

The Single Plan for Student Achievement



School: Sylvandale Middle School
CDS Code: 43-69450-6047278
District: Franklin-McKinley Elementary School District
Principal: Amber Andrade
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Table of Contents

School Vision and Mission	3
Envision Future	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results	12
CELDT (All Assessment) Results	13
Planned Improvements in Student Performance	14
School Goal #1	14
School Goal #2	18
School Goal #3	21
Centralized Services for Planned Improvements in Student Performance	25
Centralized Service Goal #1	25
Centralized Service Goal #2	27
Centralized Service Goal #3	29
Summary of Expenditures in this Plan	31
Total Expenditures by Object Type and Funding Source	31
Total Expenditures by Funding Source	32
Total Expenditures by Object Type	33
Total Expenditures by Goal	34
School Site Council Membership	35
Recommendations and Assurances	36

School Vision and Mission

Sylvandale Middle School's Vision and Mission Statements

Sylvandale Middle School's is to elevate, inspire, and support students to become ready to be highly successful in the career they chose. Our goal is to ensure all students leave Sylvandale Middle School with the academic skills and readiness to be successful in a college preparatory curriculum in high school. We will also build, inspire, and empower students to be leaders of their future and their community. We will foster this leadership through multiple pathways, academies, electives, sports, and clubs. We will provide a culture that is empowering academically, emotionally, socially, and physically to ensure all students are ready with the academic, social, and emotional skills needed to be successful as adults and global leaders.

Envision Future

Envision Future of Franklin-McKinley Elementary School District

Franklin-McKinley School District promotes high aspirations for all students and staff. We successfully achieve a multiple range of student outcomes, which include learning how to learn, respecting individual and cultural diversity and preparing all students for a knowledge-based world.

Motto/Purpose

“Preparing all children as global learners”

Student Focus | Partnership | Integrity | Respect | Innovation | Teamwork

The Franklin-McKinley School District will ensure that all 8th grade student graduates have the skills and knowledge to be ready for a college preparatory curriculum in high school. They will all have the ability to pursue a program preparing them for university and/or careers and lifelong learning.

Core Values:

Student Focus

We are committed to cultivating the unique potential of every child.

Partnership

We foster strong parent, school and community partnerships.

Integrity

We embrace truth and honesty in every personal interaction throughout the District.

Respect

We embrace and celebrate our diversity and individuality.

Innovation

We provide an environment that encourages new ideas and strategies.

Teamwork

We are focused on results and committed to collegiality and professionalism.

Envision Future of Sylvandale Middle School

The Franklin-McKinley School District will ensure that all 8th grade student graduates have the skills and knowledge to be ready for a college preparatory curriculum in high school. They will all have the ability to pursue a program preparing them for university and/or careers and lifelong learning.

School Profile

Sylvandale Middle School is located on the south east side of San Jose. We serve roughly 750 students each year with the majority coming from low socio economic families. We are comprised of mostly Latino and Asian students. Our goal, purpose, and design is to offer pathways for students to explore different careers to find their interest and passion early on and prepare them to be successful in high school and beyond. Therefore, the school is comprised of three small learning communities that have a career

field focus and a pathway into East Side Union High School District magnet programs. Our three academies, Health Careers, Information Technology, and Social Justice, provide exposure to different careers, as well as, help students find their passions. Sylvandale teachers collaborate to ensure student needs are addressed and met, as well as, provide ways for students to think critically on community and global issues.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Classroom Observations

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

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

- Focus on rigor, relevance, and engagement
- Lesson objectives and targets are clear
- Focus on higher level questions and projects
- Focus on Long Term English Learners within all content areas

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Staff uses the results of all assessments including CAASPP, Star Renaissance, CELDT(ELPAC), Science CAASPP, district level assessments, common formative assessments, and in class checking for understanding during a lesson to gauge student progress and what they can do to improve instruction and learning.

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

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All core academic classes are taught by teachers who are highly qualified in those subject areas. All teachers are EL certified (CLAD) and have received training in effective instruction of English Learners.

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

All SMS teachers are fully credentialed and have been trained in the core SBE-adopted curriculum for their subject areas.

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

All teachers are currently receiving continuous training in the Common Core State Standards. Professional development is aligned with their professional needs in implementing the new standards. The main focus for the 2017-18 school year will be to increase the rigor, relevance, and engagement with the new standards through Project Based Learning (PBL). English Language Arts and English Language Development teachers will receive extra training this school year provided by the district office to ensure they are up to date on the best strategies to serve English Learners.

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

Through the use of Professional Learning Communities (PLC) and college/career focused academy Small Learning Communities (SLC), Sylvandale teachers work collaboratively to improve professional practice and meet the needs of all students. SLC is a vertical collaboration focusing primarily on PBL and general practices that impact student success. The PLC meetings are grade/content specific and focus on essential student learning and the use of the results of CFAs to drive instruction.

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

PBL grade level teams and academies meet weekly (common prep period) to collaborate on instruction, curriculum, assessment, interventions, and student progress to ensure student success. The Instructional Support Team meets monthly to review student data and determine what changes might be necessary to our instructional practices.

Teaching and Learning

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

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

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

Sylvandale adheres to the recommended instructional minutes.

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

Sylvandale offers English Intervention in the forms of Read 180, System 44, and English 3D. We also offer before and after school intervention for ELA and Math.

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

Standards based, grade level instructional materials are accessible to all students.

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

All teachers at SMS are using standards-aligned instructional materials, including intervention materials in all core subject areas.

Opportunity and Equal Educational Access

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

In-class intervention via reteaching, small group instruction, and lesson looping are utilized to enable underperforming students to make gains and meet standards. ELA intervention classes are built into the day for students far below in their reading level and is based on STAR Renaissance data. Math intervention is also available in class as stated.

14. Research-based educational practices to raise student achievement

Instructional practices include blended learning, project based learning, and practices related to the implementation of the Common Core State Standards.

Parental Involvement

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

Sylvandale offers before and after school intervention taught by SMS teachers. Sylvandale also partners with Catholic Charities to provide after school literacy support. We also offer parent workshops surrounding ways to help your children be successful in all contents, we also offer two parent/family support classes.

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

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

Funding

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

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

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

Sylvandale Middle School barriers start with students entering into SMS with a wide range of skills, abilities, and attitudes towards higher education. More than half of students entering SMS are at least 2 years below reading level. This large spectrum of instructional reading levels pose a barrier to ensuring all students are able to access and perform on grade level. We have a significant achievement gap between our highest performing students and our lowest performing students. Our subgroup data shows a significant gap of approximately 40% difference in achievement in both ELA and Math between our Asian and Latino subgroups. We also see that our EL students are performing drastically lower than all other students. EL's make up more than 30%

of our student population. This large number of EL's are mostly Long Term EL's with large reading gaps. Parents are often unsure how to support their children in their academic setting and are unsure what students need to be prepared for high school.

The large achievement gap between sub populations is our number one priority so that we may ensure all students achieve at high levels. For our Latino sub group and our EL sub group; this means they must have accelerated growth through the year in order to close the achievement gap. In order to ensure all students are on track to accelerated growth, the academic counselors and teachers will meet with students regularly to set goals, check progress towards goals, and make adjustments in interventions along the way to ensure all students progress at an accelerated rate. The school will increase community and parent partnerships to support the growth of all students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	356	353		341	333		341	333		95.8	94.3	
Grade 8	385	354		375	344		374	344		97.4	97.2	
All Grades	741	707		716	677		715	677		96.6	95.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2528.2	2557.9		11	21.02		33	34.83		26	24.32		30	19.82	
Grade 8	2550.7	2549.8		12	9.30		34	37.50		27	25.58		27	27.62	
All Grades	N/A	N/A	N/A	11	15.07		34	36.19		26	24.96		29	23.78	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	17	25.23		42	48.65		40	26.13	
Grade 8	18	19.77		48	46.22		33	34.01	
All Grades	18	22.45		45	47.42		37	30.13	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	24	36.04		45	43.54		31	20.42	
Grade 8	24	20.93		48	50.00		28	29.07	
All Grades	24	28.36		46	46.82		30	24.82	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	13	13.21		64	64.26		23	22.52	
Grade 8	9	13.66		72	65.12		19	21.22	
All Grades	11	13.44		68	64.70		21	21.86	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	21	33.33		54	49.55		25	17.12	
Grade 8	23	22.67		53	52.91		24	24.42	
All Grades	22	27.92		53	51.26		24	20.83	

Conclusions based on this data:

1. Overall achievement in 7th grade ELA increased by 2%. Overall achievement in 8th grade ELA increased by 3% from the previous year.
2. The lowest subcategory was Reading which decreased by 2% from the previous year.
3. LCFF Dashboard data for ELA shows all subgroups increased except our African American students declined slightly.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	356	353		350	347		350	345		98.3	98.3	
Grade 8	384	354		380	344		377	344		98.2	97.2	
All Grades	740	707		730	691		727	689		98.2	97.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2519.4	2546.2		19	24.64		17	23.77		26	21.74		37	29.86	
Grade 8	2519.4	2518.0		15	18.31		13	14.83		24	17.44		47	49.42	
All Grades	N/A	N/A	N/A	17	21.48		15	19.30		25	19.59		43	39.62	

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	28	35.07		27	26.96		46	37.97		
Grade 8	18	21.51		25	21.80		57	56.69		
All Grades	23	28.30		26	24.38		51	47.31		

Problem Solving & Modeling/Data Analysis										
Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	23	23.48		37	45.22		39	31.30		
Grade 8	16	22.67		50	30.23		33	47.09		
All Grades	20	23.08		44	37.74		36	39.19		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	19	25.22		46	48.99		35	25.80	
Grade 8	17	18.60		46	37.79		37	43.60	
All Grades	18	21.92		46	43.40		36	34.69	

Conclusions based on this data:

1. Overall achievement increased 5% from the previous year and all subtests showed growth from the previous year.
2. All subtests are under 30% of students above standard.
3. LCFF Dashboard showed all populations increased. Our Latino subgroup increased but since they are in the very low category they need to increase significantly.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
7	12	13		42	43		26	31		9	8		12	5	
8	8	10		52	38		25	28		9	13		6	11	
Total	10	12		46	41		26	30		9	10		9	8	

Conclusions based on this data:

1. Based on this data our EL population is not progressing as quickly as they need to in order to be Reclassified before high school which will directly impact the classes they take in high school.
2. One piece of data that is not on this form is the amount of students who were Long Term English Learners (LTEL's) who have been in our school system for at least 5 years. This school year we have 185 students who fall into the LTEL category.
3. For the 17/18 school year we have reclassified 50 kids so far (up 60% from 16/17). We will need to continue having an ELD specific teacher.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
7	11	12		41	40		26	26		9	8		14	14	
8	7	9		48	32		25	27		8	12		12	20	
Total	9	11		44	36		25	26		8	10		13	17	

Conclusions based on this data:

1. Sylvandale always receives a large number of Newcomers during the school year which are factored into this data. So far this year we have 185 LTEL's, 22 Newcomers that are new to the country, 31 students who have been in the country between 1 and 2 years and 6 students who are on the borderline of turning into LTEL's.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Outcomes
LEA GOAL:
All FMUSD students will meet grade level standards in math and reading as defined by state and local assessments.
SCHOOL GOAL #1:
As measured by CAASPP results, all subgroups will increase on CAASPP in both ELA and Math by 5%. The achievement gap between the two largest ethnic subgroups, Asian and Latino, will decrease by 10% due to Latino students scoring at an increased rate. All EL's will increase their instructional reading levels (IRL) for 7th grade to 45% PR, for 8th grade to 6.0 IRL in order to meet district reclassification criteria. The EL reclassification rate will increase by 20%.
Data Used to Form this Goal:
CAASPP results for the 2016/17 school year and Renaissance STAR ELA and Math benchmark data. We also used the LCFE Dashboard Data
Findings from the Analysis of this Data:
Based on CAASPP data Latino students are achieving 36% less than their Asian peers in ELA and 47% less in Math. Our EL students are not meeting proficiency on CAASPP in ELA or Math. Less than 10% of the EL's are proficient on the ELA CAASPP test. In order to be reclassified EL students must meet one of the following criteria: Met on CAASPP ELA or meet the PR/IRL rate, and proficient on the CELDT test. The math data from the LCFE Dashboard shows that all subgroups increased, however, the EL, Low Socio Economic, Special Education, and Latino students are scoring low so the increase was not enough to receive a "green" status.
How the School will Evaluate the Progress of this Goal:
The school will evaluate the progress of this goal throughout the school year using Renaissance STAR benchmark data, CELDT/ELPAC, and end of the year CAASPP testing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Provide PD for all teachers to help address the needs of English Learners.	August 2018-June 2019	Principal, Assistant Principal,	Substitutes to release teachers to attend EL focused PD- provided by District Peer observation of ELD teachers	1000-1999: Certificated Personnel Salaries	Title I	1000	0
Provide PD for all teachers to implement Project Based Learning	August 2018-June 2019	Principal, Assistant Principal	Substitutes to release teachers to plan with coaching support	1000-1999: Certificated Personnel Salaries	Title I	1000	0
Provide release time for teacher data PLC's within their PBL teams	August to June	Principal, Assistant Principal	Common prep period for each academy PBL team Admin Directed Days to plan			0	0
Monitoring for academic achievement and EL reclassification status	Ongoing	Principal, Assistant Principal, Teachers, Counselors	CELDT Testing Data Chats with academic counselors Reprographics	5000-5999: Services And Other Operating Expenditures	Title I	1000	0
			Secretarial support for EL monitoring (reclassification, RFEF monitoring, and parent outreach) Postage to send out documents to parents	2000-2999: Classified Personnel Salaries	Title I	6941.00	1000
Provide in-school reading and math intervention based on student need	Ongoing	Principal, Assistant Principal, Teachers	Purchase Reading Plus licenses	5700-5799: Transfers Of Direct Costs	Title I	7000.00	1000
			Stipends for Math and ELA intervention during HR	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries	LCFF Supplemental	10000.00	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide before and after school intervention based on student need in ELA, Math, and ELD	Ongoing	Principal, Assistant Principal, Teachers	Teacher Adjunct Hours After school hours for tutoring and homework help After school hours for tutoring and homework help	1000-1999: Certified Personnel Salaries 1000-1999: Certified Personnel Salaries	LCFF Supplemental LCFF Concentration	0 10800 21600
Provide Student Study Team (SST) days to discuss specific students that need support.	Ongoing	Principal, Assistant Principal, Counselors, Teachers, RSP, Psych., Speech	Substitute release teachers for SST's-11 times Interpreters	1000-1999: Certified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I	2200 400
Provide technology, PD and support in order to provide students with state of the art equipment and develop skills for the 21st century.	Ongoing	Principal, Assistant Principal	Purchase 6 Chromecarts District licensing fee for Chromecarts	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF Supplemental LCFF Supplemental	46000 3840
Reproduction of materials for classroom instruction	Ongoing	Principal, Assistant Principal, Teachers	Copier agreement	5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	10000
Instructional Leadership team will meet monthly to discuss student data and the roll out of PBL and EL practices.	Monthly August 2018-June 2019	Principal, Assistant Principal	Monthly meetings- Adjunct hours Full day release 4 times per year	1000-1999: Certified Personnel Salaries	Title I	0 4800
Provide supplemental instructional materials as needed.	August 2018-June 2019	Principal, Assistant Principal	Purchase materials as needed	4000-4999: Books And Supplies	Title I	5000
Classroom monitoring for student learning.	August 2018-June 2019	Principal, Assistant Principal	Monitoring for signature practices and implementation of CCSS and ToA			0
Provide PD and materials needed to support students in our SPed program.	August 2018-June 2019	Principal, Assistant Principal	Materials needed for students District PD	4000-4999: Books And Supplies	LCFF Concentration	1018,00 0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Conditions For Learning						
LEA GOAL:						
All FMMSD students have access to highly qualified teachers and a standards-aligned curriculum and all facilities will be well-maintained and in good repair.						
SCHOOL GOAL #2:						
All teachers will be highly qualified teachers and will model life-long learning. Teachers will continue to attend professional development trainings to ensure they meet the needs of all students. We will purchase and implement standards aligned supplemental curriculum, to ensure all students have access to the core program. Our classroom and school environments are important and will be kept clean and well-maintained.						
Data Used to Form this Goal:						
All teachers are highly qualified. Adopted Science and Social Studies curriculum is no longer fully aligned to the new NGSS and Social Studies standards.						
Findings from the Analysis of this Data:						
Staff is missing the training and curriculum to align their practice to the latest CCSS and NGSS. The adopted middle school curriculum in our district is very old and not very engaging to students, therefore, we must purchase updated supplemental curriculum/materials to engage students in the standards. We must ensure all students receive the best well rounded education, therefore, we will offer a variety of engaging electives and physical education classes. Sylvandale is also very short on computer access and needs to purchase Chromebooks to ensure students have access to computers.						
How the School will Evaluate the Progress of this Goal:						
We will continue to higher highly qualified teachers. We will also use common formative assessment data to ensure students are learning the standards. We will also check for usage of CCSS aligned materials and technology to ensure high levels of academic achievement.						
Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide coaching to all staff to continue staff growth and life-long learning.	August 2018-June 2019	Principal, Assistant Principal	Planning to align career academies with CTE standards		0	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure all students have access to an engaging Social Studies program	Ongoing	Principal, Assistant Principal	Substitute release time for planning of new standards - Cost in Goal #1 Supplemental Materials	4000-4999: Books And Supplies	Title I	519
Provide all day access to all students to the library	August 2018-June 2019	Principal	Library Media Aide extra hours LMA extra hours LMA extra hours	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I LCFF Supplemental LCFF Concentration	4756 4756 9513
Ensure students have access to an engaging music program	August 2018-June 2019	Principal, Assistant Principal	Repairing of music equipment	4000-4999: Books And Supplies	General Fund	2000
Ensure students have access to an engaging science program	August 2018-June 2019	Principal, Assistant Principal	Professional Development in NGSS Supplies to implement NGSS	4000-4999: Books And Supplies	General Fund	1000
Ensure students have access to a safe and engaging culinary arts program	August 2018-June 2019	Principal, Assistant Principal	Replacement of 2 electric stoves Supplies for foods program	4000-4999: Books And Supplies 4000-4999: Books And Supplies	General Fund General Fund	900 2100
Ensure students have access to an engaging Art program	August 2018-June 2019	Principal, Assistant Principal	Supplies for Art program	4000-4999: Books And Supplies	General Fund	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure students have access to career exploration through a STEAM career lab	August 2018-June 2019	Principal, Assistant Principal	Lab Furniture Lab Furniture Teacher training- provided through ESUHSD grant Lab supplies and curriculum funded through ESUHSD grant \$90,000	4000-4999: Books And Supplies 4000-4999: Books And Supplies	General Fund LCFF Supplemental	17700 9300
Purchase of needed technology to access engaging curriculum	August 2018-June 2019	Principal, Assistant Principal	Chromecart- goal #1			
Build on the college/career anchor of the academies	August 2018-June 2019	Principal, Assistant Principal	Guest speakers Career days Transportation to college and business partners Purchase college pennants	5700-5799: Transfers Of Direct Costs 4000-4999: Books And Supplies	LCFF Supplemental LCFF Concentration	0 0 10000 400
Provide academic planning and counseling to all students to prepare them for high school and college	August 2018-June 2019	Principal, Assistant Principal, Counselors	Academic planning and monitoring			
Purchase coaching and items needed for a safe and high quality PE program	Ongoing August 2018-June 2019	Principal, Assistant Principal	PE equipment	4000-4999: Books And Supplies	General Fund	2000
Teach students responsibility	August 2018	Principal, Assistant Principal	Purchase agendas	4000-4999: Books And Supplies	LCFF Concentration	2000
Ensure student confidentiality		Principal, Assistant Principal	Purchase heavy duty shred machine and printers for Sped staff	4000-4999: Books And Supplies	LCFF Concentration	2000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Engagement
LEA GOAL:
FMSD will engage parents, community, and students with through an emphasis on positive culture and climate as indicated by the CA Accountability Dashboard and local surveys.
SCHOOL GOAL #3:
We will ensure all stakeholders feel welcome, physically and emotionally safe, valued, and respected when they are on campus or at a Sylvandale event. Our goals for each stakeholder group are as follows: Students- We will improve positive school culture by increasing award assemblies and spirit assemblies/events. We will also increase student involvement in solving community issues through project based learning and leadership activities. We will reduce suspensions by 20% and raise attendance rate by 2%. Parents- We will increase the variety of ways we engage parents and the community. We will ensure all meetings and communication goes home in at least the three predominate languages spoken by our school population. We will provide parents with parenting trainings, school workshops (college, career, and teen awareness), family field trips, and will make them part of the SMS decision making team. Community- We will increase partnerships to include guest speakers, mentors, and community organizations. Most importantly, we will be proactive and responsive to ensure we provide a safe and inclusive environment for all.
Data Used to Form this Goal:
Attendance rate of: 96.52% Parent needs assessment done 03/18 and the items needed are listed below. LCFF Dashboard data: Suspension data showed a decline in all populations except Special Education students (maintained) and Asian (increased by 2%). Attendance rate showed all chronic rates lower than the county and state except Latino students with 11% and African American students with 15%.
Findings from the Analysis of this Data:
Attendance rate is an increase from the previous school year. We will add incentives to increase the attendance rate by 2%.
How the School will Evaluate the Progress of this Goal:
Students: We will evaluate the progress of this goal by monitoring attendance, suspension, and bullying data. We will also use student survey data to check on the progress towards providing a safe and inclusive campus. Parents: We will evaluate the progress of this goal by monitoring parent communication, attendance to events, parent survey and needs assessment data. Community: We will evaluate the progress of this goal through survey data which we will create and pass out a survey to all community partners every quarter.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Ensure all teachers are familiar with School Linked Services referral process.	Ongoing	Principal, Assistant Principal	Training		0
Provide all staff with a resource sheet and flow map of who to call when they need help (socio-emotional help for a student)	Ongoing	Principal, Assistant Principal			
Provide training on LGBTQ and Suicide Awareness to all stakeholders	Ongoing	Principal, Assistant Principal	Kognito training - Suicide Awareness Step-Up-Speak-Up Awareness training		
All staff will be trained in Trauma Informed Care	Ongoing	Principal, Assistant principal	PD for teachers given during Admin days		
Recruit community partnerships to provide students with examples of different career pathways.	Ongoing	Principal, Assistant Principal, Teachers	Admin and Teachers will actively recruit community members to partner with SMS		
Staff will rotate attendance to parent meetings	Ongoing	Principal, AP, Teachers	Principal will provide adjunct hours/ no cost to the school		
Instructional enrichment, including well-designed field trips to colleges and universities, and other trips planned for student enrichment focused on college readiness	August-June	Principal, AP, Teachers	Transportation - see goal #2		
Parents will participate in SSC, DELAC, DAC and other committees to support the District and the SMS community.	Ongoing	Principal, AP	Parents are surveyed, nominated, and elected by September		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create parent workshop model, meetings, and engagement	Ongoing	Principal, AP	Interpreters for parent meetings and materials Training materials for parents Volunteer board in the office Computer station for parents in the office Interpreters for parent meetings and materials	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF Supplemental	400
Supervision	Ongoing	Principal, AP, Counselors	Hourly rate for security-district fund used		LCFF Concentration	400
After School sports activities	Ongoing	Principal, AP, Athletic Director	Coaches, Referee, League Costs Transportation	1000-1999: Certificated Personnel Salaries 5700-5799: Transfers Of Direct Costs	General Fund	13500
Purchase health/safety equipment	August	Principal, AP, Secretaries	Band aids, feminine products, ice packs, red backpacks	4000-4999: Books And Supplies	General Fund	600
Ensure all students are socially and emotionally safe	Ongoing	All staff	Mindfulness room ASB led activities			
Create SMS marketing video	Ongoing	Principal, AP, Students	Students will submit videos			
Provide cell phone stipend to AP for cell usage	Ongoing	Principal		5900: Communications	General Fund	622
Provide guest speakers and business mentors to speak with students about different career pathways	Ongoing	Principal, Assistant Principal				
Purchase award and incentive items to promote a positive school culture and academic achievement	Ongoing	Principal, AP, Secretaries	Honor Roll items Incentives	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF Concentration	1000 3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Secretarial support and interpretation for Vietnamese parents	Ongoing	Principal, Assistant Principal	Hours Hours	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF Supplemental LCFF Concentration	13883 6941
Equipment for Assistant Principal	August	Principal	Computer Monitor	4000-4999: Books And Supplies	General Fund	500
Supplies for students who cannot afford supplies	Ongoing	Principal, Assistant Principal	Office Depot Office Depot	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF Supplemental General Fund	11107 800

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Pupil Outcomes

SCHOOL GOAL #1:

All FMUSD students will meet grade level standards in math and reading as defined by state and local assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All FMUSD students will meet grade level standards in math and ELA as defined by state and local assessments.	July 2018-June 2019	Assistant Superintendent Educational Services	LCFF supplemental and concentration funds will provide instructional materials, administrative support, and assessment to support teaching and learning.		LCFF Supplemental	2,836,785.35
			Title I funds will provide instructional materials, administrative support, and assessment to support teaching and learning.		Title I Part A: Allocation	883,560.76
			Title III funds will provide instructional materials, administrative support, and assessment to support teaching and learning.		Title II Part A: Improving Teacher Quality	62,438.00
			Lottery funds will provide instructional materials, administrative support, and assessment to support teaching and learning.		Title III Part A: Language Instruction for LEP Students	312,713.90
			Tech support and updates-computer and program support	5800: Professional/Consulting Services And Operating Expenditures	Title I	1310.31
			Student Enrichment			

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Conditions for Learning

SCHOOL GOAL #2:

All FMMSD students have access to highly qualified teachers and a standards-aligned curriculum and all facilities will be well-maintained and in good repair as indicated by the CA Accountability Dashboard.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
FMUSD will provide a qualify educational experience for students through highly qualified staff, standards based instructional materials, and safe and clean facilities as measured by the CA Accountability Dashboard results.	July 2018-June 2019	Superintendent and Cabinet Members	LCFE Supplemental and Concentration funds will support district wide staffing, materials and professional development.		LCFF Supplemental	12,472,590
			Title I funds will support district wide staffing, materials and professional development.		Title I Part A: Allocation	668,002.50
			Title II funds will support district wide staffing, materials and professional development.		Title II Part A: Improving Teacher Quality	448,576
			Title III funds will support district wide staffing, materials and professional development.		Title III	7015.00
			Lottery funds will support district wide staffing, materials and professional development.		Lottery: Instructional Materials	1,518,203.40

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Engagement
SCHOOL GOAL #3:
FMSD will engage parents, community, and students with through an emphasis on positive culture and climate as indicated by the CA Accountability Dashboard results and local data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
FMSD will engage parents, community, and students through an emphasis on positive culture and climate as indicated by the CA Accountability Dashboard results and local data.	July 2018-June 2019	Assistant Superintendent Educational Services	FMSD will support a positive and engaging climate for students and families through support services and materials, and community collaboration. FMSD will support a positive and engaging climate for students and families through support services and materials, and community collaboration.	LCFF Supplemental	693,943.13
			FMSD will support a positive and engaging climate for students and families through support services and materials, and community collaboration. FMSD will support a positive and engaging climate for students and families through support services and materials, and community collaboration.	Title I Part A: Allocation	778,674.74
			FMSD will support a positive and engaging climate for students and families through support services and materials, and community collaboration.	Title III	38,055.00
.6 Assistant Principal	July 1, 2015 thru June 30, 2016	School Site Principal	.6 Assistant Principal	1000-1999: Certificated Personnel Salaries	LCFF Base 41084.00
MS Intervention Teachers	July 1, 2015 thru June 30, 2016	School Site Principal	MS Intervention Teachers	1000-1999: Certificated Personnel Salaries	LCFF Base 62085.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 MS Counselors	July 1, 2015 thru June 30, 2016	School Site Principal	1.4 MS Counselors	1000-1999: Certificated Personnel Salaries	LCFF Base	76201.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	13,500.00
4000-4999: Books And Supplies	General Fund	29,100.00
5700-5799: Transfers Of Direct Costs	General Fund	13,500.00
5900: Communications	General Fund	622.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	21,600.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	16,854.00
4000-4999: Books And Supplies	LCFF Concentration	9,418.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	20,800.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	19,039.00
4000-4999: Books And Supplies	LCFF Supplemental	66,407.00
5000-5999: Services And Other Operating	LCFF Supplemental	13,840.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	9,000.00
2000-2999: Classified Personnel Salaries	Title I	12,097.00
4000-4999: Books And Supplies	Title I	5,519.00
5000-5999: Services And Other Operating	Title I	1,000.00
5700-5799: Transfers Of Direct Costs	Title I	1,000.00
5800: Professional/Consulting Services And	Title I	7,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	35616	0.00
LCFF Supplemental	130086	0.00
LCFF Concentration	47872	0.00
General Fund	56722	0.00

Funding Source	Total Expenditures
General Fund	56,722.00
LCFF Concentration	47,872.00
LCFF Supplemental	130,086.00
Title I	35,616.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	64,900.00
2000-2999: Classified Personnel Salaries	47,990.00
4000-4999: Books And Supplies	110,444.00
5000-5999: Services And Other Operating Expenditures	14,840.00
5700-5799: Transfers Of Direct Costs	24,500.00
5800: Professional/Consulting Services And Operating	7,000.00
5900: Communications	622.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	133,599.00
Goal 2	70,444.00
Goal 3	66,253.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Amber Andrade	X				
Charles Nave		X			
Meaghan Cleary		X			
Elisa Lotti		X			
Maria Castillejos				X	
Jessica Noguez				X	
Alma Bucio				X	
Yvie Bui			X		
Jessica Felix					X
Robinson Doan					X
Numbers of members of each category:	1	3	1	3	2

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 05/10/18.

Attested:

Amber Andrade

Typed Name of School Principal

Signature of School Principal

Date

Jessica Felix

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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State Compensatory Education Advisory Committee

 Signature
Alma A. Bucio
 Signature

X English Learner Advisory Committee

Special Education Advisory Committee

 Signature

Gifted and Talented Education Program Advisory Committee

 Signature

District/School Liaison Team for schools in Program Improvement

 Signature

Compensatory Education Advisory Committee

 Signature

Departmental Advisory Committee (secondary)

 Signature

Other committees established by the school or district (list):

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Attested:

Amber Andrade	<i>Amber Andrade</i>	05/10/18
Typed Name of School Principal	Signature of School Principal	Date
Jessica Felix	<i>Jessica Felix</i>	5/11/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date