students identified as socioeconomically disadvantaged. We will provide support to those families through sharing donated and school-purchased clothing for students to adhere to the Common Dress policy. We will also provide 1 to 1 computer devices to students ensuring access for student work and as a resource to family members.
2. We will also ensure all students have equitable opportunities for trips, sports, and other extra curricular activities by using allocated funds in conjunction with funds raised via school donations.
3. The Sylvandale Wellness Center will help students have a safe space to learn and apply coping strategies. The Center connects students with social-emotional learning, and other wellness services, mental health, school linked services referrals, and other services.

School and Student Performance Data

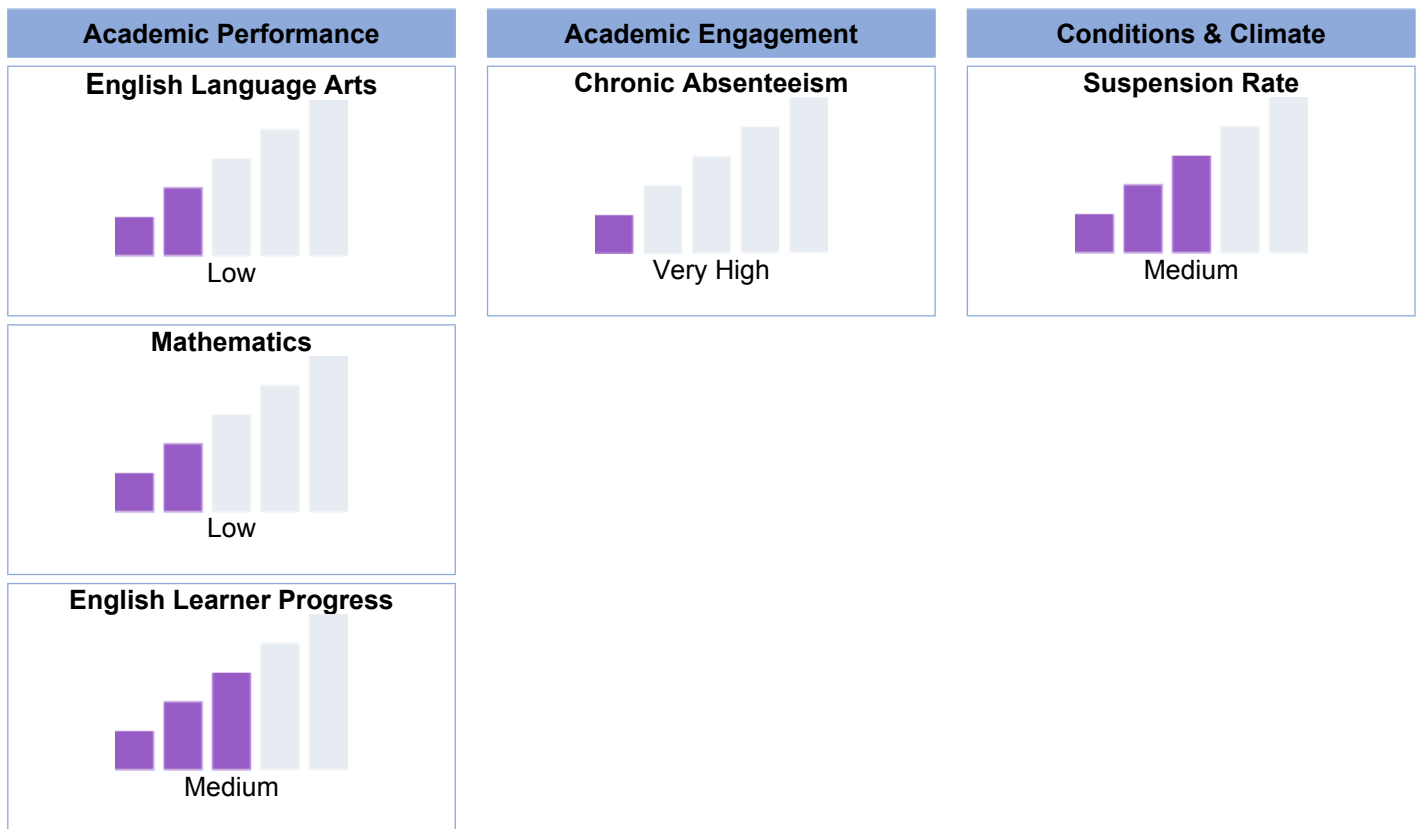
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Chronic Absenteeism dropped a level from 37% Server Chronic Absence in 2020-2021 to 13% Severe Chronic Absence in 2021-2022. We will use ParentSquare, Coffee with the Principal, the Principal's monthly update, and the School website to address families about our expectations to increase student attendance.

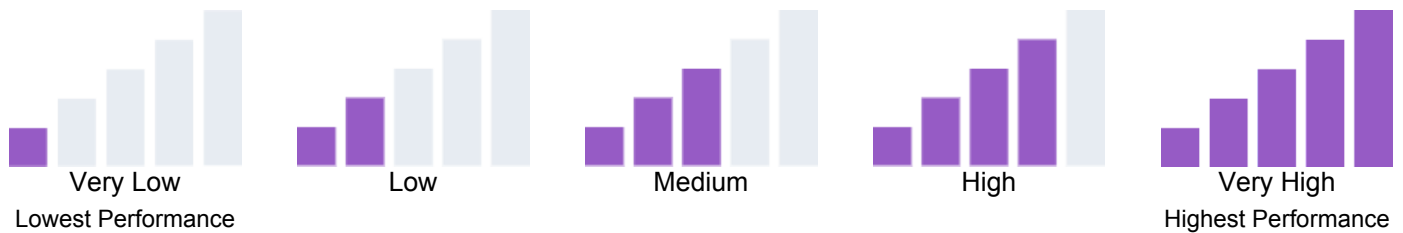
2. Based on the dashboard overall performance, we will continue to focus on English Language Arts (ELA) and Mathematics. All content areas will focus on developing stronger literacy skills, while the IXL program used during Homeroom will address the gaps in learning so students can find success.
3. YTD In School Suspension is 10% for the 2021-2022 school year. YTD Out of School Suspension is 3% for the 2021-2022 school year. We will continue to use restorative practices, teach coping strategies, and provide intervention when a conflict is identified. Our partners at Safe School, and New Hope will case manage situations to ensure students make better choices.

School and Student Performance Data

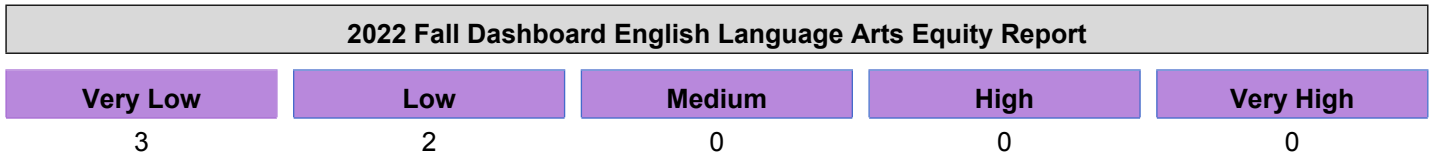
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

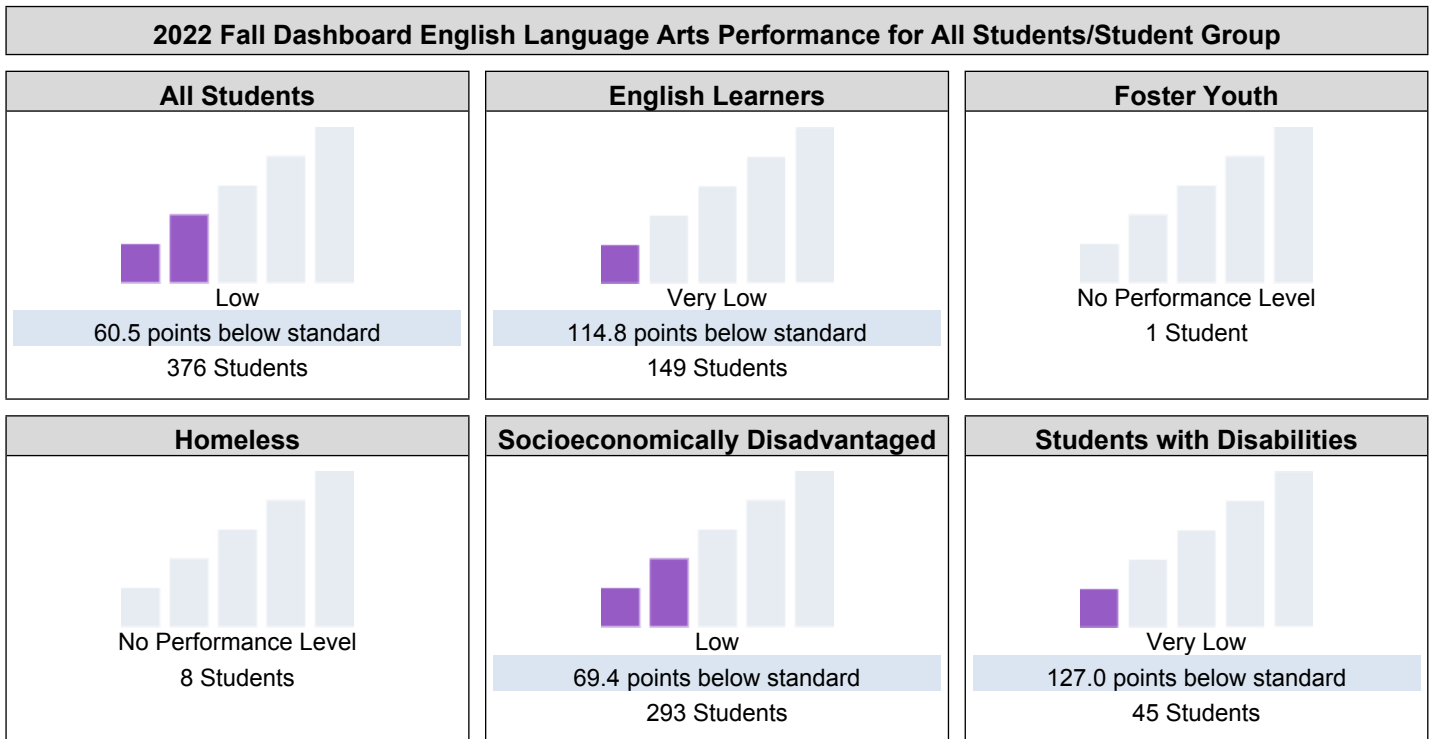
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



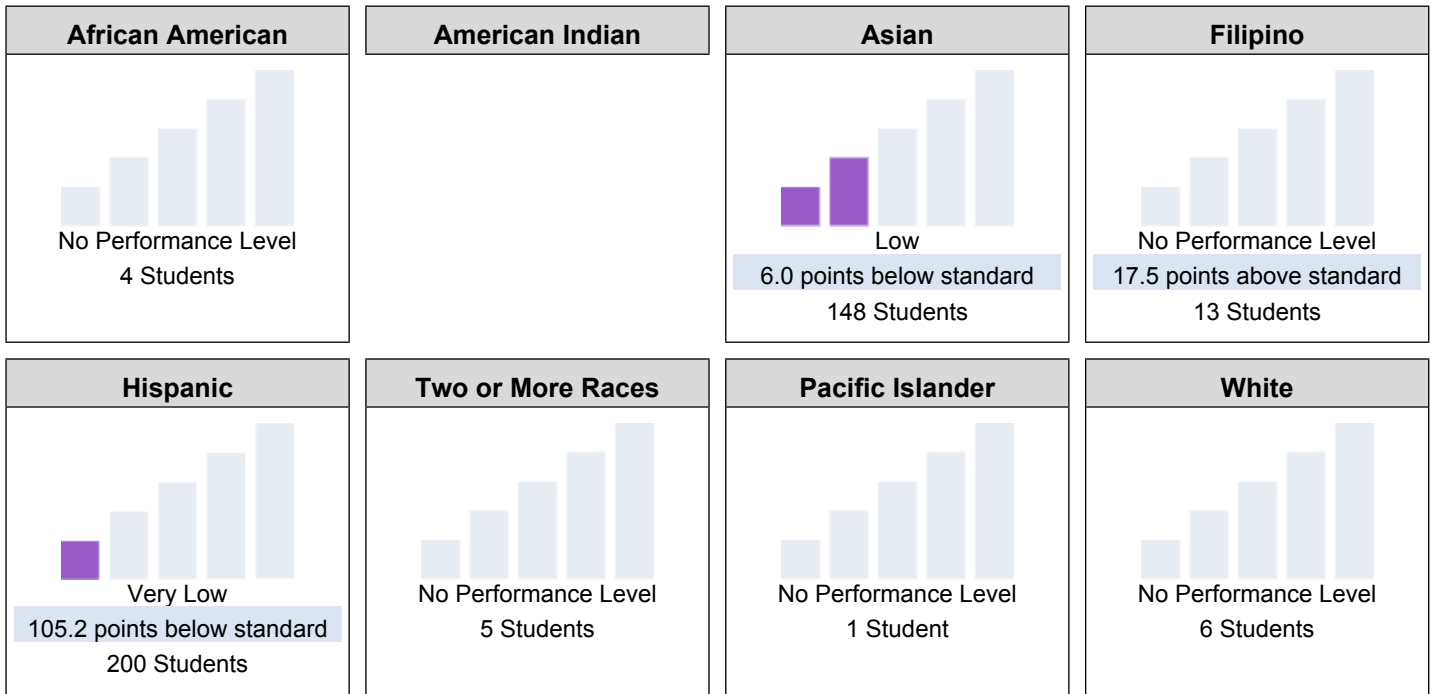
This section provides number of student groups in each level.



This section provides a view of 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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
133.8 points below standard 116 Students	48.2 points below standard 33 Students	77.9 points below standard 92 Students

Conclusions based on this data:

- Overall, all students (376) were in the Low status at 60.5 points below standard. Our ATSI target groups - Hispanic, and Students with Disabilities were in the Very Low status at 114.8 and 127 points below standard, respectively. Additionally, the Socioeconomically disadvantaged were in the Low performance group.
- Our reclassified English Learners scored better than the All Students group with 48.2 points below standard compared to 60.2 for All Students.
- Based on Race/Ethnicity, we will continue working to improve achievement for Hispanic students as they lag behind all reported groups with 105.5 points below standard. Our site initiatives based on Social Emotional Learning and Early interventions to address achievement and opportunity gaps are in place to improve outcomes.

School and Student Performance Data

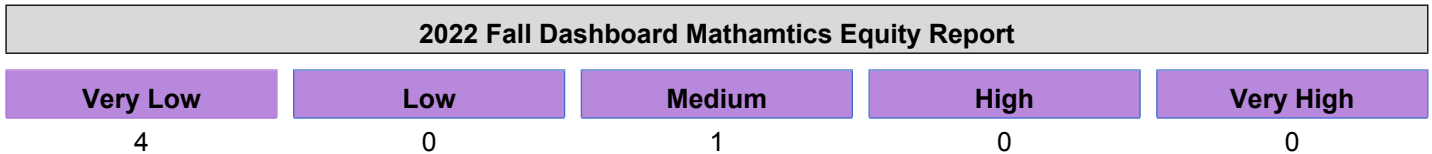
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

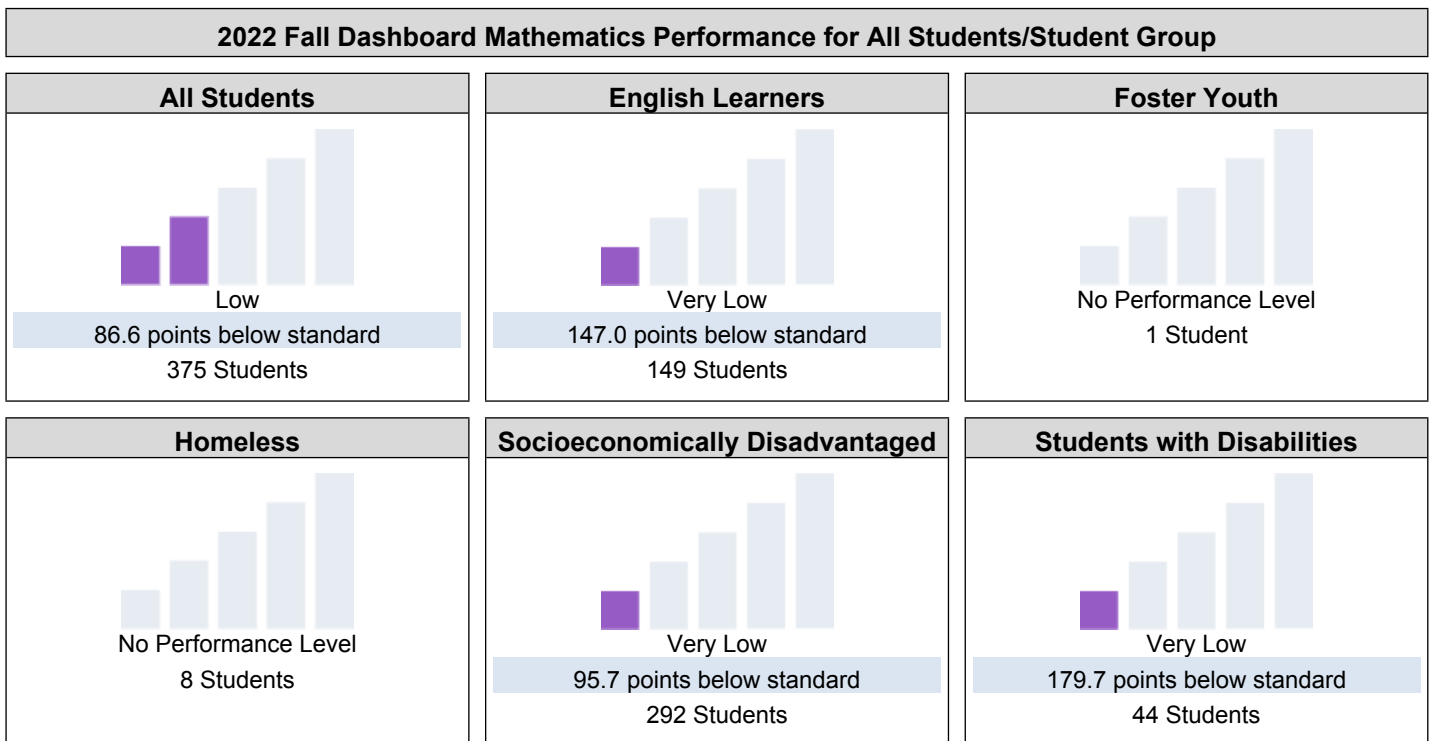
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



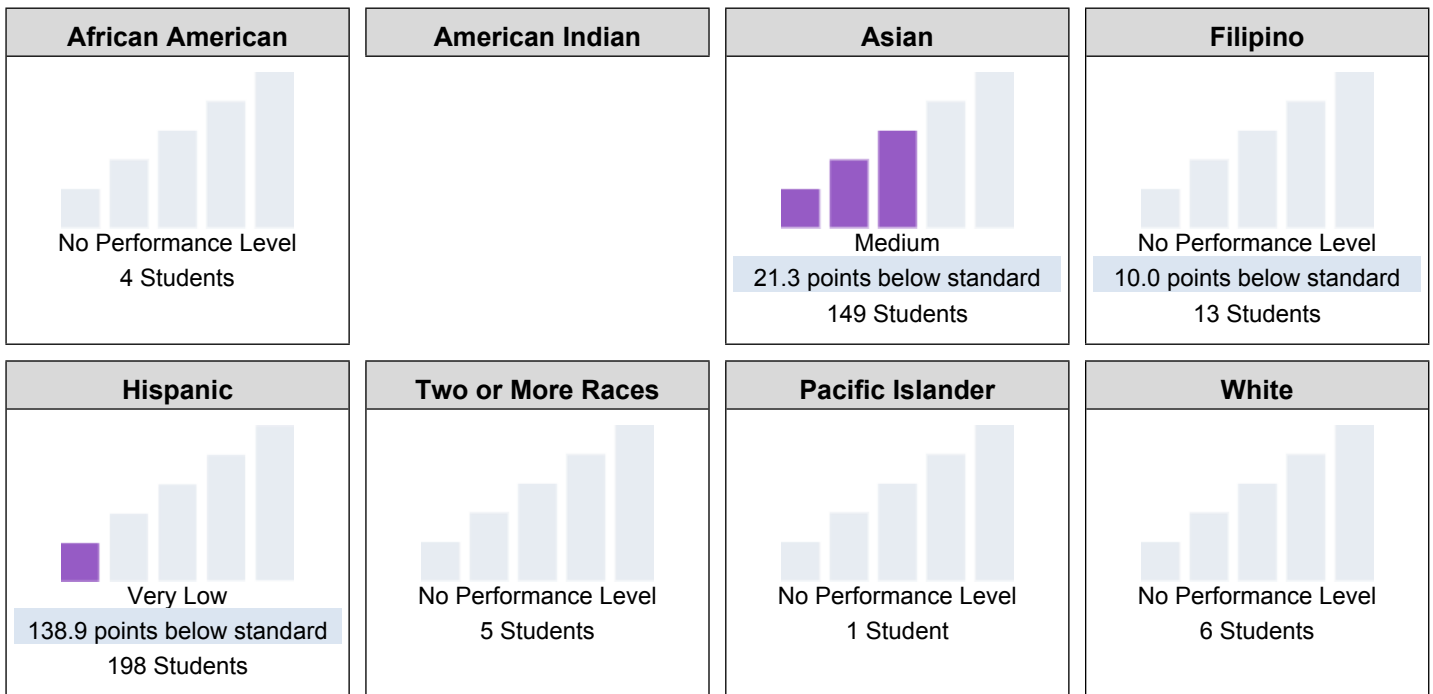
This section provides number of student groups in each level.



This section provides a view of 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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">163.4 points below standard</p> <p>116 Students</p>	<p style="background-color: #e6f2ff;">89.3 points below standard</p> <p>33 Students</p>	<p style="background-color: #e6f2ff;">98.0 points below standard</p> <p>91 Students</p>

Conclusions based on this data:

1. The overall Fall 2022 data is in the Low indicator level, with the subgroups of ELLs, Socioeconomically Disadvantaged, and Students with Disabilities in the Very Low level. As we work to ensure overall growth, we are specifically using instructional strategies with high effect sizes to serve as a mother level of intervention for the subgroups to support the IXL program in use in Homeroom by all students.
2. In the 2021-22 school year, Reclassified English Learners were at 81.6 points below standard. The current data shows an increase of students below standard at 89.3. The amount of students that were designated as RFEP in the 2021-2022 school year was 21%, and currently % for 2022-23. Teachers have been including more reading, writing, listening, and speaking activities in Mathematics in their work with the East Side Alliance's Partners in Education team.
3. We will continue to focus on ELL strategies, scaffolding, and differentiation. Professional development for teachers will include strategies for ELLs, lesson design, and engagement strategies.

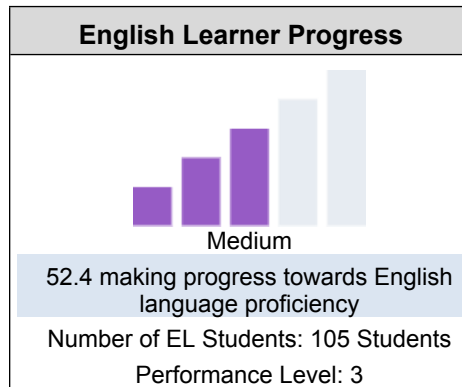
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.0%	26.7%	2.9%	49.5%

Conclusions based on this data:

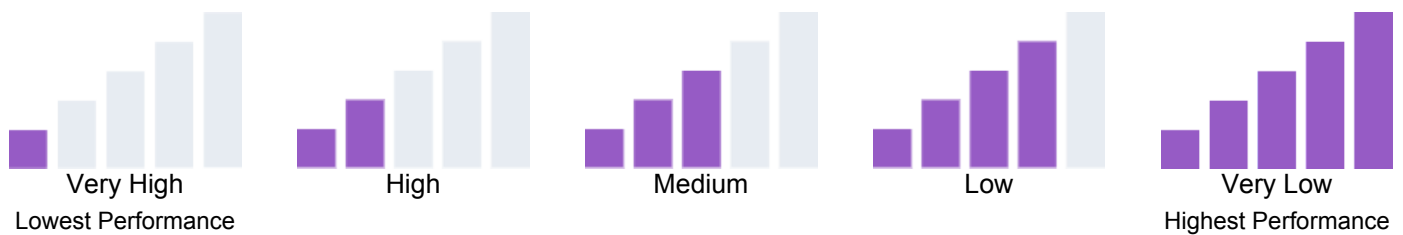
1. Out of 105 students, 49.5% progressed at least one level towards English Language proficiency as shown by the English Learner Progress Indicator.
2. The data shows an increased of 5.5% from the 2021-22 school year when students were at 44%.
3. While the indicator shows we are making progress, we continue to provide professional development support to teachers on instructional strategies show statistically significant growth for students.

School and Student Performance Data

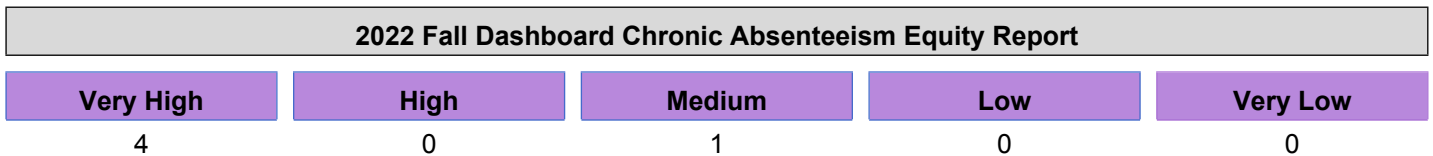
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

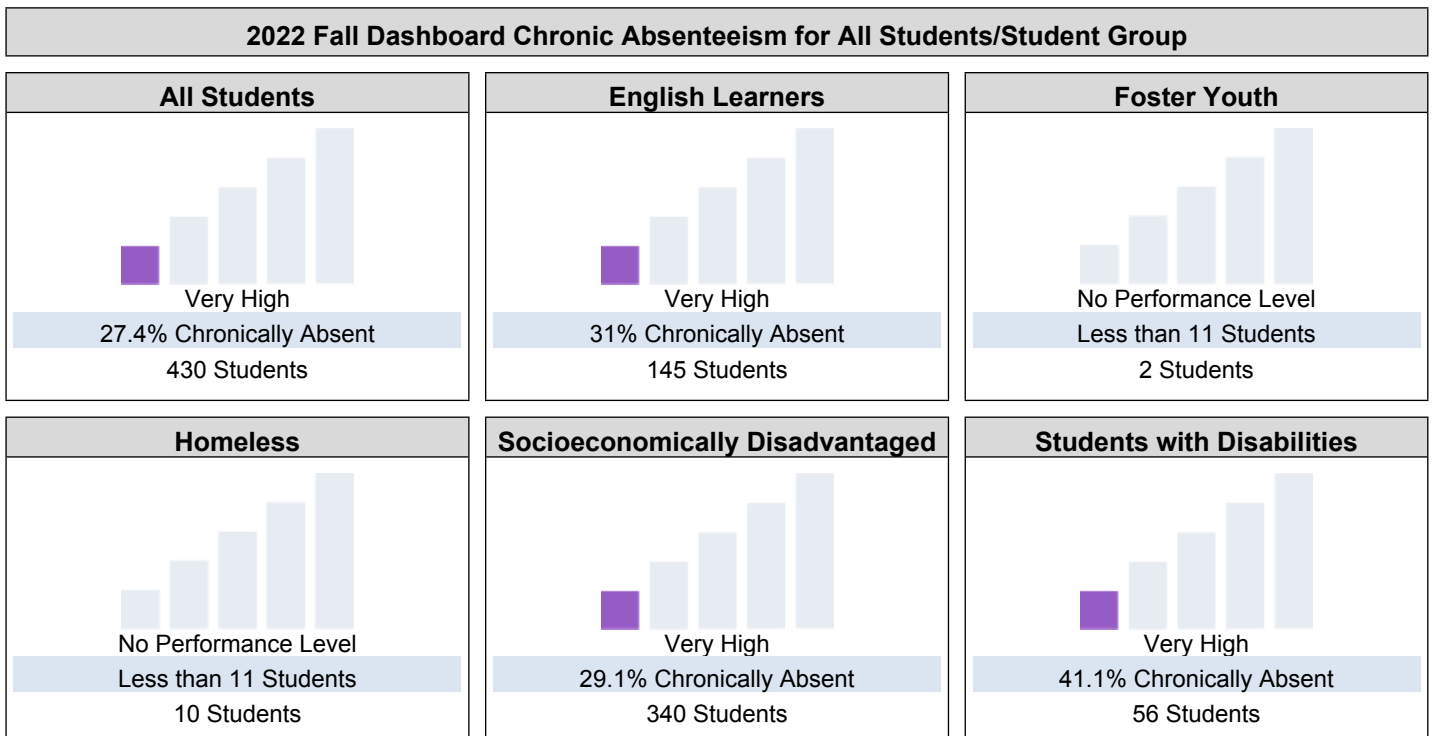
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



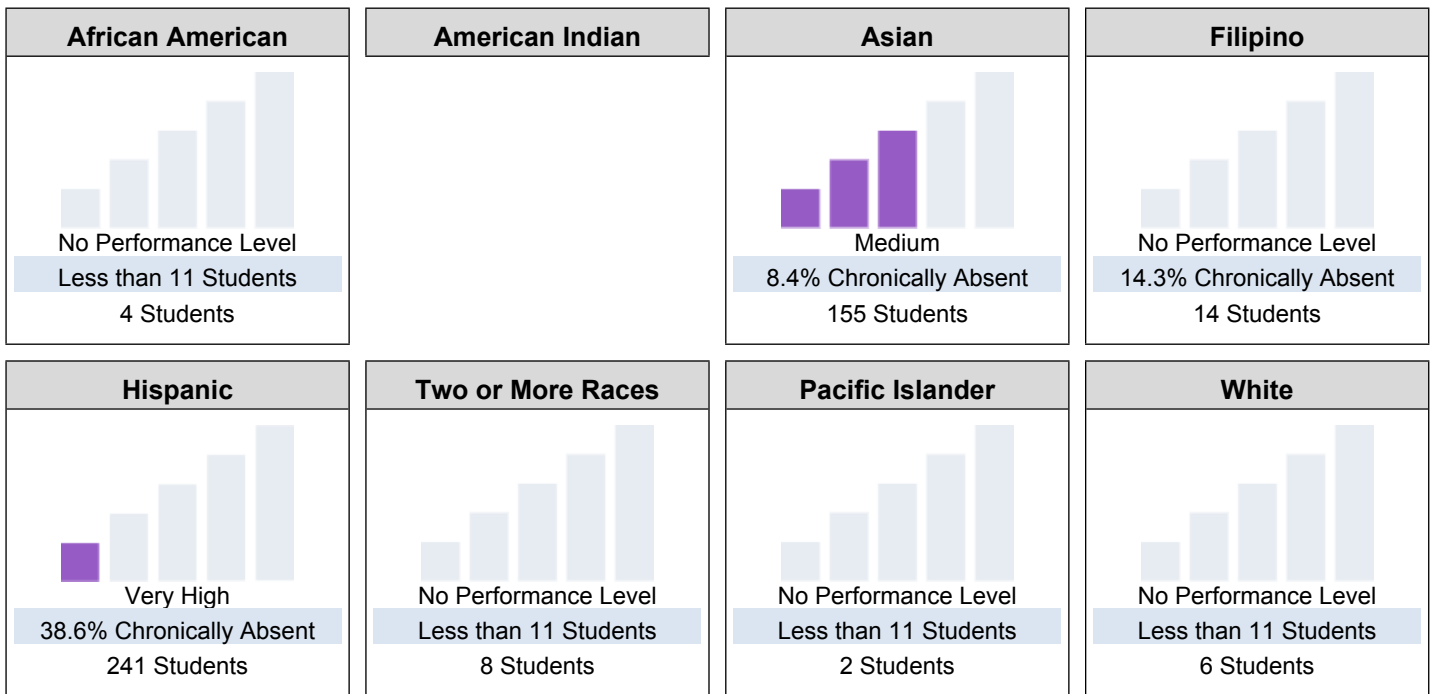
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Our total student percentage that are chronically absent is 27.4%, which is down from our previous reported data of 32% to close out the previous year (2021-2022). The subgroup data for ELLS and Socioeconomically Disadvantaged are slightly above the overall rate, while Students with Disability data is markedly higher at 41%. We are working with our special education faculty through consistent communication with families to identify the root causes and address them to increase student attendance.
2. We have been utilizing school linked services (SLS) referrals for students with chronic absences. Social Worker, Counselors, and Administration have been following up with families regarding chronic through attendance meetings, discussions of attendance in select SST meetings, and by promoting the importance of attendance and what it means to future student success through ParentSquare and the monthly Principal's Update.
3. We have been outreaching to families to help support with absences via phone, and ParentSquare. We will continue to engage with parents by sharing relevant data consistently.

School and Student Performance Data

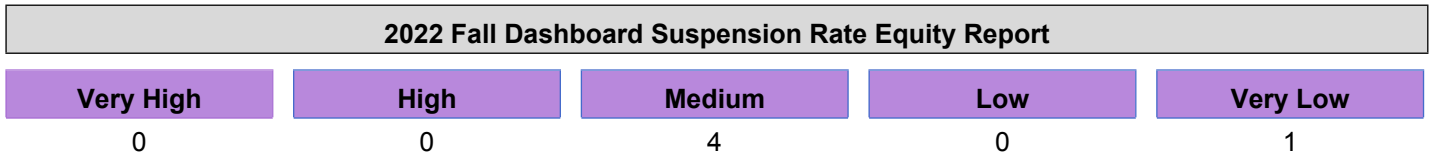
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

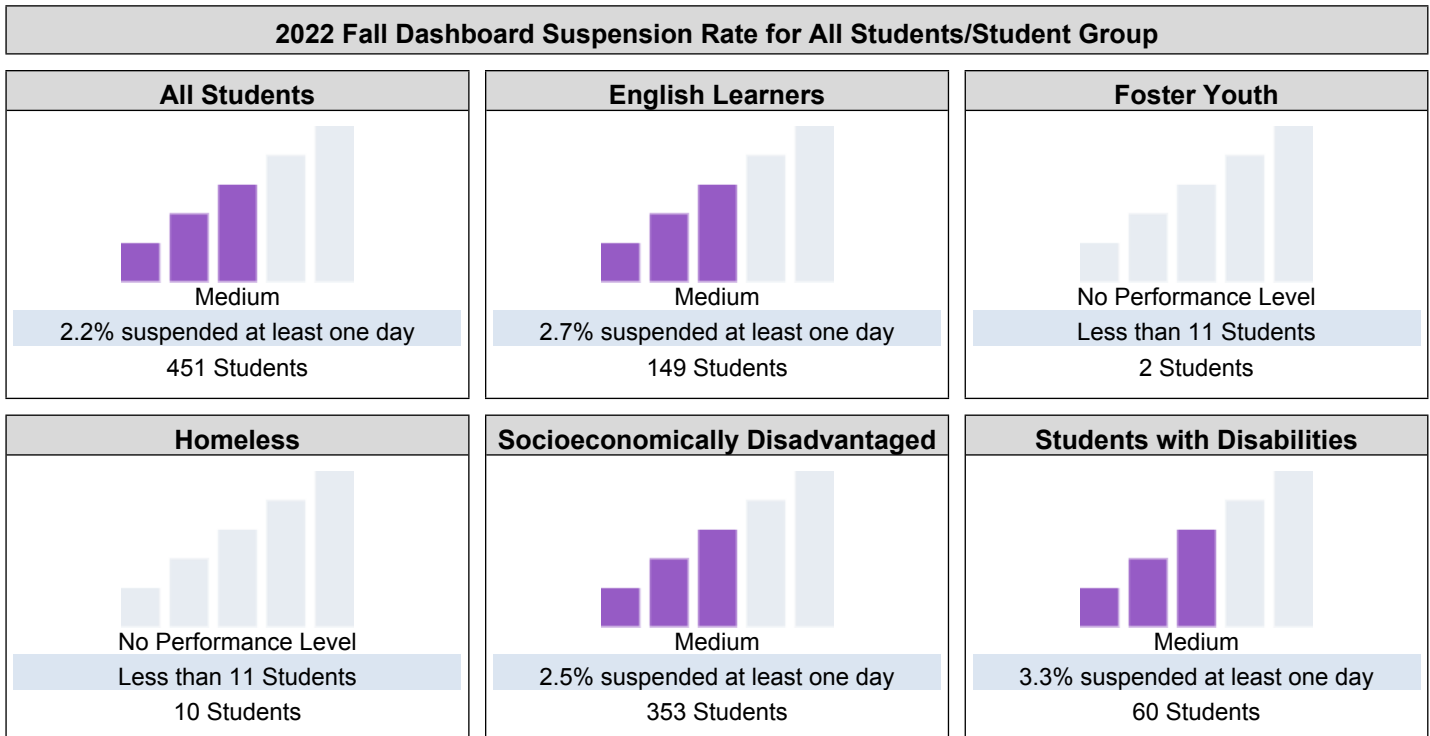
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



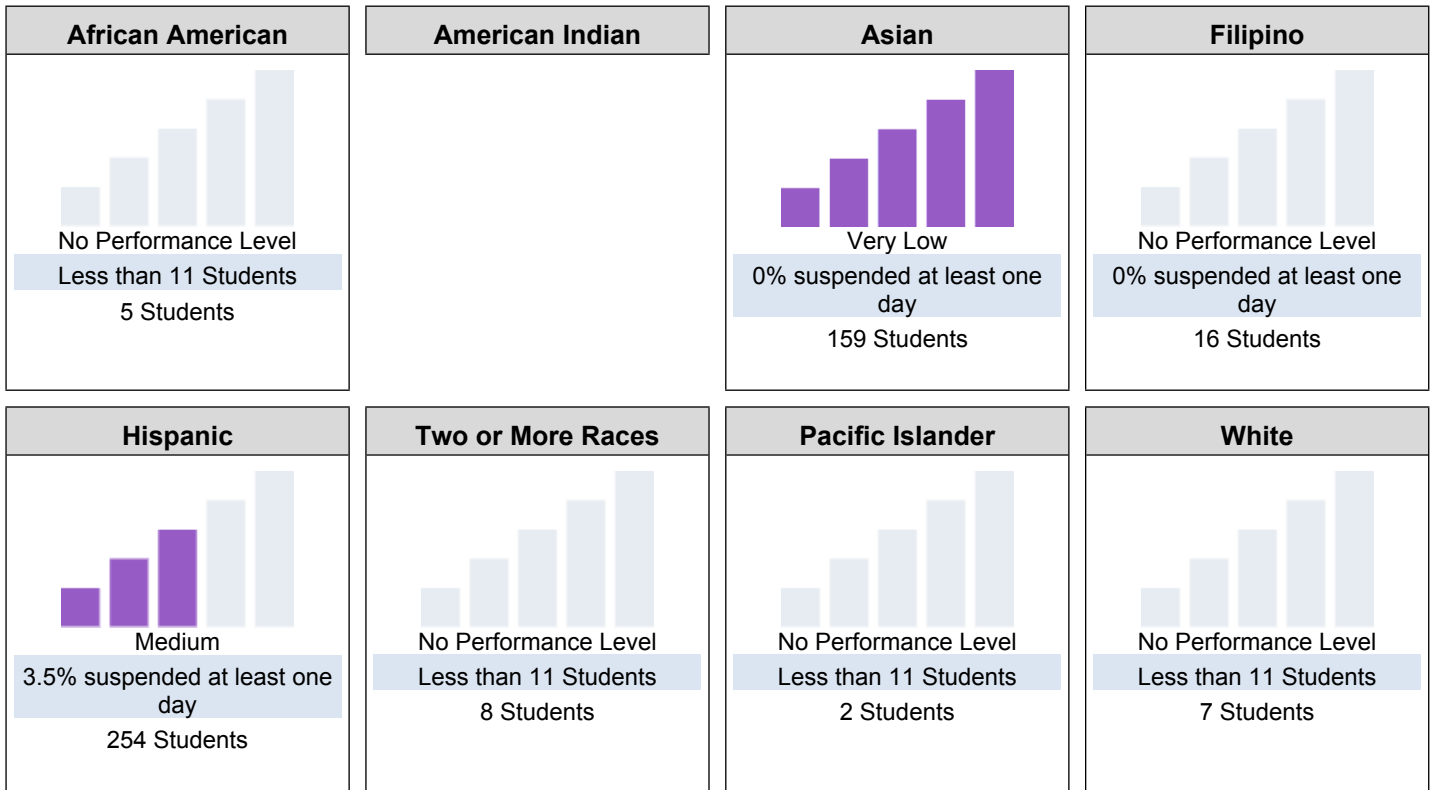
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We had a decrease in suspensions from 3% YTD OSS for the 2021-2022 school year to 2.2% in the current 2022-23 school year. Overall suspension rate decreased with English Learners 3.3 points and students with disabilities 0.3 points. We will continue to employ restorative justice and other effective alternative to suspension like participation in the Campus Beautification events in-lieu of suspension.
2. We had 8 Hispanic students that were suspended, 2 Asian, and 1 student listed as Multiple. The Dashboard showing suspension rate by race/ethnicity indicates that Hispanic students percentage showed a slight increase from 2.7% to 3.5%. We continue to work with building better student relationships specifically through the 2x10 process of teachers selecting students who have had challenges in some area to engage with them around non-academic conversation for at least 2 minutes for 10 days in a row. The data shows increases in students feeling connected and both the student and teacher reporting less behavioral incidents.
3. We will continue to leverage the stronger relationships being built and use additional strategies to ensure the subgroups of Students with Disabilities, ELLs and those Socioeconomically disadvantaged have and equitable rate with the overall data.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

Goal 1

As measured by CAASSP(SBAC) Equivalency and FastBridge Math data, Sylvandale students will increase by ten overall percentage points across all subgroups in ELA and ten overall percentage points in Math. As measured by RenSTAR, Sylvandale Middle School students will increase to have 55% of reading at or above grade level. Students will increase to 65% at or above grade level in math on FastBridge (compared to the previous year's RenSTAR Math data. The District transitions from RenSTAR Math to FastBridge at the beginning of the 2022-23 school year.

Identified Need

Based on RenSTAR data for English Language Arts and FastBridge for Mathematics, we will address student achievement to improve the data of only 27.4% expected to meet the benchmark in reading and 29% to meet the benchmark in mathematics. Sylvandale will also directly support the ATSI-identified areas of Students with Disabilities and Hispanic students.

Reading

Based on RenSTAR Reading Data (BOY 2022-23), 27.4% of students were predicted to meet benchmark, while 72.6% were not.

Based on DataZone, the 2021-22 ELA Passing Rate for SBAC/CAASSP was 29%, with 71% not passing.

According to the CA Dashboard, the 2022 Fall Data show all students in the Low status at 60.5 points below standard. Our ATSI Target Groups: Students with Disabilities were in the Very Low status at 127 points below standard. Hispanic students were also in the Very Low status at 105.2 points below standard. Overall our reclassified students scored better than the overall rate, with 48.2 points below standards compared to 60.5.

Mathematics

FasBridge Math - All students' BOY scores were at 39% at or above grade level, which slightly increased for the Semester 1 administration to 43%. A similar increase was also present for our ATSI Target Groups. Hispanic students' BOY was 25%, which increased to 29% by the Semester 1 administration. Special Education students increased from 21% BOY to 29% in Semester 1. CA Dashboard Data show all students in the Low-status level with 86.6 points below standard. ATSI Group 1: Hispanic - is in the Very Low range with 138.9 points below grade level. ATSI Group 2: Students with Disabilities were also in the Verly Low range, with 179.7 points below grade level.

By the end of the 23-24 school year, targeted Professional Development will be given and monitored to ensure student success. The areas of professional development will include FMSD Literacy Block training and high-leverage instructional strategies for ELLs and students with disabilities as identified subgroups within ATSI.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Reading RenSTAR Reading DataZone CA DasBoard</p> <p>Mathematics FastBridge Math DataZone CA Dashboard</p>	<p>Reading Based on RenSTAR Reading Data (BOY 2022-23), 27.4% of students were predicted to meet the benchmark, while 72.6% were not.</p> <p>Based on DataZone, the 2021-22 ELA Passing Rate for SBAC/CAASSP was 29%, with 71% not passing.</p> <p>According to the CA Dashboard, the 2022 Fall Data show all students in the Low status at 60.5 points below standard. Our ATSI Target Groups: Students with Disabilities were in the Very Low status at 127 points below standard. Hispanic students were also very low at 105.2 points below standard. Overall our reclassified students scored better than the overall rate, with 48.2 points below standards compared to 60.5.</p> <p>Mathematics FastBridge Math - All students' BOY scores were at 39% at or above grade level, slightly increasing for the Semester 1 administration to 43%. A similar increase was also present for our ATSI Target Groups. Hispanic students' BOY was 255, which increased to 29% by the Semester 1 administration. Special Education students increased from 21% BOY to 29% in Semester 1.</p> <p>DataZone data show the 2021-2022 Math Passing Rate as 22% at and above grade level with 78% below. The current data (2022-23) is higher but</p>	<p>As measured by CAASSP(SBAC) Equivalency and FastBridge Math data, Sylvandale students will increase by ten overall percentage points across all subgroups in ELA and ten overall percentage points in Math. As measured by RenSTAR, Sylvandale Middle School students will increase to have 55% of reading at or above grade level. Students will increase to 65% at or above grade level in math on FastBridge (compared to the previous year's RenSTAR Math data. The District transitions from RenSTAR Math to FastBridge at the beginning of the 2022-23 school year..</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>still needs considerable improvement.</p> <p>CA Dashboard Data show all students in the Low-status level with 86.6 points below standard. ATSI Group 1: Hispanic - is in the Very Low range with 138.9 points below grade level. ATSI Group 2: Students with Disabilities were also in the Verly Low range, with 179.7 points below grade level.</p>	

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, ATSI Groups (Hispanic, Students with Disabilities)

Strategy/Activity

Teachers will receive professional development on using high-leverage instructional strategies focused on increasing academic language and improving student vocabulary and text comprehension. We will utilize the research of Dr. John Hattie to identify the strategies with the largest effect size to help accelerate student learning. The teachers will also begin with a sentence and paragraph stems to teach students how to create their own to deal with complex text. The admin team will schedule the PD during staff meetings and admin-directed time with the expectation that teachers will use their teacher-directed time to collaborate and identify new research to support student achievement. Special Education teachers can collaborate with other school sites, either in-person or on Zoom, to employ the most effective strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

2500

Source(s)

LCFF Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Release Time for Teachers

Provide release time for teachers, grade-level teams, and/or departments to plan and collaborate outside of the staff meeting and admin-directed time. Substitute teachers will cover the classes. Teachers will use a data analysis protocol, and provide notes of the outcome of such release time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

2000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PE Class Materials

We will set aside \$1000 for replacement and updating of PE equipment and materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

1000

Source(s)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ATSI Group: Students with Disabilities

Strategy/Activity

Provide on-going Professional Development for Special Education Teachers on IEP management from proper notifications, assessments and goal development, communication with families and admin, and scheduling. We will work with specialists from the SPED Dept., and identify additional training opportunities to ensure student success and overall compliance with state and federal laws.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

1000

Source(s)

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Schoolwide Intervention

Lexia PowerUp for Reading and IXL for Mathematics

Address student learning gaps to promote success in grade-level courses. The intervention will be used in Homeroom daily, along with time to complete homework assignments.

IXL Cost: \$4600

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

4600

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

STEAM Elective Materials/Field Trips

Strategy/Activity

Sylvandale will identify the materials to ensure all students have access to NGSS-aligned STEAM instruction. This will be done through activities in the Science classes and the new STEAM elective course. Students will be able to support their learning with field trips related to STEAM.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

2000

Source(s)

LCFF Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support for Elective Courses (Music/Culinary)

These funds are set aside to offset repair/replacement costs of musical instruments, food for the culinary program, and additional kitchen supplies for the program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

2500

LCFF Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide necessary supplies for students. This includes notebooks, pencils, pens, backpacks, calculators, binders, markers, and other standard school/office supplies. These funds can also pay for needed shirts and pants for students in need to comply with the common dress policy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

3000

General Fund

1000

Title I

1000

LCFF Supplemental

2000

LCFF Concentration

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic Information/Report Cards/Awards

These funds will cover the cost of design, postage, reprographics, and specialized paper for report cards, and academic items.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
500	General Fund
500	LCFF Supplemental
250	LCFF Concentration
250	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Needing Extra Academic Support

Strategy/Activity

The 180 Program
This program provides a

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
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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

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

The 2022-23 plan was enacted by a new school administration. The administration and teachers began focusing on interventions to support student achievement. The use of homeroom for Lexia PowerUP and IXL successfully eliminated gaps in student content knowledge for English and Mathematics. We will continue that work in the coming year to ensure higher teacher compliance and provide additional support to enhance the effectiveness of the program for students. In nearly all cases, the listed program and services were executed throughout the school year. The school's focus on providing Social Emotional Learning opportunities for students aided in reducing behavior incidents, positively impacting the learning environment. In November, we achieved a full teaching staff without using long-term substitutes to advance instruction.

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

There were no major changes in the budgeted expenditures. We have offered Extended Learning Opportunities (ELO) and tutoring opportunities (FEV) but did not expend funds as no staff members came forth to deliver the services.

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

No changes have been identified.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

Goal 2

As measured by DataZone, the number of Chronically absent students will decrease from 24.93% to 15%

As measured by Panarooma Survey Data, students will increase their Sense of Belonging (school connectedness) by 10%.

As measured by Infinite Campus/DataZone, Sylvandale will also decrease suspensions by 5% by June 2024.

Identified Need

DataZone reports an overall average percentage of 24.93%. Grade 7 had a 19.05% rate and Grade 8 had a 30.05% rate.

50% of students responded favorably to questions related to school connectedness (sense of belonging)

“Do you feel people care about you at school?” 43%

Are you happy to be a student at this school?” 55%

“Do you feel like you are part of this school?” 53%

50% of students responded favorably to questions related to safety at school

“Do other kids at school spread mean rumors or lies about you?” 71% No, never

“Do other kids at school ever tease you about what your body looks like?” 70% No, never

“I feel safe talking about my feelings and ideas in my classes.” 22% Yes, most/all the time

“Have you seen or heard of bullying in your classes this year?” 37% No, never

DataZone reports a 10.53% suspension rate for the 2022-23 school year. 96% of students suspended were Hispanic. As we increase our support for student social-emotional well-being, build better relationships with students, and provide professional development for teachers in classroom management, we hope to reduce the suspension rate by more than 50%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DataZone	DataZone reports an overall average percentage of 24.93% of chronically absent students. Grade 7 had a 19.05% rate and Grade 8 had a 30.05% rate.	Improvement with a 9.93% decrease in the number of students recorded as chronically absent.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 Healthy Kids Survey (Panorama) Fall	<p>50% of students responded favorably to questions related to school connectedness (sense of belonging) “Do you feel people care about you at school?” 43% Are you happy to be a student at this school?” 55% “Do you feel like you are part of this school?” 53%</p> <p>50% of students responded favorably to questions related to safety at school “Do other kids at school spread mean rumors or lies about you?” 71% No, never “Do other kids at school ever tease you about what your body looks like?” 70% No, never “I feel safe talking about my feelings and ideas in my classes.” 22% Yes, most/all the time “Have you seen or heard of bullying in your classes this year?” 37% No, never</p>	By the end of the 2023-2024 school year, the percentage of middle school students who feel school connectedness will increase from 50% to 65%
DataZone	DataZone reports a 10.53% suspension rate for the 2022-23 school year. 96% of students suspended were hispanic.	By the end of the 2023-24 school year, we will reduce the number of suspensions from 10.53% to 5%.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Little Heroes will provide structured recess, lunch and PE activities during the school day for all grade levels. In addition, it provides youth leadership opportunities that develop conflict resolution skill building that supports a positive school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

40,000

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of All students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

150,000

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Safe Schools

Strategy/Activity

Safe Schools of the City of San Jose will provide weekly support for the school campus through group sessions and case management to help students with behavioral strategies and coping skills. The organization will also support with students who are not connected to friend groups, and those needing support with bullying, drug use and those with gang connectedness. We will provide the family with prior notification and share only the pertinent student information so that the team can meet with students for support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

0

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students,

Strategy/Activity

New Hope will provide staff on a regular basis to support a positive school culture. The team will support students with strategies for bullying, anger management, gang connectedness, and drug use. The team will work with all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Chronically Absent Students

Strategy/Activity

To support students that are chronically absent, the counseling team with support from Safe Schools and New Hope staff will meet with students on a regular basis. to identify barriers and provide support. School counselors will link families with resources or refer them to SLS for larger referrals for assistance. Social workers will follow up with families and students to address any ongoing items affecting attendance (e.g. basic needs being met, mental health services support, socio-emotional wellness, consider home visits when COVID restrictions permit, etc.).

Awards will be given for improved attendance. We will allocate \$1,000 for awards and incentives such as certificates, medals, pins, patches, Sylvandale M.S. spirit wear, among other items.

We will communicate with parents and families via ParentSquare reminders, monthly Coffee with the Principal events, and via the monthly Principal's Update. We will use these platforms to provide data that shows students fare better in middle school and subsequently in high school when they have better attendance.

Teachers will provide direct support using the 2x10 process where they speak with students about non-academic topics for at least 2 minutes for 10 days. We will have a minimum of 5 cycles of the 2x10 process with at least two being dedicated to students who are chronically absent.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

500

Source(s)

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities (ATSI Target Group)

Strategy/Activity

As noted by our current ATSI status, we need to provide better support to our Hispanic and Students with Disabilities subgroups. Attendance rates for our Students with Disabilities were significantly lower than the overall population. We will address this by admin working with the Special Education Department to have monthly check-ins with families beyond the site attendance meetings. These sessions will be to share the importance of time in school and gaining instruction and social skills. Learning and socialization are critical to the students development and long-term success. We will award students with special prizes of school swag and other items as well as recognition with positive phone calls home for improvement (congratulating both the parent and the student) on the growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

500

Source(s)

LCFF Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Hispanic Students (ATSI Target Group)

Strategy/Activity

Ethnic Studies Group

To address student attendance, sense of belonging and connectedness, and student behavior - we will form an Ethnic Studies Team comprised of admin, teachers, staff, and parents to develop and design better student supports and events to promote a stronger sense of community, to share how teachers can support student behavior and social-emotional help. The School Site Council will serve as an advisory group to provide additional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

1000

Source(s)

Donations

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will continue with the 180 degree program at Sylvandale Middle School. The program will focus on life skills, relationship building, self advocacy, study skills, among other areas. The funding will be for supplemental materials/supplies for the program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

2000

Source(s)

General Fund

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

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

A new school administration enacted the 2022-23 school plan. As outlined, the administration and staff promoted the wellness center and offered student presentations to support social-emotional learning and to equip students with self-regulation and coping skills. The leadership employed compassion and flexibility related to the management of student behaviors, which successfully reduced the number of classroom disruptions that helped students and staff feel safe, as evidenced in our Panorama school survey data. Beginning in late Fall, the staff began using more relationship-building strategies to foster a stronger school culture and climate. The work was advanced in the Spring as our work with the East Side Alliance/partners in Education team introduced the 2x10 Strategy, where teachers build individual connections one student at a time by engaging in non-academic conversation for at least two minutes for ten days in a row. While we have only completed two cycles to date, the reflections from teachers and students show a significant increase in student behavior and feelings of being valued at school.

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

No major changes. The first year of the administration focused on building relationships with students, staff and families.

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

No changes to date.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Goal 3

Parent engagement will increase by 10%, as measured by Panorama Survey Data, parent meeting sign-in sheets, and parent responses via ParentSquare and e-mails.

Identified Need

Based on the Winter 22-23 Panorama Family Survey, 86% reported that parent engagement existed. This is compared to the 95% rate when respondents rated the school district overall.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey - Winter 22-23	Based on the Winter 22-23 Panorama Family Survey, 86% reported that parent engagement existed. This is compared to the 95% rate when respondents rated the school district overall.	Parent engagement will increase by 10%, as measured by parent meeting sign in sheets, and parent responses via remind and e-mails.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Develop and regularly update a School Parent Engagement Plan to identify the school's efforts to engage more parents in the school community, the school days, and have participation in School Site Council, English Language Acquisition Committee, and school events. The administration will work with the SSC and ELAC Committee to update the school's Parent Engagement Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

0

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/Families

Strategy/Activity

Monthly Principal's Update

The Principal will provide at least monthly messages to parents and families informing them of key information and events, as well as the progress toward stated school goals.

Monthly Coffee with the Principal Events

The Principal will host a monthly gathering for parents to visit the campus and ask questions about the school or issues of concern.

Funds will be set aside for refreshments for family members that attend.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

500

General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parent Workshops (Counselor)

Strategy/Activity

Provide parent workshops and training by our Social Worker. Topics that are presented may include Bullying, LGBTQ+, mental health awareness, and crisis services, among other topics. The Social Worker can also outreach to the San Jose Police Department for additional resources and support for the presentations.

\$250 for materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

250

LCFF Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parent Workshops

Strategy/Activity

Parent Workshops that can include parenting classes, life skills, mental health services/awareness among other topics. Providers may include Pacific Clinics, Parenting Partners, Santa Clara County Office of Education or other similar provider for parent workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

5000

Source(s)

LCFF Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Host Community Events

Strategy/Activity

Continue to host community events that link families to community agencies like the Cinco De Mayo Festival, Second Harvest, Seven Trees Community Center, City of San Jose, etc

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

1000

Source(s)

Donations

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (Parent Communication)

Strategy/Activity

Interpreters, Translation of documents, babysitting, extra secretary hours for Spanish and Vietnamese-speaking only families, and snacks for parent meetings (\$4000 - Title I and \$3000 LCFF Supplemental). Benefits included (\$500 - Title I) for classified staff extra hours. Food supply for meetings (\$500 - Title I).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
5000	Title I
3000	LCFF Supplemental

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

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

The new school administration was aided heavily by seasoned school staff and input and advice from parents serving on the School Site Council and ELAC committee. Parents also provide key insights at the monthly Coffee with the Principal meetings to promote more parent engagement and parental involvement. Communication channels have been developed through the mentioned processes and also include the monthly Principal's Update and other messaging through ParentSquare. We also use the school website to communicate pertinent information to families and the community. From the recent school/parent work, the school held its first Cinco De Mayo Festival on campus in 30 years. This will be a recurring event moving forward.

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

No major changes.

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

No changes are planned.

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	\$36,286
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$232,850.00

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 (\$)
Title I	\$12,850.00

Subtotal of additional federal funds included for this school: **\$12,850.00**

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 (\$)
District Funded	\$191,000.00
Donations	\$2,000.00
General Fund	\$7,500.00
LCFF Concentration	\$7,250.00
LCFF Supplemental	\$12,250.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: **\$220,000.00**

Total of federal, state, and/or local funds for this school: **\$232,850.00**

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
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Brian Walton	Principal
Eric Edgerly	Classroom Teacher
Trung Tran	Classroom Teacher
Taylor Tharp	Other School Staff
Graciela Perez	Parent or Community Member
Rosa Gomez	Parent or Community Member
Devyna Morales	Parent or Community Member
Cody Tran	Secondary Student
Elah Vilchis Martinez	Secondary Student
Ethan Nguyen	Secondary Student

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
	Other: School Site Council

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 04/19/2023.

Attested:

	Principal, Brian M. Walton, Sr. on 04/19/2023
	SSC Chairperson, Rosa Gomez on 04/19/2023