School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sylvandale Middle School	43-69450-6047278	April 25, 2024	6/25/2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Sylvandale Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Sylvandale Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

Sylvandale Middle School's School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, California state, and local programs through the following key elements:

Data-Informed Goals and Strategies:
The plan starts with a comprehensive analysis of student data, including academic performance, attendance, and other relevant metrics. This data informs the setting of specific goals and strategies aligned with ESSA priorities, LCAP objectives, and state/local program requirements.

Inclusive Educational Partner Engagement:
This plan was developed in collaboration with teachers and staff, parents/families, and community members. This ensures that it reflects the needs and priorities of the entire Sylvandale Middle School community.

Evidence-Based Practices and Interventions:
Our SPSA incorporates evidence-based instructional practices and interventions that have demonstrated effectiveness in improving student outcomes. This includes differentiated instruction, targeted support for at-risk student groups, and the use of data to drive decision-making.

Resource Allocation and Integration:
Resources from federal, state, and local programs are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs.
To address our Comprehensive Support and Improvement (CSI) areas of need, we have identified activities with the stated goals and provided the funding source allocations to improve student outcomes. In the plan, we have addressed the following areas specifically and beyond the overall school-wide program:
English/Language Arts: Students with Disabilities
Mathematics: Socioeconomically Disadvantaged Students
Chronic Absenteeism: English Learners, Socioeconomically Disadvantaged Students
Suspension Rate: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students

By incorporating these elements, Sylvandale Middle School's SPSA not only meets ESSA requirements but also fosters a comprehensive approach to improving student outcomes that is responsive to the unique needs and contexts of our school community.

Educational Partner Involvement

How, when, and with whom did Sylvandale Middle 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

During the SPSA development, we prioritized collaboration with key educational partner groups, including the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Our comprehensive meetings involved reviewing academic data, surveys, goals, strategies, and activities, all directly linked to the budget. The invaluable feedback and votes on the SPSA from SSC/ELAC, which comprises teachers, parents, and administration, underscore the collaborative nature of this process. Furthermore, during a staff meeting, we actively engaged the Sylvandale M.S. instructional leadership team (ILT) and teachers, ensuring their perspectives were incorporated. Feedback from students, staff, and families was also crucial to this process, obtained through the Panorama school-wide survey for the

Fall 2023 and Winter 2023-24 school years. The school was identified for Comprehensive Support and Improvement (CSI), so based on our needs assessment, we identified ways to address areas of need on the California Dashboard, which tracks educational progress.

SSC/ELAC dates regarding SPSA:
05/15/24
4/25/24 (Final Approval/Vote)
4/10/24 (Plan/Budget Discussion)
02/7/24
12/6/23
11/08/23
10/18/23

Staff Meeting/Admin-Directed Meeting dates regarding SPSA:
4/9/24 (Full Staff), 4/18/24 (Electives and SS focusing on School Culture), 5/7/2024

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

The Comprehensive Needs Assessment was developed using data from our district LCAP survey, the California Healthy Kids Survey, and the local Panorama Education Survey given to students, staff, and parents. Based on those findings, it has been identified that the school needs to build better relationships between and among students and staff to improve students' sense of belonging and connectedness and feel cared for by the teachers. The school is in Comprehensive Support and Improvement (CSI), and the areas of need are in the overall site performance for Mathematics, Chronic Absenteeism, and Suspension Rate. Our student groups most affected include students with disabilities (ELA Performance and Suspension Rate) and socio-economically disadvantaged (Mathematics Performance, Chronic Absenteeism, and Suspension Rate. For English learners (the areas were Chronic Absenteeism and Suspension Rate), and lastly, Hispanic Students (Suspension Rate).

As part of the site's CSI process, the team determined the following inequities:

- more curriculum support is needed for English learners within the specified ELD classes
- collaborative planning time between special education and general education teachers
- site coaching to support instructional practice (small group rotations, EL strategies across content areas, alignment of academic and CAASPP vocabulary to level of state test questioning)
- social-emotional support for staff and students (team-building for staff before school starts and time and resources to support team-building with students)
- computer access to support independent reading, assignment completion at home, and the ability to explore topics surfaced in classes.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Red - Chronic Absenteeism, Suspension Rate, Mathematics (Overall)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

RED: All Students, Chronic Absenteeism
RED: All Students, Math
RED: All Students, Suspension Rate

To effectively meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, Sylvandale Middle School has developed a comprehensive plan in collaboration with our educational partners to address specific areas of low performance among student groups, with the aim of improving student outcomes.

Our plan began with a thorough analysis of CA Dashboard data and local student performance, which includes academic data, attendance, behavior, and SEL metrics. Through root cause analysis and ongoing continuous improvement cycles, our team has identified the following areas of need for students schoolwide that require targeted interventions:

Identified Needs

Chronic Absenteeism: High rates among all students.
Mathematics Achievement: Low performance among all students.
Suspension Rates: High suspension rates among all students.

Based on our needs analysis, we have established clear goals and objectives aligned with the requirements of ESSA and the priorities outlined in our LCAP. Our school wide goals focus on improving student achievement in ELA and Math, supporting English Learners in language and literacy development, promoting social-emotional wellness for all students and staff, and engaging our families and communities to support student success.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Sylvandale Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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%	%		0	
African American	1.00%	0.27%	0.61%	4	1	2
Asian	37.91%	29.11%	26.22%	152	108	86
Filipino	3.49%	3.77%	4.27%	14	14	14
Hispanic/Latino	54.61%	63.61%	65.24%	219	236	214
Pacific Islander	0.25%	0.81%	0.61%	1	3	2
White	1.25%	1.08%	1.22%	5	4	4
Multiple/No Response	1.50%	1.35%	1.52%	6	5	5
			Total Enrollment	401	371	328

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	185	179	156
Grade 8	216	192	172
Total Enrollment	401	371	328

Conclusions based on this data:

1. The school enrollment continues to decline annually, which aligns with our student enrollment projection for the 2023-2024 school decreasing by about 24 students compared to the 2022-2023 school year.
2. The enrollment decrease affects the number of core class and number of elective sections available to students which has some impact on the overall school climate and student choice for educational opportunities. We will work to supplement this through extended learning opportunities before and after school, as well as through offerings through partners like CORAL, the Silicon Valley Education Foundation (SVEF) through their CS Elevate/Innovate computer science courses, and with the 100 Black Men of Silicon Valley, Inc. (100BMSV) with the on-going STEM/Robotics Program.
3. The enrollment decrease provides the opportunity to utilize the classroom/activity space available at the site to increase the number of services we offer by allocating space to district partners and outside entities to meet student need.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	132	150	126	30.50%	32.9%	38.4%
Fluent English Proficient (FEP)	170	32	107	42.00%	42.4%	32.6%
Reclassified Fluent English Proficient (RFEP)	14	19		9.2%		

Conclusions based on this data:

1. The number of English learners continues to rise annually, our percentage of English Learners slightly increased from 32.9% in 2021-2022 to 37.5% in the 2022-2023 school year. The percentage of designated English learners increased.
2. Our percentage of RFEP students went from 9.2% in the 2020-2021 school year to 12.6% in the 2022-23 school year.
3. We need to continue to support Long Term English Learners (LTELs) in the area of reading, writing, listening, and speaking. Teachers will provide additional instructional support through specific instructional strategies imparted through professional development and coaching. Additional resources to increase the available technology are provided to ELD teachers who support increasing numbers of newcomers.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 7	224	188	165	0	186	156	0	185	156	0.0	98.9	94.5
Grade 8	243	222	194	0	214	184	0	213	182	0.0	96.4	94.8
All Grades	467	410	359	0	400	340	0	398	338	0.0	97.6	94.7

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2486.		5.41	8.33		18.38	19.87		21.08	28.21		55.14	43.59
Grade 8		2523.	2518.		8.45	6.59		25.82	22.53		30.99	29.12		34.74	41.76
All Grades	N/A	N/A	N/A		7.04	7.40		22.36	21.30		26.38	28.70		44.22	42.60

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	9.62		51.35	57.69		40.54	32.69
Grade 8		13.81	7.69		50.48	57.14		35.71	35.16
All Grades		11.14	8.58		50.89	57.40		37.97	34.02

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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	8.97		44.02	48.08		49.46	42.95
Grade 8		9.91	6.04		55.66	52.75		34.43	41.21
All Grades		8.33	7.40		50.25	50.59		41.41	42.01

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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	8.97		58.38	66.67		32.97	24.36
Grade 8		5.69	8.79		74.88	71.98		19.43	19.23
All Grades		7.07	8.88		67.17	69.53		25.76	21.60

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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	8.33		50.27	57.69		41.08	33.97
Grade 8		17.45	13.19		64.62	70.88		17.92	15.93
All Grades		13.35	10.95		57.93	64.79		28.72	24.26

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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 or above grade level was 37.5%. The 22-23 BOY at or above grade level declined sharply to 25.41%. The 23-24 BOY data shows an increase from 25.41% to 31.68%. There was also a decrease of students needing urgent intervention from 32.01% to 28.63%.
2. Students scoring below standard in Reading and Math address the missing prerequisite skills through the Lexia PowerUp and IXL programs respectively during homeroom.
3. Dashboard data for ELA shows that Students with Disabilites were in the "red", while English learners and Hispanic students were in the "orange" category. That represents 135.3 points below standard (red) and 82.3 and 81.1 points below standard (orange) respectively. 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 7	224	188	165	0	185	162	0	185	162	0.0	98.4	98.2
Grade 8	243	222	194	0	216	192	0	215	191	0.0	97.3	99.0
All Grades	467	410	359	0	401	354	0	400	353	0.0	97.8	98.6

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2453.		8.65	6.17		8.65	9.26		25.41	23.46		57.30	61.11
Grade 8		2505.	2466.		14.88	7.85		13.02	7.85		21.86	17.80		50.23	66.49
All Grades	N/A	N/A	N/A		12.00	7.08		11.00	8.50		23.50	20.40		53.50	64.02

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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	6.79		34.05	34.57		54.59	58.64
Grade 8		11.63	7.37		40.47	29.47		47.91	63.16
All Grades		11.50	7.10		37.50	31.82		51.00	61.08

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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	4.32		45.41	48.77		46.49	46.91
Grade 8		13.95	13.09		47.91	31.94		38.14	54.97
All Grades		11.25	9.07		46.75	39.66		42.00	51.27

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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	6.17		58.92	52.47		34.59	41.36
Grade 8		12.56	5.24		51.16	49.74		36.28	45.03
All Grades		9.75	5.67		54.75	50.99		35.50	43.34

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Conclusions based on this data:

1. Students were administered the FastBridge exam this (2022-23) school year. Students completed the CAASPP/SBAC. Based on the FastBridge aRisk Math score - 22-23 BOY showed 9.84% of students scored at the highest level (College Pathway) 23-24 BOY showed an increase year over year of 2.66% with the 12.50% score. The largest increase were the Trimester 2 scores year over year that showed 22-23 at 14.66% and 23-24 at 28.16%, representing an increase of 13.5%. The takeaway from the data is that students seem to be on track for continued overall growth, and that more needs to be done to address learning loss over the summer.
2. Based on the CA Dashboard, the 2023 data show a decline of 20.5 points across all students. Based upon the modest FastBridge progress, we must address test-taking strategies for students and continued work to align instruction to the level of rigor and expectation of the CAASPP testing to address the small disparity.
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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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	1542.8	1548.8	1545.2	1540.9	1527.3	1538.9	1544.1	68	63	60
8	1526.3	1540.4	1560.0	1521.2	1534.3	1565.2	1531.0	1546.0	1554.1	68	60	61
All Grades										136	123	121

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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	33.90	33.33	53.97	27.12	24.56	19.05	22.03	17.54	9.52	16.95	57	63	59
8	12.70	16.95	36.07	33.33	33.90	32.79	33.33	33.90	11.48	20.63	15.25	19.67	63	59	61
All Grades	18.33	17.21	35.00	33.33	44.26	30.00	29.17	26.23	16.67	19.17	12.30	18.33	120	122	120

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	38.98	29.82	46.03	35.59	17.54	6.35	11.86	8.77	7.94	13.56	57	63	59
8	20.63	25.42	49.18	41.27	50.85	29.51	23.81	15.25	4.92	14.29	8.47	16.39	63	59	61
All Grades	31.67	32.79	44.17	35.83	48.36	32.50	20.83	10.66	8.33	11.67	8.20	15.00	120	122	120

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	13.56	19.30	22.22	35.59	40.35	47.62	27.12	33.33	19.05	23.73	57	63	59
8	6.35	13.56	14.75	22.22	23.73	37.70	39.68	40.68	24.59	31.75	22.03	22.95	63	59	61
All Grades	6.67	12.30	14.17	20.83	22.95	36.67	40.00	44.26	25.83	32.50	20.49	23.33	120	122	120

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	16.95	73.68	70.97	67.80	19.30	16.13	15.25	57	62	59
8	20.00	10.17	27.87	58.33	64.41	55.74	21.67	25.42	16.39	60	59	61
All Grades	13.68	11.57	22.50	65.81	67.77	61.67	20.51	20.66	15.83	117	121	120

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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	62.71	22.81	15.87	25.42	3.51	6.35	11.86	57	63	59
8	45.16	45.76	67.21	41.94	44.07	18.03	12.90	10.17	14.75	62	59	61
All Grades	58.82	62.30	65.00	32.77	29.51	21.67	8.40	8.20	13.33	119	122	120

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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	20.34	36.36	59.68	40.68	52.73	27.42	38.98	55	62	59
8	19.05	25.42	26.23	22.22	23.73	39.34	58.73	50.85	34.43	63	59	61
All Grades	15.25	19.01	23.33	28.81	42.15	40.00	55.93	38.84	36.67	118	121	120

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	22.03	72.73	84.13	62.71	18.18	11.11	15.25	55	63	59
8	3.39	1.69	19.67	86.44	88.14	60.66	10.17	10.17	19.67	59	59	61
All Grades	6.14	3.28	20.83	79.82	86.07	61.67	14.04	10.66	17.50	114	122	120

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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. 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

California School Dashboard
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**
371	**63.3**	**37.5**	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	139	37.5
Foster Youth		
Homeless	11	3
Socioeconomically Disadvantaged	235	63.3
Students with Disabilities	46	12.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3
Asian	108	29.1
Filipino	14	3.8
Hispanic	236	63.6
Two or More Races	5	1.3
Pacific Islander	3	0.8
White	4	1.1

Conclusions based on this data:

1. We have a significant amount of students identified as socioeconomically disadvantaged. We will support those families by sharing donated and school-purchased clothing so that students can adhere to the Common Dress

policy. We will also provide 1 to 1 computer devices to students, ensuring access to student work and as a resource to family members. Through our social worker, we provide support as needed for transportation and connection to additional outside services.

2. We will also ensure all students have equitable opportunities for learning through teacher training on student engagement. We will also employ school climate offerings of 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. Our New Hope for Youth partnership supports students and families with mediation and informal use of community circles and other strategies to provide student voice and expression.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Red	**Suspension Rate** Red
Mathematics Red		
English Learner Progress Blue		

Conclusions based on this data:

1. Chronic Absenteeism dropped a level from 37% Severe Chronic Absenteeism in 2020-2021 to 13% Severe Chronic Absenteeism 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's 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 LEXIA PowerUP and IXL programs used during Homeroom will address the learning gaps so students can succeed.

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, New Hope for Youth for will case manage situations to ensure students learn coping and self-regulation strategies to find more success in and out of school.

School and Student Performance Data

Academic Performance

English Language Arts

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.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	1	0

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
49.4 points below standard	82.3 points below standard	0 Students
Increased +11.1 points	Increased Significantly +32.5 points	
322 Students	139 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
9 Students	58.6 points below standard	135.3 points below standard
	Increased +10.8 points	Decreased -8.4 points
	214 Students	38 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	 Green 0.1 points above standard Increased +6.2 points 101 Students	63.9 points above standard Increased Significantly +46.4 points 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 81.1 points below standard Increased Significantly +24.1 points 198 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 3 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**
109.7 points below standard Increased Significantly +24.1 points 98 Students	17 points below standard Increased Significantly +31.2 points 41 Students	63 points below standard Increased +14.9 points 89 Students

Conclusions based on this data:

1. Overall, all students (376) were in the Low status at 60.5 points below standard. Our CSI 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.
2. Our reclassified English Learners scored better than the All Students group with 48.2 points below standard compared to 60.2 for All Students.
3. 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

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.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

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		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
107.1 points below standard	136.2 points below standard	0 Students
Decreased Significantly -20.5 points	Increased +10.8 points	
323 Students	140 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Orange
8 Students	112.3 points below standard	134.6 points below standard
	Decreased Significantly -16.6 points	Increased Significantly +45.1 points
	215 Students	37 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	 Orange 58.9 points below standard Decreased Significantly - 37.6 points 101 Students	9.4 points below standard Maintained +0.6 points 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 136 points below standard Increased +3 points 199 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 3 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**
159.2 points below standard Increased +4.2 points 99 Students	80.6 points below standard Increased +8.7 points 41 Students	111.7 points below standard Decreased -13.7 points 89 Students

Conclusions based on this data:

1. The overall Fall 2023 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. 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

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

English Learner Progress
Blue
66% making progress towards English language proficiency
Number of EL Students: 106 Students
Performance Level: 5

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
11	25	8	60

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 increase of 16.5% from the 2022-23 school year, when students were at 49.5%.
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

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.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
28.3% Chronically Absent	32.3% Chronically Absent	0 Students
Increased 0.8	Increased 1.2	
396 Students	158 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
60.9% Chronically Absent	Red	Orange
0	31.4% Chronically Absent	37.5% Chronically Absent
23 Students	Increased 2.3	Declined -3.6
	274 Students	48 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	 No Performance Color 0 Students	 Orange 10.7% Chronically Absent Increased 2.3 112 Students	6.7% Chronically Absent Declined -7.6 15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 35.6% Chronically Absent Declined Significantly -3 253 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students

Conclusions based on this data:

1. Our total student percentage that is chronically absent is 28.3%, which is up .8% from our previous reported data of 27.4% to close out the previous year (2022-2023). The subgroup data for ELs and Socioeconomically Disadvantaged are above the overall rate, while Students with Disability data is lower at 37.5%, which represents a decline in chronically absent students of 3.6%. 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 chronically absent students. Social Workers, Counselors, and Administration have been following up with families regarding chronic attendance meetings, discussions of attendance in select SST meetings, and promoting the importance of attendance and what it means to future student success through ParentSquare, monthly Coffee with the Principal meetings, 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

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.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	0	0	0

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	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
12.4% suspended at least one day	14.2% suspended at least one day	0 Students
Increased Significantly 10.2	Increased Significantly 11.5	
410 Students	162 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
24% suspended at least one day	Red	Red
25 Students	13.8% suspended at least one day	22.4% suspended at least one day
	Increased Significantly 11.3	Increased 19.1
	282 Students	49 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	 No Performance Color 0 Students	 Orange 3.5% suspended at least one day Increased 3.5 113 Students	0% suspended at least one day Maintained 0 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 16.7% suspended at least one day Increased Significantly 13.2 263 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students

Conclusions based on this data:

1. We had an increase in suspensions of 10.2% in the Fall 2023 data.
2. Overall suspension rate increased for English Learners by 11.5% and students with disabilities by 19.1% points. For socioeconomically disadvantaged students, the rate increased 11.3%, and 13.2% for Hispanic students. We will continue to employ restorative justice and other effective alternative to suspension like participation in the Campus Beautification events, conflict mediation, and self-regulation strategies with the support of New Hope for Youth and the school counselor
3. 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.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Pupil Outcomes
As measured by CAASPP (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 Mathematics. As measured by RenSTAR, Sylvandale Middle School students will increase to 55% reading at or above grade level. Students will increase to 65% at or above grade level in mathematics on FastBridge.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on RenSTAR data for English Language Arts and FastBridge for Mathematics, we will address student achievement to improve the data of only 25.41% expected to meet the benchmark in reading and 39% to meet the benchmark in mathematics. Sylvandale will also directly support the CSI-identified areas of Chronic Absenteeism, Suspension Rate, and Mathematics, and the subgroups Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students.

Reading
Based on RenSTAR Reading Data (BOY 2022-23), 25.41% of students were predicted to meet the benchmark, while 74.6% were not.

Based on DataZone, the 2022-23 ELA Passing Rate for SBAC/CAASSP was 32%, with 68% not passing.

According to the CA Dashboard, the 2023 Data show all students in the Low status at 49.4 points below standard. While this represents an 11.1 increase year from the prior year, it is well below our targeted growth. Our CSI Target Groups: Students with Disabilities were in the Very Low status at 135.3 points below standard. Hispanic students were also very low at 81.1 points below standard. Overall our reclassified students scored better than the overall rate, with 17 points below standards compared to 49.4.

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 CSI 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.

DataZone data show the 2021-2022 Math Passing Rate as 19% at and above grade level with 81% below. This represents a 5% decrease from the previous year.

CA Dashboard Data show all students in the very low (Red) status level with 107.1 points below standard. CSI Group 1: Hispanic - is in the Very Low range with 136 points below grade level. CSI Group 2: Students with Disabilities were also in the very low range, with 134.6 points below grade level. CSI Group 3: Socioeconomically Disadvantaged students were 112.3 points below standard.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading RenSTAR Reading DataZone CA DashBoard Mathematics FastBridge Math DataZone CA Dashboard	Reading Based on RenSTAR Reading Data (BOY 2022-23), 25.41% of students were predicted to meet the benchmark, while 74.6% were not. Based on DataZone, the 2022-23 ELA Passing Rate for SBAC/CAASPP was 32%, with 68% not passing. According to the CA Dashboard, the 2023 Data show all students in the Low status at 49.4 points below standard. While this represents an 11.1 increase year from the prior year, it is well below our targeted growth. Our CSI Target Groups: Students with Disabilities were in the Very Low status at 135.3 points below standard. Hispanic students were also very low at 81.1 points below standard. Overall our reclassified students scored better than the overall rate, with 17 points below standards compared to 49.4. 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 CSI 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. DataZone data show the 2021-2022 Math Passing Rate as 19% at and above grade level with 81% below. This represents a 5% decrease from the previous year. CA Dashboard Data show all students in the very low (Red) status level with 107.1 points below standard. CSI Group 1: Hispanic - is in the Very Low range with 136 points below grade level. CSI Group 2: Students with Disabilities were also in the very low range, with 134.6 points below grade level. CSI Group 3: Socioeconomically Disadvantaged students were 112.3 points below standard.	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..

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will receive professional development on high-leverage instructional strategies focused on increasing academic language and improving student vocabulary and text comprehension. We will utilize Dr. John Hattie's research to identify strategies with the most significant effect size to help accelerate student learning. The work will focus on aligning content-area vocabulary and CAASPP vocabulary to be instructed and assessed at the same level of rigor as the questioning on state testing, as evidenced by public release questions from prior tests and practice tests. Students can apply what they learned about the term to go beyond defining terms and apply their understanding to a specified task. The teachers will also learn about and employ station rotations to advance student depth of understanding and student engagement. This engagement should result in less disengagement, leading to fewer student referrals and, ultimately, fewer suspensions. The admin team will schedule the PD during staff meetings and admin-directed time to collaborate and identify new research to support student achievement. Special Education teachers can collaborate across content and with other school sites, either in-person or on Zoom, to employ the most effective strategies. Partners in School Innovation will be partners for this work, specifically targeting Mathematics and support for ELs and remaining CSI subgroups.	English Learners, CSI Areas - Overall Chronic Absenteeism, Suspension Rate, and Mathematics. CSI Groups (Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)	10000 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Funds to support professional development and ongoing coaching of teachers. 15000 LCFF Concentration 5800: Professional/Consulting Services And Operating Expenditures Partners in Innovation PD and Coaching Support 10000 District Funded 5800: Professional/Consulting Services And Operating Expenditures Partners in Innovation PD and Coaching Support
1.2	Release Time for Collaborative Planning for Teachers Provide release time for teachers, grade-level teams, and 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.	All Students	2000 Title I 1000-1999: Certificated Personnel Salaries Substitutes to release teachers to plan with coaching support
1.3	Access to Technology - School2Home Program Provide continued support for School2Home initiatives, bringing BroadBand connectivity to students and households. Through site team members and parents leading technology training for students, staff, and the parents, and providing consistent information to support parent commitment to securing affordable home Internet access. Through the annual device distribution of hotspots and Chromebooks, we ensure students and families can complete school and homework assignments, explore topics introduced in school, and advance independent reading among students. We will work to secure the school team's	All Students	1000 General Fund Substitute coverage for meetings/events 2500 Title I Part A: Disadvantaged Students

	participation in the annual Site Leadership Team (SLT) meetings.		
1.4	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.	CSI Identified Group - Students with Disabilities	1000 General Fund Training for case load management/administering testing
1.5	Schoolwide Intervention IXL 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	All Students, ELA and Mathematics Support	4600 Title I 5800: Professional/Consulting Services And Operating Expenditures Purchase Licenses for IXL
1.6	Sylvandale will identify the materials to ensure all students can access NGSS-aligned STEAM instruction. This will be done in a STEAM elective course (if applicable), in Science classes approved by the Principal to do so, and via the existing 100BMSV STEM/Robotics program. Students in these programs can support their learning with field trips related to STEAM. This provision also provides maintenance of the existing STEM Lab in Room B7. The 100BMSV STEM/Robotics Program will also use the Lab. The funds will allow us to offer a stipend to staff who work outside of school hours and/or indirectly lead or assist with the robotics program.	All Students	2000 LCFF Supplemental STEAM Elective Materials/Field Trips
1.7	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. $2000 Culinary, $500 Music	All Students	2500 LCFF Supplemental 4000-4999: Books And Supplies
1.8	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.	All Students	2000 General Fund 4000-4999: Books And Supplies
1.9	Academic Information/Report Cards/Awards These funds will cover the cost of design, postage, reprographics, and specialized paper for report cards, and academic items, including awards programs.	All Students	500 General Fund 4000-4999: Books And Supplies 500 LCFF Supplemental 250 LCFF Concentration

			250 Title I
1.10	PE Class Materials We will set aside $1000 for replacement and updating of PE equipment and materials.		1000 General Fund
1.11	Site Technology Hardware - Chromebooks/Chromebook Carts	All Students	5000 LCFF Concentration 6000-6999: Capital Outlay Purchase materials as needed
1.12	ELA Support - Reading Intervention The site will purchase a site license for the Achieve 3000 pilot supporting better reading comprehension, fluency, and overall increases in student Lexile scores. Two teachers will pilot the program during Homeroom or before school with classes up to 30 students each. Students will rotate out of the program per semester so the courses will reach 120 students annually, which represents nearly one third of the student body.		9396 General Fund 4000-4999: Books And Supplies Extended Learning Opportunity Funds to cover licensing and stipends for teachers to teach prior to school starting or homeroon.

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The 2023-24 school year marks year two for the site administration team. The administration, teachers, and district partners worked to advance academic growth for the site. Students were provided support via Lexia/s PowerUP program to address reading and comprehension. Aimed at addressing student achievement gaps in English/Language Arts with broader implications across content areas, students engaged with the program in homeroom classes. Students also gained mathematics skills via the IXL program.
Our site's professional development focus for teachers began with work on learning objectives aligned with the provided tasks to meet state standards. The staff also started work on aligning content area vocabulary teaching with the level of rigor and complexity of state testing questions by looking at public release tasks to inform instruction.
We are working to support teachers in providing well-planned lessons with the appropriate checks for understanding to support the gradual release of responsibility.

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

Our commitment to financial responsibility is evident in the alignment of our budget with the articulated goals. The intended implementation and budget expenditures were carefully planned to ensure that every dollar was used effectively to meet our goals. This financial prudence is a testament to our dedication to the success of our students.

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.

Based on the beginnings of some success seen in district and site data, our analysis prompted a continuance of the plan to achieve the goals. As we forecast, we hope to maintain services to meet student needs in the wake of budget cuts.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions For Learning
As measured by DataZone, the number of Chronically absent students will decrease from 18.79% to 12%
As measured by Panaroama 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

DataZone reports an overall average percentage of 18.79%. Grade 7 had a 16.56% rate and Grade 8 had a 20.67% 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%,

Based on data, overall student engagement is low, spurring a need for greater emphasis on attendance among all subgroups. The site identified through the CSI process the need for more robust Social and Emotional Learning to build relationships between and among students and staff at the site.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DataZone	DataZone reports an overall average percentage of 18.79% of chronically absent students. Grade 7 had a 16.56% rate and Grade 8 had a 20.67% rate.	Improvement with a 6.79% decrease in the number of students recorded as chronically absent.
2022-23 Panorama Education Survey - Fall	46% of students responded favorably to school connectedness (sense of belonging) questions. While this was up 5 percent from the previous survey, it represents an area of needed improvement. “Do you feel people care about you at school?” 42% Are you happy to be a student at this school?” 49% “Do you feel like you are part of this school?” 48% 48% of students responded favorably to questions related to safety at school “Do other kids at school spread mean rumors or lies about you?” 62% No, never “Do other kids at school ever tease you about what your body looks like?” 65% No, never “I feel safe talking about my feelings and ideas in my classes.” 24% Yes, most/all the time “Have you seen or heard of bullying in your classes this year?” 41% No, never	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%.
CA Dashboard Chronic Absenteeism	CA Dashboard Data shows that 28.3% of students were chronically absent, representing a .8% increase. Students in the English Learners and Socioeconomically Disadvantaged groups were in the "Red" performance level, representing the lowest performance group.	By the end of the 2023-24 school year, we will reduce the number of chronically absent students by 8.3% as represented on the CA Dashboard.
CA Dashboard Suspension Rate	CA Dashboard Data shows that 12.4% of students were suspended at least one day, representing an increase of 10.2% over the previous reporting period. Students in the English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities groups were in the "Red"	By the end of the 2023-24 school year, we will reduce the number of students suspended from 12.4% to 7% as represented on the CA Dashboard.

	performance level, representing the lowest performance group.	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All Students	20000 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures 10000 LCFF Concentration 5800: Professional/Consulting Services And Operating Expenditures 7000 General Fund 4000-4999: Books And Supplies
2.2	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.	All Students	150,000 District Funded
2.3	Social-Emotional Supports To support chronically absent students, the counseling team with support from Safe Schools and New Hope for Youth staff will meet with students regularly. The school counselor 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.). We highly value improved attendance and will be awarding students for their efforts. We have allocated a significant amount of $1,000 for these awards and incentives, which include certificates, medals, pins, patches, and Sylvandale M.S. spirit wear, among other items. Effective communication with parents and families is crucial to our shared goal of improving student attendance. To keep parents and families informed, we will utilize various platforms, including ParentSquare reminders, monthly Coffee with the	CSI Group - Chronic Absenteeism, Suspension Rate, Socioeconomically Disadvantaged	1000 General Fund 4000-4999: Books And Supplies

	Principal events, and the monthly Principal's Update. Through these channels, we will provide data demonstrating how students thrive in middle and high school when they have better attendance. Teachers will provide direct support using the 2x10 process, in which 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 dedicated to chronically absent students. We will continue this work with Partners in Innovation. Teachers will use the first week of school to advance team-building with students and foster stronger class cohesion.		
2.4	New Hope for Youth 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.	All students	District Funded 4000-4999: Books And Supplies
2.5	As noted by our current CSI 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 that 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.	Chronically Absent Students	500 General Fund
2.6	As noted by our current CSI 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 share the importance of time in school and gaining instruction and social skills. Learning and socialization are critical to the student's 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.	Students with Disabilities (CSI Target Group)	500 General Fund 4000-4999: Books And Supplies 250 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
2.7	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,	Hispanic Students (CSI Target Group)	1000 Donations 4000-4999: Books And Supplies

	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.		
2.8	We will continue with the 180-degree program at Sylvandale Middle School. The program will focus on life skills, relationship building, self-advocacy, and study skills, among other areas. The funding will be for supplemental materials/supplies for the program.	All Students	2000 General Fund 4000-4999: Books And Supplies

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The 2023-24 school year marks year two for the site administration team. The administration, teachers, and district partners worked to advance academic growth for the site. The school continued our focus on Social Emotional Learning (SEL) to address student needs more thoughtfully. This work resulted in a change in the school culture, as evidenced by an increase of 7% in students feeling a sense of belonging (school connectedness). Panorama, Fall 2023

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

The administration and teachers embarked on building student relationships with students. We capitalized on the success of the 2x10, where teachers connect with a student for at least two minutes on non-academic topics to build connections for ten consecutive school days. Supported by staff from Partners in Innovation at the site, teachers fully advanced the work.

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.

We plan to continue the use of 2x10, and to advance the work by supporting team-building between teachers and students at the start of the next school year. In Activity 2.3 (Goal 2), we specifically identify the opportunity for teachers to advance team-building with students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the Winter 23-24 Panorama Family Survey, 82% reported that parent engagement existed. This is compared to the 93% rate when respondents rated the school district overall.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey - Winter 23-24	Based on the Winter 23-24 Panorama Family Survey, 82% reported that parent engagement existed. This is compared to the 93% 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.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All Students/Families	
3.2	Monthly Principal's Update	All Students/Families	1000 General Fund

	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.		4000-4999: Books And Supplies Food for meetings. FMSD Print Shop costs for materials
3.3	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.	Parent Workshops (Counselor)	250 LCFF Supplemental None Specified Step-Up-Speak-Up Awareness training
3.4	Parent Workshops can include parenting classes, life skills, and mental health services/awareness, among other topics. Providers may include Pacific Clinics and Parenting. Partners, Santa Clara County Office of Education, or another similar provider for parent workshops.	Parent Workshops	500 LCFF Concentration 5800: Professional/Consulting Services And Operating Expenditures PD for teachers given during Admin days
3.5	Continue to host community events that link families to community agencies like the Cinco De Mayo Festival, School Beautification Events, Second Harvest, work with the Seven Trees Community Center, City of San Jose, etc.	Host Community Events	1000 Donations Admin and Teachers will actively recruit community members to partner with SMS
3.6	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).	All Students (Parent Communication)	5000 Title I Principal will provide adjunct hours/ no cost to the school 3000 LCFF Supplemental
3.7	Support the School PTSA Program Support with initial founding fees, printed materials, food/snacks to support events, etc.	All Students (Parent Offerings/Support)	750

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The 2023-24 school year marks year two for the site administration team. The administration, teachers, and district partners worked to advance academic growth for the site. The school had success in building stronger relationships and engagement with families, as evidenced by increases in the number of parents who attended monthly Coffee with the Principal meetings and increased attendance and participation in school-based events. An example of year-over-year attendance for events was the Literacy Night, which supported our Title I commitment to supporting families in helping students academically by providing direct instruction and support for families in a fun setting. The 2022-23 event had 15 guests, and the 2023-24 event had more than 100 guests.

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

The school team carefully planned the implementation and budget expenditures to meet our goals. While the funding ($1000 per event) did not increase, we allocated a larger portion for a door prize to drive traffic.

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 were made.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$36,286
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$273,246.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	$11,850.00
Title I Part A: Disadvantaged Students	$2,500.00

Subtotal of additional federal funds included for this school: $14,350.00

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 ($)
	$750.00
District Funded	$160,000.00
Donations	$2,000.00
General Fund	$26,896.00
LCFF Concentration	$30,750.00
LCFF Supplemental	$38,500.00

Subtotal of state or local funds included for this school: $258,896.00

Total of federal, state, and/or local funds for this school: $273,246.00

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
Title I	35616	23,766.00
LCFF Supplemental	130086	91,586.00
LCFF Concentration	47872	17,122.00
General Fund	56722	29,826.00

Expenditures by Funding Source

Funding Source	Amount
	750.00
District Funded	160,000.00
Donations	2,000.00
General Fund	26,896.00
LCFF Concentration	30,750.00
LCFF Supplemental	38,500.00
Title I	11,850.00
Title I Part A: Disadvantaged Students	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	157,750.00
1000-1999: Certificated Personnel Salaries	2,000.00
4000-4999: Books And Supplies	26,896.00
5000-5999: Services And Other Operating Expenditures	250.00
5800: Professional/Consulting Services And Operating Expenditures	70,100.00
6000-6999: Capital Outlay	5,000.00
None Specified	250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

		750.00
	District Funded	150,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	10,000.00
	Donations	1,000.00
4000-4999: Books And Supplies	Donations	1,000.00
	General Fund	3,500.00
4000-4999: Books And Supplies	General Fund	23,396.00
	LCFF Concentration	250.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Concentration	25,500.00
6000-6999: Capital Outlay	LCFF Concentration	5,000.00
	LCFF Supplemental	5,500.00
4000-4999: Books And Supplies	LCFF Supplemental	2,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	250.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	30,000.00
None Specified	LCFF Supplemental	250.00
	Title I	5,250.00
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,600.00
	Title I Part A: Disadvantaged Students	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	69,496.00
Goal 2	192,250.00
Goal 3	11,500.00

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
Trung Tran	Classroom Teacher
Andrew Donati	Other School Staff
Erika Martine Gonzalez	Parent or Community Member
Devyna Arechiga	Parent or Community Member
Eliseo Aceves	Parent or Community Member
Esmeralda Aceves	Parent or Community Member
Esteban Conriquez	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 04/26/2024
	SSC Chairperson, Erika Martinez Gonzalez on 04/25/2024

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp