



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sylvan Middle School	34-67447-6034946	June 2, 2025	June 24,2025

Purpose and Plan Summary

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

☒ Schoolwide Program

☒ Targeted Support and Improvement

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

Sylvan met the criteria for TSI for the following indicators and/or student groups:
Socioeconomically disadvantaged
Students with Disabilities

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

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

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

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

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

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Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	77	73	82	10.10%	11.2%	13.1%
Fluent English Proficient (FEP)	97	103	93	16.00%	14.1%	14.8%
Reclassified Fluent English Proficient (RFEP)			5	14.5%		3.97%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
627	58.7%	13.1%	0.8%
Total Number of Students enrolled in Sylvan Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	82	13.1%
Foster Youth	5	0.8%
Homeless	34	5.4%
Socioeconomically Disadvantaged	368	58.7%
Students with Disabilities	103	16.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	5.7%
American Indian	5	0.8%
Asian	20	3.2%
Filipino	7	1.1%
Hispanic	229	36.5%
Two or More Races	46	7.3%
Pacific Islander	5	0.8%
White	279	44.5%

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><div>Orange</div></div>	<div>Graduation Rate</div> <div>N/A</div>	<div>Suspension Rate</div> <div><div>Orange</div></div>
<div>Mathematics</div> <div><div>Red</div></div>	<div>Chronic Absenteeism</div> <div><div>Red</div></div>	
<div>English Learner Progress</div> <div><div>Blue</div></div>		
<div>College/Career</div> <div>N/A</div>		

School and Student Performance Data

Academic Performance English Language Arts

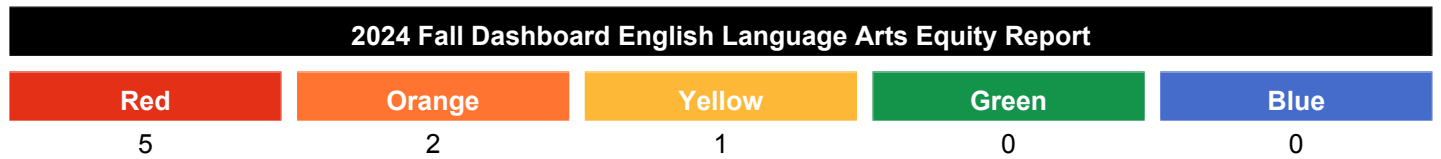
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>69.9 points below standard</div> <div>Declined 7.4 points</div> <div>546 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>106.9 points below standard</div> <div>Declined 5.6 points</div> <div>119 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>149.5 points below standard</div> <div>Declined 25.3 points</div> <div>21 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>Orange</div> <div>83.9 points below standard</div> <div>Increased 21.0 points</div> <div>30 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>82.0 points below standard</div> <div>Declined 4.9 points</div> <div>356 Students</div>

Students with Disabilities  Red 143.2 points below standard Maintained 1.6 points 91 Students	African American  Red 91.2 points below standard Declined 6.4 points 30 Students	American Indian  No Performance Color Less than 11 Students 5 Students
Asian  No Performance Color 109.6 points below standard Declined 16.0 points 12 Students	Filipino  No Performance Color Less than 11 Students 6 Students	Hispanic  Red 84.6 points below standard Declined 16.6 points 198 Students
Two or More Races  Yellow 68.3 points below standard Increased 7.2 points 42 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  Orange 56.8 points below standard Maintained 1.8 points 249 Students

Lowest Performing Student Groups:

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

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

Currently, English Language Learners, Socioeconomically Disadvantaged, Students with Disabilities, and African American and Hispanic Students are the lowest-performing student groups.

Socioeconomically Disadvantaged students scored 82 points below standard, which declined by 2.9 points from the previous year.

Students with Disabilities students scored 143.2 points below standard, which declined by 1.6 points from the previous year.

African American students scored 91.2 points below standard, which declined by 6.4 points from the previous year.

Hispanic students scored 84.6 points below standard, which declined by 16.6 points from the previous year.

Comparatively, all students scored 69.9 points below standard, a decline of 7.4 points from the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year’s CAASPP ELA performance, it is evident that several contributing factors influenced the outcomes—particularly for our lowest-performing groups English Language Learners, Socioeconomically Disadvantaged, Students with Disabilities, and African American, all performing in the red.

In terms of what we said and thought, there was an emerging awareness among staff and leadership that our current systems and supports were not meeting the needs of all students—particularly those in special education.

Conversations in leadership, Site Council, and staff meetings increasingly focused on equity gaps, student engagement, and the disconnect between instructional practices and student outcomes.

Additionally, we felt attendance issues across multiple student groups may have negatively influenced performance.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for our lowest-performing student groups, Sylvan Middle School is investing in several key resources and strategies. To improve deficits in mathematics, Sylvan Middle School adopted a Math Block for the 2024-2025 school year where students are provided thirty minutes of targeted math intervention to best support their skill levels. Math intervention for the 2024-2025 school year is computer-based and not dependent on language, but rather problem-solving ability. Additionally, teachers were offered release time and targeted professional development to support the design and implementation of more effective support classes for all low-performing subgroups and to improve their instructional practices.

While suspension rates have decreased significantly, we will continue to strengthen our alternative consequences through the usage of Navigate 360 and other means of restorative responses. To build on improvements in attendance, we will maintain regular attendance meetings and continue home visit outreach in partnership with our school social worker, HTC meetings, and the SARB process.

These coordinated efforts aim to provide a more supportive, data-informed, and inclusive learning environment for all students.

School and Student Performance Data

Academic Performance Mathematics

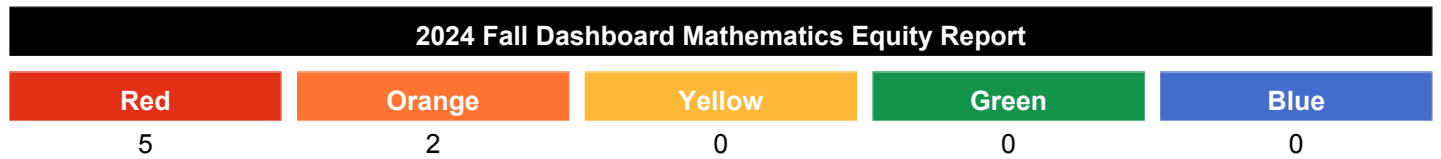
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>125.1 points below standard</div> <div>Declined 5.0 points</div> <div>542 Students</div>	<div>English Learners</div> <div> Orange</div> <div>156.9 points below standard</div> <div>Increased 5.7 points</div> <div>128 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>209.3 points below standard</div> <div>Declined 25.9 points</div> <div>20 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Homeless</div> <div> Orange</div> <div>143.0 points below standard</div> <div>Increased 3.6 points</div> <div>30 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>139.2 points below standard</div> <div>Declined 6.0 points</div> <div>353 Students</div>

Students with Disabilities  Red 198.4 points below standard Maintained 1.9 points 88 Students	African American  No Performance Color 158.9 points below standard Declined 15.7 points 29 Students	American Indian  No Performance Color Less than 11 Students 5 Students
Asian  No Performance Color 145.4 points below standard Declined 20.1 points 15 Students	Filipino  No Performance Color Less than 11 Students 6 Students	Hispanic  Red 145.3 points below standard Declined 9.1 points 194 Students
Two or More Races  Red 134.6 points below standard Declined 16.6 points 40 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  Red 106.0 points below standard Maintained 0.3 points 249 Students

Lowest Performing Student Groups:

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

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

Our lowest performing student group were All students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic Students, Two or More Races and White Students.

Socioeconomically Disadvantaged students scored 139.2 points below standard, which declined by 6 points from the previous year.

Hispanic students scored 145.3 points below standard, which declined by 9 points from the previous year.

Two or More Races scored 134.6 points below standard, which declined by 16.6 points from the previous year.

Lastly, White Students scored 106 points below standard, which declined by 0.3 points from the previous year.

Comparatively, all students scored 125.1 points below standard, a decline of 5 points from the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Last year, inconsistent access to targeted math interventions and limited differentiation contributed to achievement gaps. Additionally, for the past two school years, we have not been fully staffed in our mathematics department. This staffing shortage meant that five of our math classes did not have access to a credentialed teacher for instruction. Many students struggled with foundational math skills and low engagement, while chronic absenteeism further impacted learning continuity. A lack of professional development in culturally responsive and inclusive math instruction also played a role.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

In sum, last year we acknowledged the challenges, but were still in the early stages of aligning our thoughts and concerns with consistent, data-driven action. As we move forward, we are committed to providing targeted professional development, improving inclusive practices, and using our data to inform high-quality instruction that truly meets the needs of every learner.

To improve outcomes for our lowest-performing student groups, Sylvan Middle School is investing in several key resources and strategies. We will provide staff training focused on understanding and using IReady and other computer-based diagnostic tools to better inform instruction. Additionally, we will offer release time and targeted professional development to support the design and implementation of more effective support classes—both for students with disabilities and the wider student population.

We will continue to work to decrease suspension rates and strengthen our behavior intervention systems by utilizing both Navigate 360 and Scan Manager as targeted support tools for behavior and culture, and climate. To build on improvements in attendance, we will maintain regular attendance meetings and continue home visit outreach in partnership with our school social worker. We believe that having students in attendance regularly will help work toward supporting content mastery and improved educational outcomes.

We will be implementing a 6th grade intervention for Math next year.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
58% making progress.	61.9% making progress.
Number Students: 69 Students	Number Students: 21 Students

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.

2024 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
8.7%	33.3%	1.4%	56.5%

Lowest Performing Group:

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

When looking at ELPI groups, the greatest growth is in our students who progressed at least One ELPI level. The percentage growth was 56.5%. An area for improvement is that we had 8.7% students decrease One ELPI level.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Based on reflection, we noticed the AVID Excel program was not meeting the needs of our emerging EL population. After review and consultation with SCOE as well as our teachers Sylvan Middle School made the decision to transition to AVID Emerge a program designed to better fit the needs of our student population.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To support the lowest performing English Learners, Sylvan Middle School needs targeted ELD intervention programs and professional development on integrated ELD strategies. Supplemental materials like scaffolding tools and digital language platforms can enhance instruction. Parent workshops and structured support for LTELs will further strengthen language development and reclassification readiness.

School and Student Performance Data

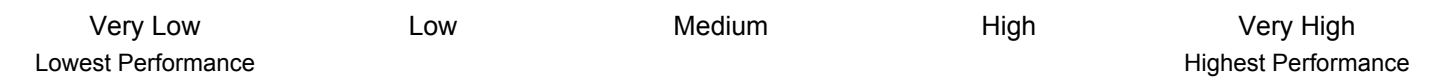
Academic Performance College/Career Report

The 2024 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.

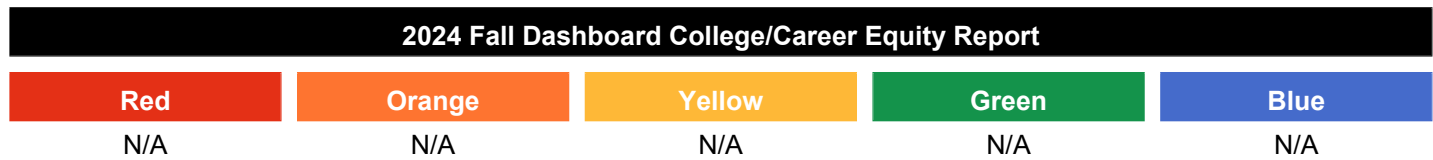
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
N/A	N/A	N/A
N/A	N/A	N/A
N/A N/A	N/A N/A	N/A N/A
N/A	N/A	N/A
Foster Youth	Homeless	Socioeconomically Disadvantaged
N/A	N/A	N/A
N/A	N/A	N/A
N/A N/A	N/A N/A	N/A N/A
N/A	N/A	N/A

Students with Disabilities	African American	American Indian
N/A	N/A	N/A
N/A	N/A	N/A
N/A N/A	N/A N/A	N/A N/A
N/A	N/A	N/A
Asian	Filipino	Hispanic
N/A	N/A	N/A
N/A	N/A	N/A
N/A N/A	N/A N/A	N/A N/A
N/A	N/A	N/A
Two or More Races	Pacific Islander	White
N/A	N/A	N/A
N/A	N/A	N/A
N/A N/A	N/A N/A	N/A N/A
N/A	N/A	N/A

Lowest Performing Student Groups:

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

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

N/A

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

N/A

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

36.7% Chronically Absent

Increased 0.7

701 Students

English Learners



Red

36.1% Chronically Absent

Increased 3.7

119 Students

Long-Term English Learners



No Performance Color

42.9% Chronically Absent

Increased 5

28 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

Homeless



Red

67.3% Chronically Absent

Increased 9

52 Students

Socioeconomically Disadvantaged












Red

41.4% Chronically Absent

Increased 3

476 Students

Students with Disabilities  Red 48.7% Chronically Absent Increased 1.8 117 Students	African American  Orange 52.5% Chronically Absent Declined 3.6 40 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  No Performance Color 27.6% Chronically Absent Increased 10.9 29 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Hispanic  Red 39.8% Chronically Absent Increased 1.8 244 Students
Two or More Races  Red 40% Chronically Absent Maintained 0 50 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Orange 32.9% Chronically Absent Declined 1.7 319 Students

Lowest Performing Student Groups:

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

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

In 2024, 36.7% of All Students were chronically absent, with the highest rates among English Language Learners (36.1%, an increase of 3.7%), Homeless (67.3%, an increase of 9%), Socioeconomically Disadvantaged (41.4%, an increase of 3%), Students with Disabilities (48.7%, an increase of 1.8%), Hispanic students (39.8%, an increase of 1.8%) and Two or More Races (who maintained at 40%).

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, chronic absenteeism was impacted by ongoing challenges such as housing instability, lack of reliable transportation, and health or mental wellness concerns, particularly for our most vulnerable students. While some strategies were implemented, there were inconsistencies in early identification, follow-up and family outreach. Additionally, some students lacked a strong sense of connection to school, which affected their motivation to attend regularly.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve chronic absenteeism among the lowest-performing student groups, Sylvan Middle School will utilize consistent Tier 1 and Tier 2 attendance intervention systems. Programs such as mentorship, home visits, and check-ins can build stronger connections with students and families. Additional resources include attendance incentives, real-time monitoring tools, partnerships with community agencies to provide housing, counseling and health care services.

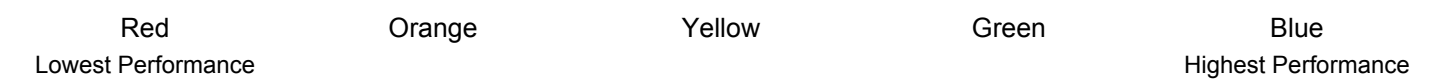
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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 number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
N/A	N/A	N/A	N/A	N/A

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
N/A	N/A	N/A
N/A	N/A	N/A
N/A N/A	N/A N/A	N/A N/A
N/A	N/A	N/A
Foster Youth	Homeless	Socioeconomically Disadvantaged
N/A	N/A	N/A
N/A	N/A	N/A
N/A N/A	N/A N/A	N/A N/A
N/A	N/A	N/A

Students with Disabilities	African American	American Indian
N/A	N/A	N/A
N/A	N/A	N/A
N/A N/A	N/A N/A	N/A N/A
N/A	N/A	N/A
Asian	Filipino	Hispanic
N/A	N/A	N/A
N/A	N/A	N/A
N/A N/A	N/A N/A	N/A N/A
N/A	N/A	N/A
Two or More Races	Pacific Islander	White
N/A	N/A	N/A
N/A	N/A	N/A
N/A N/A	N/A N/A	N/A N/A
N/A	N/A	N/A

Lowest Performing Student Groups:

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

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

n/a

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

n/a

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

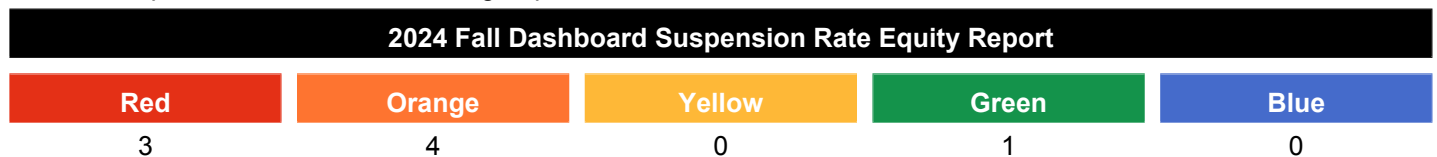
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 15.6% suspended at least one day Declined 0.5% 730 Students	English Learners Green 5.6% suspended at least one day Declined 4.2% 126 Students	Long-Term English Learners No Performance Color 17.2% suspended at least one day Increased 1.9% 29 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Homeless Red 28.8% suspended at least one day Increased 9.2% 59 Students	Socioeconomically Disadvantaged Orange 17.8% suspended at least one day Declined 1.4% 493 Students

Students with Disabilities  Red 26.8% suspended at least one day Increased 3.5% 123 Students	African American  Orange 31.7% suspended at least one day Declined 3.8% 41 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students
Asian  No Performance Color 0% suspended at least one day Declined 10.5% 32 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Hispanic  Orange 16% suspended at least one day Declined 1.4% 257 Students
Two or More Races  Orange 25% suspended at least one day Declined 6.1% 52 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Red 13.7% suspended at least one day Increased 2.4% 328 Students

Lowest Performing Student Groups:

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

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

In 2024, 15.6% of All Students were suspended at least one day, while our lowest performing groups in the areas of suspension were Homeless students (28.8%, a 9.2% increase), Students with disabilities, (26.8%, a 3.5% increase) and White students (13.7%, a 2.4% increase).

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

In 2024, 15.6% of students were suspended at least one day, with the highest rates among Homeless students (28%), Students with Disabilities (26.8%), and White students (13.7%). While our overall suspension rate decreased by .5%, these three subgroups remained in the red performance level, indicating continued disproportionality in disciplinary outcomes. Contributing factors include inconsistent implementation of PBIS and restorative practices and limited access to early behavior interventions. To address this, Sylvan Middle School needs additional behavioral support staff, expanded SEL and restorative programs, and professional development in trauma-informed and equitable discipline practices.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve behavior outcomes and address disproportionality among our lowest-performing student groups. we need to invest in ongoing staff training-particularlry in areas such as de-escalation strategies, cultural responsiveness, and trauma-informed practices. These trainings will help staff respond to student behavior with greater empathy and consistency. Additional support personnel, such as behavior specialists or counselors, could also assist in addressing

student needs more proactively. Providing materials and resources to strengthen our PBIS program, along with continued parent engagement efforts, will further reinforce a positive and inclusive school climate. We will continue to work to reduce suspension rates through restorative practices, consistent behavior interventions and culturally responsive supports to create a safer and more inclusive school environment.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

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

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

Providing necessary intervention outside of the school day was a challenge due to barriers related to staffing shortages, and staff burnout. Finding ways to support intervention within the school day was challenging due to schedule constraints. Although we implemented what we believed would be a successful intervention cycle model through our Flex program, it was difficult to engage all students effectively with daily intervention due to absenteeism, schedule changes, behavior challenges and staffing. Social emotional

concerns must continue to be addressed before academic improvements can occur. Supplemental support staff with the ability to push-in during school hours and provide support to struggling students has been successful.

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

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

2025-26

Identified Need

Sylvan Middle School will continue to work to increase both Math and ELA performance by utilizing data driven student interventions. Steps to support this area will include continued parent partnership and collaboration, professional development, and student support offerings. We will also add a 6th grade math intervention to support students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	69.9 points below standard	+3 scale score points
	English Learners	106.9 points below standard	
	Foster Youth		
	Homeless	83.9 points below standard	
	Socioeconomically Disadvantaged	82.0 points below standard	
	Students with Disabilities	143.2 points below standard	
	African American	91.2 points below standard	
	American Indian		
	Asian	109.6 points below standard	
	Filipino		
	Hispanic	84.6 points below standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Two or More Races	68.3 points below standard	
	Pacific Islander		
	White	56.8 points below standard	
Math State Assessment: Change in scale score	All Students	125.1 points below standard	+3 scale score points
	English Learners	156.9 points below standard	
	Foster Youth		
	Homeless	143.0 points below standard	
	Socioeconomically Disadvantaged	139.2 points below standard	
	Students with Disabilities	198.4 points below standard	
	African American	158.9 points below standard	
	American Indian		
	Asian	145.4 points below standard	
	Filipino		
	Hispanic	145.3 points below standard	
	Two or More Races	134.6 points below standard	
	Pacific Islander		
	White	106.0 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	58%		+2%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	3.97%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Support and Promote student-involvement in school centered programs and events (including but not limited to extra curricular, arts, athletics, promotion) with materials and supplies and clerical support that promotes these programs.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000	School Year 25/26
1.2	Provide release time for grade-level collaboration teams to develop cross-curricular and interdisciplinary activities. This will increase motivation and engagement and	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Hispanic, Homeless, Students with Disabilities, and Two or More Races	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	27,464	School Year 25/26

	<p>enhance the learning environment for all students.</p> <p>Pay substitute teachers for coverage of release time for teachers to meet and analyze data.</p>				
1.3	<p>1. Materials and supplies for parent involvement and community events. 2. Utilize staff to increase home/school connectedness at Sylvan.</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing</p>	<p>Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries</p>	<p>3900 1500</p>	<p>School Year 25/26</p>
1.4	<p>Increase parent involvement and connectedness to school and community. Materials and supplies.</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing African American, Hispanic, Homeless, Students with Disabilities, and Two or More Races</p>	<p>LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries</p>	<p>8000</p>	<p>School Year 25/26</p>

1.5	Professional development to focus on data driven conversations, research based instructional strategies, student engagement, academic rigor, conferences and workshops including release time to support effective instructional practices for engaging students.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Hispanic, Homeless, Students with Disabilities, and Two or More Races	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	12074	School Year 25/26
1.6	Provide training and supplemental material specifically for language acquisition.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	Other 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	14,000 1000	School Year 25/26

1.7	AVID strategies and supplemental materials. Including college trips and transportation.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	11,500 1000 1000	School Year 25/26
1.8	Utilize a .5 FTE Counselor to guide students in being present and engaged in courses, provide academic guidance and social emotional support. Promote College and Career readiness. PC 35708	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing African American, Hispanic, Homeless, Students with Disabilities, and Two or More Races	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	36511 15179	School Year 25/26

1.9	Utilize Library/Media Tech for additional afterschool academic support PC 31784.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	5464 3800	School Year 25/26
1.10	Purchase supplemental materials, texts, novels and supplies to support engagement, differentiation and text levels around literacy.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8800 1000	School Year 25/26
1.11	Promote effective school-to-home communication and student organization and preparation for high school by	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2102.86	School Year 25/26

	purchasing and distributing agendas to all students.				
1.12	Utilize technology to engage students and offer online academic support to students. Provide emerging bilinguals with technology to access English proficiency software.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	1673	School Year 25/26
1.13	Provide 1 .625 Instructional aide to work with struggling students in math and English that will also help support students during intervention periods. PC 32251	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	21274 16470	School Year 25/26

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

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

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

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

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

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

2025-26

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	36.7% Chronically Absent	-0.5%
	English Learners	36.1% Chronically Absent	
	Foster Youth		
	Homeless	67.3% Chronically Absent	
	Socioeconomically Disadvantaged	41.4% Chronically Absent	
	Students with Disabilities	48.7% Chronically Absent	
	African American	52.5% Chronically Absent	
	American Indian		
	Asian	27.6% Chronically Absent	
	Filipino		
	Hispanic	39.8% Chronically Absent	
	Two or More Races	40% Chronically Absent	
	Pacific Islander		
	White	32.9% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	90.0%		91%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	0.00%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<div> <div>All Students</div> <div>N/A</div> </div> <div> <div>English Learners</div> <div>N/A</div> </div> <div> <div>Foster Youth</div> <div>N/A</div> </div> <div> <div>Homeless</div> <div>N/A</div> </div> <div> <div>Socioeconomically Disadvantaged</div> <div>N/A</div> </div> <div> <div>Students with Disabilities</div> <div>N/A</div> </div> <div> <div>African American</div> <div>N/A</div> </div> <div> <div>American Indian</div> <div>N/A</div> </div> <div> <div>Asian</div> <div>N/A</div> </div> <div> <div>Filipino</div> <div>N/A</div> </div> <div> <div>Hispanic</div> <div>N/A</div> </div> <div> <div>Two or More Races</div> <div>N/A</div> </div> <div> <div>Pacific Islander</div> <div>N/A</div> </div> <div> <div>White</div> <div>N/A</div> </div>	NA

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Attendance incentive	All Students X English Learners	LCFF Supplemental	2000	25-26 School Year

	program, supported through PBIS, to help increase student attendance. Materials and supplies for staff to support academic, socio-emotional, and attendance incentives.	X Low-Income Students X Foster Youth X Lowest Performing Homeless and African American	Site Allocation 4000-4999: Books And Supplies		
2.2	Provide academic field trips for student, includes transportation and fees.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	25356	25-26 School Year
2.3	Provide funding to support extra hours to counselors to conduct home visits for truant students.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless and African American	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5000	25-26 School Year

2.4	WEB Program: Support release time for planning and collaboration, food, materials and supplies, field trips and enrichment activities	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	490	25-26 School Year
2.5	Compensate staff for planning and collaborating around the areas of improved attendance	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	4000 2000	25-26 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

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

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

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

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

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

2025-26

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	15.6% suspended at least one day	-0.3%
	English Learners	5.6% suspended at least one day	
	Foster Youth		
	Homeless	28.8% suspended at least one day	
	Socioeconomically Disadvantaged	17.8% suspended at least one day	
	Students with Disabilities	26.8% suspended at least one day	
	African American	31.7% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	16% suspended at least one day	
	Two or More Races	25% suspended at least one day	
	Pacific Islander		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	White	13.7% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	49.2%		46%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	48.3%		49%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	5%		+10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Continue and expand student extracurricular activities and Student Leadership groups, including WEB (Where Everybody Belongs), gardening, chess club, NFL club, movie club, shoe	All Students English Learners Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	2000 7000	25-26 School Year

	design, BSU, RC Club, LGBTQ+, and other student activities dependent on student interest to strengthen school culture, promote student connectedness, and foster and positive campus climate.		5800: Professional/ Consulting Services And Operating Expenditures		
3.2	Staff Collaboration by providing resources and compensation for educators to work together in analyzing data, planning targeted interventions, and improving instructional practices. These collaborative efforts help ensure all students, especially those most at risk, receive the support they need to succeed. Funds may also be used for	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10000 3000	25-26 School Year

	professional development and team-based strategies that promote equity and academic growth.				
3.3	Provide 1 FTE Community Intervention Assistant to promote school-parent partnership and school academics and reduce chronic absenteeism. PC 33688	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, African American, Hispanic, Two or More Races	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	43499 20656	25-26 School Year
3.4	Provide supplemental materials, supplies, curriculum and resources. Maintenance and support for existing technology to support all students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	23767.14	25-26 School Year
3.5	Compensate staff for planning and	X All Students English Learners	LCFF Supplemental	10,000	25-26 School Year

	collaborating around improving attendance and lowering suspension rates to increase campus safety.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 1000-1999: Certificated Personnel Salaries		
3.6	Purchase of clothes and hygiene supplies for homeless students and economically disadvantaged youth.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	25-26 School Year
3.7	Conduct ELAC meetings: regular meetings with families to discuss student progress, establish barriers to success and support families. Use funds to provide materials, refreshments and translation	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	25-26 School Year

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:					
Student Achievement and Implementation of Standards					

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Ensure all English Language Learners receive designated and integrated English language development daily. 1.8 FTE	August 2025-June 2026	Certificated	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
Provide students with opportunities through AVID curriculum. .4 FTE	August 2025-June 2026	Certificated	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	
Provide students with instruction to support mathematics (IM1/IMS) .2 FTE	August 2025-June 2026	Certificated	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	

SCHOOL GOAL #2:					
Student Engagement and Course Access					

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide additional counseling services and supports for students. .5 FTE	August 2025-June 2026	Certificated	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	

SCHOOL GOAL #3:

School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide 1 Safety School Community Intervention Specialist to support overall safety of campus for all students and staff.	August 2025-2026	Classified	2000-2999: Classified Personnel Salaries	Other	

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$357,480.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$67,360.00
Other	\$14,000.00
Title I Part A Parent Involvement	\$3,900.00
Title I Part A Site Allocation	\$272,220.00

Subtotal of state or local funds included for this school: \$357,480.00

Total of federal, state, and/or local funds for this school: \$357,480.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	67,360	0.00
Title I Part A Site Allocation	272,220	0.00
Title I Part A Parent Involvement	3,900	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	67,360.00
Other	14,000.00
Title I Part A Parent Involvement	3,900.00
Title I Part A Site Allocation	272,220.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	98,875.00
2000-2999: Classified Personnel Salaries	81,737.00
3000-3999: Employee Benefits	56,105.00
4000-4999: Books And Supplies	46,565.86
5000-5999: Services And Other Operating Expenditures	29,767.14
5800: Professional/Consulting Services And Operating Expenditures	44,430.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	12,000.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	8,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	10,592.86
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	29,767.14
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	7,000.00
4000-4999: Books And Supplies	Other	14,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	3,900.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	82,975.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	73,737.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	56,105.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	21,973.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	37,430.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	195,711.86
Goal 2	38,846.00
Goal 3	122,922.14

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Nicole Latimer	Principal
Holly Samuel	Parent or Community Member
Riley Goode	Classroom Teacher
Ross Gallagher	Other School Staff
Daria Kozhokar	Parent or Community Member
Leah Sherven	Classroom Teacher
Amanda Brown	Parent or Community Member
Bryan Wenze	Parent or Community Member
Diane Brown-Tapia	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/2/2025.

Attested:

	Principal, Nicole Latimer on 6/2/2025
	SSC Chairperson, Ross Gallagher on 6/2/2025

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Sylvan Middle School

Funding Source: LCFF Supplemental Site Allocation

\$67,360.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Support and Promote student-involvement in school centered programs and events (including but not limited to extra curricular, arts, athletics, promotion) with materials and supplies and clerical support that promotes these programs.	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Connected School Communities	
Increase parent involvement and connectedness to school and community. Materials and supplies.	2000-2999: Classified Personnel Salaries	\$8,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Attendance incentive program, supported through PBIS, to help increase student attendance. Materials and supplies for staff to support academic, socio-emotional, and attendance incentives.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for social and emotional growth	
Provide supplemental materials, supplies, curriculum and resources. Maintenance and support for existing technology to support all students.	5000-5999: Services And Other Operating Expenditures	\$23,767.14	Engaging Academic Programs	
Compensate staff for planning and collaborating around improving attendance and lowering suspension rates to increase campus safety.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs	

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Purchase of clothes and hygiene supplies for homeless students and economically disadvantaged youth.	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
Conduct ELAC meetings: regular meetings with families to discuss student progress, establish barriers to success and support families. Use funds to provide materials, refreshments and translation	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
	5800: Professional/Consulting Services And Operating Expenditures	\$7,000.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Engaging Academic Programs
WEB Program: Support release time for planning and collaboration, food, materials and supplies, field trips and enrichment activities	4000-4999: Books And Supplies	\$490.00	Healthy Environments for social and emotional growth
Continue and expand student extracurricular activities and Student Leadership groups, including WEB (Where Everybody Belongs), gardening, chess club, NFL club, movie club, shoe design, BSU, RC Club, LGBTQ+, and other student activities dependent on student interest to strengthen school culture, promote student connectedness, and foster and positive campus climate.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Engaging Academic Programs
Provide enrichment materials and supplies for STEAM projects and lessons.	4000-4999: Books And Supplies	\$4,236.00	Clear Pathways for Bright Futures
	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways for Bright Futures
Promote effective school-to-home communication and student organization and preparation for high school by purchasing and distributing agendas to all students.	4000-4999: Books And Supplies	\$2,102.86	Connected School Communities

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LCFF Supplemental Site Allocation Total Expenditures: \$76,596.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide training and supplemental material specifically for language acquisition.	4000-4999: Books And Supplies	\$14,000.00	Connected School Communities	

Other Total Expenditures: \$14,000.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$3,900.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
1. Materials and supplies for parent involvement and community events. 2. Utilize staff to increase home/school connectedness at Sylvan.	1000-1999: Certificated Personnel Salaries	\$3,900.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$3,900.00

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

Funding Source: Title I Part A Site Allocation

\$272,220.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Utilize technology to engage students and offer online academic support to students. Provide emerging bilinguals with technology to access English proficiency software.	4000-4999: Books And Supplies	\$1,673.00	Connected School Communities
Provide 1 .625 Instructional aide to work with struggling students in math and English that will also help support students during intervention periods. PC 32251	2000-2999: Classified Personnel Salaries	\$21,274.00	Connected School Communities
	3000-3999: Employee Benefits	\$16,470.00	Connected School Communities
AVID strategies and supplemental materials. Including college trips and transportation.	4000-4999: Books And Supplies	\$11,500.00	Connected School Communities
Utilize a .5 FTE Counselor to guide students in being present and engaged in courses, provide academic guidance and social emotional support. Promote College and Career readiness. PC 35708	1000-1999: Certificated Personnel Salaries	\$36,511.00	Connected School Communities
Utilize Library/Media Tech for additional afterschool academic support PC 31784.	2000-2999: Classified Personnel Salaries	\$5,464.00	Connected School Communities
Purchase supplemental materials, texts, novels and supplies to support engagement, differentiation and text levels around literacy.	4000-4999: Books And Supplies	\$8,800.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	\$1,500.00	Connected School Communities
Professional development to focus on data driven conversations, research based instructional strategies, student engagement, academic rigor, conferences and workshops including release time to support effective instructional practices for engaging students.	5800: Professional/Consulting Services And Operating Expenditures	\$12,074.00	Connected School Communities

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Provide release time for grade-level collaboration teams to develop cross-curricular and interdisciplinary activities. This will increase motivation and engagement and enhance the learning environment for all students.	1000-1999: Certificated Personnel Salaries	\$27,464.00	Connected School Communities
Pay substitute teachers for coverage of release time for teachers to meet and analyze data.			
Provide academic field trips for student, includes transportation and fees.	5800: Professional/Consulting Services And Operating Expenditures	\$25,356.00	Healthy Environments for social and emotional growth
Provide funding to support extra hours to counselors to conduct home visits for truant students.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Healthy Environments for social and emotional growth
	3000-3999: Employee Benefits	\$15,179.00	Connected School Communities
	3000-3999: Employee Benefits	\$3,800.00	Connected School Communities
	4000-4999: Books And Supplies	\$10,000.00	Clear Pathways for Bright Futures
	3000-3999: Employee Benefits	\$2,904.00	Clear Pathways for Bright Futures
Compensate the library/media tech to keep library open after hours for students to have a safe place to complete homework, access technology and explore their individual learning goals and interests.	1000-1999: Certificated Personnel Salaries	\$4,079.00	Clear Pathways for Bright Futures
Certify instructional practitioners to be AVID trained. Support the AVID program as needed.	5800: Professional/Consulting Services And Operating Expenditures	\$15,000.00	Clear Pathways for Bright Futures

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Staff Collaboration by providing resources and compensation for educators to work together in analyzing data, planning targeted interventions, and improving instructional practices. These collaborative efforts help ensure all students, especially those most at risk, receive the support they need to succeed. Funds may also be used for professional development and team-based strategies that promote equity and academic growth.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs
Provide 1 FTE Community Intervention Assistant to promote school-parent partnership and school academics and reduce chronic absenteeism.	2000-2999: Classified Personnel Salaries	\$43,499.00	Engaging Academic Programs
PC 33688			
Compensate staff for planning and collaborating around the areas of improved attendance	1000-1999: Certificated Personnel Salaries	\$4,000.00	Healthy Environments for social and emotional growth
	2000-2999: Classified Personnel Salaries	\$2,000.00	Healthy Environments for social and emotional growth
	3000-3999: Employee Benefits	\$20,656.00	Engaging Academic Programs
Students will have access to technology to help prepare them for digital world, increasing capacity for research, project based learning and exploration of science, technology, engineering, arts and math (STEAM.)	4000-4999: Books And Supplies	\$10,000.00	Clear Pathways for Bright Futures

Title I Part A Site Allocation Total Expenditures: \$314,203.00

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

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Sylvan Middle School Total Expenditures: \$408,699.00