

School Year: **2022-23**



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	August 30, 2022	October 20, 2022

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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)

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 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, 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 create a tier two intervention team for 2022-2023. The data from those surveys also gives us a starting point for who should be targeted for those additional supports.

Classroom Observations

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

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.

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. In 2020-2021, due to COVID-19, our district used the i-Ready diagnostic to report our state scores. The i-Ready diagnostic scores were mailed home to all families at the beginning of June 2021. This past Spring of 2022, state testing returned. 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 i-Ready Reading and Math diagnostics 3 times per year. In the 2022-2023 school year, district K-8 schools will implement the Renaissance testing diagnostic 3 times/year in place of i-Ready. Grade-level common, 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)

Illuminate and i-Ready 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. Professional Learning Communities (PLC) meet 3 times/month to discuss student data from classroom assessments, Illuminate or i-Ready, 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 rotate through annual SBE-adopted publisher training. Our district supports professional development through district-wide classes offered during and after school hours, Secondary ELA and math meetings, monthly coaches' meetings, bimonthly 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 works regularly with Solution Tree to strengthen and grow our PLC work.

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

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 beginning in 2022-2023. Mills is also insignificant disproportionality due to the over suspension of African American students. 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 academic support coach provide on-going support to teachers. The professional development coaches, academic 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, i-Ready, Math instruction and support, all new adopted curriculum and our staff attends district-mandated 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, STEM Expo, and our Multicultural Night. 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.

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)

Parents may attend Site Council meetings, 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 three-four 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)

Categorical funds are used to staff an Academic Support Coach, who works with students who are performing below standards and also works with staff on how to better support these students 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

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, and suspensions were discussed at each meeting. Specific SPSA discussions were held on August 16th (Leadership), August 18th, 2022 (Back to School night for all parents and staff), August 25th (School Site Council), 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 (4x/year)
- ELAC (3x/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.

In 2019 Mills was determined to be eligible for Additional Targeted Support and Improvement (ATSI). The following student groups have met the same criteria for the lowest-performing five percent of Title 1 schools for two consecutive years in 2017-2018 and 2018-2019: English Learners, Homeless, Students with Disabilities, and African Americans. The data for the indicators identified will be discussed below (due to the COVID-19 pandemic, state testing data is not available for 2019-2020 or 2020-2021):

In 2021-2022, statewide testing resumed and the i-Ready diagnostic continued to be given twice during the year. Students showed an overall growth schoolwide of 4% in reading and 7% in math from September 2021 to January of 2022.

In 2020-2021, the i-Ready diagnostic was used for state test reporting data. Overall school growth occurred in reading, with an increase of 11% of students scoring at or above grade level from September 2020 to May 2021. 8th-grade students had the highest percentage of improvement with an increase of 16% of students scoring at or above grade level from September 2020 to May 2021. Overall school growth occurred in math, with an increase of 11% of students scoring at or above

grade level from September 2020 to May 2021. 8th-grade students had the highest percentage of improvement with an increase of 17% of students scoring at or above grade level from September 2020 to May 2021.

In 2019-2020, statewide testing was waived due to the Covid pandemic.

In 2018-2019 and 2017-2018, for CAASPP English Language Arts: the lowest performing groups were African American (86.8 points below standard), English Learners (84.4 points below standard), and Students with Disabilities (141.8 points below standard). All three of these groups scored in the red on both English and math or red on English or math and orange on the other for the last two years we had CAASPP.

CAASPP Math: Seven student groups fall within the red, including the three mentioned previously: African American, English Learners, and Students with Disabilities (maintained average distance from standard).

This past school year, the school was back in session, in person, full time for all students. The percentage of students classified as chronically absent went down to 30.31% in 2021-2022.

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.

In 2019-2020, Mills had 9.3% of students classified as chronically absent.

In 2018-2019, Mills had 16.9% of students chronically absent. The highest percent (30.2%) that were chronically absent were African American, followed by Students with Disabilities with 22.2%.

Suspension data for 2021-2022 is as follows:

There were 170 out of school suspensions (down from 181 during 2018-2019). However, the highest percentage of students suspended were African American (44%) followed by Hispanic (32%).

Due to the Covid pandemic, distance learning, and hybrid schedules for 2019-2020 and 2020-2021, suspension data is not available. Mills had 14.2% of its students suspended at least once in 2018-2019 (this was a decrease of 2.8% from the previous year which moved Mills from a red indicator in 2017-2018 to orange for 2018-2019). No student groups fell in the red this year. The highest percent (33.3%) of students were African American followed by Students with Disabilities (27.6%) then Homeless (22.4%). Other student groups include Two or More Races (20.3%), Socioeconomically Disadvantaged (14.9%), Hispanic (12%), White (10.7%), and English Learners (8.4%).

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 personalized coaching on creating a culturally responsive classroom environment, usage of a merit program and providing incentives for merits earned due to attendance and behavior, continuing the Flex period three times/week for intervention and enrichment activities, implementing a twice weekly advisory and provide supplies to teachers for team building, character building and social and emotional learning activities. We will also create a "Restorative Center" this past year where students are temporarily placed to focus on changing behaviors. This year we are implementing 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 that have been trained in alternative discipline methods and we plan 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, increase 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, and fund an academic support coach to assist with the overall academic monitoring of the students.

Note: In the past two 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 our efforts in these areas. We applied again for 2022 and expect to receive the recognition for an additional year.

The Folsom Cordova Unified School District is in significant disproportionality in two areas: over-suspension of African Americans and over-identification of African Americans for Emotional Disturbance. A summary of the most significant data includes: African American students make up 5.1% of the Folsom Cordova Unified School District enrollment, yet account for 26% of the off site suspensions. 100% of African American students were suspended at least once in 3/32 schools. Enrollment rates for African Americans are higher in Alternative Ed programs than in other district schools. Initial eligibility for African Americans identified as emotionally disturbed include 57% who were initially identified in grades K-3 (note that 1/3 of African Americans identified with emotional disturbance moved into the district with that eligibility). All African American students, except one, who are identified as emotionally disturbed are in special education more than 80% of the day. 40% of students in Counseling Enriched Programs (CEP) are African American.

A plan was developed by the stakeholder team, submitted to the California Department of Education (CDE), and approved. Highlights of the plan include: implementation of a K-3 BOOST program to provide intensive academic, behavior and social-emotional intervention for students who have not responded to Multiple Tiered Systems of Support (MTSS) interventions, expand the classroom engagement project to provide more training to teachers and schools (up to 27 classrooms) to address non-compliant and disruptive behavior within the classroom setting, provide professional development to principals and teachers on the antecedents, behavior, consequences (ABCs) of behavior and developing a PBIS plan, train staff on the development of PBIS plans and data collection, convene a district task force with representatives from sites and Attendance and Due Process to develop strategies to reduce suspension and expulsion including providing alternatives to suspension and expulsion, provide professional development on restorative practices and trauma to school site leaders and staff, provide professional development to certificated and classified staff on culturally responsive instruction and strategies, implicit bias and trauma informed practices, and work with local teacher credentialing programs (Sacramento State, UC Davis and National University) and teacher induction programs to ensure cultural responsiveness and implicit bias are being trained in the teacher credentialing and teacher induction programs. For the 2022-2023 school year, the district is training both elementary and secondary schools in alternative disciplinary measures to further decrease the suspension rate and keep students in school.

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:

- Overall enrollment dropped a bit in 2020-2021. That was the year the students were in distance learning due to COVID-19, so this is expected. The slight decline in enrollment for the two years prior is statistically insignificant due to high variability in enrollment at the school.
- Students who identify as Hispanic or Latino make up the largest subgroup, followed by White and African American.
- 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%	0.40%	

Conclusions based on this data:

1. The number of students reclassifying increased greatly from 2020-2021 (8 students) to 2021-2022 (27 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:

- Due to the Covid pandemic, there is no CAASPP data for 2019-2020 and 2020-2021. However, the i-Ready diagnostic was given as our statewide assessment in May of 2021. Overall school growth occurred in reading, with an increase 11% of students scoring at or above grade level from September 2020 to May 2021. 8th grade students had the highest percentage of improvement with an increase of 16% of students scoring at or above grade level from September 2020 to May 2021. Upon resuming full time in person learning in 2021-2022, students were given the i-Ready diagnostic again in September and January. In comparison to 2021, students grew an overall of 4% in reading. The grade level with the highest percentage of growth was sixth grade by 6%.
- 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. i-Ready data indicates schoolwide gaps in the areas of comprehension of informational text, comprehension of literature and academic vocabulary.

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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.

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 i-Ready diagnostic was given as our statewide assessment in May of 2021. Overall school growth occurred in math, with an increase 11% of students scoring at or above grade level from September 2020 to May 2021. 8th grade students had the highest percentage of improvement with an increase of 17% of students scoring at or above grade level from September 2020 to May 2021. Upon resuming full time in person learning in 2021-22, students were given the i-Ready diagnostic again in September and January. In comparison to 2021, students grew an overall of 7% in math. The grade level with the highest percentage of growth was eighth grade by 12%.
2. Data from the most recent CAASPP scores indicates that there has been no significant trend for improvement or decline for students at or above grade level. over the last three years. iReady data indicates schoolwide gaps in the areas of geometry. It has the highest number of students performing two or more years below grade level and the fewest performing at or above grade level.
3. Areas of focus for math this year include the addition of a math lab support class, math intervention through Flex time and a division wide shift in grading practices with a focus on mastery learning.

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).
2. 100% of our English learners were tested in 2021-2022. The percentage of students scoring a "three" and have a strong chance of reclassifying next year was 35%.
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 Reclassification Fluent English Proficient (RFEP), and decrease the number of Long Term English Learners (LTELs), increase the use of GLAD strategies across content areas and begin implementing literacy strategies specifically for newcomers and beginning ELs (i.e. LETRS and GLAD strategies).

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
745	80.7	33.0	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	246	33.0
Foster Youth	2	0.3
Homeless	39	5.2
Socioeconomically Disadvantaged	601	80.7
Students with Disabilities	131	17.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	98	13.2
American Indian or Alaska Native	1	0.1
Asian	50	6.7
Filipino	9	1.2
Hispanic	310	41.6
Two or More Races	67	9.0
Native Hawaiian or Pacific Islander	17	2.3
White	191	25.6

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Except for English learner progress, school-wide performance levels were red or orange for all measures in 2017-2018. In 2018-2019, all areas are now orange.
2. School-wide suspension rate was red in 2017-2018 and improved to orange in 2018-2019. There are also discrepancies in suspension rates between groups that are being studied.
3. School-wide English Language Arts and Math performance is low, and there has been little change year to year.

School and Student Performance Data

Academic Performance English Language Arts

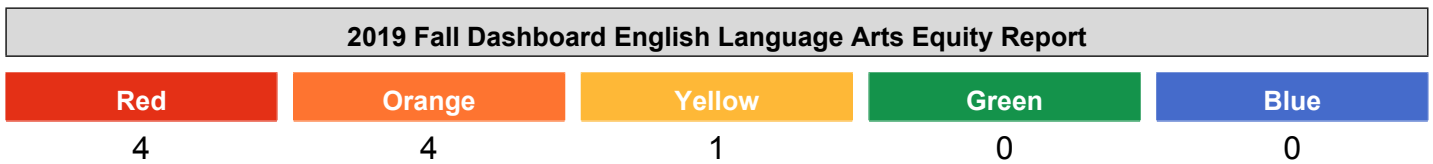
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 56.9 points below standard Declined -6.3 points 684	<p>English Learners</p> Red 84.4 points below standard Declined -11.8 points 297	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> Red 100 points below standard Declined Significantly -38 points 34	<p>Socioeconomically Disadvantaged</p> Orange 66.3 points below standard Declined -6.9 points 566	<p>Students with Disabilities</p> Orange 141.8 points below standard Increased ++10 points 125

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 86.8 points below standard Declined -7.9 points 88	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Red 97.5 points below standard Declined Significantly -57.8 points 46	 No Performance Color 20.5 points above standard Declined Significantly -30.8 points 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 60.4 points below standard Declined -5.4 points 295	 Yellow 49.8 points below standard Increased Significantly ++16 points 39	 No Performance Color 88.3 points below standard Declined Significantly -44.7 points 13	 Orange 32.9 points below standard Maintained ++2.4 points 185

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.9 points below standard Increased ++13.1 points 177	36.4 points below standard Declined -3.9 points 120	53.5 points below standard Maintained ++0.3 points 311

Conclusions based on this data:

1. All student groups except Two or More Races had low or very low status. Students with disabilities and Two or More Races were the only groups that had positive change by the state definition.
2. Our Two or More Races group is outperforming all other groups (including overall schoolwide) in distance from level 3 (-49.8 points below standard compared to -56.9 points schoolwide).
3. Students with Disabilities was the only group who improved from red to orange over the past year.

School and Student Performance Data

Academic Performance Mathematics

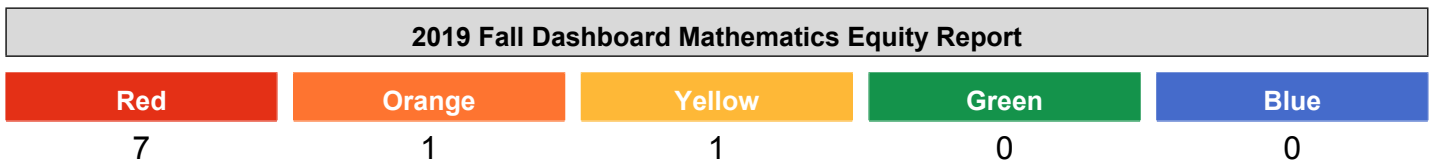
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 86 points below standard Maintained -2.7 points 688	<p>English Learners</p> Red 109.1 points below standard Declined -3.9 points 298	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> Red 106.1 points below standard Maintained ++1.9 points 35	<p>Socioeconomically Disadvantaged</p> Red 96.4 points below standard Declined -4.5 points 570	<p>Students with Disabilities</p> Red 178.5 points below standard Maintained ++2.2 points 126

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 122.2 points below standard Declined -11.3 points 90	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Red 99.5 points below standard Declined Significantly -31.7 points 46	 No Performance Color 4.2 points above standard Increased Significantly ++20.1 points 13
Hispanic	Two or More Races	Pacific Islander	White
 Red 95.6 points below standard Maintained -0.6 points 295	 Yellow 76.7 points below standard Increased ++14.6 points 39	 No Performance Color 103.1 points below standard Declined Significantly -30.4 points 14	 Orange 57.6 points below standard Maintained ++1.7 points 186

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.4 points below standard Increased ++14.3 points 177	69.1 points below standard Increased ++3.8 points 121	84.8 points below standard Maintained -2.2 points 313

Conclusions based on this data:

- All student groups except White or Two or More Races had red status. Two or More Races and Current English Learners and Reclassified Fluent English Proficient (RFEP) groups were the only groups that had positive changes by the state definition (Two or More Races: +14.6, increase, Current English Learner +14.3 increase, RFEP +3.8 increase).
- Homeless, Socioeconomically Disadvantaged and Hispanic all fell from orange to red. The Asian group declined significantly while English Learners, Homeless and African American are over 100 scale score points below level 3.
- Two or More Races improved from orange status to yellow with a growth of 16 points this past year.

School and Student Performance Data

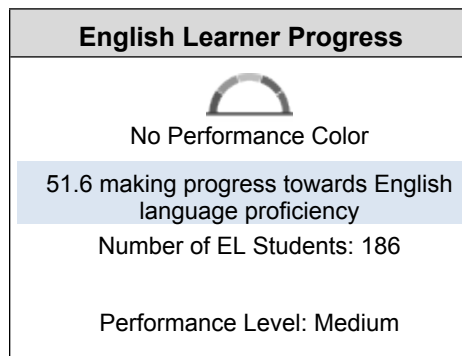
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
16.6	31.7	6.4	45.1

Conclusions based on this data:

1. The percentage of English Learners scoring well developed on the ELPAC grew significantly from 5% in '20-21 to 17% in '21-22.
2. The percentage of English Learners scoring at the beginning level on the ELPAC dropped from 26% in '20-21 to '17% in '21-22.
3. There were 246 English Learners, or 33% of the student population, at Mills in '21-22. Mills has experienced a growth in enrollment since Spring of '22 and anticipate our English Learner population to rise in the '22-23 school year.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

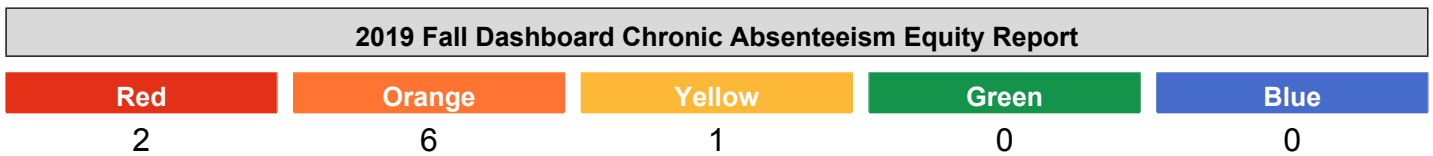
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 16.9 Increased +1.6 829	<p>English Learners</p> Orange 8.8 Increased +0.8 217	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p> Orange 34.4 Declined -1.9 64	<p>Socioeconomically Disadvantaged</p> Orange 18.3 Increased +2.4 693	<p>Students with Disabilities</p> Red 22.2 Maintained +0.1 158

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red	 No Performance Color	 Yellow	 No Performance Color
30.2	Less than 11 Students - Data Not Displayed for Privacy	3.6	7.1
Maintained +0.3	5	Increased +1.8	Declined -6.2
126		56	14
Hispanic	Two or More Races	Pacific Islander	White
 Orange	 Orange	 No Performance Color	 Orange
15.2	21.1	12.5	15
Increased +2.4	Declined -1.5	Increased +1.4	Increased +2.3
348	57	16	207

Conclusions based on this data:

1. Mills chronic absentee rate was 16.9%; however, five groups had absentee rate percentages higher than that: Homeless (36.3%), Socioeconomically disadvantaged (18.3%), Students with Disabilities (22%), African American (30.2%) and Two or More Races (21.1%). The two groups with best attendance overall are Asian (3.6%) and English Learners (8.8%).
2. School-wide, and in most racial/ethnic groups, 6th grade students had a higher percentage of students who were chronically absent than 7th and 8th grade. Extra attention to 6th grade absenteeism may lead to improvement in 7th and 8th grade absenteeism going forward.
3. Mills student body are a highly mobile and this contributes to its absentee rate as student often move on short notice without checking out of school. Students with disabilities had the greatest percentage of students chronically absent, followed by socioeconomically disadvantaged, while African American students had the highest absentee rate by race/ethnicity. Mills chronic absenteeism overall increased by 1.6% in '18-19 dropping the dashboard from yellow to orange.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

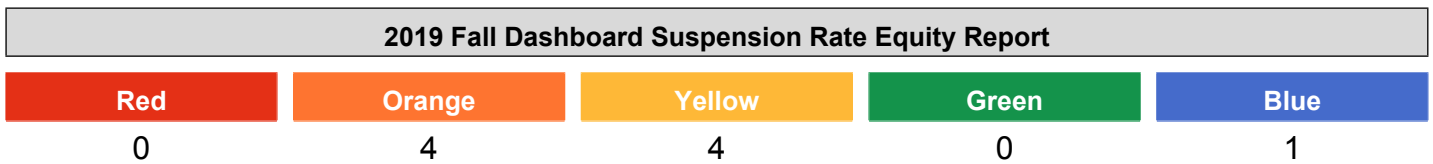
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 14.2 Declined -2.8 864	<p>English Learners</p> Yellow 8.4 Declined -1.7 226	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 6
<p>Homeless</p> Orange 22.4 Declined -9.4 67	<p>Socioeconomically Disadvantaged</p> Yellow 14.9 Declined Significantly -3.3 717	<p>Students with Disabilities</p> Orange 27.6 Declined -0.4 163

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 33.3 Declined -1.7 132	 No Performance Color Less than 11 Students - Data 5	 Blue 0 Declined -10.3 59	 No Performance Color 0 Maintained 0 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12 Declined -1.1 359	 Orange 20.3 Declined -8.9 64	 No Performance Color 0 Declined -15.8 17	 Yellow 10.7 Declined -2.4 214

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	17	14.2

Conclusions based on this data:

1. The overall suspension rate decreased by 2.8%. All student groups and ethnic groups saw a decline in the last year and the dashboard moved from red to yellow overall. Data taken through March of the 2018-2019 school year compared to data taken through March of the 2019-2020 school year shows a decrease of 12% in off-site suspensions.
2. The most significant decline occurred in the Socioeconomically Disadvantaged group (-3.3%) and in Asians (-10.3%) followed by Two or More Races (-8.9%).
3. The ethnic group with the highest suspension rate is still African American (33.3%) even though African Americans only made up 14.43% of enrollment in 2018-2019.

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

Title I Academic Support Coach (LCAP Goal 1)

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)

20,625

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Title I program monitor Academic Coach

5000

Title I
3000-3999: Employee Benefits
Title I program monitor Academic Coach

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)

3000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Subs for teachers for field trips

500

Title I
3000-3999: Employee Benefits
Benefits for subs

8700

Title I
2000-2999: Classified Personnel Salaries
Additional BIA support in Spanish, professional development

500

Title I

	3000-3999: Employee Benefits Additional BIA support in Spanish
7112	Title I 4000-4999: Books And Supplies Supplemental instructional materials
	None Specified None Specified
14,000	Title I 5700-5799: Transfers Of Direct Costs Provide low income students experiential learning opportunities with extracurricular activities.
2500	Title I 5000-5999: Services And Other Operating Expenditures Student activity fees
	None Specified None Specified

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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Additional time for bilingual aide support in front office to assist Spanish speaking families was well received by both staff and the families, especially with 1:1 Chromebook technology, multiple

communications home and questions due to COVID-19. Additional time has been budgeted in for 2022-2023 to support this goal.

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 budgeting funds for students to have extra curricular experiences through field trip opportunities.

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.
 2.4 - Increase opportunities for family engagement and 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 - Reduce the number of Long Term English Learner (LTELs) promoting to high school to increase access to A-G courses.
 2.3 - Reduce suspension rate and 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
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)
10000	Title I 1000-1999: Certificated Personnel Salaries Professional development in PBIS, social emotional and academic interventions
4000	Title I 1000-1999: Certificated Personnel Salaries Subs for teachers for professional development
4000	Title I 3000-3999: Employee Benefits Benefits for subs
16000	Title I 5000-5999: Services And Other Operating Expenditures Conferences for professional learning on improving school climate and academic interventions, personalized coaching through Teacher Created Materials (TCM) on creating a culturally responsive classroom environment
	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 at risk of dropping out
500	Title I 2000-2999: Classified Personnel Salaries Extra duty for library technicians to run book fair
150	Title I 3000-3999: Employee Benefits Benefits for library technicians to run book fair

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 Academic Support Coach (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)
20,625	Title I 1000-1999: Certificated Personnel Salaries Academic support coach
4000	Title I 3000-3999: Employee Benefits Academic support coach

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

Increase parent and student engagement and provide a safe, healthy, and positive learning environment through the Positive Behavior Intervention and Support (PBIS) program (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)
4612	Title I

	4000-4999: Books And Supplies Supplies to support PBIS program, family engagement, interventions and enrichment.
4500	Title I 4000-4999: Books And Supplies Resources for improving school climate and reducing suspension rate

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

Increase opportunities for family engagement and parent input and the utilization of volunteers. Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders. (LCAP goal 2.4, 2.6)

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)
1500	Title I 5900: Communications Communication with families on student progress
5000	Title I 4000-4999: Books And Supplies Parent engagement meetings and events

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

Reduce chronic absences. Reduce student suspensions, expulsion rates, and bullying incidents. (LCAP goal 2.1, 2.3)

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)
5000	Title I

5800: Professional/Consulting Services And Operating Expenditures
Guest presenters to support curriculum and instruction, motivational assemblies

Strategy/Activity 6

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: 2021-22

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 2022 in areas of restorative practices, cultural responsiveness and alternatives to discipline. This professional development needs to continue throughout the year. With the return to in person learning last year, student behavior increased and there is a need to increase school connectedness based on feedback from student surveys.

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 was established last year and will continue into this year. 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.

Professional development is being provided by the district for administrators on educational equity. Site professional development will continue to focus on the areas listed above. Review of attendance and suspension data as well as surveys will be used to monitor effectiveness. Additional information can be found in the 'resource inequities' section.

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 access to STEM and Nutrition/Agriculture 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

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

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)
4000	Title I 1000-1999: Certificated Personnel Salaries Substitute teachers for release time for professional development
1000	Title I 3000-3999: Employee Benefits Substitute teachers for release time for professional development
19000	Title I 5000-5999: Services And Other Operating Expenditures Support Professional Learning Communities (PLC) implementation and curriculum design to increase student achievement.
5000	Title I 2000-2999: Classified Personnel Salaries Provide training to instructional aides to support PLC work in the classroom
1000	Title I 3000-3999: Employee Benefits
10000	Title I 1000-1999: Certificated Personnel Salaries Teacher training on PLCs and RTI

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 1 Collaboration Coach (LCAP goals 3.1, 3.2, 3.3)

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)
20,625	Title I 1000-1999: Certificated Personnel Salaries Title 1 program monitor Academic Coach
6000	Title I 3000-3999: Employee Benefits Title 1 program monitor Academic Coach

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

Resources to support Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards. (LCAP 3.1) (LCAP 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)
2500	Title I 4000-4999: Books And Supplies Resources to support PLC work, STEM and EL instruction
4612	Title I 4000-4999: Books And Supplies Instructional, intervention, enrichment and EL materials

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

Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7) (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)
7400	Title I 5000-5999: Services And Other Operating Expenditures Guest presenters to support curriculum and instruction, motivational assemblies

Annual Review

SPSA Year Reviewed: 2021-22

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.

Academic support coach position effective in running small group instruction/intervention, overseeing all testing, running a brief intervention session for ELs prior to the ELPAC, coordinating Flex program and assisting with data analysis.
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, cultural responsiveness 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
iReady 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

Student progress and educational outcomes will be monitored for success using assessment results.(LCAP goal 4.1, 4.2, 4.3, 4.4)

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)
20,625	Title I 1000-1999: Certificated Personnel Salaries Title 1 program monitor Academic Coach
6000	Title I 3000-3999: Employee Benefits Title 1 program monitor Academic Coach
4612	Title I 4000-4999: Books And Supplies Supplies to assist with progress monitoring for all students, instructional materials to support English Learners
2500	Title I 4000-4999: Books And Supplies Resources on best practices for instruction and intervention in English, math and English Learner Development

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

Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades). Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades). Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction. Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction. (LCAP goal 4.1, 4.2, 4.3, 4.4)

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)
4000	Title I 1000-1999: Certificated Personnel Salaries Subs for math, ELA, science, social studies and special education teachers for professional development
20000	Title I 5000-5999: Services And Other Operating Expenditures Conferences
1000	Title I 3000-3999: Employee Benefits Subs for math, ELA, social studies, science and special education teachers for professional development
10,000	Title I 1000-1999: Certificated Personnel Salaries Teacher training on PLCs and RTI
1000	Title I 3000-3999: Employee Benefits Teacher training on PLCs and RTI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades). Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades). Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction. Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction. (LCAP goal 4.1, 4.2, 4.3, 4.4)

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)
1500	Title I 5900: Communications Communication with families on student progress

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

4.1 - Increase student reading levels across content areas. This activity supports literacy for all students.

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)

500

Title I
2000-2999: Classified Personnel Salaries
Extra duty for library technicians to run a book fair.

150

Title I
2000-2999: Classified Personnel Salaries
Extra duty for library technicians to run a book fair.

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: 2021-22

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 quality first instruction and learning recovery through Flex period. In partnership with Solution Tree, teachers will receive ongoing training throughout the year to support these efforts.

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. Two staff members also participated in the Language Essentials for Teachers of Reading and Spelling (LETRS) training this past year. Over this past 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.

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	\$294,848.00

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	\$294,848.00

Subtotal of additional federal funds included for this school: \$294,848.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$294,848.00

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	220720	-74,128.00
LCFF - Supplemental	819,990	819,990.00

Expenditures by Funding Source

Funding Source	Amount
Title I	294,848.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	127,500.00
2000-2999: Classified Personnel Salaries	14,850.00
3000-3999: Employee Benefits	30,150.00
4000-4999: Books And Supplies	35,448.00
5000-5999: Services And Other Operating Expenditures	64,900.00
5700-5799: Transfers Of Direct Costs	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
5900: Communications	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	127,500.00
2000-2999: Classified Personnel Salaries	Title I	14,850.00
3000-3999: Employee Benefits	Title I	30,150.00

4000-4999: Books And Supplies	Title I	35,448.00
5000-5999: Services And Other Operating Expenditures	Title I	64,900.00
5700-5799: Transfers Of Direct Costs	Title I	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00
5900: Communications	Title I	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,937.00
Goal 2	79,887.00
Goal 3	81,137.00
Goal 4	71,887.00

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
Brooke Hoppe, Chairperson	Other School Staff
Kristen Endean	Classroom Teacher
Sarah Yarges	Classroom Teacher
Jacob Schauburger	Classroom Teacher
Andrea Gutierrez	Parent or Community Member
Josefina Rivera	Parent or Community Member
Mark McCliss	Parent or Community Member
Joanne Koppel	Parent or Community Member
Abigail Koppel	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
Brooke Hoppe, Chairperson	Other School Staff
Annie Gervais, EL teacher	Classroom Teacher
Dana Carrigan	Principal
Jennet Bilalova	Parent or Community Member
Josefina Rivera	Parent or Community Member
Amanda Bills	Parent or Community Member
Irma Nochez	Parent or Community Member
Maggie Villeda	Other School Staff
Olga Shevchuk	Other School Staff

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:

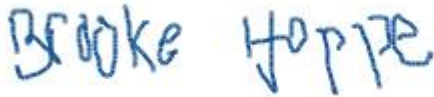
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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 August 30, 2022.

Attested:



Principal, Dana Carrigan on 08-30-22



SSC Chairperson, Brooke Hoppe on 08-30-22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

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

Dana Carrigan, Principal
Molly Griffin, Assistant Principal

Keith Shields, Assistant Principal
Shelley Raffaelli, Admin. Assistant

School Site Council Meeting
August 31, 2022

Sign-in Sheet

NAME	POSITION
<i>Dana Carrigan</i>	Principal
<i>Sarah Yarges</i>	Teacher
<i>Brooke Hoppe</i>	Academic Support Coach
<i>Susan Sirk</i>	Teacher
<i>Joanne Koppel</i>	Parent
<i>Jacob Schaubenger</i>	Teacher
<i>Kristen Endean</i>	Teacher
<i>Andrea Gutierrez</i>	Parent
Olga Shubnikova - absent	Parent
Josefina Rivera - absent	Parent
<i>Mark McCliss</i>	Parent

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Dana Carrigan, Principal
Molly Griffin, Assistant Principal

Keith Shields, Assistant Principal
Shelley Raffaelli, Admin. Assistant

**Mills ELAC Committee
2022-2023**

**SIGN IN SHEET
08.31.22**

NAME	POSITION
<i>Dana Carrigan</i>	Principal
<i>Amanda Bills</i>	Parent
<i>Brooke Hoppe</i>	Chairperson
<i>Olga Shevchyk</i>	Translator
<i>Maggie Villeda</i>	Translator
Jennet Bilalova - absent	Parent
Josefina Rivera - absent	Parent
Irma Nochez - absent	Parent
Annie Gervais - absent	Teacher

Mills Middle School



ELAC AGENDA August 31, 2022

Attendance:

I. Welcome/Introductions

II. English Learner Data

- a. Demographics**
- b. ELPAC results**

III. Review SPSA

- a. Goals**
- b. Budget**
- c. Approval of plan**

IV. Review of English Learner Classes & Curriculum

V. Saturday Schools: Spanish Language School & Immigrant Intervention School

VI. DELAC Representative

Mills Middle School



School Site Council Meeting

08.30.22

AGENDA

Welcome & Introductions

- I. What is School Site Council?**

- II. Review SPSA**
 - A. Title 1 review**
 - B. Goals, action items & budget**
 - C. Approval of plan**

- III. District Advisory Committee**

- IV. District Safety Committee**

Next meeting: Tuesday, Oct. 11th

Mills Middle School



ELAC MINUTES

August 31, 2022

Attendance: Brooke Hoppe, Dana Carrigan, Olga Shevchuk, Maggie Villeda, Amanda Bills

I. Welcome/Introductions

(All information below located in slide deck [FOUND HERE](#))

II. English Learner Data

- a. Demographics
- b. ELPAC results

III. Review SPSA

- a. Goals
- b. Budget
- c. Approval of plan

*Motion to approve SPSA made by Amanda Bills, second by Brooke Hoppe.
Motion passed 5-0.*

IV. Review of English Learner Classes & Curriculum

V. Saturday Schools: Spanish Language School & Immigrant Intervention School

VI. DELAC Representative

Mills Middle School



School Site Council Meeting **Minutes**

08.30.22

AGENDA

Welcome & Introductions

Attendance: Brooke Hoppe, Sarah Yarges, Kristen Endean, Jacob Schauburger, Susan Sirk, Joanne Koppel, Andrea Gutierrez, Mark McCliss, Dana Carrigan

(Refer [THIS SLIDE DECK](#) presentation for detailed information)

- I. What is School Site Council?
- II. School Data Overview
 - A. Demographics
 - B. ELPAC scores/RFEP numbers past two years
 - C. iReady data from '21-22
- III. Review SPSA
 - A. Title 1 review
 - B. Goals, action items & budget
 - C. Approval of plan - **motion to pass '22-23 SPSA: Brooke Hoppe, second Mark McCliss. Motion passed 9-0.**
- IV. District Advisory Committee - **Joanne Koppel rep**

V. District Safety Committee - [Andrea Gutierrez rep](#)

Next meeting: [Tuesday, Oct. 11th 3:15pm](#) - all members voted to keep it virtual