School Year: **2023-24**

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	School Site Council (SSC) Approval Date	Local Board Approval Date
Mills Middle School	34673306059190	May 2, 2023	September 21, 2023

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Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Title I Schoolwide
Additional Targeted Support and Improvement (ATSI) Subgroups - African American, Homeless, Socio Economically Disadvantaged, Students with Disabilities, Two or More Races.

Briefly describe 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 purpose of this plan is to outline the goals, action plan items or strategies, measurement tools, and budget necessary to improve the academic achievement and school climate at Mills Middle School. Goals have been set to address the following areas: a curriculum that promotes college and career readiness, school climate, high quality classroom instruction and access to a broad course of study, and monitoring student success using assessment results. These goals have been developed with input from various stakeholders including parents, community members, students, staff, and the site leadership team. This plan will be communicated to the Educational Partners and once board approved, be made public on our school website.

School Vision and Mission

Vision:
Mills Middle School is an inclusive, diverse community of learners whose staff ensures equitable access to rigorous academic learning while simultaneously fostering the social and emotional well-being of the whole child.

Mission:
Mills Middle School prioritizes the needs of each student by cultivating an inclusive environment that provides for community-based academic and social emotional growth.

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).

As a Title I school, we conduct fall and spring Title I Surveys with parents. The survey provides us with information about what additional information parents would like to have about Mill's programs, English learner offerings, and the ELPAC, communication to and from the school, the principal's response time, and how parents support student achievement from home. We also conduct an annual parent survey and target our parent involvement efforts to address these needs. In addition, we use our CA Healthy Kids Survey (CHKS) and student surveys on school climate to analyze student input about our school/its programs and reflect upon changes needed to improve school climate. This past year we also administered the Panorama Social and Emotional Learning (SEL) survey three times and used the results of those surveys to identify students for tier 2 interventions through our Coordination of Services Team (COST). The data from those surveys also gives us a starting point for who should be targeted for additional support, including those offered during our Flex period.

Classroom Observations

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

The administration conducts walk-through classroom observations of all classes. Based upon contractual obligations, certain teachers have classroom observations more regularly in order to support professional learning and curriculum improvement. For example, some teachers are observed four times a year and some are observed two times a year. Teachers are encouraged to observe colleagues during prep time, and the Beginning Teacher Induction Program (BTIP) has peer observations that are conducted. Mills also started an Instructional Rounds Team, where teachers pre-meet to study the 4 C's (Climate, Culture, Communication, Curriculum) of classroom climate and select one to observe in their peer's classrooms that week. They then post-meet to debrief and share their observations.

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

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

State assessments include English Language Proficiency Assessments for CA (ELPAC) and California Assessment of Student Performance and Progress (CAASSP) in the spring to measure student progress. The state will provide CAASSP results for parents and schools in September, and ELPAC results are provided in the summer months of each year. Local assessments at the district level include Renaissance Reading and Math diagnostics 3 times per year. Through the work of professional learning communities, grade-level common and formative assessments by subject area are used to provide feedback to staff in order to determine recovery needs and mastery of standards.

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

Mills Middle School has embraced a Community Schools model for how we approach student learning and emotional wellness. Pillar 2 focuses on culturally responsive instructional practices during the school day and in extended learning opportunities. We are committed to productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks.
Illuminate and Renaissance data programs are used to monitor students' progress. Data is used to monitor curriculum modification and the progress of student growth. Mills has developed a multiple-tiered system to support student needs in; Intensive Intervention for English Learners (ELL), grade level English Language Arts (ELA), and Honors ELA. In Math, courses are homogeneously mixed at each grade level. There is also a math lab intervention class offered to teach and reinforce basic math skills for students who are multiple grade levels below standard. Professional Learning Communities (PLCs) meet 3 times/month to discuss student data from classroom assessments, Illuminate or Renaissance, and use the results of that data to guide future instruction and plan interventions/enrichment during Flex time.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified teachers placed in the appropriate credentials, based upon state and county requirements.

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

All staff rotates through annual SBE-adopted publisher training. Our district supports professional development through district-wide professional development offered during and after school hours, Personal Learning Community (PLC) meetings, and monthly staff and department meetings. Our district curriculum specialists provide updated training as needed and work with staff on the adoption of new and support materials. Multiple teachers have been trained in Guided Language Acquisition Design (GLAD) instructional strategies to support students and engage them in language acquisition. Multiple teachers have also been trained in STEM strategies. All teachers have received PLC training and are assigned to department PLC teams. The Mills staff worked regularly with Solution Tree over the past three years to strengthen and grow our PLC work.

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

Mills provides professional development focused on creating the conditions for learning for all students. FCUSD has committed to the California Community Schools Framework and has developed four equity questions that focus our actions to accelerate learning outcomes for our low income, English Learner/Emergent Bilingual, students with learning disabilities and our Black youth to ensure that they are benefitting from culturally responsive tier 1 instruction and interventions.
Our staff has received Professional Development in Whole Child Design through Turnaround for Children and understanding the brain science of accelerated learning. Our district has also committed to ongoing PD in Behavior RtI to create a restorative and instructional response to student behavior. FCUSD has a longstanding commitment to Social Emotional Learning and embraces the CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making, and we teach all students these specific skills through tier 1 instruction using the Second Step/Base Education curriculum.
All professional development is based on social and emotional learning and instruction and addresses Common Core State Standards and/or data-driven instructional strategies proven to show student growth. Once/weekly, school-wide collaboration time is dedicated to common core standards, professional development, student performance, and data analysis of assessments.
CAASPP data shows a trend downward in overall reading scores over the past three years. Professional development is needed for teachers in all subject areas moving forward with a schoolwide focus on math and reading intervention and literacy across all subject areas.
Based on results from the CalSchools Survey and student pre and post surveys there is a need for increased student connectedness to school. Mills has created a tier 2 Coordination of Services (COST) team to target disconnected and disengaged students, which began in 2022-2023.
Mills is also insignificant disproportionality due to the over suspension of African American students and students with disabilities. Due to the recent COVID-19 pandemic, students and staff have also experienced trauma. There is a need for professional development and ongoing training for all staff: administrators, certificated and classified, on trauma-informed practices, cultural responsiveness, implicit bias, and equity and to explore alternatives to suspension. These items will be addressed in the goal-setting chapters of this document.

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

District curriculum specialists and our site Instructional support coach provide on-going support to teachers. The professional development coaches, instructional support coach, department chairs, math coordinator and English Language Development (ELD) coordinator and district lead teachers to provide teachers time for collaboration and data analysis. As the district is in significant disproportionality, an educational partner team was created, and a plan was developed on how to improve. This was submitted to the California Department of Education and approved. Details of district support in this area are outlined in the 'resource inequities' portion of this document.

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

Common planning time is provided three times/month to support collaboration by grade level and subject matter. This collaboration time centers around curriculum, instructional strategies, student performance, shared lesson plans and data analysis.

Teaching and Learning

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

Teachers receive training in GLAD, I-Lit, Study Sync, Renaissance, Math instruction and support, all new adopted curriculum and our staff attends district-offered instructional focus meetings. The focus of the PLC teams is on planning for Flex time interventions and enrichments and working toward consistent grading practices.

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

Mills is on a six period/day schedule where students receive 241 minutes of instruction and support in ELA and 241 minutes in Math weekly. Mills offers an additional math support class, called 'math lab,' for another 241 minutes/week for struggling students.

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

District has created guaranteed and viable curriculum standards for science, math, English and social science. Extra sections of support classes in math and for our English Learners are offered for students who are performing multiple grade levels below in their ability. Periodic assessments allow teachers to monitor students' progress.

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

Mills is compliant with the Williams Act and provides students with the needed materials.

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

Teachers have been trained in the use of supplemental curriculum including, but not limited to; StudySync, i-Ready and iLit. A small cohort of staff was also trained on the LETRS program this year.

Opportunity and Equal Educational Access

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

Mills utilizes additional instructional time for English learners and Math to support all students. This multiple-tiered model enables students to be grouped with other students at a similar level: English Language courses, English or Honors courses. Students receive instruction based on the needs of these groups. Our site also offers intervention three times/week during Flex in all subject areas.

Evidence-based educational practices to raise student achievement

Over half the teaching staff has been trained on GLAD strategies to increase student achievement. Our school has implemented a Positive Behavior Intervention Support (PBIS) program with students. Our teachers are trained in PBIS strategies and teach weekly social and emotional learning lessons through a program called 'Second Step.' We also have multiple anti-bullying programs; 1. Second Step lesson during advisory, 2. Student leadership program, 3. Point Break training, and 4 Where Everybody Belongs (WEB) training.

Parental Engagement

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

Parents are encouraged to attend Back to School Night, School Site Council, District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), Title I Parent Meetings, Parent Information Nights, Tutoring, Music Performances, Sporting events, and STEM Expo. Parents are also encouraged to volunteer. Information is provided on our webpage, automated calling system, and through the use of our computer kiosks for parents to look up current grades. Daily bulletins are posted on the school webpage. Family school newsletters are emailed home monthly. New-parent orientation is offered the week before school starts and in January. Mustang Rodeo is the day before school begins where all incoming sixth grade students and their families are invited to campus to tour, pick up materials and Chromebooks, and get information on a number of different programs and parent resources.

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)

Our school has begun to use a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our youth, their families, and community service agencies to bring resources onto our campus that remove barriers to students learning, retaining and applying knowledge. This is done by understanding the Science of Learning Development and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe on our campuses. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home.
Parents may attend Site Council meetings and Title I meetings, along with staff, to stay informed and help make decisions about the Single Plan for Student Achievement (SPSA) plan and budget changes. In addition, our English Language Advisory Committee meets four-six times a year to discuss the SPSA plan, the budget, and ways to support EL students. Parent and student involvement in Site Council is imperative to the decision-making process.

Funding

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

District and site funds are used to staff two Instructional Coaches (starting in 2023-2024) who will work with students who are performing below standards. They will also be trained on how to provide instructional coaching to teachers to support them in the classroom. These funds are also used to provide professional development opportunities for staff, purchase supplemental support curriculum and technology, provide field trip opportunities, translation support, and support for our PBIS and advisory programs and interventions.

Fiscal support (EPC)

Our school has access to EL funding, district support funds, and Title I, 2 and 3 funding.

Educational Partner Involvement

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

We recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campuses safe and relationship-based places for youth to be. Our community partners include the Sacramento County Office of Education (SCOE), Kaiser, the City of Rancho Cordova, and the Rancho Cordova Kiwanis. Through our Community Schools design process, we have noted needs in the following areas: an on-site food bank, access to basic clothing and hygiene items, access to physical and mental health services, dental services, and additional supports that we are working as a regional network of schools to address.

The School Site Council is comprised of parent representatives, students, teachers, and other school staff. Student achievement data and relevant topics, including Essential Standards, family engagement strategies, data, goals, budget, school mission and vision, attendance, parent engagement policy, and suspensions were discussed at each meeting. Specific SPSA discussions were held in May (School Site Council), August 15th (Leadership), August 17th, 2023 (Back to School night for all parents and staff), and August 30th (English Learner Advisory Committee, ELAC). The current SPSA was reviewed and additional feedback on student learning was received. The process and timeline for constituent involvement were outlined.

The following is a list of additional committees and meeting dates where the SPSA was and continues to be discussed:

SSC (6x/year)
ELAC (6x/year)
Staff (monthly)
Leadership (monthly)
Student council (as needed)
PLC meetings (3x/month)
Department meetings (once/month)

Resource Inequities

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

Mills is a schoolwide Title 1 school. In 2019 Mills was determined to be eligible for Additional Targeted Support and Improvement (ATSI). Additional Targeted Support and Improvement (ATSI) Subgroups currently include African American, Homeless, Socio Economically Disadvantaged, Students with Disabilities, and Two or More Races.
Mills also received the Community Schools Grant, which will go into effect in 2023-2024. Resource inequities are persistent in communities throughout our nation based on family income level and access to health and mental health supports, stable housing, and employment. These systemic challenges disproportionately impact many of our English Learner, low-income, and Black families. The Community Schools effort will bring community partnerships to our schools to remove barriers in access to physical and mental health services, tutoring, mentoring, access to basic services like

food, clothing, and housing is focused on reducing these challenges to create stability in our attendance, enrollment and allow students minds to be focused on learning and growing as part of our school community.

Renaissance: The Renaissance diagnostic was given twice during 2022-2023. In Reading, all three grade levels showed growth in the Scaled Score, although it was not very significant. The greatest growth occurred in eighth grade with an increase of 23 points. In math, all three grade levels showed growth in the Scaled Score, although it was not very significant. The greatest growth occurred in seventh grade with an increase of 15 points.

CAASPP scores for 2021-2022: In English Language Arts, students were 60.1 points below the standard schoolwide. Student groups that scored the lowest include African Americans, Homeless, English Learners, and Students with disabilities.
In Math, students were 113.7 points below standard schoolwide. Student groups that scored lowest include African American, English Learners, Homeless, Students with Disabilities, Asian, Hispanic, Two or more races, and socioeconomically disadvantaged.

ELPAC scores reflected 51.1% of English Learners making progress toward English language proficiency. Due to Covid, the last dashboard reporting data for ELPAC was in 2019-2020. At that time, scores reflected that 51.6% of English learners were making progress toward English language proficiency.

In 2021-2022, the school was back in session full time after Covid. The percentage of students classified as chronically absent went down to 30.31% in 2021-2022 (CA School Dashboard). The student groups with the highest percentage of chronic absences include African American, English Learners, Homeless, Hispanic, Two or more races, socioeconomically disadvantaged, Students with disabilities, and White. There were 191 School Attendance Review Team (SART) meetings held.
In 2020-2021, Mills was on distance learning for three quarters of the year. The percentage of students classified as chronically absent increased to 36.9% (a student who is absent for 10% or more of the school year due to all absences). This increase is consistent with the increase in the district average from 15% in 2019-2020 to 24% in 2020-2021.

Suspension data for 2021-2022 is as follows: Overall suspension rate was 12.4%. The student groups with the highest percent of suspensions include African American, Homeless, Two or more races, socioeconomically disadvantaged, and Students with disabilities. There was a total of 198 Off Site Suspensions and 70 incidents of Other Means of Correction.
During 2020-2021, schools were still closed due to Covid until April 2021 so suspension data for the full year is not available for comparison.

We will focus instructional support for all students, especially those subgroups indicated by ATSI: African American, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races. These resource inequities will be addressed through the goals, action plan strategies, measurement tools, and budget allocations for each item. A summary of these strategies includes providing professional development on creating safe classroom spaces and a safe school environment and learning about and observing best practices in classroom instruction, management, and engagement. Additional strategies include the usage of a merit program and providing incentives for merits earned due to attendance and behavior, teacher training on designing targeted Flex sessions for intervention and enrichment, implementing a twice weekly advisory and providing supplies to teachers for team building, character building, and social and emotional learning activities. We also created a "Restorative Center" this past year where students are temporarily placed to focus on changing behaviors. We implemented a curriculum that students will use in the

Restorative Center specifically focused on learning from the behavior that got them sent there. We also have a team of administrators, campus monitors, and teachers who have been trained in alternative discipline methods and will continue to implement some of those strategies in lieu of suspension when we can. Professional development for classified and certificated will also continue on culturally responsive teaching and learning, professional learning communities, increased bilingual aide support time in the front office to assist with our Spanish speaking families and professional development for teachers through conferences. The plan also includes opportunities for students to take field trips, host guest speakers for in-class presentations and whole school assemblies, increase communication with families on student progress, fund extra sections of math, English, and English Learner classes, hire additional bilingual instructional aides and fund an additional instructional coach to assist with the overall academic monitoring of the students.
Note: In the past three years Mills has implemented a push-in system and schoolwide merit system to address some of these inequities, specifically attendance and suspension rates. Last year, Mills was awarded Positive Behavior Intervention & Supports (PBIS) Silver Recognition by the state of California for the second year in a row for our efforts in these areas. We plan to apply for Gold Recognition for 2023 after implementing some additional criteria for that level.

For the 2022-2023 school year, the district began training both elementary and secondary schools in alternative disciplinary measures to further decrease the suspension rate and keep students in school. This training has had an impact, as evidenced by current districtwide suspension data: In comparison to the 2021-2022 school year, the 2022-2023 school year had a 10% reduction in the number of students suspended, a 5% reduction in the average length of an out of school suspension and 15% reduction in the number of instructional days lost to suspension. The training will continue in the 2023-2024 school year on other means of correction and alternatives to suspension.

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.26%	0.1%	0.13%	2	1	1
African American	12.43%	13.2%	11.41%	95	98	85
Asian	6.68%	6.7%	8.05%	51	50	60
Filipino	1.96%	1.2%	0.81%	15	9	6
Hispanic/Latino	43.32%	41.6%	42.42%	331	310	316
Pacific Islander	1.96%	2.3%	2.28%	15	17	17
White	24.61%	25.6%	23.89%	188	191	178
Multiple/No Response	8.64%	9.0%	10.60%	66	67	79
			Total Enrollment	764	745	745

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	210	282	241
Grade 7	265	211	273
Grade 8	289	252	231
Total Enrollment	764	745	745

Conclusions based on this data:

1. Overall enrollment dropped a bit in 2020-2021. That was the year the students were in distance learning due to COVID-19, so this was expected. The slight decline in enrollment for the two years prior is statistically insignificant due to high variability in enrollment at the school. In the 2022-2023 school year, Mills opened with over 800 students.
2. Students who identify as Hispanic or Latino make up the largest subgroup, followed by White and African American.
3. The number of students who identify as Hispanic or Latino, White or African American remains consistent. Mills should plan for the continued growth of the Hispanic or Latino subgroup and provide resources that will help them remain/become successful. Mills has also continued to see an influx of students from the Middle East and now from Russia and the Ukraine. Mills should examine the needs of these groups to make sure we are not without resources to fit their needs.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	237	246	212	31.0%	33.00%	28.5%
Fluent English Proficient (FEP)	184	150	164	24.1%	20.10%	22.0%
Reclassified Fluent English Proficient (RFEP)	0	3		0.0%	1.2%	

Conclusions based on this data:

1. The number of students reclassifying increased greatly from 2020-2021 (8 students) to 2021-2022 (27 students). In 2022-2023, Mills reclassified 37 students.
2. Spanish is the most common language spoken by our English learners. (53% to 65%).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	226	286	239	214	0	232	214	0	231	94.7	0.0	97.1
Grade 7	291	214	270	285	0	254	285	0	254	97.9	0.0	94.1
Grade 8	233	265	224	225	0	213	225	0	212	96.6	0.0	95.1
All Grades	750	765	733	724	0	699	724	0	697	96.5	0.0	95.4

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2470.		2458.	7.94		5.19	21.03		20.35	25.70		22.94	45.33		51.52
Grade 7	2488.		2481.	9.47		6.30	17.54		20.87	23.16		23.62	49.82		49.21
Grade 8	2513.		2526.	9.78		8.02	20.89		31.13	23.56		25.00	45.78		35.85
All Grades	N/A	N/A	N/A	9.12		6.46	19.61		23.82	24.03		23.82	47.24		45.91

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	15.02		4.33	37.56		52.38	47.42		43.29
Grade 7	13.33		9.45	37.54		53.94	49.12		36.61
Grade 8	13.33		13.21	40.44		57.08	46.22		29.72
All Grades	13.83		8.90	38.45		54.38	47.72		36.73

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	11.27		5.24	42.25		34.50	46.48		60.26
Grade 7	13.33		7.09	35.09		42.13	51.58		50.79
Grade 8	11.56		9.52	45.33		52.86	43.11		37.62
All Grades	12.17		7.22	40.39		42.86	47.44		49.93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	9.86		3.90	54.93		73.59	35.21		22.51
Grade 7	8.77		9.06	58.25		67.32	32.98		23.62
Grade 8	8.00		10.85	61.78		73.11	30.22		16.04
All Grades	8.85		7.89	58.37		71.16	32.78		20.95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	13.62		8.66	45.54		64.07	40.85		27.27
Grade 7	15.09		9.45	40.00		59.84	44.91		30.71
Grade 8	14.67		16.04	44.44		66.04	40.89		17.92
All Grades	14.52		11.19	43.02		63.13	42.46		25.68

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the Covid pandemic, there is no CAASPP data for 2019-2020 and 2020-2021. However, the Renaissance diagnostic was given twice during 2022-2023. All three grade levels showed growth in the Scaled Score, although it was not very significant. The greatest growth occurred in eighth grade with an increase of 23 points.
2. Data from the most recent CAASPP scores indicates that the average for all students at or near standard in reading has trended down over the last three years. On this assessment, eighth grade scores dropped the most from 2021-2022 to 2022-2023, by 14%.
3. In 2021-2022, an increase of English Learner course offerings was built into the master schedule and literacy interventions (specifically focusing on ELs) was offered during Flex time. This continued into the 2022-2023 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	226	286	239	220	0	235	220	0	235	97.3	0.0	98.3
Grade 7	292	214	270	289	0	261	289	0	261	99	0.0	96.7
Grade 8	235	265	224	232	0	217	232	0	217	98.7	0.0	96.9
All Grades	753	765	733	741	0	713	741	0	713	98.4	0.0	97.3

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2464.		2431.	6.82		2.98	13.18		10.21	31.36		25.53	48.64		61.28
Grade 7	2476.		2443.	5.19		2.30	13.15		8.81	28.72		22.61	52.94		66.28
Grade 8	2499.		2478.	8.62		5.07	11.21		11.98	26.29		24.42	53.88		58.53
All Grades	N/A	N/A	N/A	6.75		3.37	12.55		10.24	28.74		24.12	51.96		62.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	9.13		2.98	32.88		28.09	57.99		68.94
Grade 7	10.76		3.83	27.08		34.10	62.15		62.07
Grade 8	12.07		5.99	31.03		45.62	56.90		48.39
All Grades	10.69		4.21	30.04		35.62	59.27		60.17

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	4.09		2.55	42.73		44.26	53.18		53.19
Grade 7	6.57		2.68	43.25		49.81	50.17		47.51
Grade 8	9.48		5.07	33.19		51.15	57.33		43.78
All Grades	6.75		3.37	39.95		48.39	53.31		48.25

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	9.09		4.68	35.00		50.64	55.91		44.68
Grade 7	7.64		3.83	52.78		59.00	39.58		37.16
Grade 8	9.48		3.69	51.72		58.53	38.79		37.79
All Grades	8.65		4.07	47.16		56.10	44.19		39.83

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the Covid pandemic, there is no CAASPP data for 2019-2020 and 2020-2021. However, the Renaissance diagnostic was given twice during 2022-2023. All three grade levels showed growth in the Scaled Score, although it was not very significant. The greatest growth occurred in seventh grade with an increase of 15 points.
2. Data from the most recent CAASPP scores indicates that the average for all students at or near standard in math has trended down or stayed about the same over the last three years. On this assessment, eighth grade scores dropped the most from 2021-2022 to 2022-2023, by 6%, while the sixth-grade scores increased by 2%.
3. Areas of focus for math this year include the continuation of a math lab support class, math intervention through Flex time, and a division wide shift in grading practices with Building Thinking Classrooms.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1514.8	1489.7	1515.0	1511.6	1483.3	1512.9	1517.5	1495.6	1516.7	69	79	74
7	1523.4	1515.6	1504.0	1526.4	1516.3	1491.0	1519.6	1514.3	1516.5	77	59	87
8	1553.6	1531.5	1517.0	1558.6	1531.4	1501.1	1548.1	1531.1	1532.5	56	66	63
All Grades										202	204	224

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	20.29	5.13	17.57	36.23	28.21	35.14	14.49	28.21	25.68	28.99	38.46	21.62	69	78	74
7	12.99	10.34	8.05	35.06	32.76	27.59	29.87	27.59	35.63	22.08	29.31	28.74	77	58	87
8	23.21	21.54	12.70	37.50	33.85	31.75	26.79	16.92	26.98	12.50	27.69	28.57	56	65	63
All Grades	18.32	11.94	12.50	36.14	31.34	31.25	23.76	24.38	29.91	21.78	32.34	26.34	202	201	224

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	43.48	14.10	29.73	20.29	32.05	43.24	13.04	25.64	10.81	23.19	28.21	16.22	69	78	74
7	33.77	36.21	16.09	31.17	27.59	37.93	18.18	12.07	22.99	16.88	24.14	22.99	77	58	87
8	42.86	33.85	20.63	30.36	29.23	34.92	16.07	12.31	14.29	10.71	24.62	30.16	56	65	63
All Grades	39.60	26.87	21.88	27.23	29.85	38.84	15.84	17.41	16.52	17.33	25.87	22.77	202	201	224

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	8.70	2.56	8.11	17.39	11.54	17.57	42.03	30.77	44.59	31.88	55.13	29.73	69	78	74
7	5.19	1.72	5.75	14.29	12.07	17.24	38.96	51.72	39.08	41.56	34.48	37.93	77	58	87
8	14.29	10.77	4.76	19.64	18.46	30.16	42.86	38.46	30.16	23.21	32.31	34.92	56	65	63
All Grades	8.91	4.98	6.25	16.83	13.93	20.98	41.09	39.30	38.39	33.17	41.79	34.38	202	201	224

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	27.54	5.13	13.51	46.38	64.10	68.92	26.09	30.77	17.57	69	78	74
7	11.69	1.72	4.60	59.74	70.69	58.62	28.57	27.59	36.78	77	58	87
8	28.57	15.38	12.70	57.14	56.92	60.32	14.29	27.69	26.98	56	65	63
All Grades	21.78	7.46	9.82	54.46	63.68	62.50	23.76	28.86	27.68	202	201	224

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	47.83	36.36	54.79	26.09	37.88	28.77	26.09	25.76	16.44	69	66	73
7	49.35	60.00	36.78	33.77	26.67	41.38	16.88	13.33	21.84	77	45	87
8	51.79	43.48	22.22	35.71	32.61	46.03	12.50	23.91	31.75	56	46	63
All Grades	49.50	45.22	38.57	31.68	33.12	38.57	18.81	21.66	22.87	202	157	223

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	7.25	5.19	10.81	39.13	15.58	35.14	53.62	79.22	54.05	69	77	74
7	11.69	5.17	4.60	28.57	32.76	37.93	59.74	62.07	57.47	77	58	87
8	19.64	18.46	11.11	32.14	33.85	39.68	48.21	47.69	49.21	56	65	63
All Grades	12.38	9.50	8.48	33.17	26.50	37.50	54.46	64.00	54.02	202	200	224

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	23.19	0.00	10.81	56.52	71.79	72.97	20.29	28.21	16.22	69	78	74
7	1.30	1.72	4.60	75.32	75.86	70.11	23.38	22.41	25.29	77	58	87
8	3.57	4.69	3.17	89.29	68.75	74.60	7.14	26.56	22.22	56	64	63
All Grades	9.41	2.00	6.25	72.77	72.00	72.32	17.82	26.00	21.43	202	200	224

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The number of students who reclassified as fluent English proficient increased greatly from 2020-2021 (4 students) to 2021-2022 (27 students) to 2022-2023 (37 students).
2. The percentage of students scoring a "three" and have a strong chance of reclassifying next year is higher than last year.
3. The focus for English Learners this school year is to increase the number and types of course offerings specific to supporting English Learners in the master schedule, increase the number of students who are Reclassified Fluent English Proficient (RFEP), and decrease the number of Long Term English Learners (LTELs), increase the use of GLAD strategies across content areas and provide training and support for general education teachers to better serve the needs of these students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
745	**75.2**	**28.5**	**0.5**
Total Number of Students enrolled in Mills 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	212	28.5
Foster Youth	4	0.5
Homeless	46	6.2
Socioeconomically Disadvantaged	560	75.2
Students with Disabilities	129	17.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	85	11.4
American Indian	1	0.1
Asian	60	8.1
Filipino	6	0.8
Hispanic	316	42.4
Two or More Races	79	10.6
Pacific Islander	17	2.3
White	178	23.9

Conclusions based on this data:

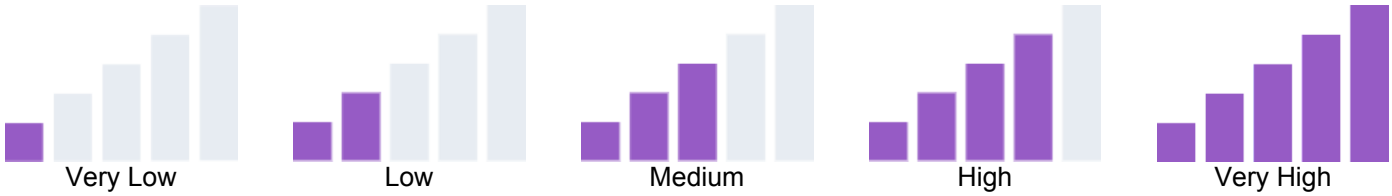
1. The student group with the highest population is Hispanic. It is critical that we ensure as many supports and resources are in place to support the students and their families.
2. Enrollment percentages are critical to watch when observing any type of disproportionality taking place.
3. It is important to recognize the high percentage of students who are Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. This information needs to be taken into account when allocating resources.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	Chronic Absenteeism	Suspension Rate
Low	Very High	Very High
Mathematics		
Very Low		
English Learner Progress		
Medium		

Conclusions based on this data:

1. Except for English learner progress, school-wide performance levels are low and very low in math and English, and chronic absenteeism and suspension rates are very high.

2. Overall suspension rate was 12.4%. The student groups with the highest percent of suspensions include African American, Homeless, Two or More Races, Socioeconomically Disadvantaged and Students with Disabilities. There was a total of 198 Off Site Suspensions and 70 incidents of Other Means of Correction.

3. The subgroups with the highest percentage of chronic absenteeism are Homeless, Students with Disabilities and African American.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

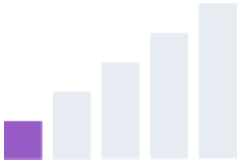
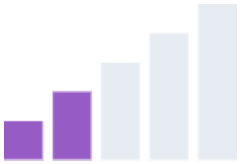
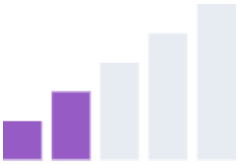
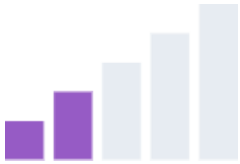
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	5	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
60.1 points below standard	84.4 points below standard	4 Students
629 Students	240 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
85.1 points below standard	68.7 points below standard	133.5 points below standard
41 Students	485 Students	111 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low	No Performance Level	Low	No Performance Level
93.7 points below standard	1 Student	55.9 points below standard	6 Students
67 Students		55 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low	 Low	No Performance Level	 Low
68.9 points below standard	62.3 points below standard	73.4 points below standard	30.7 points below standard
267 Students	66 Students	12 Students	152 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
111.4 points below standard	0.3 points above standard	63.8 points below standard
182 Students	58 Students	290 Students

Conclusions based on this data:

1. All student groups except African American had low status. The African American subgroup was very low.
2. Socioeconomically Disadvantaged group is outperforming all other groups in distance from level 3 (-68.7 points below standard) while all students schoolwide are performing -60.1 points schoolwide. This is about a four-point drop from the previous time CAASPP scores were issued in 2019-2020.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

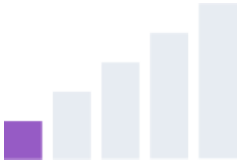
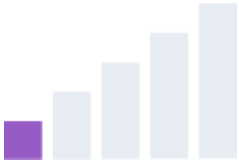
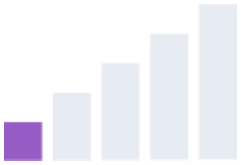
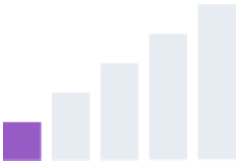
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
8	1	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
113.7 points below standard	130.1 points below standard	3 Students
625 Students	240 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
130.6 points below standard	121.4 points below standard	187.1 points below standard
40 Students	483 Students	111 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low 157.3 points below standard 65 Students	No Performance Level 1 Student	 Very Low 100.2 points below standard 55 Students	No Performance Level 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 122.3 points below standard 268 Students	 Very Low 118.6 points below standard 65 Students	No Performance Level 105.8 points below standard 12 Students	Low 84.7 points below standard 150 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
154.2 points below standard 182 Students	54.7 points below standard 58 Students	122.6 points below standard 287 Students

Conclusions based on this data:

1. All student groups performed at very low status in math. The African American subgroup scored the furthest below level 3, with 157.3 points below the standard.
2. The White subgroup performed closet to standard, falling 84.7 points below the standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

51.1 making progress towards English language proficiency

Number of EL Students: 186 Students

Performance Level: 3

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.

2022 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
16.1%	32.8%	0.0%	51.1%

Conclusions based on this data:

1. The percentage of English Learners scoring well developed on the ELPAC grew significantly from 5% in 2020-2021 to 17% in 2021-2022.
2. The percentage of English Learners scoring at the beginning level on the ELPAC dropped from 26% in 20'20-2021 to 17% in 2021-2022.
3. There were 246 English Learners, or 33% of the student population, at Mills in 2021-2022. Mills has experienced a growth in enrollment since the Spring of 2022 and anticipates our English Learner population to rise in the 2022-2023 school year.
   In 2022-2023, there was an influx of English Learners, however, the percentage of the total English Learner population stayed about the same. This can be attributed to the high percentage of transiency: 24% of students at Mills enrolled after the school year began, while 32% of students who started the school year at Mills transferred out during the year.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

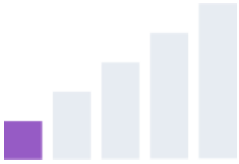
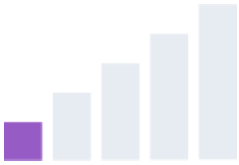
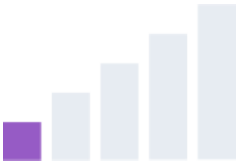
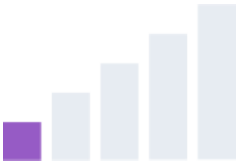
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
8	0	1	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
31.8% Chronically Absent	23% Chronically Absent	Less than 11 Students
814 Students	252 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
50.8% Chronically Absent	32.6% Chronically Absent	43.8% Chronically Absent
63 Students	623 Students	137 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Very High	No Performance Level	Medium	No Performance Level
49.5% Chronically Absent	Less than 11 Students	6.3% Chronically Absent	Less than 11 Students
99 Students	1 Student	64 Students	6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	Very High
32% Chronically Absent	38.2% Chronically Absent	33.3% Chronically Absent	28.6% Chronically Absent
341 Students	89 Students	18 Students	196 Students

Conclusions based on this data:

1. Mills chronic absentee rate was 31.8%; however, five groups had absentee rate percentages higher than that: Homeless (50.8%), Socioeconomically Disadvantaged (32.6%), Students with Disabilities (43.8%), African American (49.5%), Two or More Races (38.2%) and Hispanic (32%). The two groups with best attendance overall are Asian (6.3%) and English Learners (23%).
2. School-wide, all student groups had chronic absenteeism, except for Asian, which constitutes a very small percentage of students at Mills.
3. Mills student body are a highly mobile group, and this contributes to its absentee rate as student often move on short notice without checking out of school. Homeless students had the greatest percentage of students chronically absent, followed by Students with Disabilities, while African American students had the highest absentee rate by race/ethnicity.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
5	1	3	0	0

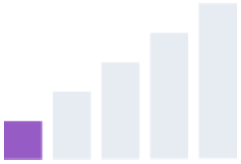
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

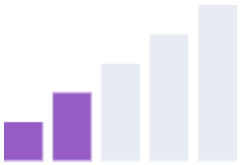
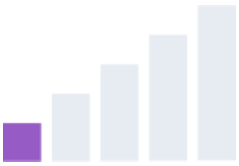
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Medium	No Performance Level
12.4% suspended at least one day	7.6% suspended at least one day	Less than 11 Students
847 Students	263 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
25% suspended at least one day	13.4% suspended at least one day	15.7% suspended at least one day
68 Students	650 Students	140 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	Medium	No Performance Level
23.9% suspended at least one day	Less than 11 Students	2.9% suspended at least one day	Less than 11 Students
109 Students	1 Student	68 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	Very High	No Performance Level	Medium
11.9% suspended at least one day	19.1% suspended at least one day	10% suspended at least one day	7.8% suspended at least one day
345 Students	94 Students	20 Students	204 Students

Conclusions based on this data:

1. The overall suspension rate was 12.4% which is well over the state average of 3.2%.
2. There was a decrease in off-site suspensions from 198 in 2021-2022 to 140 in 2022-2023. Data for comparison from 2020-2021 to 2021-2022 is not available due to being in distance learning three quarters of the school year.
3. The ethnic group with the highest suspension rate is still African American (33.9%) even though African Americans only made up 13.2% of enrollment in 2021-2022.

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

All students will receive instruction from a highly qualified teacher and have access to curriculum which promotes college and career readiness.

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly qualified teachers and have access to a curriculum which promotes college and career readiness (State Priority 1)
1.1 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 - Maintain schools in good repair
1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.

Goal 1

School Goals:
1.1 - Provide teacher support through professional development, collaboration, and mentorship, with a focus on new teachers.
1.2 - Maintain classrooms in good repair.
1.3 - Educators use linguistically and culturally responsive instructional strategies and materials.

Identified Need

Fully Credentialed teachers, access to materials, engaging instruction, and positive learning environment are key to student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher surveys (including new teacher pre and post survey), meeting agendas/minutes, evaluation of teacher websites, budget monitoring, interview questions and ratings.	Teacher surveys SSC meeting and evaluation of teacher websites done by September.	Improved connectedness with students and staff.
Williams Audit	100%	100%
CAASPP ELA	33.66%	36%
CAASPP Math	20.98%	23%

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional Coach, English teacher, English Language teacher, Bilingual aide support. Additional parent coordinator and bilingual aide time, assistant principal and professional development. Provide teacher support through professional development, collaboration, and mentorship, with a focus on new teachers. (LCAP Goal 1) and Educators use linguistically and culturally responsive instructional strategies and materials (LCAP Goal 3).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
22,191	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
8722	Title I 3000-3999: Employee Benefits Instructional Coach
22,191	Title I 1000-1999: Certificated Personnel Salaries Instructional Coach
6629	Title I 3000-3999: Employee Benefits Instructional Coach
911	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach
359	LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach
7399	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach
2210	LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach
33,165	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries English teacher
15,018	LCFF - Supplemental 3000-3999: Employee Benefits English teacher

19,053	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries English language teacher
7468	LCFF - Supplemental 3000-3999: Employee Benefits English language teacher
44012	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual aide support
18311	LCFF - Supplemental 3000-3999: Employee Benefits Bilingual aide support
7380	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time parent coordinator, bilingual aide, and professional development
2880	LCFF - Supplemental 3000-3999: Employee Benefits Additional time parent coordinator, bilingual aide, and professional development
31816	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant principal
7847	LCFF - Supplemental 3000-3999: Employee Benefits Assistant principal
61848	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries English language teacher
24244	LCFF - Supplemental 3000-3999: Employee Benefits English language teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.
(LCAP 1.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for teachers for field trips
565	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for subs
15,000	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Provide low-income students experiential learning opportunities with extracurricular activities.
4111	LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, supplies to support counseling & SEL activities
4309	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental instructional materials
5000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Guest speakers/pd staff, students and families
2500	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Provide low-income students experiential learning opportunities with extracurricular activities.
19,230	California Community Schools 5800: Professional/Consulting Services And Operating Expenditures Summer Enrichment/Professional development for student engagement/Certified Alcohol and Drug Counselor Internship Program
3806	Title I 4000-4999: Books And Supplies Supplemental instructional materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.2 - Maintain classrooms in good repair. (LCAP 1.2)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
2917	California Community Schools 4000-4999: Books And Supplies Computer equipment

Annual Review

SPSA Year Reviewed: 2022-23

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

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

Instructional coaches have been instrumental in supporting our Flex program, as well as providing coaching to teachers on quality first instruction and behavior management. An additional coach was funded for this coming year. Additional bilingual aide time has been budgeted to assist our Spanish speaking families, as well as additional support for our English Learners in the classroom. Additional English classes have also been funded to provide targeted instruction to our low-level readers.

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

No noted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New this year is planning for implementation of our Community Schools Grant. This will fund a community school liaison, behaviorist, part time social worker and the technology to support them in their roles. Further information is discussed in the Comprehensive Needs Assessment and Resource Inequities portions of this SPSA.

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

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5, and 6).
2.1 - Increase student attendance rates and reduce chronic absences for all students.
2.2 - Increase the high school graduation rate and decrease the dropout rate.
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents. (esp. African American, Students with Disabilities, etc. subgroups as identified for ATSI)
2.4 - Increase opportunities for family engagement parent input and the utilization of volunteers.
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

School Goals:
2.1 - Reduce chronic absences.
2.2 - Increase the number of students Reclassifying as Fluent English Proficient (RFEP) promoting to high school to increase access to A-G courses.
2.3 - Reduce suspension rate, especially for the subgroups targeted for ATSI: African American, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races. Increase opportunities for students to engage in restorative practices.
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.5 - Foster community partnerships that support student learning.

Identified Need

Attendance is below district average. Community and parent engagement is imperative to student success. Suspension and expulsion rates are higher than state-wide average.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student surveys (August/May), CalSchoolsSurvey (Nov), teacher survey, parent survey (August), administrative data (suspensions, attendance, push-in, class suspensions)	Parent and student surveys	Increased connectedness
Chronically Absent	15.3%	Reduction by 2%
Suspension rates	High	Reduced number of suspensions

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	Low parent engagement	Increase parent participation (ELAC, SSC)

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase student engagement and provide a safe, healthy, and positive learning environment (LCAP Goal 2). Supports family engagement and fosters involvement (LCAP Goal 2).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
12500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Professional development in PBIS, social emotional and academic/behavioral interventions.
4000	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for certificated professional development and substitutes
3000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for professional development
20000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences for professional learning on improving school climate, academic interventions and attendance
	None Specified None Specified Implementation of a Coordination of Services Team (COST)
	None Specified None Specified

	Improve Your Tomorrow Program to target young men of color
	None Specified None Specified Wii Girls Group (Earth Mamma Healing) to target young women of color
	None Specified None Specified
4111	LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, supplies to support counseling & SEL activities
6500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Technology programs to support positive school climate (Flexisched, Ripple Effects, 5 Star, Smore)
31816	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant principal
7847	LCFF - Supplemental 3000-3999: Employee Benefits Assistant principal
27045	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student support specialist
10602	LCFF - Supplemental 3000-3999: Employee Benefits Student support specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Title I Instructional Support Coach. 2.2 - Increase the high school graduation rate and decrease the dropout rate. (LCAP Goal 2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)

22,191	Title I 1000-1999: Certificated Personnel Salaries Instructional coach
8725	Title I 3000-3999: Employee Benefits Instructional coach
22,191	Title I 1000-1999: Certificated Personnel Salaries Instructional coach
6629	Title I 3000-3999: Employee Benefits Instructional coach
911	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach
359	LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach
7399	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach
2211	LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach
61848	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries English language teacher
24244	LCFF - Supplemental 3000-3999: Employee Benefits English language teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math intervention teacher. 2.2 - Increase the high school graduation rate and decrease the dropout rate. (LCAP Goal 2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s) Source(s)

10,225	Title I 1000-1999: Certificated Personnel Salaries Math intervention teacher
3584	Title I 3000-3999: Employee Benefits Math intervention teacher
47634	Learning Recovery 1000-1999: Certificated Personnel Salaries Math intervention teacher
18673	Learning Recovery 3000-3999: Employee Benefits Math intervention teacher
3806	Title I 4000-4999: Books And Supplies Resources for improving school climate and reducing suspension rate, supporting English learners and low-level readers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.1 - Increase student attendance rates and reduce chronic absences for all students.
2.2 - Increase the high school graduation rate and decrease the dropout rate.
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents. (esp. subgroups targeted for ATSI: African American, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races).
(LCAP Goal 2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
27,142	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor
8301	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Counselor
19,054	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries English language teacher

7468	LCFF - Supplemental 3000-3999: Employee Benefits English language teacher
44012	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aide support
18311	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aide support
25,740	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Behavior specialist
12,088	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behavior specialist
7380	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified professional development
2880	LCFF - Supplemental 3000-3999: Employee Benefits Classified professional development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all educational partners. 2.3 - Reduce student suspensions, expulsion rates, and bullying incidents. (LCAP goal 2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
5000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Guest presenters to support curriculum and instruction, motivational assemblies
2000	LCFF - Supplemental 5900: Communications Communication with families on student progress

	None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

LCAP Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5 and 6).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
2250	California Community Schools 1000-1999: Certificated Personnel Salaries School Nurse/Family Nurse Practitioner
882	California Community Schools 3000-3999: Employee Benefits School Nurse/Family Nurse Practitioner
88,941	California Community Schools 2000-2999: Classified Personnel Salaries Community school facilitator
34,865	California Community Schools 2000-2999: Classified Personnel Salaries Community school facilitator
27,365	California Community Schools 2000-2999: Classified Personnel Salaries School social worker
10,727	California Community Schools 3000-3999: Employee Benefits School social worker
36,487	California Community Schools 2000-2999: Classified Personnel Salaries Behavior specialist
14,303	California Community Schools 3000-3999: Employee Benefits Behavior specialist
1350	California Community Schools

	5800: Professional/Consulting Services And Operating Expenditures Mileage
19,229	California Community Schools 5800: Professional/Consulting Services And Operating Expenditures Summer Enrichment/Professional development for student engagement/Certified Alcohol and Drug Counselor Internship Program

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

LCAP Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5 and 6).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
11159	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health assistant
4015	LCFF - Supplemental 3000-3999: Employee Benefits Health assistant
107554	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Site supervisors
43646	LCFF - Supplemental 3000-3999: Employee Benefits Site supervisors
19651	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Middle school clerk
7070	LCFF - Supplemental 3000-3999: Employee Benefits Middle school clerk
8688	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent coordinator extra time

3126	LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator extra time
23403	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance specialist
16367	LCFF - Supplemental 3000-3999: Employee Benefits Attendance specialist

Annual Review

SPSA Year Reviewed: 2022-23

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

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

Professional development took place in early August 2023 in areas of Safe Schools, Professional Learning Communities and Engaging Each and Every Student. This professional development needs to continue throughout the year. Although off site suspensions have decreased due to a focus on alternatives to suspension, classroom suspensions have increased greatly.

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

The Flex program has now been implemented permanently. Feedback from students and staff is very positive. The majority of students indicated they liked the Flex period based on results of student survey data.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New this year is planning for implementation of our Community Schools Grant. This will fund a community school liaison, behaviorist, part time social worker and the technology to support them in their roles. Further information is discussed in the Comprehensive Needs Assessment and Resource Inequities portions of this SPSA.

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

Provide students with high quality classroom instruction and access to a broad course of study.

LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

School Goal (s):
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Provide learning targets written in student friendly language based on identified essential standards in each content area.
3.3 - Provide access to research-based instructional strategies, with a focus on English Learners, to increase student achievement.
3.4 - Provide all students access to Visual and Performing Arts (VAPA), leadership, and/or pre-Career Technical Education (CTE) courses.

Identified Need

Provide Professional development for staff needed with curriculum and Social Emotional Learning (SEL).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Evaluation of school budgets, teacher surveys	Teacher and staff surveys SSC meeting and evaluation of teacher websites done by August.	Improved teacher efficacy and staff collaboration with SEL.
GLAD	Provide GLAD training to staff not yet trained.	All teachers will be provided opportunity to be trained.
STEM Courses	STEM is in all grades 6-8.	Increase enrollment of all diverse learners.

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional coaches. LCAP Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
22,191	Title I 1000-1999: Certificated Personnel Salaries Instructional coach
8725	Title I 3000-3999: Employee Benefits Instructional coach
22,191	Title I 1000-1999: Certificated Personnel Salaries Instructional coach
6629	Title I 3000-3999: Employee Benefits Instructional coach
912	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach
359	LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach
7399	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach
2211	LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach
3806	Title I 4000-4999: Books And Supplies Instructional supplies, supplies to support counseling & SEL activities
4112	LCFF - Supplemental 4000-4999: Books And Supplies

	Instructional supplies, supplies to support counseling & SEL activities
25,740	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behavior specialist
12,088	LCFF - Supplemental 3000-3999: Employee Benefits Behavior specialist
	None Specified None Specified
4310	LCFF - Supplemental 4000-4999: Books And Supplies Professional learning materials, additional library books
20,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences for professional learning on improving school climate, academic interventions and attendance
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.
(LCAP Goal 3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
15,284	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional music class to increase access for English learners
6029	LCFF - Supplemental 3000-3999: Employee Benefits Additional music class to increase access for English learners

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
(LCAP Goal 3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
3000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for field trips and professional development
12,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Professional development in PBIS, social emotional and academic/behavioral interventions.
4000	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for certificated professional development and substitute teachers
31816	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant principal
7847	LCFF - Supplemental 3000-3999: Employee Benefits

	Assistant principal
27046	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student support specialist
10602	LCFF - Supplemental 3000-3999: Employee Benefits Student support specialist

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2022-23

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

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

Instructional support coach positions are effective in running small group instruction/intervention, overseeing all testing, running a brief intervention session for ELs prior to the ELPAC, coordinating Flex program, assisting with data analysis and providing coaching to teachers in the classroom. Teachers attended multiple conferences in their subject areas with an overall focus on equity and interventions at most of them.

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

None noted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a valuable position that we will continue to fund.

Conferences, trainings and professional development are valuable in keeping teachers up to date on best practices, PLC work and social and emotional learning practices. These opportunities will continue to be funded.

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 progress and educational outcomes will be monitored for success using assessment results.

LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)
4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).
4.2 - Ensure students are meeting grade-level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 - Ensure English Learners make grade-level progress through access to grade-level curriculum and quality first instruction.
4.4 - Ensure Special Education students make grade-level progress through access to grade-level curriculum and quality first instruction.
4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.
4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Goal 4

School Goals:
4.1 - Increase student reading levels across content areas.
4.2 - Increase math mastery toward grade-level standards.
4.3 - Ensure English Learners make grade-level progress through access to grade-level curriculum and quality first instruction.
4.4 - Ensure Special Education students make grade-level progress through access to grade-level curriculum and quality first instruction.
4.5 - Utilize Professional Learning Community (PLC) time to create common assessments, establish data protocols and plan timely intervention and enrichment.

Identified Need

Many of the students at Mills achieve below district-wide averages in all categories.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready ELA and Math	Several students not meeting grade level standard and enrolled in support classes for math	Increase percentage of students performing at or above grade level by 10%.
CAASPP ELA	33.66%	36%
CAASPP Math	20.98%	23%

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

LCAP Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
22,191	Title I 1000-1999: Certificated Personnel Salaries Instructional coach
8725	Title I 3000-3999: Employee Benefits Instructional coach
22,191	Title I 1000-1999: Certificated Personnel Salaries Instructional coach
6629	Title I 3000-3999: Employee Benefits Instructional coach
912	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach
358	LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach
7400	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach
2211	LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach
33,166	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries English teacher
15,018	LCFF - Supplemental 3000-3999: Employee Benefits English teacher

27,143	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor
8301	LCFF - Supplemental 3000-3999: Employee Benefits Counselor
10,225	Title I 1000-1999: Certificated Personnel Salaries Math intervention teacher
3585	Title I 3000-3999: Employee Benefits Math intervention teacher
47,634	Learning Recovery 1000-1999: Certificated Personnel Salaries Math intervention teacher
18,672	Learning Recovery 3000-3999: Employee Benefits Math intervention teacher
31817	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant principal
7848	LCFF - Supplemental 3000-3999: Employee Benefits Assistant principal
27046	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student support specialist
10602	LCFF - Supplemental 3000-3999: Employee Benefits Student support specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.3 -Ensure English Learners make grade-level progress through access to grade-level curriculum and quality first instruction. 4.5 - Utilize Professional Learning Community (PLC) time to create common assessments, establish data protocols and plan timely intervention and enrichment. (LCAP Goal 4)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
44012	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aide support
18312	LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual aide support
3807	Title I 4000-4999: Books And Supplies Instructional supplies
23404	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance specialist
16367	LCFF - Supplemental 3000-3999: Employee Benefits Attendance specialist
4112	LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

	None Specified

	None Specified
	None Specified None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

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

In order to improve student achievement, efforts will be focused on high qualify first instruction and learning recovery through Flex period. A math lab course will be implemented to target students whose basic math skills are multiple grade levels below the standard.

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

None noted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A strong focus around this goal includes providing professional development for all teachers on RtI to ensure all students are reading, writing, and performing math and English at grade level and all special education students are making yearly progress. One of our English Learner teachers also participated in the Language Essentials for Teachers of Reading and Spelling (LETRS) training this past year. Last summer, there were six new course outlines written for the English Learning Development (ELD) classes. All English/ELD teachers will receive training on these new courses before school starts. Our special education teachers are also hosting a training on best practices for engaging students with autism, as we are expecting a number of incoming students identified with that disability.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,112,082.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$281,785.00

Subtotal of additional federal funds included for this school: $281,785.00

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

State or Local Programs	Allocation ($)
California Community Schools	$258,546.00
LCFF - Supplemental	$1,439,138.00
Learning Recovery	$132,613.00

Subtotal of state or local funds included for this school: $1,830,297.00

Total of federal, state, and/or local funds for this school: $2,112,082.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	281,785	0.00
LCFF - Supplemental	1,439,138	0.00
Learning Recovery	132,613	0.00
California Community Schools	258,546	0.00

Expenditures by Funding Source

Funding Source	Amount
California Community Schools	258,546.00
LCFF - Supplemental	1,439,138.00
Learning Recovery	132,613.00
Title I	281,785.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	893,584.00
2000-2999: Classified Personnel Salaries	592,753.00
3000-3999: Employee Benefits	466,729.00
4000-4999: Books And Supplies	43,207.00
5000-5999: Services And Other Operating Expenditures	46,500.00
5700-5799: Transfers Of Direct Costs	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	52,309.00
5900: Communications	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	California Community Schools	2,250.00
2000-2999: Classified Personnel Salaries	California Community Schools	187,658.00
3000-3999: Employee Benefits	California Community Schools	25,912.00
4000-4999: Books And Supplies	California Community Schools	2,917.00
5800: Professional/Consulting Services And Operating Expenditures	California Community Schools	39,809.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	598,088.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	405,095.00
3000-3999: Employee Benefits	LCFF - Supplemental	334,890.00
4000-4999: Books And Supplies	LCFF - Supplemental	25,065.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	46,500.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,500.00
5900: Communications	LCFF - Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	95,268.00
3000-3999: Employee Benefits	Learning Recovery	37,345.00
1000-1999: Certificated Personnel Salaries	Title I	197,978.00
3000-3999: Employee Benefits	Title I	68,582.00
4000-4999: Books And Supplies	Title I	15,225.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	403,092.00
Goal 2	1,028,505.00
Goal 3	258,797.00
Goal 4	421,688.00

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

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Dana Carrigan	Principal
Stephanie Cecil-Spaulding, Chairperson	Other School Staff
Kristen Endean	Classroom Teacher
Susan Sirk	Classroom Teacher
Jacob Schauberger	Classroom Teacher
Andrea Gutierrez	Parent or Community Member
Traci Washington	Parent or Community Member
Mark McCliss	Parent or Community Member
Adria Rice	Parent or Community Member
Elen Sarkisian	Secondary Student

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

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Veronica de Alba Cruz	Other School Staff
Annie Gervais, EL teacher	Classroom Teacher
Dana Carrigan, Chairperson	Principal
Stephanie Cecil-Spaulding	Other School Staff
LaToya Myers	Parent or Community Member
Amanda Bills	Parent or Community Member
Crandy Cruz	Parent or Community Member
Yeimi Villalta	Parent or Community Member
Irma Nochez	Parent or Community Member
Amanda Locke	Parent or Community Member
Yaima Binford	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
   a. The school's needs assessment.
   b. The school's annual language census.

c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 2, 2023.

Attested:

	Principal, Dana Carrigan on May 2, 2023
	SSC Chairperson, Brooke Hoppe on May 2, 2023

MILLS MIDDLE SCHOOL
10439 Coloma Road
Rancho Cordova, CA 95670
(916) 294-9045

Dana Carrigan, Principal
Brian Zan , Assistant Principal
Keith Shields, Assistant Principal
Shelley Raffaelli, Admin. Assistant

School Site Council Meeting
May 2, 2023

Sign-in Sheet
(This meeting was held virtually.
Attendance taken by SSC Chair, Brooke Hoppe)

NAME	POSITION
Dana Carrigan	Principal
Brooke Hoppe	Academic Support Coach
Susan Sirk	Teacher
Abigail Koppel - absent	Student
Joanne Koppel - absent	Parent
Jacob Schauberger	Teacher
Kristen Endean	Teacher
Andrea Gutierrez - absent	Parent
Josefina Rivera - absent	Parent
Mark McCliss	Parent

Mills Middle School

ELAC AGENDA
August 31, 2023
Mills Middle School Library
3:30-4:30pm

I. Welcome/Introductions

II. English Learner Data
- **a. Demographics**
- **b. ELPAC results**

III. Community School
- **a. Saturday language school**

IV. Review SPSA
- **a. Goals**
- **b. Budget**
- **c. Approval of plan**

V. Review of English Learner Classes & Curriculum

VI. DELAC Representative

Next meeting: Wednesday, Nov. 15th

Mills Middle School

ELAC AGENDA - MINUTES
August 31, 2023
Mills Middle School Library
3:30-4:30pm

See attached slide deck for presentation

I. Welcome/Introductions: Principal, Student Support Specialist, Community School Liaison, 3 translators and 3 parents in attendance

II. English Learner Data

a. **Demographics -** principal reported 28% ELs in '22-23 but that percent will be higher for this year

b. **ELPAC results -** growth in percent of students who scored a '4' and automatically reclassified: in '21-22 and in '22-23!

III. Community School

a. **Saturday language school -** Ms. De Alba Cruz explained what a community school is and invited parents to enroll their students in the Spanish language school

IV. Review SPSA

a. **Goals**

b. **Budget**

c. **Approval of plan -** All of the above reviewed, discussed and question/answer session. All members present approve of the plan.

V. Review of English Learner Classes & Curriculum - postponed to next meeting due to time

VI. DELAC Representative - no one present interested. Veronica will assist with calling families to solicit interest.

**Meeting adjourned at 4:30pm - parents were encouraged to contact Principal Carrigan on Ms. De La Cruz about what they would like to hear about at future meetings.*

****Next meeting: Wednesday, Nov. 15th***

Mills Middle School

School Site Council Meeting
May 2nd, 2023
AGENDA

Welcome/Attendance

1. **Mills SPSA DRAFT budget initiatives**
   a. **Discussion/Q & A**
   b. **Vote to approve**

2. **Community School Initiative - May**

3. **Upcoming Events:** **Minimum days all week, 12:45pm dismissal*
   a. 5/22 - 8th grade field trip to Sunsplash
   b. 5/23 - Mustang Round Up
   c. 5/23 - 8th grade awards night
   d. 524 - 6th & 7th grade awards
   e. 5/25 - Last day of school! Promotion! 2pm in Quad.
   f. 5/26 - Teacher workday/Staff potluck luncheon/Grades due by 3pm!

****Next Steps: See minutes for today's presentation***

Mills Middle School

School Site Council Meeting
May 2nd, 2023
Minutes

Welcome/Attendance: Carrigan, Hoppe, Sirk, Schauberger, Endean, McCliss

1. **Mills SPSA DRAFT budget initiatives**
   a. **Discussion/Q & A**
   b. **Vote to approve - *all in favor, motion to approve passed 6-0***

2. **Community School Initiative - May**

3. **Upcoming Events:** ***Minimum days all week, 12:45pm dismissal***
   a. 5/22 - 8th grade field trip to Sunsplash
   b. 5/23 - Mustang Round Up
   c. 5/23 - 8th grade awards night
   d. 524 - 6th & 7th grade awards
   e. 5/25 - Last day of school! Promotion! 2pm in Quad.
   f. 5/26 - Teacher workday/Staff potluck luncheon/Grades due by 3pm!

Next Steps: See today's presentation HERE

Mills ELAC Meeting
August 31, 2023

SIGN IN SHEET

NAME (PLEASE PRINT)	HOME LANGUAGE	CELL PHONE #	EMAIL
Salvador Uxlez	Espanol	(916)804-8773	Salvadormulon@gmail.com
Amanda Bills	English	(916)204-0240	amandabills98@gmail.com
Nancy Orantes	Español	(352)2096817	nancyorantes291@gmail.com
Dana Carrigan, Principal			
Maggie Villeda	BIA/translator		lvilleda@fcusd.org
Veronica De Alba	En Community School Liaison		
Stephanie Cecil-Spaulding	SSS		
Victoria Murdeshwar	BIA Russian	(916)220-5758	vmurdeshwar@FCUSD.org
Erika Perdomo	BIA - Spanish	(813)701-7255	eperdomosolorzana@FCUSD.org

Mills Middle School

SY 23-34

School Plan for Student Review (SPSA) Summary

Mills Vision

Mills Middle School is an inclusive, diverse community of learners whose staff ensures equitable access to rigorous academic learning while simultaneously fostering the social and emotional well being of the whole child.

CA Dashboard Data ‘21-22

- 28.5% English Learners (51.1% making progress)
- 75.2% Socioeconomically Disadvantaged
- ELA 60.1 points below standard - African American, English Learners, Homeless and Students with Disabilities subgroups are very low
- Mathematics 113.7 points below standard - African American, Asian, English Learners, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged and Students with Disabilities subgroups are very low
- 32.8% Chronically absent - African American, English Learners, Hispanic, Homeless, Two or More Races, White, Socioeconomically Disadvantaged, and Students with Disabilities subgroups are very high
- 12.4% Suspended at least once - African American, Homeless, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities subgroups are very high

CA Department of Ed (CDE)

- Mills is a:
  - Title 1 school
  - Community Eligibility Program (CEP)
  - Additional/Targeted Support & Improvement (ATSI)
    - African American
    - Homeless
    - Socioeconomically Disadvantaged
    - Students with Disabilities
    - Two or More Races
      - = 84% of the students at Mills
- These subgroups MUST be specifically targeted for additional supports in the SPSA

Climate Data

- California Healthy Kids Survey (CHKS)
  - School Climate Indicators show Mills falls below the state average in Academic Motivation, Caring Adult Relationships, Two or Fewer Absences per Month and High Expectations.

- Panorama 2022 -2023 SEL Student Survey
  - Measures The Collaborative for Academic, Social, and Emotional Learning (CASEL) framework identifies five SEL competencies
    - Areas of concern: Emotional Regulation & Growth Mindset
    - Areas of Strength: Social Perspective-Taking

Mills Schoolwide Goals ‘23-24

LCAP Goal 1: **All students will receive equitable instruction from highly qualified teachers and have access to curriculum which promotes college & career readiness**

School Goals:

1.1 - Provide teacher support through professional development, collaboration, and mentorship, with a focus on new teachers.

1.2 - Maintain classrooms in good repair.

1.3 - Educators use linguistically and culturally responsive instructional strategies and materials.

Strategies/Action Items:

- Additional FTE: Counselor, ELD, EL Music, Math Support, English Support, Math Intervention - $400,400
- Ripple Effects/5 Star/Smore/Flexisched - $6500
- Classroom supplies - $18,238
- Extra hours: parent coordinator, classified PD - $20,000
- BIA additional hours - $34,000
- Instructional coach - $132,613
- Guest speakers - $10,000
- Field trips - $15,000
- Student activity fees - $2500
- Books - $8500

LCAP Goal 2: **Increase parent and student engagement and provide a safe, healthy, and positive learning environment with an intentional focus on historically marginalized and the most vulnerable student populations.**

School Goals:

2.1 - Reduce chronic absences.

2.2 - Increase number of students Reclassifying as Fluent English Proficient (RFEP) promoting to high school to increase access to A-G courses.

2.3 - Reduce suspension rate, especially for the subgroups targeted for ATSI: African American, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races. Increase opportunities for students to engage in restorative practices.

2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.5 - Foster community partnerships that support student learning.

Strategies/Action Items:

- Additional FTE: Counselor, ELD, EL Music, Math Support, English Support, Math Intervention - $400,400
- Ripple Effects/5 Star/Smore/Flexisched - $6500
- Classroom supplies - $18,238
- Extra hours: parent coordinator, classified PD - $20,000
- BIA additional hours - $34,000
- Instructional coach - $132,613
- Guest speakers - $10,000
- Professional Development: Certificated - $33,500
- Conferences - $40,000
- Subs for professional development - $8000
- Behavior specialist - $75,000

LCAP Goal 3: **Provide all students with high quality classroom instruction and access to a broad course of study.**

School Goals:

3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.2 - Provide learning targets written in student friendly language based on identified essential standards in each content area.

3.3 - Provide access to research-based instructional strategies, with a focus on English Learners, to increase student achievement.

3.4 - Provide all students access to Visual and Performing Arts (VAPA), leadership, and/or pre-Career Technical Education (CTE) courses.

Strategies/Action Items:

- Additional FTE: Counselor, ELD, EL Music, Math Support, English Support, Math Intervention - $400,400
- Classroom supplies - $18,238
- Instructional coach - $132,613
- Professional Development: Certificated - $33,500
- Conferences - $40,000
- Subs for professional development - $8000
- Behavior specialist - $75,000
- Books - $8500

LCAP Goal 4: **Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations.**

School Goals:

4.1 - Increase student reading levels across content areas.

4.2 - Increase math mastery toward grade level standards.

4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 – Utilize PLC time to create common assessments, establish data protocols and plan timely interventions and enrichments.

Strategies/Action Items:

- Additional FTE: Counselor, ELD, EL Music, Math Support, English Support, Math Intervention - $400,400
- Classroom supplies - $18,238
- BIA additional hours - $34,000
- Instructional coach - $132,613

Vote to approve

Next Steps:

- Implement plan for ‘23-24
- Will hold nominations/vote for open positions week of Aug. 14th
- First SSC meeting: Tuesday, August 29th

Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by SlidesCarnival
- Photographs by Unsplash

Mills Middle School

English Learner Advisory Committee 2023-2024

Welcome!

What is ELAC?

English Learner Data: Demographics & ELPAC results

Community School

Review Site Plan

- Goals
- Budget
- Approval of plan

Review of English Learner classes & curriculum

DELAC Representative

Our Team!

- Principal & Chairperson: Dana Carrigan
- ELA/ELD Teacher: Annie Gervais
- Community School Liaison - Veronica de Alba Cruz
- Student Support Specialist - Stephanie Cecil-Spaulding
- 4 + parents: Latoya Myers, Crandy Cruz, Amanda Bills, Yeimi Villalta, Irma Nochez, Amanda Locke, Yaima Binford
- Translators: Erica Perdomo & Maggie Villeda (Spanish) & Victoria Murdeshwar (Russian/Ukrainian)

What is ELAC?

ELAC stands for

English Learner Advisory Committee

Purpose: ***The main function of the ELAC is to advise the principal and school staff on programs and services for English language learners and on the development of the Single School Plan for Student Achievement (SPSA)***

What is ELAC?

FORMATION

Each California public school from K-12 with *21 or more English language learners* must form an ELAC.

ELAC is a committee for parents who want to advocate for English learners.

Demographics: 2022-2023

Enrollment

School Demographics

Student Group	Total	Percentage
English Learners	212	28.5%
Foster Youth	4	0.5%
Homeless	46	6.2%
Socioeconomically Disadvantaged	560	75.2%
Students with Disabilities	129	17.3%

Race/Ethnicity	Total	Percentage
African American	85	11.4%
American Indian	1	0.1%
Asian	60	8.1%
Filipino	6	0.8%
Hispanic	316	42.4%
Two or More Races	79	10.6%
Pacific Islander	17	2.3%
White	178	23.9%

English Learners

The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

The ELPAC assesses public school students in K–12 in the following four domains in English:

- Listening
- Speaking
- Reading
- Writing

For more information visit: ELPAC.ORG

ELPAC Scores 2021-2022

Performance Level Percent Change

2021-22 ELPAC		2022-23 ELPAC		CHANGE
Well Developed	2% (4)	Well Developed	21% (45)	19%
Moderately Developed	44% (95)	Moderately Developed	36% (78)	-8%
Somewhat Developed	32% (69)	Somewhat Developed	31% (67)	-1%
Beginning	21% (46)	Beginning	11% (24)	-10%

Generated on 08/30/2023
by Illuminate Education

Date: **Control Panel (08-30-2023)** Gender(s): **All** Reported Race(s): **All Reported Races** Students: **All Students** Classes: **All Classes** Addl Student Group: **All Students**

School Plan for Student Achievement (SPSA)

- District Goals
- School Goals
- Supplemental Funds Spending Plan

FCUSD

LCAP Goal #1: All students will receive equitable instruction from highly qualified teachers and have access to curriculum which promotes college & career readiness

Goal 1

1.1 - Provide teacher support through professional development, collaboration, and mentorship, with a focus on new teachers.

1.2 - Maintain classrooms in good repair.

1.3 - Educators use linguistically and culturally responsive instructional strategies and materials.

FCUSD

LCAP Goal #2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment with an intentional focus on historically marginalized and the most vulnerable student populations.

Goal 2

2.1 - Reduce chronic absences.

2.2 - Increase number of students Reclassifying as Fluent English Proficient (RFEP) promoting to high school to increase access to A-G courses.

2.3 - Reduce suspension rate, especially for the subgroups targeted for ATSI: African American, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races. Increase opportunities for students to engage in restorative practices.

2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.5 - Foster community partnerships that support student learning.

FCUSD

Goal 3: Provide all students with high quality classroom instruction and access to a broad course of study.

Goal 3

3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.2 - Provide learning targets written in student friendly language based on identified essential standards in each content area.

3.3 - Provide access to research-based instructional strategies, with a focus on English Learners, to increase student achievement.

3.4 - Provide all students access to Visual and Performing Arts (VAPA), leadership, and/or pre-Career Technical Education (CTE) courses.

FCUSD

LCAP Goal #4: Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations.

Goal 4

4.1 - Increase student reading levels across content areas.

4.2 - Increase math mastery toward grade level standards.

4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Utilize Professional Learning Community (PLC) time to create common assessments, establish data protocols and plan timely interventions and enrichments.

Site Supplemental Plan

Targeted Needs

Student Groups of Highest Concern from the CA Dashboard

- Students with Disabilities
  - ELA, Math, Chronic Absenteeism, Suspension Rate
- Socioeconomic Disadvantaged Students
  - Math, Chronic Absenteeism, Suspension Rate
- Hispanic Students
  - Math, Chronic Absenteeism
- English Language Learners
  - ELA, Math, Chronic Absenteeism
- African American Students
  - ELA, Math, Chronic Absenteeism, Suspension Rate
- Homeless Students
  - ELA, Math, Chronic Absenteeism, Suspension Rate

Planned Expenditures

Total allocation - T1, Site Supplemental, District funded, Learning Recovery & Community Schools Grant -

- Instructional Coaches (2)
- .5 Counselor
- 1.0 English teacher
- 1.0 Math teacher
- 2.2 ELL Allocation
- .2 Music class for English Learners
- .2 Math lab
- 1.0 Assistant Principal
- 1.0 Student Support Specialist
- Additional BIA time - Spanish
- Additional time Parent Coordinator (bilingual)
- Additional campus monitor time
- Additional time health clerk

Site Supplemental Plan

Targeted Needs

Student Groups of Highest Concern from the CA Dashboard

- Asian
  - Math
- Two or more races
  - Math, Chronic absenteeism, Suspension
- White
  - Chronic absenteeism

Planned Expenditures Continued

- .5 Front office clerk
- Attendance specialist
- Family Engagement
- Instructional Supplies
- Additional Sections (math, ELA/ELD, Music, Social Science, PE)
- FlexiSched, 5 Star, Ripple Effects, S'More
- Postage
- Conferences
- Field trips
- Professional development classified & certificated
- Behavior specialist
- Community school liason
- Extended learning opportunity program (after school and summer)

Community Schools

Veronica De Alba Cruz

vdealbacruz@fcusd.org
916-800-3967 call/text

Hablo Español

WHAT is a Community School ???

A community school takes on a **whole child, whole-community** approach to learning. Community schools **leverage the resources** of the whole community – students, families, educators, and community partners – to build relationship-centered, supportive, and equitable school communities where **learning is culturally-rooted, inclusive, rigorous, and relevant** (CSLX 2022).

The 4 Pillars

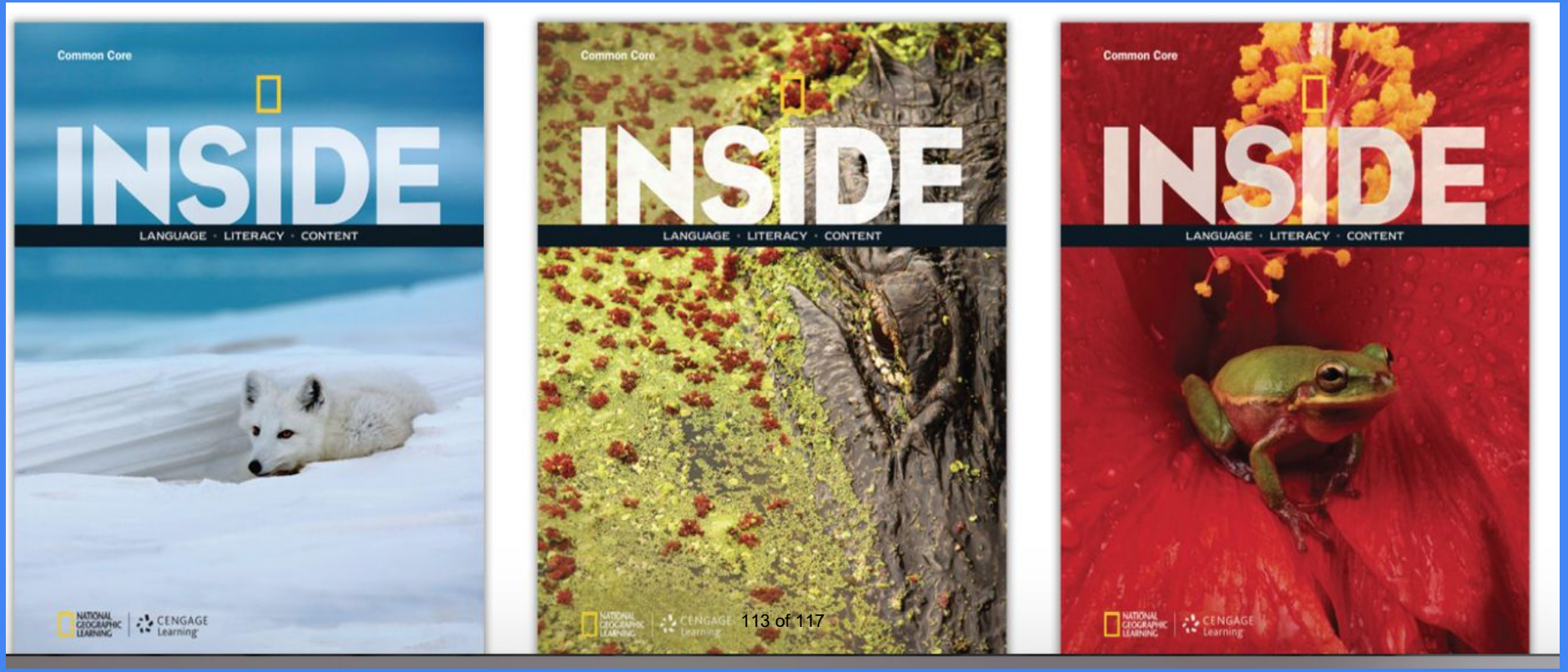
1. Integrated Student & Family Supports
2. Active Family Engagement
3. Collaborative Leadership & Shared Decision Making
4. Student Centered Teaching and Learning Practices & Expanded and Enriched Learning Time and Opportunities

WHAT Does A Community School Look Like?

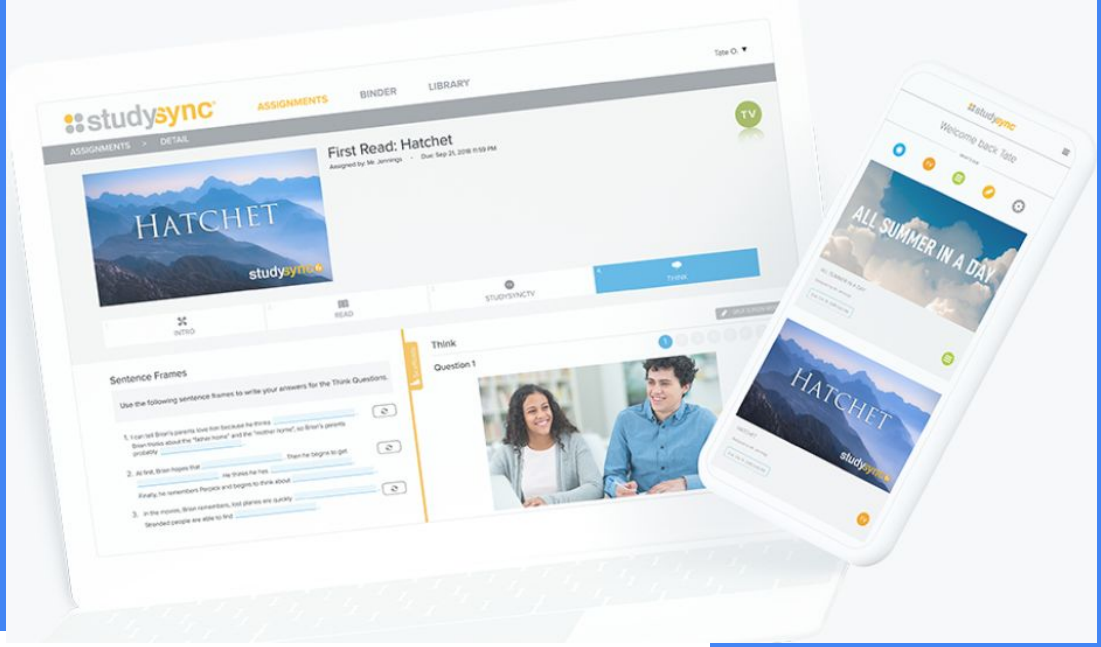
Pillar #1	Pillar #2	Pillar #3	Pillar #4
Student & Family Supports	**Student Centered Teaching and Learning Practices / Enriched Learning Time and Opportunities**	**Active Family Engagement**	**Collaborative Leadership & Practices**
Each community school looks different, because each school site has different needs specific to its community SOME EXAMPLES...			
-MH services -Laundry facilities -Lunch Vending Machines -Digital ID Card Attendance -Sports physical clinics -Immunization clinics -Translation support	-Saturday school -Summer opportunities -Innovative learning practices -Academic showcases -Personalized instruction -Student led conferences -Back2School night reimagined	-On-site community liaisons -Volunteer fingerprint clinics -Family nights P.A -Cultural events -Families learn to serve as advocates and educational support for their children.	-Shared decisions making -Town Hall meetings -Focus groups/conversations -Family input -PLC's -Shared responsibility -Climate of Trust

English Learner Curriculum:
Beginning ELD

Beginning ELD



English



- **English Language Learners (ELL)**

  Resources are organized around a first read, a close read, and an associated skill lesson. ELL skill lessons emphasize explicit vocabulary instruction, language acquisition, and reading comprehension.

Mills DELAC Representative

- **Mills needs one parent to represent the ELL parents on the FCUSD DELAC (District English Learner Advisory Committee) - first meeting TBD**

Next Meeting:

- Wednesday, November 15th
- Agenda:

>Parent School Compact

>Parent and Family Engagement Policy

>Review and approve safety plan

>Review progress on goals

>Flex time presentation

Thank you for being part of the Mills ELAC Committee!