School Year: **2026-27**

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	April 15, 2026	June 23, 2026

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)

X Schoolwide Program

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).

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

Sylvan Middle School conducted a comprehensive analysis of multiple data sources, including the California School Dashboard, to evaluate overall school performance and identify trends across student groups. Analysis of current and prior year data indicates both areas of growth and ongoing needs in student achievement, engagement, and English Learner progress.

English Language Arts remains the most significant area of need, with the school performing at the Red level, with students averaging 70.4 points below standard and minimal change from the previous year. Disaggregated data indicates that all student groups are performing at either the Red or Orange levels, demonstrating that underperformance in English Language Arts is widespread and not isolated to a single subgroup.

Mathematics performance improved from the Red level in 2024 to Orange in 2025, with students increasing 12.9 points (from 125.1 points below standard to 112.3 points below standard). Disaggregated data shows one student group at Red, five at Orange, and one at Yellow, indicating progress while highlighting continued need for targeted support across student groups.

English Learner Progress declined from Blue in 2024 (58% making progress) to Orange in 2025 (53.3%), representing a 4.6% decrease. This indicates that a significant number of English Learners are not making expected progress toward English language proficiency.

Chronic absenteeism improved slightly from 36.7% in 2024 (Red) to 34.4% in 2025 (Orange); however, disaggregated data indicates that multiple student groups remain in the Red and Orange performance levels, demonstrating that absenteeism continues to impact a large portion of the student population.

Suspension rates showed significant improvement, decreasing from 15.6% in 2024 (Orange) to 8.8% in 2025 (Yellow). Disaggregated data indicates variability across student groups, with representation across Orange, Yellow, and Green levels, suggesting progress in school climate while highlighting the need for continued focus on equitable implementation of behavior supports.

Additional data indicates that 64.6% of students improved in English Language Arts (Moderate growth) and 62.3% improved in Mathematics (Average growth). While these trends demonstrate that instructional efforts are beginning to positively impact student learning, the rate of growth is not yet sufficient to close achievement gaps, particularly in English Language Arts.

Given the school’s demographics, including 65.4% socioeconomically disadvantaged students and 18.7% English Learners, these data underscore the importance of ensuring equitable access to rigorous, standards-aligned instruction and targeted supports across all classrooms.

Root Cause Analysis

Analysis of the School and Student Performance Data and root cause findings identified several resource inequities impacting student outcomes at Sylvan Middle School.

A primary inequity is inconsistent access to high-quality, standards-aligned Tier 1 instruction, particularly in English Language Arts. Data indicates that all student groups are performing at the Red or Orange levels, demonstrating that not all students are consistently experiencing rigorous, grade-level instruction across classrooms.

Chronic absenteeism represents an inequity in access to instructional time, as a significant percentage of students are missing core instruction and intervention opportunities. Students who are chronically absent are disproportionately impacted in their ability to engage in learning and demonstrate academic progress.

There is also an inequity in access to targeted academic interventions and supports, including the consistent implementation of systems such as Flex time. While some progress is evident, particularly in mathematics, variability in how interventions are delivered limits their overall effectiveness for all student groups.

English Learners do not consistently have equitable access to integrated language development supports across all content areas. The decline in English Learner progress, combined with the increasing percentage of English Learners, indicates that current systems are not yet fully meeting the needs of this student group.

Additionally, student population data indicates that a significant percentage of students are socioeconomically disadvantaged, students with disabilities, or experiencing homelessness, highlighting the need for equitable access to both academic and social-emotional supports. Variability in instructional practices and support systems suggests that these needs are not consistently met across all classrooms.

Finally, while improvements in suspension rates indicate progress in school climate, variability across student groups suggests an inequity in the consistent implementation of behavior supports and restorative practices, impacting student experience and access to a positive learning environment.

Resource Inequities

Analysis of the School and Student Performance Data and root cause findings identified several resource inequities impacting student outcomes at Sylvan Middle School.

A primary inequity is inconsistent access to high-quality, standards-aligned Tier 1 instruction, particularly in English Language Arts. Data indicates that all student groups are performing at the Red or Orange levels, demonstrating that not all students are consistently experiencing rigorous, grade-level instruction across classrooms.

Chronic absenteeism represents an inequity in access to instructional time, as a significant percentage of students are missing core instruction and intervention opportunities. Students who are chronically absent have reduced access to consistent learning experiences, limiting their ability to make academic progress.

There is also an inequity in access to targeted academic interventions and supports, including the consistent implementation of systems such as Flex time. While progress in mathematics suggests that interventions are beginning to have a positive impact, variability in implementation limits equitable access to effective supports across all classrooms and student groups.

English Learners do not consistently have equitable access to integrated language development supports across all content areas. The decline in English Learner progress, combined with the increasing percentage of English Learners, indicates a need for more consistent implementation of designated and integrated English Language Development (ELD) strategies.

Additionally, student population data indicates that a significant percentage of students are socioeconomically disadvantaged, students with disabilities, or experiencing homelessness, highlighting the need for equitable access to both academic and social-emotional supports. Variability in instructional practices and support systems suggests that these needs are not consistently met across all classrooms.

Finally, while improvements in suspension rates indicate progress in school climate, variability across student groups suggests an inequity in the consistent implementation of behavior supports and restorative practices, impacting students' access to a positive and supportive learning environment.

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 School Plan for Student Achievement (SPSA) was developed in collaboration with a broad range of educational partners, including parents, teachers, staff, students, the Site Leadership Team, and the administrative team.

The Sylvan School Site Council (SSC), comprised of parents, teachers, and staff, met multiple times throughout the planning process to review data, identify areas of need, and develop goals and actions aligned to improving student outcomes.

Teachers and the Site Leadership Team provided direct input through surveys, Thursday Collaboration Time meetings, Department Chair meetings, and ongoing collaboration with the Leadership Team. These structures allowed staff to reflect on student performance data, share instructional practices, and identify areas for continued growth, particularly in English Language Arts, mathematics, and student engagement.

Parents of English Learners participated through the English Learner Advisory Committee (ELAC), where they engaged in discussions focused on the specific needs of English Learners. Input from ELAC informed the identification of priorities related to language development, access to instruction, and family communication. These conversations will continue throughout the school year to ensure ongoing responsiveness to student needs.

Additional input was gathered through participation in district-level engagement opportunities, including Local Control and Accountability Plan (LCAP) Community Forums, the District English Learner Advisory Committee (DELAC), and the LCAP Parent Advisory Committee (LCAP PAC), ensuring alignment between site and district priorities.

Students were also provided opportunities to contribute input through participation in School Site Council meetings, surveys, and direct sharing of their experiences with staff. Student voice helped inform areas related to school climate, engagement, and overall student experience.

Feedback from all educational partners directly informed the development of the SPSA, including the identification of priority areas, the refinement of goals, and the selection of actions and services designed to support student success. Educational partners will continue to monitor the implementation and effectiveness of the plan throughout the school year to ensure ongoing progress and responsiveness to identified needs.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.80%	0.50%	0.34%	5	3	2
African American	5.74%	4.80%	6.23%	36	29	37
Asian	3.19%	5.30%	5.39%	20	32	32
Filipino	1.12%	0.66%	0.51%	7	4	3
Hispanic/Latino	36.52%	36.09%	36.03%	229	218	214
Pacific Islander	0.80%	0.33%	0.34%	5	2	2
White	44.50%	45.70%	44.61%	279	276	265
Multiple/No Response	7.34%	6.62%	6.57%	46	40	39
			Total Enrollment	627	604	594

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	211		199
Grade 7	195		189
Grade 8	221		206
Total Enrollment	627		594

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	82	113	104	11.3%	13.1%	17.5%
Fluent English Proficient (FEP)	93	85	84	15.9%	14.8%	14.1%
Reclassified Fluent English Proficient (RFEP)	5				3.97%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
604	65.4%	18.7%	0.3%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	113	18.7%
Foster Youth	2	0.3%
Homeless	40	6.6%
Socioeconomically Disadvantaged	395	65.4%
Students with Disabilities	104	17.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	29	4.8%
American Indian	3	0.5%
Asian	32	5.3%
Filipino	4	0.7%
Hispanic	218	36.1%
Two or More Races	40	6.6%
Pacific Islander	2	0.3%
White	276	45.7%

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
4	3	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	No Performance Color
70.4 points below standard	111.3 points below standard	117.9 points below standard
Maintained -0.5 points	Declined 4.4 points	Increased 31.6 points
520 Students	127 Students	26 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Red
Fewer than 11 students - No Data for Privacy	103.2 points below standard	87.3 points below standard
	Declined 19.3 points	Declined 5.3 points
1 Student	35 Students	351 Students

Students with Disabilities	African American	American Indian
Orange 126.5 points below standard Increased 16.7 points 94 Students	No Performance Color 107 points below standard Declined 15.8 points 26 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
No Performance Color 109.6 points below standard Maintained 0 points 29 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Orange 73.1 points below standard Increased 11.6 points 193 Students

Two or More Races	Pacific Islander	White
Red 72.3 points below standard Declined 4 points 34 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Orange 60.6 points below standard Declined 3.7 points 232 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.

Analysis of the California School Dashboard indicates that English Language Arts performance is at the Red level for all students, with students averaging 70.4 points below standard, confirming that this is a school wide area of need.

Disaggregated data identifies several student groups performing at the lowest levels relative to the overall average. English Learners (111.3 points below standard), students experiencing homelessness (103.2 points below standard), and socioeconomically disadvantaged students (87.3 points below standard) are among the lowest performing groups in English Language Arts. These groups are performing significantly below the overall school average, indicating a need for targeted and differentiated supports.

Additional student groups, including students with disabilities (126.5 points below standard), also demonstrate significant gaps in performance, despite some evidence of improvement. While certain groups, such as Hispanic students, showed gains, the majority of student groups continue to perform below standard, highlighting persistent achievement gaps.

Overall, the data indicates that although English Language Arts is a schoolwide area of need, English Learners, socioeconomically disadvantaged students, students experiencing homelessness, and students with disabilities are among the most significantly impacted groups, requiring focused and intentional instructional supports to improve outcomes.

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

Reflecting on the previous year's CAASPP English Language Arts performance, several contributing factors influenced outcomes, particularly for the lowest-performing student groups, including English Learners, socioeconomically disadvantaged students, students with disabilities, and students experiencing homelessness.

In terms of what we said and thought, there was a growing awareness among staff and leadership that existing systems and instructional practices were not consistently meeting the needs of all students. Conversations across the Site Leadership Team, School Site Council, and staff collaboration structures increasingly centered on equity gaps, student engagement, and the need for stronger alignment between Tier 1 instruction and grade-level standards.

In terms of what we did, efforts were made to provide targeted supports, including intervention opportunities during Flex time and a focus on improving instructional practices. However, implementation of these supports was inconsistent across classrooms, limiting their overall effectiveness and impact on student learning.

In terms of what we felt, staff expressed concern regarding student engagement and the ability to effectively meet the diverse academic and language needs of students, particularly English Learners and students with disabilities. There was also a shared recognition that attendance challenges across multiple student groups were impacting student access to instruction and contributing to gaps in achievement.

Overall, these reflections highlight the need for greater consistency in instructional practices, more intentional integration of literacy and language development across content areas, and strengthened systems of support to ensure all students have equitable access to high-quality learning experiences.

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

To improve outcomes for the lowest performing student groups in English Language Arts, Sylvan Middle School will prioritize the allocation of resources that strengthen Tier 1 instruction, expand targeted interventions, and increase access to language development and student supports.

Additional personnel resources are needed to support instructional improvement and intervention, including instructional coaching, intervention teachers, and support staff to assist with small group instruction and differentiated learning opportunities. These supports will help ensure consistent implementation of standards-aligned instruction and targeted interventions for English Learners, socioeconomically disadvantaged students, students with disabilities, and students experiencing homelessness.

The school will continue to refine and strengthen intervention programs and services, including the use of Flex time to provide targeted, data-driven support aligned to student needs. Additional structured intervention materials and progress monitoring tools are needed to ensure interventions are effective and responsive.

To address the needs of English Learners, increased access to designated and integrated English Language Development (ELD) supports is necessary. This includes professional development for teachers on effective language strategies, as well as instructional resources that support language acquisition across all content areas.

Investment in professional development is also critical to improve outcomes in English Language Arts. Ongoing training focused on standards-aligned instruction, writing across content areas, differentiation, and checking for understanding will support teachers in delivering high-quality instruction consistently across classrooms.

Additional instructional materials and supplies, including curriculum-aligned resources, writing supports, and intervention tools, are needed to ensure all students have access to rigorous and engaging learning experiences.

Finally, continued access to social-emotional and behavioral supports is essential to address barriers to learning, including attendance and engagement. Strengthening systems such as PBIS, restorative practices, and student support services will help ensure students are present, engaged, and ready to learn.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	5	1	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
112.3 points below standard	130.6 points below standard	174.6 points below standard
Increased 12.9 points	Increased 26.3 points	Increased 34.7 points
523 Students	134 Students	25 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Orange
Fewer than 11 students - No Data for Privacy	141.5 points below standard	127.4 points below standard
	Maintained 1.5 points	Increased 11.9 points
1 Student	37 Students	354 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
167.9 points below standard	143.1 points below standard	Fewer than 11 students - No Data for Privacy
Increased 30.4 points	Increased 15.8 points	2 Students
94 Students	26 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
129 points below standard	Fewer than 11 students - No Data for Privacy	129 points below standard
Increased 16.4 points	4 Students	Increased 16.3 points
31 Students		193 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
107.5 points below standard	Fewer than 11 students - No Data for Privacy	94 points below standard
Increased 27.1 points	2 Students	Increased 12 points
34 Students		233 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.

Analysis of the California School Dashboard indicates that Mathematics performance is at the Orange level for all students, with students averaging 112.3 points below standard, reflecting an improvement of 12.9 points from the previous year. While mathematics remains an area of need, this growth indicates positive momentum in student outcomes.

Disaggregated data identifies several student groups performing at the lowest levels relative to the overall average. Students with disabilities (167.9 points below standard), students experiencing homelessness (141.5 points below standard, Red), and English Learners (130.6 points below standard) represent the lowest performing groups in mathematics. These groups demonstrate the greatest distance from standard and require targeted supports to improve outcomes.

Additional student groups, including socioeconomically disadvantaged students (127.4 points below standard) and Hispanic students (129 points below standard), are also performing below standard, indicating that performance gaps persist across multiple student groups.

Notably, nearly all student groups demonstrated measurable improvement from the previous year, including significant gains among English Learners and students with disabilities. This suggests that instructional shifts and intervention supports are beginning to have a positive impact on student learning.

Overall, while mathematics performance remains below standard, the data reflects consistent growth across student groups, with the greatest need for continued targeted support for students with disabilities, English Learners, and students experiencing homelessness to sustain and accelerate progress.

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

Reflecting on the previous year's CAASPP Mathematics performance, several contributing factors influenced outcomes, particularly for the lowest-performing student groups, including students with disabilities, English Learners, and students experiencing homelessness.

In terms of what we said and thought, there was a growing recognition among staff and leadership that while improvements in mathematics were evident, instructional practices and intervention systems were not yet consistently implemented across all classrooms. Conversations across the Site Leadership Team, School Site Council, and staff collaboration structures focused on the need for stronger alignment to grade-level standards, consistent use of instructional strategies, and more effective differentiation to meet the needs of all learners.

In terms of what we did, the school implemented targeted supports, including the refinement of the Flex period and the introduction of a sitewide math support curriculum. These efforts contributed to measurable gains in student performance. However, variability in implementation across classrooms and grade levels limited the overall impact of these supports, particularly for the most vulnerable student groups.

In terms of what we felt, staff expressed both encouragement and urgency. There was a sense of optimism due to the growth demonstrated across student groups, alongside a recognition that continued focus is needed to ensure all students benefit from consistent, high-quality instruction and intervention. Staff also identified the need to strengthen support for English Learners and students with disabilities within core instruction.

Overall, these reflections indicate that while targeted efforts have begun to positively impact mathematics outcomes, greater consistency in Tier 1 instruction, more effective implementation of intervention systems, and increased support for diverse learners are necessary to sustain and accelerate progress across all student groups.

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

To improve outcomes for the lowest performing student groups in Mathematics, Sylvan Middle School will prioritize resources that strengthen Tier 1 instruction, ensure consistent implementation of intervention systems, and provide targeted support for diverse learners.

Additional personnel resources are needed to support instructional improvement and intervention, including instructional coaching, intervention teachers, and support staff to assist with small group instruction and differentiated learning opportunities. These supports will help ensure consistent implementation of standards-aligned math instruction for English Learners, students with disabilities, and students experiencing homelessness.

The school will continue to strengthen intervention programs and services, including the refinement of Flex time and the implementation of a sitewide math support curriculum. Additional intervention materials, structured supports, and progress monitoring tools are needed to ensure interventions are data-driven, consistent, and responsive to student needs.

Investment in professional development remains a priority to support high-quality math instruction. Ongoing training will focus on standards alignment, effective math instructional strategies, differentiation, and the use of checking for understanding to monitor student learning in real time.

Additional instructional materials and resources, including curriculum-aligned tools, intervention programs, and supplemental supports, are necessary to ensure all students have access to rigorous and engaging mathematics instruction.

Finally, continued access to student support services, including social-emotional and behavioral supports, is essential to address barriers to learning such as attendance and engagement. Strengthening these systems will help ensure students are present, supported, and able to fully access instruction and intervention opportunities.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Yellow	No Performance Color
44.2 science points	37.3 science points	32.8 science points
Declined 2.3 points	Increased 2.5 points	11 Students
175 Students	35 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	39 science points	42.3 science points
0 Students	Declined 2.9 points	Declined 2.1 points
	13 Students	122 Students

Students with Disabilities	African American	American Indian
No Performance Color 32.2 science points Declined 3.4 points 28 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Green 46 science points Increased 2 points 68 Students

Two or More Races	Pacific Islander	White
No Performance Color 43.9 science points Increased 3.2 points 11 Students	No Performance Color 0 Students	Orange 44.1 science points Declined 4.7 points 75 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.

Analysis of the California School Dashboard indicates that Science performance is at the Orange level for all students, with students averaging 44.2 points below standard, reflecting a slight decline from the previous year. While science is not identified as an accountability measure, the data provides insight into areas for continued growth.

Disaggregated data indicates that performance varies across student groups, with several groups performing below standard. While no student groups are identified at the highest performance levels, multiple groups are represented within the Orange range, indicating a need for continued instructional focus.

Given the relatively small number of student groups identified at each performance level, the data suggests that science performance is generally consistent across student groups, without significant disparities when compared to other content areas.

Overall, while science is not a primary area of focus, the data indicates an opportunity to strengthen instructional practices and support student learning to improve outcomes across all student groups.

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

Reflecting on the previous year’s science performance, several contributing factors influenced outcomes across student groups. While science is not a primary focus area, the data provides insight into opportunities for growth in instructional practices and student engagement.

In terms of what we said and thought, there was recognition among staff and leadership that science instruction was not consistently prioritized across grade levels and classrooms, as greater emphasis was placed on English Language Arts and Mathematics. As a result, opportunities for students to engage in rigorous, standards-aligned science instruction varied.

In terms of what we did, science instruction was delivered within existing structures; however, there was limited focus on targeted intervention, progress monitoring, or consistent instructional strategies across classrooms. Additionally, fewer structured opportunities existed for collaboration around science instruction compared to other content areas.

In terms of what we felt, staff generally viewed science as an area of opportunity rather than immediate concern, given the school's focus on improving outcomes in English Language Arts and Mathematics. At the same time, there was recognition that strengthening science instruction could further support student engagement and critical thinking skills.

Overall, these reflections indicate that while science has not been a primary focus, increasing consistency in instructional practices, strengthening alignment to standards, and providing opportunities for collaboration and support may improve student outcomes across all groups.

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

To support continued growth in science, Sylvan Middle School will prioritize resources that strengthen instructional consistency and increase access to engaging, standards-aligned learning experiences for all students.

Additional professional development is needed to support teachers in implementing effective science instructional strategies, including opportunities to strengthen alignment to grade-level standards and incorporate inquiry-based and hands-on learning experiences.

Increased access to instructional materials and supplies, including science lab materials and curriculum-aligned resources, will support student engagement and provide opportunities for deeper learning and application of scientific concepts.

Opportunities for teacher collaboration focused on science instruction will also be important to promote consistency across classrooms and share effective practices.

While science is not identified as a primary area of need, continued investment in instructional resources and support will help ensure that all students have access to meaningful and engaging science learning experiences.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Orange	No Performance Color
53.3 making progress.	44 making progress.
Number Students: 90 Students	Number Students: 25 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.

2025 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
14.6%	31.5%	2.2%	51.7%

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

Analysis of the California School Dashboard indicates that English Learner Progress is at the Orange level, with 53.3% of English Learners making progress toward English language proficiency, reflecting a 4.6% decline from the previous year.

As this indicator specifically measures the progress of English Learners, this student group represents the primary focus. The decline in performance, combined with the increase in the English Learner population from 11.3% to 18.7% over the past three years, indicates that a larger number of students are not yet making sufficient progress toward English language proficiency.

While English Learners as a group are the focus of this indicator, the data suggests that newly identified English Learners and students requiring more intensive language support may be experiencing the greatest challenges, particularly as the population of English Learners has grown.

Overall, the data indicates that while systems are in place to support English Learners, progress is not yet consistent across the group, highlighting the need for strengthened and more consistent implementation of English Language Development (ELD) supports.

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

Reflecting on the previous year’s English Learner Progress data, several contributing factors influenced outcomes for English Learners.

In terms of what we said and thought, there was a growing recognition among staff and leadership that existing systems were not consistently meeting the needs of English Learners across all classrooms. Conversations across the Site Leadership Team, ELAC, and staff collaboration structures highlighted the need for stronger alignment between designated and integrated English Language Development (ELD) and core instruction, as well as increased consistency in instructional practices.

In terms of what we did, supports for English Learners were implemented, including designated ELD instruction and targeted interventions. However, implementation of integrated ELD strategies within Tier 1 instruction varied across classrooms and content areas, limiting students’ opportunities to develop academic language within daily instruction.

In terms of what we felt, staff expressed a sense of urgency as the English Learner population increased, alongside a recognition that additional support and professional learning were needed to effectively meet students’ language and academic needs. There was also an awareness that newer English Learners and those requiring more intensive support may not have been consistently supported across all instructional settings.

Overall, these reflections indicate that while systems to support English Learners are in place, greater consistency in the implementation of designated and integrated ELD, stronger alignment to core instruction, and increased support for teachers are necessary to improve outcomes and ensure all English Learners make progress toward English language proficiency.

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

To improve outcomes for English Learners, Sylvan Middle School will prioritize resources that strengthen the implementation of both designated and integrated English Language Development (ELD), increase access to language supports across content areas, and build staff capacity to effectively meet the needs of English Learners.

Additional professional development is needed to support teachers in implementing effective designated and integrated ELD strategies. This includes training focused on scaffolding instruction, developing academic language, and incorporating language supports within daily Tier 1 instruction across all content areas.

Increased access to instructional materials and resources designed to support English Learners is also necessary. This includes curriculum-aligned language development tools, structured supports for reading and writing, and resources that promote student engagement and access to grade-level content.

Additional personnel and support services are needed to provide targeted support for English Learners, including small group instruction, intervention opportunities, and monitoring of student progress toward English language proficiency. These supports will help ensure that English Learners receive differentiated instruction aligned to their individual needs.

Opportunities for teacher collaboration and planning focused on English Learner supports will also be prioritized to promote consistency in instructional practices across classrooms and content areas.

Finally, continued engagement with families through ELAC and school-community partnerships will support communication, build relationships, and ensure that the needs of English Learners are consistently reflected in schoolwide planning and decision-making.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
n/a	n/a	n/a	n/a	n/a

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
n/a	n/a	n/a
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
n/a	n/a	n/a

Students with Disabilities	African American	American Indian
n/a	n/a	n/a

Asian	Filipino	Hispanic
n/a	n/a	n/a

Two or More Races	Pacific Islander	White
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 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
35.4% Chronically Absent	29.7% Chronically Absent	42.9% Chronically Absent
Declined 1.2	Declined 6.4	Maintained 0
646 Students	128 Students	28 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Orange
Fewer than 11 students - No Data for Privacy	61.2% Chronically Absent	39.7% Chronically Absent
	Declined 6.1	Declined 1.6
4 Students	49 Students	458 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
49.1% Chronically Absent	54.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Maintained 0.4	Increased 1.8	3 Students
116 Students	35 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
12.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	38% Chronically Absent
Declined 15.5	5 Students	Declined 1.8
33 Students		229 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Red
33.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	34.7% Chronically Absent
Declined 6.7	2 Students	Increased 1.8
42 Students		297 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.

Analysis of the California School Dashboard indicates that Chronic Absenteeism is at the Orange level, with 34.4% of students identified as chronically absent, reflecting a 1.2% improvement from the previous year. While this improvement indicates progress, chronic absenteeism remains a significant area of need.

Disaggregated data indicates that multiple student groups are performing at the Red and Orange levels, demonstrating that chronic absenteeism is a widespread concern across the school.

Student groups most impacted include socioeconomically disadvantaged students, English Learners, and students experiencing homelessness, who face additional barriers that may impact consistent school attendance. These groups are disproportionately affected by chronic absenteeism and require targeted supports to improve access to instruction.

Overall, while progress has been made, the data indicates that chronic absenteeism continues to impact a significant portion of the student population, limiting students’ access to consistent instruction and contributing to gaps in academic performance.

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

Reflecting on the previous year’s chronic absenteeism data, several contributing factors influenced student attendance across multiple student groups.

In terms of what we said and thought, there was a growing recognition among staff and leadership that chronic absenteeism was significantly impacting student access to instruction and overall academic outcomes. Conversations across the Site Leadership Team, School Site Council, and staff collaboration structures highlighted the need to strengthen systems that promote student engagement, build connections, and address barriers to attendance.

In terms of what we did, the school implemented strategies to improve attendance, including increased communication with families, monitoring of attendance data, and the use of incentives and supports to encourage consistent attendance. These efforts contributed to a reduction in chronic absenteeism from the previous year. However, implementation of these strategies varied, and additional consistency is needed to ensure all students receive timely and effective support.

In terms of what we felt, staff expressed both encouragement due to the improvement in attendance rates and continued concern, as a significant percentage of students remain chronically absent. There was also recognition that many students face external challenges, including socioeconomic factors and housing instability, which impact their ability to attend school consistently.

Overall, these reflections indicate that while progress has been made, continued focus on strengthening attendance systems, increasing student engagement, and providing targeted support for students facing barriers to attendance is necessary to further reduce chronic absenteeism and improve student outcomes.

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

To further reduce chronic absenteeism, Sylvan Middle School will prioritize resources that strengthen attendance systems, increase student engagement, and provide targeted support to students and families facing barriers to consistent school attendance.

Additional personnel and support services are needed to monitor attendance, conduct outreach, and provide targeted interventions for students identified as chronically absent. This includes staff to support attendance tracking, family communication, and coordination of interventions to ensure timely and consistent follow-up.

Strengthening family engagement and communication systems is also a priority. Resources to support regular communication, parent education, and partnerships with families will help address barriers to attendance and reinforce the importance of consistent school participation.

The school will continue to utilize and expand incentive programs and recognition systems to promote positive attendance habits and increase student motivation and engagement.

Access to social-emotional and behavioral supports is also critical, as many students experiencing chronic absenteeism face challenges related to mental health, housing instability, or other external factors. Strengthening these supports will help remove barriers and improve students’ ability to attend school regularly.

Additionally, continued use of data monitoring systems and intervention structures will support early identification of attendance concerns and allow for timely, targeted responses.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
n/a	n/a	n/a
Foster Youth	Homeless	Socioeconomically Disadvantaged
n/a	n/a	n/a

Students with Disabilities	African American	American Indian
n/a	n/a	n/a

Asian	Filipino	Hispanic
n/a	n/a	n/a

Two or More Races	Pacific Islander	White
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 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	2	2	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
8.8% suspended at least one day	6.1% suspended at least one day	7.1% suspended at least one day
Declined 6.9%	Increased 0.6%	Declined 10.1%
662 Students	131 Students	28 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Orange	Yellow
Fewer than 11 students - No Data for Privacy	14% suspended at least one day	9.6% suspended at least one day
	Declined 14.8%	Declined 8.3%
4 Students	50 Students	470 Students

Students with Disabilities	African American	American Indian
Orange	Green	No Performance Color
14.4% suspended at least one day	5.3% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 12.4%	Declined 26.4%	3 Students
118 Students	38 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
6.1% suspended at least one day	Fewer than 11 students - No Data for Privacy	9.9% suspended at least one day
Increased 6.1%	5 Students	Declined 6%
33 Students		232 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
17.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	7.6% suspended at least one day
Declined 7.2%	2 Students	Declined 6.2%
45 Students		304 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.

Analysis of the California School Dashboard indicates that Suspension Rate is at the Yellow level, with 8.8% of students suspended at least one day, reflecting a significant improvement from 15.6% in the previous year. This decrease demonstrates the positive impact of schoolwide efforts to improve student behavior, engagement, and school climate.

Disaggregated data indicates that no student groups are currently performing at the Red level, and multiple groups have improved to Orange, Yellow, or Green levels. This suggests that efforts to implement PBIS, restorative practices, and relationship-centered approaches have had a positive and widespread impact across student groups.

However, variability across student groups remains, indicating that some groups continue to experience higher rates of suspension than others. These differences suggest a need for continued focus on equitable implementation of behavior supports and consistent practices across classrooms and settings.

Overall, while suspension rates have improved significantly, continued attention to consistency and equity in behavior systems is necessary to sustain progress and ensure positive outcomes for all student groups.

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

Reflecting on the previous year’s suspension data, several contributing factors influenced student outcomes, including both areas of growth and opportunities for continued improvement.

In terms of what we said and thought, there was a shared commitment among staff and leadership to reduce exclusionary discipline practices and strengthen systems that promote positive student behavior. Conversations across the Site Leadership Team, School Site Council, and staff collaboration structures emphasized the importance of relationship-building, consistency in expectations, and the implementation of proactive behavior supports.

In terms of what we did, the school strengthened implementation of PBIS, restorative practices, and relationship-centered approaches to discipline. These efforts contributed to a significant reduction in suspension rates and improved overall school climate. However, variability in implementation across classrooms and settings indicates that practices were not yet fully consistent for all students.

In terms of what we felt, staff expressed a sense of progress and optimism as suspension rates decreased, alongside an awareness that continued effort is needed to ensure equitable outcomes for all student groups. There was also recognition that some students continue to require additional behavioral and social-emotional supports to remain engaged in the learning environment.

Overall, these reflections indicate that while school wide efforts have positively impacted suspension rates, continued focus on consistency, equity, and targeted supports for students with higher behavioral needs is necessary to sustain and build upon this progress.

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

To sustain and build upon the reduction in suspension rates, Sylvan Middle School will prioritize resources that strengthen the consistent and equitable implementation of behavior supports, increase access to social-emotional interventions, and promote a positive and inclusive school climate.

Additional personnel and support services are needed to provide targeted behavioral and social-emotional support for students. This includes staff to support behavior intervention, student supervision, and restorative practices to ensure students remain engaged in the learning environment.

Continued investment in professional development is necessary to support consistent implementation of PBIS, restorative practices, and classroom management strategies. Training will focus on proactive behavior supports, de-escalation strategies, and building positive relationships with students across all settings.

The school will continue to strengthen school wide systems and structures, including PBIS frameworks and restorative practices, to ensure consistent expectations and responses to student behavior across classrooms and common areas.

Additional student support resources, including access to counseling services and social-emotional learning supports, are essential to address underlying factors that may contribute to student behavior and to support student well-being.

Finally, ongoing use of data monitoring systems and collaboration structures will support the identification of trends, ensure equitable implementation of practices, and allow for timely, targeted interventions.

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: 2025-26

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?

Progress toward Goal 1 was monitored using multiple data sources aligned to student achievement, engagement, and English Learner progress. These included CAASPP interim and summative assessment data, common formative assessments, curriculum-based assessments, English Learner progress data, attendance reports, and behavior data, including suspension rates.

Data was reviewed on a regular and ongoing basis to inform instructional practices and monitor student progress. Teachers and grade-level teams analyzed formative assessment data during weekly collaboration meetings, while Department Chair meetings and Site Leadership Team meetings provided opportunities for broader data analysis and alignment across content areas.

Additionally, schoolwide data, including attendance and behavior trends, was monitored monthly by the administrative team and shared with staff as needed to support timely interventions and adjustments. English Learner progress was also reviewed regularly to ensure students were receiving appropriate language supports.

This consistent cycle of data review and collaboration allowed staff to monitor progress, identify trends, and make informed decisions to adjust instruction and supports in order to improve student outcomes.

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

Monitoring systems that included regular review of formative assessment data, collaboration during weekly team meetings, and ongoing analysis of attendance and behavior data were effective in supporting timely identification of student needs. In particular, consistent collaboration structures and data review cycles allowed teachers to adjust instruction, provide targeted support, and contribute to measurable growth in areas such as mathematics and reductions in suspension rates.

Additionally, the use of multiple data sources, including academic, attendance, and behavior data, supported a more comprehensive understanding of student progress and allowed for more responsive decision-making at both the classroom and schoolwide levels.

However, inconsistencies in the use and implementation of data across classrooms and teams limited the overall effectiveness of monitoring systems. While structures were in place, not all teams consistently used data to the same depth or frequency to inform instruction and intervention. This variability impacted the ability to ensure equitable and consistent support for all student groups, particularly in English Language Arts and English Learner progress.

These findings indicate that while monitoring systems are in place and have contributed to areas of growth, greater consistency in data use, deeper analysis of student performance, and stronger alignment between data and instructional decisions are needed to maximize impact across all content areas and student groups.

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

Based on the analysis of student performance, attendance, and behavior data, several modifications were made to strengthen the effectiveness of the plan and better address identified student needs.

In response to persistent challenges in English Language Arts, the school increased its focus on writing across content areas and implemented more structured opportunities for staff to collaboratively analyze student writing and calibrate expectations using common rubrics. This shift was intended to strengthen Tier 1 instruction and improve consistency in instructional practices across classrooms.

To build on gains in mathematics, the school continued to refine its intervention systems, including adjustments to the Flex period to ensure that supports are more targeted, data-driven, and aligned to specific student needs. Additional emphasis was placed on using formative assessment data to guide instruction and intervention.

In response to the decline in English Learner progress and the increase in the English Learner population, the school increased its focus on the implementation of designated and integrated English Language Development (ELD) strategies, along with providing additional support and professional development to staff to strengthen language supports across content areas.

To address chronic absenteeism, the school strengthened attendance monitoring systems, family communication, and targeted interventions to improve student engagement and reduce barriers to attendance.

Additionally, to sustain improvements in school climate, the school continued to refine the implementation of PBIS and restorative practices, with an increased focus on consistency across classrooms and equitable support for all student groups.

These modifications reflect a more targeted and cohesive approach to addressing student needs and ensuring that instructional practices and support systems are aligned to improve student outcomes.

2025-26

Identified Need

Based on the analysis of student performance, monitoring data, and evaluation of implemented actions, the identified need is to increase consistency and effectiveness of Tier 1 instruction and intervention systems to improve student outcomes across all content areas, with a particular focus on English Language Arts and English Learner progress.

Data indicates a continued need to strengthen instructional alignment to grade-level standards, expand opportunities for writing across content areas, and ensure that all students have access to rigorous and engaging learning experiences.

Additionally, there is a need to improve the consistent implementation of designated and integrated English Language Development (ELD) strategies to support the increasing population of English Learners and improve progress toward English language proficiency.

The analysis also highlights the importance of continuing to strengthen intervention systems, including the use of data to inform instruction and provide targeted support during intervention time.

Finally, addressing chronic absenteeism and maintaining positive school climate systems remain critical to ensuring that students are present, engaged, and able to fully benefit from instructional supports.

Overall, the identified need is to ensure greater coherence, consistency, and alignment across instructional practices and support systems in order to accelerate student learning and improve outcomes for all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	70.4 points below standard	+3 scale score points
	English Learners	111.3 points below standard	
	Foster Youth		
	Homeless	103.2 points below standard	
	Socioeconomically Disadvantaged	87.3 points below standard	
	Students with Disabilities	126.5 points below standard	
	African American	107 points below standard	
	American Indian		
	Asian	109.6 points below standard	
	Filipino		
	Hispanic	73.1 points below standard	
	Two or More Races	72.3 points below standard	
	Pacific Islander		
	White	60.6 points below standard	
Math State Assessment: Change in scale score	All Students	112.3 points below standard	+3 scale score points
	English Learners	130.6 points below standard	
	Foster Youth		
	Homeless	141.5 points below standard	
	Socioeconomically Disadvantaged	127.4 points below standard	
	Students with Disabilities	167.9 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	African American 143.1 points below standard American Indian Asian 129 points below standard Filipino Hispanic 129 points below standard Two or More Races 107.5 points below standard Pacific Islander White 94 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	53.3	+2%
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	Staff Collaboration by providing resources and compensation for educators to work	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation None Specified	15,000 3,000	26-27 School Year

	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.		LCFF Supplemental Site Allocation None Specified		
1.2	Provide release time for grade-level collaboration teams to develop and monitor academically based cross-curricular and interdisciplinary educational strategies.	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	20000	26-27 School Year

	Pay substitute teachers for coverage of release time for teachers to meet and analyze data.				
1.3	Provide supplemental materials, supplies, curriculum and resources. Maintenance and support for existing technology principally directed to unduplicated students.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	11,000	26-27 School Year
1.4	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	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	20000	26-27 School Year

	practices for engaging students. Academically focused and compliant with Title I funding.				
1.5	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	26-27 School Year
1.6	Support AVID with supplemental materials. Fund Title I compliant 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	11,500 1000 1000	26-27 School Year

			Site Allocation 4000-4999: Books And Supplies		
1.7	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 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 Title I Part A Site Allocation 3000-3999: Employee Benefits	67,390 26,323	26-27 School Year
1.8	Utilize Library/Media Tech for additional afterschool academic support PC 31784.	X All Students English Learners X 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	5465 4,630	26-27 School Year

1.9	Purchase supplemental academic materials, texts, novels and supplies to support engagement, differentiation and text levels around literacy.	X All Students 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 4000-4999: Books And Supplies	29000 7000	26-27 School Year
1.10	Provide funding to allow educators to provide before or afterschool intervention in ELA or math, as necessary for eligible students.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3,800	26-27 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

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: 2025-26

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?

Progress toward Goal 2 was monitored using multiple data sources related to student engagement, attendance, behavior, and access to a broad course of study. These included chronic absenteeism data, suspension rates, enrollment and participation in elective courses and programs, and student survey data.

Data was reviewed on a regular and ongoing basis to evaluate the effectiveness of programs and opportunities designed to increase student engagement and improve attendance. Attendance and behavior data were monitored monthly by the administrative team, while student participation and engagement data were reviewed during collaboration meetings, Department Chair meetings, and Site Leadership Team discussions.

Additionally, student feedback gathered through surveys and direct input was used to better understand student interests, experiences, and perceptions of school connectedness, helping to inform adjustments to programs and course offerings.

This ongoing cycle of monitoring and reflection allowed staff to identify trends, evaluate program effectiveness, and make informed decisions to improve student engagement, attendance, and access to meaningful learning opportunities.

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

Monitoring data indicates that several strategies implemented to improve student engagement and attendance were effective. In particular, efforts to strengthen school climate through PBIS, restorative practices, and relationship-centered approaches contributed to a significant reduction in suspension rates and a slight improvement in chronic absenteeism. Additionally, the expansion of engaging programs and opportunities, including elective offerings and student-centered activities, supported increased student interest and participation in school.

The use of multiple data sources, including attendance, behavior, and student feedback, also supported a more comprehensive understanding of student engagement and allowed for more responsive decision-making.

However, inconsistencies in student participation and access to programs and opportunities limited the overall impact of these efforts. While programs were available, not all students were equally aware of or engaged in these opportunities. Additionally, variability in implementation across classrooms and programs resulted in differing levels of student engagement and connection to school.

These findings indicate that while efforts to improve engagement and attendance are having a positive impact, greater consistency in implementation, increased communication about available opportunities, and more intentional efforts to engage all student groups are needed to maximize effectiveness and ensure equitable access.

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

Based on the analysis of attendance, behavior, and student engagement data, several modifications were made to strengthen programs, increase student participation, and improve access to a broad course of study.

To address chronic absenteeism and improve student engagement, the school refined its attendance systems, including increased monitoring, more consistent communication with families, and the expansion of incentives and recognition programs to promote positive attendance habits.

In response to student feedback and participation data, the school expanded and refined elective offerings and student-centered programs to better align with student interests and increase engagement. This included providing students with opportunities to share input on course offerings and programming to ensure that available options reflect student voice.

To improve access and awareness, the school strengthened communication systems to ensure that students and families are informed about available programs, courses, and opportunities. Additional efforts were made to promote equitable access to these opportunities across all student groups.

The school also continued to refine school climate systems, including PBIS and restorative practices, with an increased focus on consistency across classrooms and settings to ensure that all students experience a supportive and engaging learning environment.

These modifications reflect a more intentional and student-centered approach to increasing engagement, improving attendance, and ensuring that all students have access to meaningful and relevant learning opportunities.

2025-26

Identified Need

Based on the analysis of attendance, behavior, and student engagement data, the identified need is to increase consistency in student engagement strategies and ensure equitable access to programs, courses, and opportunities that support student connection to school.

Data indicates a continued need to strengthen systems that promote regular attendance and active participation, including consistent implementation of engagement strategies and ongoing communication with students and families.

Additionally, there is a need to expand and sustain student-centered programs and elective offerings that reflect student interests and provide meaningful opportunities for exploration and connection. Ensuring that all students are aware of and have access to these opportunities remains a priority.

The analysis also highlights the importance of continuing to strengthen school climate systems, including PBIS and restorative practices, to maintain a positive, inclusive, and supportive learning environment for all students.

Overall, the identified need is to ensure greater alignment, consistency, and accessibility of programs and supports that foster student engagement, improve attendance, and provide all students with access to a broad and meaningful course of study.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	35.4% Chronically Absent	-0.5%
	English Learners	29.7% Chronically Absent	
	Foster Youth		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Homeless: 61.2% Chronically Absent Socioeconomically Disadvantaged: 39.7% Chronically Absent Students with Disabilities: 49.1% Chronically Absent African American: 54.3% Chronically Absent American Indian: Asian: 12.1% Chronically Absent Filipino: Hispanic: 38% Chronically Absent Two or More Races: 33.3% Chronically Absent Pacific Islander: White: 34.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	90.0%	91%
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.	All Students English Learners Foster Youth Homeless	NA

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Attendance incentive program, supported through PBIS, to help increase student attendance. Materials and supplies for staff to support academic, socio-emotional, and attendance incentives.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless and African American	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	26-27 School Year

2.2	Provide academic field trips, following Title I guidance, for students, 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	17356	26-27 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	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5000	26-27 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	26-27 School Year

2.5	Compensate staff for planning and collaborating around the areas of improved attendance	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	5000 3000	26-27 School Year
2.6	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 LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000 1740	26-27 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: 2025-26

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?

Progress toward Goal 3 was monitored using multiple data sources related to student well-being, school climate, family engagement, and access to support systems. These included suspension rates, chronic absenteeism data, student and family survey data, participation in family engagement activities, and records related to student support services and interventions.

Data was reviewed regularly to evaluate the effectiveness of systems designed to support student success both inside and outside the classroom. Attendance and behavior data were monitored monthly by the administrative team, while student support trends and school climate data were reviewed during Site Leadership Team meetings and staff collaboration structures.

Additionally, input from families through ELAC, School Site Council, and district-level committees, as well as student feedback, provided valuable insight into student needs related to safety, connectedness, and overall school experience.

This ongoing cycle of monitoring and reflection allowed the school to assess the effectiveness of supports, identify trends, and make informed decisions to strengthen systems that address barriers to student success.

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

Monitoring data indicates that several systems designed to support student success both inside and outside the classroom were effective. In particular, the continued implementation of PBIS, restorative practices, and relationship-centered approaches contributed to improved school climate and a significant reduction in suspension rates. Additionally, efforts to strengthen attendance systems and increase communication with families contributed to a reduction in chronic absenteeism.

The use of multiple data sources, including attendance, behavior, and student and family feedback, also supported a more comprehensive understanding of student needs and allowed for more responsive and informed decision-making.

However, inconsistencies in access to and implementation of supports limited the overall effectiveness of these efforts. While systems and resources were in place, not all students and families consistently accessed available supports and services. Additionally, variability in implementation across classrooms and programs resulted in differences in student experience related to connectedness, engagement, and support.

These findings indicate that while efforts to address factors impacting student success have had a positive impact, greater consistency, improved communication, and increased access to supports and resources are needed to ensure all students and families benefit equitably.

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

Based on the analysis of student well-being, engagement, attendance, behavior, and family input data, the identified need is to strengthen and ensure consistent access to comprehensive support systems that address barriers to student success both inside and outside the classroom.

Data indicates a continued need to improve consistency in the implementation of schoolwide systems, including PBIS, restorative practices, and attendance supports, to ensure all students experience a positive, safe, and supportive learning environment.

Additionally, there is a need to increase family engagement and communication, ensuring that all families are informed, connected, and able to access available resources and supports. Strengthening partnerships with families will support student success both academically and socially.

The analysis also highlights the importance of expanding access to student support services, including social-emotional, behavioral, and academic supports, to meet the diverse needs of students and remove barriers to learning.

Overall, the identified need is to ensure greater alignment, consistency, and accessibility of systems and supports that promote student well-being, engagement, and success, ensuring that all students have the resources and conditions necessary to thrive.

2025-26

Identified Need

Based on the analysis of student well-being, engagement, attendance, behavior, and family input data, the identified need is to strengthen the consistency, coordination, and accessibility of systems that address barriers to student success both inside and outside the classroom.

Data indicates a continued need to ensure consistent implementation of schoolwide systems, including PBIS, restorative practices, and attendance supports, so that all students experience a safe, inclusive, and supportive learning environment.

Additionally, there is a need to increase family engagement and two-way communication, ensuring that all families are informed, connected, and able to access available resources and supports that contribute to student success.

The analysis also highlights the importance of expanding access to comprehensive student support services, including social-emotional, behavioral, and academic supports, to meet the diverse needs of students and remove barriers to learning.

Overall, the identified need is to ensure greater alignment and equitable access to supports, resources, and services, so that all students are consistently supported and able to fully engage in their learning and school community.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	8.8% suspended at least one day	-0.3%
	English Learners	6.1% suspended at least one day	
	Foster Youth		
	Homeless	14% suspended at least one day	
	Socioeconomically Disadvantaged	9.6% suspended at least one day	
	Students with Disabilities	14.4% suspended at least one day	
	African American	5.3% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	American Indian Asian 6.1% suspended at least one day Filipino Hispanic 9.9% suspended at least one day Two or More Races 17.8% suspended at least one day Pacific Islander White 7.6% 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	All Students English Learners X Low-Income Students X Foster Youth	LCFF Supplemental Site Allocation	2000 7000	School Year 2026-2027

	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.	Lowest Performing	1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures		
3.2	Materials and supplies for parent involvement and community events. 2. Utilize staff to increase home/school connectedness at Sylvan through parent outreach.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3,900 732	School Year 2026-2027

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	46,582 38,222	School Year 2026-2027
3.4			All Students English Learners Low-Income Students Foster Youth Lowest Performing			
3.5		Compensate staff for planning and collaborating around improving attendance and lowering suspension rates to increase campus safety.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	26-27 School Year
3.6		Purchase of clothes and hygiene supplies for homeless	All Students English Learners X Low-Income Students X Foster Youth	LCFF Supplemental Site Allocation	2,000	26-27 School Year

	students and economically disadvantaged youth.	X Lowest Performing Homeless	4000-4999: Books And Supplies		
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 Title I Part A Parent Involvement 4000-4999: Books And Supplies	1,000 279.00	26-27 School Year
3.8	Increase parent involvement and connectedness to school and community. Materials and supplies.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7,130	26-27 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 2025-0June 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	

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	306,000	0.00
Title I Part A Parent Involvement	4,179	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	4,179.00
Title I Part A Site Allocation	306,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	11,000.00
1000-1999: Certificated Personnel Salaries	108,922.00
2000-2999: Classified Personnel Salaries	55,047.00
3000-3999: Employee Benefits	69,175.00
4000-4999: Books And Supplies	82,039.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	44,356.00
None Specified	18,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Site Allocation	11,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	17,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	3,000.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	23,360.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	7,000.00
None Specified	LCFF Supplemental Site Allocation	3,000.00
4000-4999: Books And Supplies	Other	14,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	4,179.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	91,922.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	52,047.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	69,175.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	40,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	37,356.00
None Specified	Title I Part A Site Allocation	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	241,108.00
Goal 2	36,586.00
Goal 3	113,845.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Nicole Latimer	Principal
Kristina Barrera	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
ON FILE	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 .

Attested:

ON FILE	Principal, Nicole Latimer on April 15, 2026
ON FILE	SSC Chairperson, Ross Gallagher on April 15, 2026

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.

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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
Provide supplemental materials, supplies, curriculum and resources. Maintenance and support for existing technology principally directed to unduplicated students.		$11,000.00	Connected School Communities	
	None Specified	$3,000.00	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	$7,000.00	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 funding to support extra hours to counselors to conduct home visits for truant students.	1000-1999: Certificated Personnel Salaries	$5,000.00	Healthy Environments for social and emotional growth	
WEB Program: Support release time for planning and collaboration, food, materials and supplies, field trips and enrichment activities	4000-4999: Books And Supplies	$490.00	Healthy Environments for social and emotional growth	

Sylvan Middle School

Compensate staff for planning and collaborating around the areas of improved attendance	1000-1999: Certificated Personnel Salaries	$5,000.00	Healthy Environments for social and emotional growth
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	Healthy Environments for social and emotional growth
	2000-2999: Classified Personnel Salaries	$3,000.00	Healthy Environments for social and emotional growth
	4000-4999: Books And Supplies	$1,740.00	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
Compensate staff for planning and collaborating around improving attendance and lowering suspension rates to increase campus safety.	1000-1999: Certificated Personnel Salaries	$5,000.00	Engaging Academic Programs
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

Sylvan Middle School

Proposed Expenditure	Object Code	Amount	Goal	Action
Increase parent involvement and connectedness to school and community. Materials and supplies.	4000-4999: Books And Supplies	$7,130.00	Engaging Academic Programs	
	5800: Professional/Consulting Services And Operating Expenditures	$7,000.00	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	

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 **$4,179.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$279.00	Engaging Academic Programs	

Materials and supplies for parent involvement and community events. 2. Utilize staff to increase home/school connectedness at Sylvan through parent outreach.	4000-4999: Books And Supplies	$3,900.00	Engaging Academic Programs

Title I Part A Parent Involvement Total Expenditures:	$4,179.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$306,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide 1 FTE Community Intervention Assistant to promote school-parent partnership and school academics and reduce chronic absenteeism. PC 33688	2000-2999: Classified Personnel Salaries	$46,582.00	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	
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	
	1000-1999: Certificated Personnel Salaries	$732.00	Engaging Academic Programs	

	3000-3999: Employee Benefits	$38,222.00	Engaging Academic Programs
Support AVID with supplemental materials. Fund Title I compliant 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	$67,390.00	Connected School Communities
Utilize Library/Media Tech for additional afterschool academic support PC 31784.	2000-2999: Classified Personnel Salaries	$5,465.00	Connected School Communities
Purchase supplemental academic materials, texts, novels and supplies to support engagement, differentiation and text levels around literacy.	4000-4999: Books And Supplies	$29,000.00	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. Academically focused and compliant with Title I funding.	5800: Professional/Consulting Services And Operating Expenditures	$20,000.00	Connected School Communities
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.	None Specified	$15,000.00	Connected School Communities

Sylvan Middle School

Provide release time for grade-level collaboration teams to develop and monitor academically based cross-curricular and interdisciplinary educational strategies. Pay substitute teachers for coverage of release time for teachers to meet and analyze data.	1000-1999: Certificated Personnel Salaries	$20,000.00	Connected School Communities
Provide academic field trips, following Title I guidance, for students, includes transportation and fees.	5800: Professional/Consulting Services And Operating Expenditures	$17,356.00	Healthy Environments for social and emotional growth
	3000-3999: Employee Benefits	$26,323.00	Connected School Communities
	3000-3999: Employee Benefits	$4,630.00	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
Provide funding to allow educators to provide before or afterschool intervention in ELA or math, as necessary for eligible students.	1000-1999: Certificated Personnel Salaries	$3,800.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$347,983.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Sylvan Middle School Total Expenditures:	$442,758.00