

School Year: **2024-25**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sylvan Middle School	34-67447-6034946	06/12/24	July 30, 2024

## Purpose and Plan Summary

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Sylvan met the criteria for CSI for the following indicators and/or student groups:

- Math
- English Learner progress
- Suspensions

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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# Comprehensive Needs Assessment Components

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

## Data Analysis

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

## Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

## Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

## Input from Educational Partners

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

### Involvement Process for the SPSA and Annual Review and Update

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.44%	0.46%	0.80%	3	3	5
African American	6.69%	5.72%	5.74%	46	37	36
Asian	2.91%	2.63%	3.19%	20	17	20
Filipino	1.45%	1.39%	1.12%	10	9	7
Hispanic/Latino	32.70%	34.93%	36.52%	225	226	229
Pacific Islander	0.73%	0.77%	0.80%	5	5	5
White	47.82%	47.45%	44.50%	329	307	279
Multiple/No Response	7.27%	6.65%	7.34%	50	43	46
<b>Total Enrollment</b>				688	647	627

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	204	195	211
Grade 7	228	222	195
Grade 8	256	230	221
<b>Total Enrollment</b>	688	647	627

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	77	73	82	10.10%	11.2%	13.1%
Fluent English Proficient (FEP)	97	103	93	16.00%	14.1%	14.8%
Reclassified Fluent English Proficient (RFEP)				14.5%		

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>647</b>	<b>71.1</b>	<b>11.3</b>	<b>0.5</b>
Total Number of Students enrolled in Sylvan 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	11.3
Foster Youth	3	0.5
Homeless	38	5.9
Socioeconomically Disadvantaged	460	71.1
Students with Disabilities	105	16.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	5.7
American Indian	3	0.5
Asian	17	2.6
Filipino	9	1.4
Hispanic	226	34.9
Two or More Races	43	6.6
Pacific Islander	5	0.8
White	307	47.4

# School and Student Performance Data

## Overall Performance

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### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b> n/a	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Red	<b>Chronic Absenteeism</b>  Yellow	
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. Overall from our data which is two years old, we had either significantly improved, or maintained in all areas. This is a very important data because we made improvements across the board and not just in one area.
2. We need to have more significant improvements in both ELA and Mathematics.



# School and Student Performance Data

## Academic Performance English Language Arts

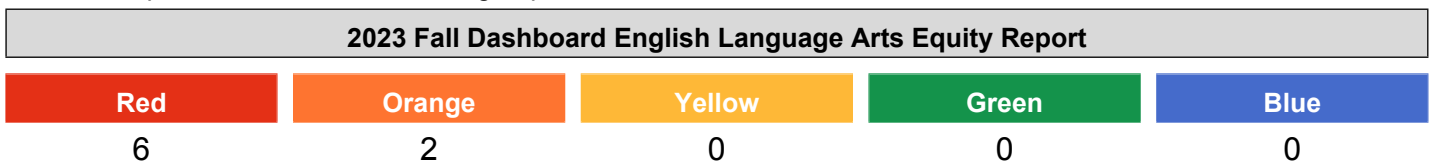
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>62.5 points below standard Decreased Significantly -22.6 points</p> <p>554 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>101.3 points below standard Decreased Significantly -26.6 points</p> <p>102 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Homeless</b></p> <p>Red</p> <p>104.9 points below standard Decreased -14.6 points</p> <p>31 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>77.1 points below standard Decreased Significantly -25.2 points</p> <p>399 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>144.8 points below standard Decreased Significantly -15.2 points</p> <p>94 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 84.8 points below standard Decreased Significantly - 18.5 points 34 Students	Less than 11 Students  3 Students	93.6 points below standard Decreased Significantly - 112.3 points 13 Students	Less than 11 Students  10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.1 points below standard Decreased Significantly - 21.8 points 203 Students	 Red 75.5 points below standard Decreased Significantly - 15.9 points 37 Students	Less than 11 Students  5 Students	 Orange 55 points below standard Decreased Significantly - 22.2 points 250 Students

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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
175.1 points below standard Decreased Significantly -58.7 points 43 Students	47.5 points below standard Decreased Significantly -26.7 points 59 Students	58.6 points below standard Decreased Significantly -18.3 points 405 Students

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 62.5 points below standard which was a decrease from the previous school year. Based on the above data, our student groups continue to struggle in ELA, with our African American students 84.8 points below standard, a decrease of 18.5 points. Our Hispanic students were 68.1 points below standard a decrease of 21.8 points. Students with disabilities were 44.8 points below standard, with a decrease of 15.2 points. Homeless students were 104.9 points below standard, with a decrease of 14.6 points. Socioeconomically Disadvantaged students were 77.1 points below standard, with a decrease of 25.2 points. Students of two or more races were 77.5 percent below standard with a decrease of 15.9 points. White students were 55 points below standard with a decrease of 22.2 points. English learners were 101.3 points below standard with a decrease of 26.6 points.

Based on the above data, we feel that both absenteeism along with apathy are the leading causes of our overall low performance in the area of ELA. Since the return from Covid we continue to struggle with engaging students at school as well as maintaining positive attendance on campus.

Based on the data, Sylvan will need to continue to find ways our student groups including: English learners, white students, two or more races, Hispanic, African American, Students with disabilities, socioeconomically disadvantaged, homeless, and English learners by providing additional curriculum and resources as well as training for educators. Targeted intervention continues to be a need to support increases in student progress. We will continue to fund two

instructional assistants to provide supplemental ELA and Math support. We will also continue to fund a counselor and library tech to provide supplemental academic support to our lowest performing student groups.

# School and Student Performance Data

## Academic Performance Mathematics

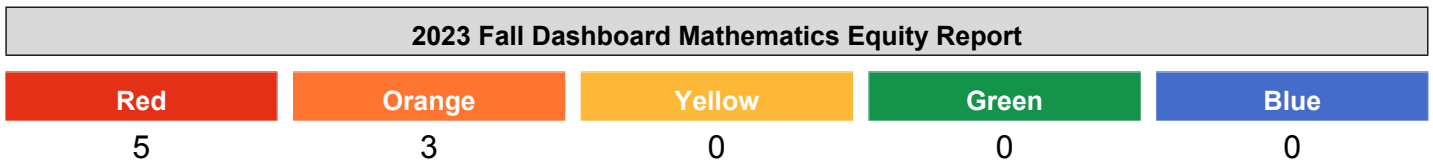
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Red	 Red	Less than 11 Students
120.1 points below standard Decreased -11.7 points	162.7 points below standard Decreased Significantly -26.5 points	4 Students
540 Students	98 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Orange	 Red	 Red
146.6 points below standard Increased Significantly +25.3 points	133.3 points below standard Decreased -11.4 points	196.5 points below standard Decreased -11.1 points
30 Students	387 Students	93 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 143.2 points below standard Increased +10.4 points 33 Students	Less than 11 Students 3 Students	125.3 points below standard Decreased Significantly - 72.7 points 12 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 136.2 points below standard Decreased Significantly - 15.3 points 198 Students	 Orange 118 points below standard Increased +11.5 points 37 Students	Less than 11 Students 5 Students	 Red 106.4 points below standard Decreased -10.9 points 244 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
221.2 points below standard Decreased Significantly -45.5 points 41 Students	120.6 points below standard Decreased Significantly -34.8 points 57 Students	113.4 points below standard Decreased -6.2 points 396 Students

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 120.1 points below standard which was a decrease from the previous school year. Our English Learners continue to struggle in the area of mathematics, with a decrease of 45.5 points, compared to last year. African American students experienced a slight increase of 10.4 points. Hispanic students experienced a decrease of 15.3 points compared to the previous year. Students of two or more races experienced a slight increase of 11.5 points. Lastly, white students experienced a decrease of 10.9 points.

Based on the data above, Sylvan students continue to struggle in the area of mathematics, with an overall 9% proficiency. We feel this is a continuance of learning gaps created as a result of the pandemic. Students who were already facing challenges in education experienced additional struggles, thus furthering the gaps in learning that were already present.

Supplemental resources for students including curriculum supports, extracurricular academic opportunities, as well as continued professional development for staff to support mathematics are needed to improve learner outcomes for our lowest performing student groups. We will continue to fund two instructional assistants to provide supplemental ELA and Math support.

# School and Student Performance Data

## Academic Performance English Learner Progress

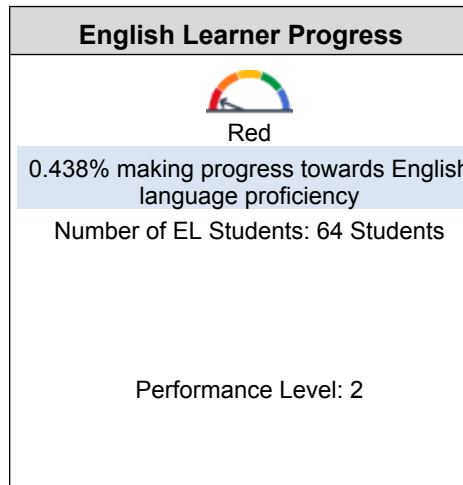
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 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.

### 2023 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
13	23	0	28

#### Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

Although only 43.8% of our English Learners are making progress toward English Language Proficiency, 28% of the students progressed at least one ELPI level. We had 13 students who decreased one ELPI level and 23 that maintained their ELPI level.

23 of 64 maintained and did not progress. Strengthening our designated ELD instruction to include explicitly addressing language acquisition. In addition to this, Sylvan has had an increase in newcomers.

Continued supplemental supports for English language learners are necessary to improve learner outcomes. GLAD and AVID Encore will be implemented school wide.

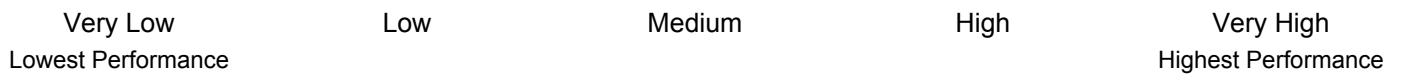
# School and Student Performance Data

## Academic Performance College/Career Report

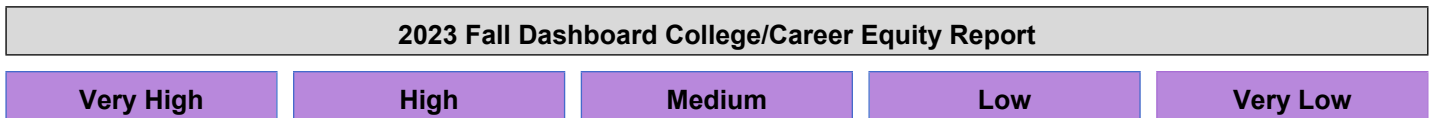
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This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
N/A	N/A	N/A
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
N/A	N/A	N/A



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
N/A	N/A	N/A	N/A
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
N/A	N/A	N/A	N/A

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

n/a
n/a
n/a

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

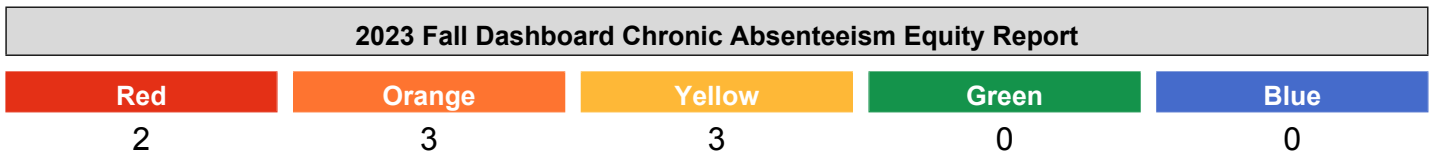
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>36% Chronically Absent</p> <p>Declined Significantly -8.5</p> <p>689 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>32.4% Chronically Absent</p> <p>Declined -11.6</p> <p>111 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>6 Students</p>
<p><b>Homeless</b></p> <p>Red</p> <p>58.3% Chronically Absent</p> <p>Increased 2.1</p> <p>48 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>38.4% Chronically Absent</p> <p>Declined Significantly -9.3</p> <p>508 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>46.9% Chronically Absent</p> <p>Declined -7</p> <p>113 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 56.1% Chronically Absent Increased 2.3 41 Students	Less than 11 Students 3 Students	16.7% Chronically Absent Declined -26.2 18 Students	0% Chronically Absent Declined -23.1 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 37.9% Chronically Absent Declined Significantly -4.7 240 Students	 Orange 40% Chronically Absent Declined -4.4 45 Students	Less than 11 Students 5 Students	 Yellow 34.7% Chronically Absent Declined Significantly -10.8 326 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

36% of all students were chronically absent which was a decrease from the previous school year. Based on the data above we had improved chronic absenteeism. We declined our percentage in homeless and African American students. We continue to see chronic absenteeism in our Hispanic, White two or more races, Students with disabilities, socioeconomically disadvantaged and English Learner student groups.

We did not provide enough interventions around chronic absenteeism. We did not focus enough on attendance incentives or holding attendance meetings.

Sylvan will move forward with additional home visits and community outreach to support chronic absenteeism. We will provide additional incentives that have student voice embedded in the selection to engage students in the process of increasing attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
n/a	n/a	n/a	n/a	n/a

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
n/a	n/a	n/a
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
n/a	n/a	n/a

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
n/a	n/a	n/a	n/a
Hispanic	Two or More Races	Pacific Islander	White
n/a	n/a	n/a	n/a

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

n/a
n/a
n/a

# School and Student Performance Data

## Conditions & Climate Suspension Rate

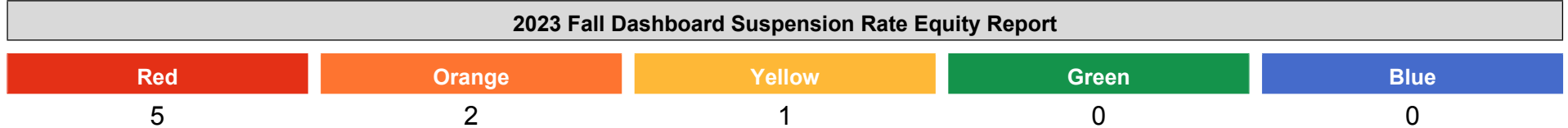
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This section provides number of student groups in each level.



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.

**2023 Fall Dashboard Suspension Rate for All Students/Student Group**


**All Students**

  
 Red

16.1% suspended at least one day

Increased 2.5  
713 Students

**English Learners**

  
 Orange


9.7% suspended at least one day

Increased 1.8  
113 Students

**Foster Youth**

Less than 11 Students  
10 Students


**Homeless**

  
 Orange

19.6% suspended at least one day

Declined -7.5  
51 Students


**Socioeconomically Disadvantaged**

  
 Red

19.2% suspended at least one day

Increased 3.4  
526 Students





**Students with Disabilities**

  
 Red

23.3% suspended at least one day

Increased 3.7  
120 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 35.6% suspended at least one day Increased 9.6 45 Students	Less than 11 Students 4 Students	10.5% suspended at least one day Increased 10.5 19 Students	16.7% suspended at least one day Increased 1.3 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 17.3% suspended at least one day Increased Significantly 5.8 248 Students	 Red 31.1% suspended at least one day Increased 11.1 45 Students	Less than 11 Students 5 Students	 Yellow 11.3% suspended at least one day Declined -1.9 335 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

16.1% of all students were suspended at least one day which was an increase from the previous school year. According to the above data we increased our suspensions in all student groups with the exception of two sub groups: homeless, who decreased suspensions by 7.5% and white students, who declined in the area of suspension by 1.9%.

While we continue to support students with many targeted interventions, a lack of school based resources to help students continue to develop safe behavior may be contributing to our increase in suspensions. Sylvan Middle School administration made a concerted effort to provide alternative means of correction to as many non violent suspendable situations as possible. We continue to work to build alternative resources and supports for when students display behaviors that are safety concerns.

We will develop plans to support student behaviors through our leadership team, CSI team and PBIS team to support an overall positive environment on campus. We will also continue to engage in professional development around the areas of alternative disciplinary responses. Provide one supplemental SCIS and one supplemental SCIA to provide academic outreach as well as behavior support. Academic outreach will include parent contact around the importance of regular school attendance.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement and Implementation of State Standards

## LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

## SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

# Annual Review

## SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

iReady results in both ELA and Math were used to monitor progress. iReady results from Fall to Winter were compared for areas of growth and improvement. SBAC results were reviewed by student group and performance related to ELA, math, and English language acquisition.

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

Providing necessary intervention outside of the school day was a challenge due to barriers related to staffing shortages, and staff burnout. Finding ways to support intervention within the school day was challenging due to schedule constraints. Although we

implemented what we believed would be a successful intervention cycle model through our Flex program, it was difficult to engage all students effectively with daily intervention due to absenteeism, schedule changes, behavior challenges and staffing. Social emotional concerns must continue to be addressed before academic improvements can occur. Supplemental support staff with the ability to push-in during school hours and provide support to struggling students has been successful.

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

Providing additional staffing to provide intervention and targeted instruction to accelerate learning. Utilization of online tutoring as available. Encouraging students to utilize Academic Support through our Academic Resource Center (ARC) afterschool to extend learning time. Staff is engaging in collaborative conversations about improving systems.

**2023-24**

**Identified Need**

Address indicators that put Sylvan into CSI specifically around student groups included in the "very low" performance indicator in the areas of ELA and Math.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	+3 scale score points
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	
	Asian	
	Filipino	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Hispanic 68.1 points below standard Two or More Races 75.5 points below standard Pacific Islander White 55 points below standard	
<b>Math State Assessment: Change in scale score</b>	All Students 120.1 points below standard English Learners 162.7 points below standard Foster Youth Homeless 146.6 points below standard Socioeconomically Disadvantaged 133.3 points below standard Students with Disabilities 196.5 points below standard African American 143.2 points below standard American Indian Asian 125.3 points below standard Filipino Hispanic 136.2 points below standard Two or More Races 118 points below standard Pacific Islander White 106.4 points below standard	<b>+3 scale score points</b>
<b>English Language Learner State Assessment:</b>	<b>0.438%</b>	<b>+2%</b>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	28.32%	+2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Support and Promote student-involvement in school centered programs and events (including but not limited to extra curricular, arts, athletics, promotion) with materials and supplies and clerical support that promotes these programs.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	15000  2000	School Year 24/25
1.2	Provide release time for grade-level collaboration	All Students X English Learners X Low-Income Students	Title I Part A Site Allocation	12517	School Year 24/25

	<p>teams to develop cross-curricular and interdisciplinary activities. This will increase motivation and engagement and enhance the learning environment for all students.</p> <p>Pay substitute teachers for coverage of release time for teachers to meet and analyze data.</p>	<p>Foster Youth  X Lowest Performing African American, Hispanic, Homeless, Students with Disabilities, and Two or More Races</p>	<p>1000-1999:  Certificated Personnel Salaries</p>		
1.3	<p>1. Materials and supplies for parent involvement and community events. 2. Utilize parent to increase home/school connectedness at Sylvan.</p>	<p>X All Students  English Learners  Low-Income Students  Foster Youth  Lowest Performing</p>	<p>Title I Part A  Parent Involvement  4000-4999:  Books And Supplies</p>	4956	School Year 24/25
1.4	<p>Increase parent involvement and connectedness to school and community.  Materials and supplies.</p>	<p>All Students  X English Learners  X Low-Income Students  X Foster Youth  X Lowest Performing African American, Hispanic, Homeless,</p>	<p>Comprehensive Support and Improvement (CSI)</p>	12,500	School Year 24/25

	Including but not limited to snacks and refreshments.	Students with Disabilities, and Two or More Races	4000-4999: Books And Supplies		
1.5	Professional development to focus on data driven conversations, research based instructional strategies, student engagement, social emotional and academic rigor, conferences and workshops including release time to support effective instructional practices for engaging students.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Hispanic, Homeless, Students with Disabilities, and Two or More Races	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	25,000  12074	School Year 24/25
1.6	Provide training and supplemental material specifically for language acquisition.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	14,000  1000	School Year 24/25

			LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
1.7	AVID strategies and supplemental materials	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10000 1000 1000	School Year 24/25
1.8	Utilize a .5 FTE Counselor to guide students in	All Students X English Learners Low-Income Students	Title I Part A Site Allocation	38885 20801	School Year 24/25

	being present and engaged in courses, provide academic guidance and social emotional support. Promote College and Career readiness. PC 35708	Foster Youth X Lowest Performing African American, Hispanic, Homeless, Students with Disabilities, and Two or More Races	1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits LCFF Supplemental Site Allocation	54670	
1.9	Compensate certificated staff to push into classes during contracted prep periods to support students in other core classes through small group instruction and intervention.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing African American, Hispanic, Homeless, Students with Disabilities, and Two or More Races	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries	10000	School Year 24/25
1.10	Provide after school academic intervention to support all struggling students. Utilize Library/Media Tech for additional	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries	8000 4973 3487	School Year 24/25



	afterschool support PC 31784.		Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.11	Purchase supplemental materials, texts, novels and supplies to support engagement, differentiation and text levels around literacy.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8800 1000	School Year 24/25
1.12	Provide school agendas to promote parent/teacher communication, student organization and preparation for high school	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	4000	School Year 24/25

1.13	Purchase materials and supplies including all consumable resources to support learning and engagement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	14500	School Year 24/25
1.14	Utilize technology to engage students and offer online academic support to students. Provide emerging bilinguals with technology to access English proficiency software.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	1673 4827	School Year 24/25
1.15	Provide 1 .75 Instructional aide and 1 IAI at .625 to work with struggling students in math	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified	40,672 37,224	School Year 24/25

and English that will also help support students during intervention Flex period  
PC 32251  
PC 36628

Personnel Salaries  
Title I Part A Site Allocation  
3000-3999:  
Employee Benefits

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement and Course Access

## LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

## SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

# Annual Review

## SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

Based on the data above we had improved chronic absenteeism. We declined our percentage in homeless and African American students. We continue to see chronic absenteeism in our Hispanic, White two or more races, Students with disabilities, socioeconomically disadvantaged and English Learner student groups.

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

We did not provide enough interventions around chronic absenteeism. We did not focus enough on attendance incentives or holding attendance meetings.

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

We will support chronic absenteeism by providing additional home visits for the 2024-2025 school year.

**2023-24**

**Identified Need**

Sylvan will move forward with additional home visits and community outreach to support chronic absenteeism. We will provide additional incentives that have student voice embedded in the selection to engage students in the process of increasing attendance

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	36% Chronically Absent
	English Learners	32.4% Chronically Absent
	Foster Youth	
	Homeless	58.3% Chronically Absent
	Socioeconomically Disadvantaged	38.4% Chronically Absent
	Students with Disabilities	46.9% Chronically Absent
	African American	56.1% Chronically Absent
	American Indian	
	Asian	16.7% Chronically Absent
	Filipino	0% Chronically Absent
	Hispanic	37.9% Chronically Absent
	Two or More Races	40% Chronically Absent
	Pacific Islander	
	White	34.7% Chronically Absent
	Attendance:	89.95%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of the school year attended for students in TK-12		
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	0.00%	0.00%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
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2.1	<p>Supporting school culture and student connectedness through lunch time organized sports activities. Having sports equipment available to check out during lunch for increased positive interactions with peers.</p> <p>ELO Core</p>	<p>X All Students  English Learners  Low-Income Students  Foster Youth  Lowest Performing</p>			24-25 School Year
2.2	<p>Attendance incentive program, supported through PBIS, to help increase student attendance.</p>	<p>X All Students  English Learners  Low-Income Students  Foster Youth  Lowest Performing</p>	<p>Comprehensive Support and Improvement (CSI)  4000-4999: Books And Supplies</p>	22,000	24-25 School Year
2.3	<p>Provide experiences, including field trips for student, includes transportation and fees.</p>	<p>All Students  X English Learners  X Low-Income Students  X Foster Youth  Lowest Performing</p>	<p>Title I Part A Site Allocation  5800: Professional/ Consulting Services And</p>	20000	24-25 School Year

			Operating Expenditures		
2.4	Provide supplemental support for parents and students around attendance and academics.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures		24-25 School Year
2.5	Provide funding to support extra hours to counselors to conduct home visits for truant students.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Homeless and African American	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5000	24-25 School Year
2.6	WEB Program: Support release time for planning and collaboration, food, materials and supplies, field trips and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1000 490 500	24-25 School Year



	enrichment activities		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures		
2.7	Compensate staff for planning and collaborating around the areas of improved attendance	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	4000  2000	24-25 School Year

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Conditions, Climate, and Family Engagement

## LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

## SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

# Annual Review

## SPSA Year Reviewed: 2023-24

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

## ANALYSIS

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

Attendance and suspension data were reviewed quarterly. The climate survey from 2022-2023 was reviewed early in the year and the 2023-2024 Climate survey was reviewed in April/

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

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

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

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

**2023-24**

**Identified Need**

Address indicators that put Sylvan into CSI specifically around students in the very high suspension and chronic absenteeism indicators on the California dashboard. Incorporate strategies to promote healthy environments and engagement with learning.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	16.1% suspended at least one day
	English Learners	9.7% suspended at least one day
	Foster Youth	
	Homeless	19.6% suspended at least one day
	Socioeconomically Disadvantaged	19.2% suspended at least one day
	Students with Disabilities	23.3% suspended at least one day
	African American	35.6% suspended at least one day
	American Indian	
	Asian	10.5% suspended at least one day
	Filipino	16.7% suspended at least one day
	Hispanic	17.3% suspended at least one day
	Two or More Races	31.1% suspended at least one day
	Pacific Islander	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	11.3% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.70%		-0.1%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	44.9%		46%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	47.5%		49%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%		+10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Continue and expand student extracurricular activities including gardening, chess club, NFL club, movie club, shoe design, BSU, RC Club, LGBTQ+, and other student activities	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries	24,500	24-25 School year.

	dependent on student interest.				
3.2	Purchase high interest, diverse and representative reading materials to support closing gaps in ELA.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	20,844	24-25 School year
3.3	Provide staff with professional development opportunities (conferences and workshops)  ELO Core	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			24-25 School year
3.4	Provide 1 FTE Community Intervention Specialists and 1 FTE Community Intervention Assistant to promote school parent partnership and school academics and reduce chronic absenteeism.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, African American, Hispanic, Two or More Races	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	85214  47880	24-25 School year

	PC 33925 PC 33688				
3.5	Provide funding for enrichment activities which support the core curriculum and student learning. Examples: Guest speakers, assemblies and special events. Includes transportation fees.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries	15,000 1,000	24-25 School Year
3.6	Provide supplemental materials, supplies, curriculum and resources. Maintenance and support for existing technology to support all students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Comprehensive Support and	5,000 1,000	24-25 School Year

			Improvement (CSI) 4000-4999: Books And Supplies		
3.7	Compensate staff for planning and collaborating around improving attendance and lowering suspension rates to increase campus safety.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries	10,000	24-25 School Year
3.8	Purchase of clothes and hygiene supplies for homeless students and economically disadvantaged youth.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	24-25 School Year
3.9	Conduct ELAC meetings: regular meetings with families to discuss student progress,	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI)	1,000	24-25 School Year

establish barriers to success and support families. Use funds to provide materials, refreshments and translation

4000-4999:  
Books And  
Supplies



# Centralized Services for Planned Improvements in Student Performance

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

## Centralized Services

<b>SCHOOL GOAL #1:</b>
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Ensure all English Language Learners receive designated and integrated English language development daily. 1.4 FTE	August 2024	Certificated	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
Provide students with opportunities through AVID curriculum. .4 FTE	August 2024	Certificated	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
Provide students with instruction to support mathematics (IM1/IMS) .2 FTE	August 2024	Certificated	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	

<b>SCHOOL GOAL #2:</b>
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide additional counseling services and supports for students. .5 FTE	August 2024	Certificated	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	

**SCHOOL GOAL #3:**

School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

# 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	\$376,656.00
Total Federal Funds Provided to the School from the LEA for CSI	\$188,171.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$632,987.00

## 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 (\$)
Comprehensive Support and Improvement (CSI)	\$188,171.00

Subtotal of additional federal funds included for this school: \$188,171.00

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 (\$)
LCFF Supplemental Site Allocation	\$68,160.00
Title I Part A Parent Involvement	\$4,956.00
Title I Part A Site Allocation	\$371,700.00

Subtotal of state or local funds included for this school: \$444,816.00

Total of federal, state, and/or local funds for this school: \$632,987.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	68,160	0.00
Title I Part A Site Allocation	371,700	0.00
Title I Part A Parent Involvement	4,956	0.00
Comprehensive Support and Improvement (CSI)	188,171	0.00

## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	188,171.00
LCFF Supplemental Site Allocation	68,160.00
Title I Part A Parent Involvement	4,956.00
Title I Part A Site Allocation	371,700.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	114,902.00
2000-2999: Classified Personnel Salaries	132,859.00
3000-3999: Employee Benefits	109,392.00
4000-4999: Books And Supplies	115,590.00
5000-5999: Services And Other Operating Expenditures	63,500.00
5800: Professional/Consulting Services And Operating Expenditures	42,074.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	53,500.00

4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	94,671.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	40,000.00
	LCFF Supplemental Site Allocation	54,670.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,490.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	8,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	4,956.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	61,402.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	132,859.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	109,392.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	10,473.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	42,074.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	364,559.00
Goal 2	54,990.00
Goal 3	213,438.00

# 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

Name of Members	Role
Crystal Gamboa	Other School Staff
Holly Samuel	Parent or Community Member
Riley Goode	Classroom Teacher
Ross Gallagher	Classroom Teacher
Lori Aldrete	Parent or Community Member
Nicole Latimer	Principal
Sharok Mersal	Parent or Community Member
Cynthia Monsivaiz	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 06/12/24.

Attested:



Principal, Nicole Latimer on 06/12/24



SSC Chairperson, Linda Pena on 06/12/24

# Budget By Expenditures

## Sylvan Middle School

**Funding Source: Comprehensive Support and Improvement (CSI)**

**\$188,171.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase parent involvement and connectedness to school and community. Materials and supplies. Including but not limited to snacks and refreshments.	4000-4999: Books And Supplies	\$12,500.00	Connected School Communities	
Professional development to focus on data driven conversations, research based instructional strategies, student engagement, social emotional and academic rigor, conferences and workshops including release time to support effective instructional practices for engaging students.	5000-5999: Services And Other Operating Expenditures	\$25,000.00	Connected School Communities	
Provide training and supplemental material specifically for language acquisition.	4000-4999: Books And Supplies	\$14,000.00	Connected School Communities	
Compensate certificated staff to push into classes during contracted prep periods to support students in other core classes through small group instruction and intervention.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Connected School Communities	
Provide after school academic intervention to support all struggling students. Utilize Library/Media Tech for additional afterschool support PC 31784.	1000-1999: Certificated Personnel Salaries	\$8,000.00	Connected School Communities	
Attendance incentive program, supported through PBIS, to help increase student attendance.	4000-4999: Books And Supplies	\$22,000.00	Healthy Environments for social and emotional growth	



## Sylvan Middle School

Continue and expand student extracurricular activities including gardening, chess club, NFL club, movie club, shoe design, BSU, RC Club, LGBTQ+, and other student activities dependent on student interest.	1000-1999: Certificated Personnel Salaries	\$24,500.00	Engaging Academic Programs
Purchase high interest, diverse and representative reading materials to support closing gaps in ELA.	4000-4999: Books And Supplies	\$20,844.00	Engaging Academic Programs
Provide funding for enrichment activities which support the core curriculum and student learning. Examples: Guest speakers, assemblies and special events. Includes transportation fees.	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Engaging Academic Programs
Compensate staff for planning and collaborating around improving attendance and lowering suspension rates to increase campus safety.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs
Conduct ELAC meetings: regular meetings with families to discuss student progress, establish barriers to success and support families. Use funds to provide materials, refreshments and translation	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$1,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
Provide school agendas to promote parent/teacher communication, student organization and preparation for high school	4000-4999: Books And Supplies	\$4,000.00	Connected School Communities
Purchase materials and supplies including all consumable resources to support learning and engagement.	4000-4999: Books And Supplies	\$14,500.00	Connected School Communities
	4000-4999: Books And Supplies	\$4,827.00	Connected School Communities

# Sylvan Middle School

Comprehensive Support and Improvement (CSI) Total Expenditures: \$188,171.00

Comprehensive Support and Improvement (CSI) Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental Site Allocation \$68,160.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide enrichment materials and supplies for STEAM projects and lessons.	4000-4999: Books And Supplies	\$4,236.00	Clear Pathways for Bright Futures	
	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways for Bright Futures	
Purchase of clothes and hygiene supplies for homeless students and economically disadvantaged youth.	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	
Provide supplemental materials, supplies, curriculum and resources. Maintenance and support for existing technology to support all students.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$490.00	Healthy Environments for social and emotional growth	
	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	

# Sylvan Middle School

\$54,670.00 Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$77,396.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

## Funding Source: Title I Part A Parent Involvement **\$4,956.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
1. Materials and supplies for parent involvement and community events. 2. Utilize parent to increase home/school connectedness at Sylvan.	4000-4999: Books And Supplies	\$4,956.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$4,956.00

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

## Funding Source: Title I Part A Site Allocation **\$371,700.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Compensate the library/media tech to keep library open after hours for students to have a safe place to complete homework, access technology and explore their individual learning goals and interests.	1000-1999: Certificated Personnel Salaries	\$4,079.00	Clear Pathways for Bright Futures	
Certify instructional practitioners to be AVID trained. Support the AVID program as needed.	5800: Professional/Consulting Services And Operating Expenditures	\$15,000.00	Clear Pathways for Bright Futures	
	3000-3999: Employee Benefits	\$37,224.00	Connected School Communities	

## Sylvan Middle School

	4000-4999: Books And Supplies	\$10,000.00	Clear Pathways for Bright Futures
	3000-3999: Employee Benefits	\$2,904.00	Clear Pathways for Bright Futures
Purchase supplemental materials, texts, novels and supplies to support engagement, differentiation and text levels around literacy.	4000-4999: Books And Supplies	\$8,800.00	Connected School Communities
Utilize technology to engage students and offer online academic support to students. Provide emerging bilinguals with technology to access English proficiency software.	4000-4999: Books And Supplies	\$1,673.00	Connected School Communities
Provide 1 .75 Instructional aide and 1 IAI at .625 to work with struggling students in math and English that will also help support students during intervention Flex period PC 32251 PC 36628	2000-2999: Classified Personnel Salaries	\$40,672.00	Connected School Communities
	3000-3999: Employee Benefits	\$3,487.00	Connected School Communities
Support and Promote student-involvement in school centered programs and events (including but not limited to extra curricular, arts, athletics, promotion) with materials and supplies and clerical support that promotes these programs.	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Connected School Communities
Provide release time for grade-level collaboration teams to develop cross-curricular and interdisciplinary activities. This will increase motivation and engagement and enhance the learning environment for all students.	1000-1999: Certificated Personnel Salaries	\$12,517.00	Connected School Communities
Pay substitute teachers for coverage of release time for teachers to meet and analyze data.			

## Sylvan Middle School

	3000-3999: Employee Benefits	\$20,801.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	\$4,973.00	Connected School Communities
	5800: Professional/Consulting Services And Operating Expenditures	\$12,074.00	Connected School Communities
AVID strategies and supplemental materials	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	Connected School Communities
Utilize a .5 FTE Counselor to guide students in being present and engaged in courses, provide academic guidance and social emotional support. Promote College and Career readiness. PC 35708	1000-1999: Certificated Personnel Salaries	\$38,885.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	\$2,000.00	Healthy Environments for social and emotional growth
	5000-5999: Services And Other Operating Expenditures	\$500.00	Healthy Environments for social and emotional growth
Provide 1 FTE Community Intervention Specialists and 1 FTE Community Intervention Assistant to promote school parent partnership and school academics and reduce chronic absenteeism. PC 33925 PC 33688	2000-2999: Classified Personnel Salaries	\$85,214.00	Engaging Academic Programs
Provide experiences, including field trips for student, includes transportation and fees.	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	Healthy Environments for social and emotional growth

## Sylvan Middle School

Provide funding to support extra hours to counselors to conduct home visits for truant students.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Healthy Environments for social and emotional growth
WEB Program: Support release time for planning and collaboration, food, materials and supplies, field trips and enrichment activities	1000-1999: Certificated Personnel Salaries	\$1,000.00	Healthy Environments for social and emotional growth
Compensate staff for planning and collaborating around the areas of improved attendance	1000-1999: Certificated Personnel Salaries	\$4,000.00	Healthy Environments for social and emotional growth
Students will have access to technology to help prepare them for digital world, increasing capacity for research, project based learning and exploration of science, technology, engineering, arts and math (STEAM.)	4000-4999: Books And Supplies	\$10,000.00	Clear Pathways for Bright Futures
	3000-3999: Employee Benefits	\$47,880.00	Engaging Academic Programs

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Title I Part A Site Allocation Total Expenditures: \$413,683.00

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

Sylvan Middle School Total Expenditures: \$684,206.00