

School Year:

2023-24



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

**School Name**

Mission Middle School

**Address**

5961 Mustang Lane  
Jurupa Valley, CA 92509-4260

**County-District-School (CDS) Code**

33 67090 6061774

**Principal**

Alicia Heimer

**District Name**

Jurupa Unified School District

**SPSA Revision Date**

May 2023

**Schoolsite Council (SSC) Approval Date**

May 15, 2023

**Local Board Approval Date**

June 26, 2023

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## School Mission Statement:

Our mission is to develop in all students the skills, abilities, and attitudes necessary to achieve success in academic and social responsibility.

## School Vision:

The vision of Mission Middle School is to be an exemplary school where all students are successfully prepared for the rigors of high school and post-secondary learning. Our students will achieve success in academics and will learn the skills, abilities, and attitudes necessary to become productive members of global society.

# School Profile

Describe The students and community and how school serves them.

## The Story

Mission Middle School is a 7th-8th grade traditional calendar school, which serves approximately 712 students. The student population by ethnic groups consists of 93.1% Hispanic/Latino, 3.3% White, .3% African American, .1% Asian, .1% Pacific Islander, .4% Filipino, .7% two or more races, and .3% American Indian.

Approximately 34.1% of the students are English language learners. Approximately 15.2% of our students receive services in special education. Approximately 90.4% of our students are in the free or reduced lunch program (socioeconomically disadvantaged).

The staff members of Mission Middle School are dedicated to promoting high levels of student engagement and achievement in a safe school environment emphasizing academic rigor, respect and responsibility. Students are challenged to meet high academic standards in all subject areas and to model and demonstrate our core values: perseverance, creativity, teamwork, integrity, excellence, and respect. Mission teachers and support staff are committed to working closely each other, with parents and community members to support the success of each individual student. Staff development and collaboration meetings to analyze student academic data and develop best practices in teaching strategies are held on late start minimum days and throughout the school year.

Student academic progress is measured by teacher observations, completed assignments, department common assessments, district assessments, California Assessment of Student Performance and Progress (CAASPP), and ELPAC data. Progress indicators are analyzed and monitored during staff meetings, department meetings, collaborative team meetings, second team meetings, etc.

Mission Middle School offers a variety of school programs. Students who are performing below the Proficient level on the California Assessment of Student Performance and Progress, district standardized assessments, or semester grades are provided with intervention classes such as reading and math tutorials as well as Extended Learning Opportunities (ELO) which are offered after-school. Elective classes such as AVID, ASB, Spanish, Media Technology, Band, Strings, Choir, Robotics, Teacher Assistants, & Student Tech Team are also offered. Student behavior expectations are made clear through the implementation of Positive Behavior Intervention & Support (PBIS) social skills lessons and the Mustang Pride incentives for positive behavior. Extracurricular clubs and activities (currently over 16 active clubs) for student enrichment include Club Outreach, Art Club, Mustang Express (school newspaper), Yearbook Club, eSports, GAP Club, Book Club, Club M.A.S., Science Club, Tech Club, Mustang Pride Days, Mustang Madness, and other reward assemblies. CAASPP and ELPAC chats are done to encourage and motivate students to perform to the best of their abilities. ELO sessions are implemented to support students in preparation for the ELPAC and CAASPP. Mission students can participate in the after school extended school program run by our after school partner Think Together.

Parental support and participation is facilitated through our School Site Council, ELAC, GATE Parent meetings, Coffee with the Principal, and counselor led information sessions and Parent Workshops. Our parents are encouraged to use the JUSD Parent Connect system to access their students' records. The Q

Communication message system (Parent Square) is used frequently to inform parents of school events, student behavior, and student achievement. Parents are informed of their student's academic progress via the progress reports and report cards that are sent home every 6 weeks. Parents are also invited to attend quarterly Coffee with the Principal sessions where school events are discussed, counselors host information sessions, and parent concerns are voiced. Student achievement recognition occurs on a grading period basis. The counselors also have an after school College and Career Readiness parent workshop where they cover A-G compared to graduation requirements, CTE pathways, and students' 4 and 6 year plans. The school counselors also coordinate and facilitate Parent Teacher Conferences, 504s, and SSTs at parent or teacher request.

Mission Middle School is in year one of implementing Community Schools grant funding. We have a new Community Schools TSA who is supporting with attendance, student incentives, and overseeing expanding our community recourse offerings and parent involvement opportunities.

Students and staff take pride in being part of Mission Middle School. You can find students and staff displaying "Mustang Pride" by wearing School Club shirts on Mondays, College Shirts on Wednesday, Kindness Matters staff shirts on Thursday, & Mission Middle shirts and sweatshirts each Friday. College flags are proudly displayed outside of every classroom door. Motivational banners are also displayed along the hallways of the campus. We are proud of the many accomplishments students have achieved both in an out of school.

Mission Middle School's motto is "Mustang Pride". Our school colors are maroon, black and white, and our mascot is the "Mighty Mustang".

## SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Key features to this year's SPSA include:

1. Multi-Tiered System of Supports (MTSS), and Social Emotional Learning (SEL) will be a continued emphasis through Advisory, push-in support for students within the classroom, and continued expansion of inclusion through collaborative offerings.
2. An increase in student engagement, student incentives, and student opportunities for connectedness.
3. Family engagement opportunities and supports including SEL and medical services offered through our Community Schools TSA and newly constructed Wellness Center.
4. Continued implementation and expansion of best teaching practices through collaborative grade level teams.

## Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

The following school accountability indicators had positive movement:

- CAASPP Reading Claim #1, Listening Claim #3, and Inquiry Claim #4 showed an increase in the percent of students above or near the standard across both grade levels as well as SWD and EL.
- Math performance for Students with Disabilities.
- EL students making progress towards reclassification.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

The following school accountability indicators need improvement:

- School-wide chronic absenteeism rate.
- LCAP survey data showed a lack of student connectedness to adults on campus.
- English Language Arts and mathematics performances for SWD and EL Students is still well below the grade level average.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

## Performance Gaps

Chronic Absenteeism for Students with Disabilities is 12.6% higher than the school average. While addressing chronic absenteeism has been challenging since the COVID-19 pandemic, we will continue to do home visits, SART and SARB contracts, and student recognitions and incentives for positive attendance. We plan to offer Advisory incentives for attendance as well as utilize district support for home visits through the Community Schools TSA and program. Panorama/LCAP survey data showed a lack of student connectedness to adults on campus. We will offer Mustang Madness twice a year and will increase our specialty advisories offerings with the hope of connecting students to adults with similar interests. We will also be working with student groups such as AVID and ASB to facilitate student and staff sport-oriented team building opportunities during lunch and late start mornings. Students with disabilities are suspended 2.1% more than the site average, and SED students are suspended .3% more than the site average. We will utilize the wellness center to provide behavioral and social/emotional wellness supports to our students. We will continue to utilize Second Step as our school-wide SEL curriculum during Advisory, which our SWD have with their case carriers. English Language Arts and mathematics performances for SWD and EL Students continues to be below the grade level averages. We will continue to offer a combination of ELD, sheltered, Reading Intervention, and math support placements for our students. We will also be using our staff led Second Teams (Instructional Leadership Team and our Inclusive Practices and Supports Team) to present targeted professional development on how to best support our EL students and SWD across content areas.

## 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

Additional Targeted Support and Improvement

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.

Under ESSA requirements, the school's School Plan for Student Achievement is fully aligned with the district's LCAP plan. It includes the three goals of College and Career Readiness, Safe and Orderly Environment, and Parent and Student Engagement. In collaboration with district staff, we analyzed performance data on statewide assessments to identify areas of need and modification. In response to site level practices under Goal 1.0 College and Career, we will continue to implement and expand best practices through our collaborative teams. Under Goal 2.0 Safe and Orderly Environment, we will continue with behavioral push-in supports along with Social and Emotional Support using Second Step program. Multi-Tiered System of Supports (MTSS), and Social Emotional Learning (SEL) will be a continued emphasis through Advisory, push-in support for students within the classroom, and continued expansion of inclusion through collaborative offerings. Under Goal 3.0 Parent and Student Engagement, we will continue our current parent engagement practices, invite parents back on campus for semester awards ceremonies, continue with our Coffee with the Principal meetings, and add additional parent workshops hosted by our counselors.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

## 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

There were six School Site Council (SSC) meetings throughout the year that provided review and input on the School Plan for Student Achievement. In addition, input was sought by the Leadership Team, departments, English Learners Advisory Council (ELAC) & Student/Parent/Staff surveys. Furthermore, resources and input for the development of the School Plan for Student Achievement was gathered at SBCP meetings, Principal meetings, DAC/DELAC & GATE Advisory groups.

## Resource Inequities

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

Due to increase in STRS/PERS, more funding is allocated for personnel which has then impacted the available student programs and resources. ESSER funds will support resources, programs, supplies, and materials to provide the best instructional opportunities for our students. As mentioned in our Comprehensive Needs Assessment, Chronic Absenteeism for Students with Disabilities is higher than the school average and we will increase the number of home visits, SART and SARB contracts, and student recognitions and incentives for positive attendance. Our suspension rate is higher than the district average, with disproportionate suspensions for Students with Disabilities. We will utilize our resources through the Wellness Center, Community Schools personnel and funding, and our Inclusive Practices and Supports Second Team to address our student behavior. English Language Arts and mathematics performances for SWD and EL Students continues to be below the grade level averages. We will offer a combination of ELD, sheltered, Reading Intervention, and math support placements for our students. We will also be using our staff led Second Teams (Instructional Leadership Team and our Inclusive Practices and Supports Team) to present targeted professional development on how to best support our EL students and SWD across content areas.





# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	N/A		
Grade 1	N/A		
Grade 2	N/A		
Grade 3	N/A		
Grade 4	N/A		
Grade 5	N/A		
Grade 6	N/A		
Grade 7	340	354	337
Grade 8	348	342	357
Grade 9	N/A		
Grade 10	N/A		
Grade 11	N/A		
Grade 12	N/A		
<b>Total Enrollment</b>	688	696	694

### Conclusions based on this data:

1. Enrollment slightly increased returning to in person instruction after the COVID-19 Pandemic and has maintained over the last two years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	228	237	213	33.10%	34.1%	30.7%
Fluent English Proficient (FEP)	250	217	225	36.30%	31.2%	32.4%
Reclassified Fluent English Proficient (RFEP)	15			6.6%		

### Conclusions based on this data:

1. The percentage of EL students declined during the 22-23 school year.
2. The percentage of reclassified (RFEP) increased during the 22-23 school year.

# 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3										N/A		
Grade 4										N/A		
Grade 5										N/A		
Grade 6										N/A		
Grade 7	339	356		0	346		0	346		0.0	97.2	
Grade 8	351	342		0	330		0	330		0.0	96.5	
All Grades	690	698		0	676		0	676		0.0	96.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2476.8			3.47			19.36			29.77			47.40	
Grade 8		2496.6			4.85			18.79			32.73			43.64	
All Grades	N/A	N/A	N/A		4.14			19.08			31.21			45.56	

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		6.65			60.69			32.66	
<b>Grade 8</b>		9.70			50.30			40.00	
<b>All Grades</b>		8.14			55.62			36.24	

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		3.76			48.84			47.40	
<b>Grade 8</b>		5.15			42.12			52.73	
<b>All Grades</b>		4.44			45.56			50.00	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		8.09			68.50			23.41	
<b>Grade 8</b>		12.73			62.12			25.15	
<b>All Grades</b>		10.36			65.38			24.26	

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		4.62			63.58			31.79	
<b>Grade 8</b>		10.30			63.64			26.06	
<b>All Grades</b>		7.40			63.61			28.99	

**Conclusions based on this data:**

1. Overall academic achievement based on CAASPP testing is low.
2. Reading, Listening, and Research/Inquiry are relative strengths.

# 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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	339	355		0	352		0	352		0.0	99.2	
Grade 8	351	342		0	334		0	334		0.0	97.7	
All Grades	690	697		0	686		0	686		0.0	98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2436.8			0.57			7.39			21.31			70.74	
Grade 8		2448.7			1.80			5.09			20.66			72.46	
All Grades	N/A	N/A	N/A		1.17			6.27			20.99			71.57	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		1.14			30.40			68.47	
Grade 8		2.40			37.72			59.88	
All Grades		1.75			33.97			64.29	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		1.42			44.60			53.98	
<b>Grade 8</b>		1.80			44.91			53.29	
<b>All Grades</b>		1.60			44.75			53.64	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		0.85			57.95			41.19	
<b>Grade 8</b>		2.69			52.69			44.61	
<b>All Grades</b>		1.75			55.39			42.86	

**Conclusions based on this data:**

1. Overall academic achievement based on CAASPP testing is low.
2. Communicating Reasoning is a relative strength.



# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1519.0	1521.2		1517.8	1519.2		1519.6	1522.8		114	124	
8	1539.2	1529.6		1540.9	1530.6		1537.1	1528.1		106	109	
<b>All Grades</b>										220	233	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.53	9.68		30.70	41.13		39.47	33.06		19.30	16.13		114	124	
8	16.98	7.34		35.85	42.20		30.19	33.03		16.98	17.43		106	109	
<b>All Grades</b>	13.64	8.58		33.18	41.63		35.00	33.05		18.18	16.74		220	233	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	18.42	26.61		38.60	40.32		28.95	22.58		14.04	10.48		114	124	
8	27.36	18.35		46.23	53.21		16.98	16.51		9.43	11.93		106	109	
<b>All Grades</b>	22.73	22.75		42.27	46.35		23.18	19.74		11.82	11.16		220	233	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	6.14	4.84		19.30	16.13		35.09	50.81		39.47	28.23		114	124	
8	7.55	4.59		31.13	15.60		29.25	52.29		32.08	27.52		106	109	
All Grades	6.82	4.72		25.00	15.88		32.27	51.50		35.91	27.90		220	233	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	13.16	10.48		65.79	70.16		21.05	19.35		114	124		
8	16.04	10.09		70.75	69.72		13.21	20.18		106	109		
All Grades	14.55	10.30		68.18	69.96		17.27	19.74		220	233		

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	42.98	43.55		46.49	46.77		10.53	9.68		114	124		
8	52.83	34.86		38.68	54.13		8.49	11.01		106	109		
All Grades	47.73	39.48		42.73	50.21		9.55	10.30		220	233		

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
7	12.28	7.26		32.46	45.16		55.26	47.58		114	124		
8	17.92	9.17		33.96	31.19		48.11	59.63		106	109		
All Grades	15.00	8.15		33.18	38.63		51.82	53.22		220	233		

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	7.89	3.23		71.05	83.06		21.05	13.71		114	124	
8	6.60	0.92		75.47	80.73		17.92	18.35		106	109	
<b>All Grades</b>	7.27	2.15		73.18	81.97		19.55	15.88		220	233	

**Conclusions based on this data:**

1. Our students are making progress towards EL reclassification.
2. Speaking is a relative strength.

# School and Student Performance Data

## Student Population

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

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

### 2021-22 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
696	90.4	34.1	0.7

Total Number of Students enrolled in Mission Middle School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

### 2021-22 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	237	34.1
Foster Youth	5	0.7
Homeless	6	0.9
Socioeconomically Disadvantaged	629	90.4
Students with Disabilities	106	15.2

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	7	1.0
American Indian	2	0.3
Asian	1	0.1

**Enrollment by Race/Ethnicity**

<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>
<b>Filipino</b>	3	0.4
<b>Hispanic</b>	648	93.1
<b>Two or More Races</b>	5	0.7
<b>Pacific Islander</b>	1	0.1
<b>White</b>	23	3.3

**Conclusions based on this data:**

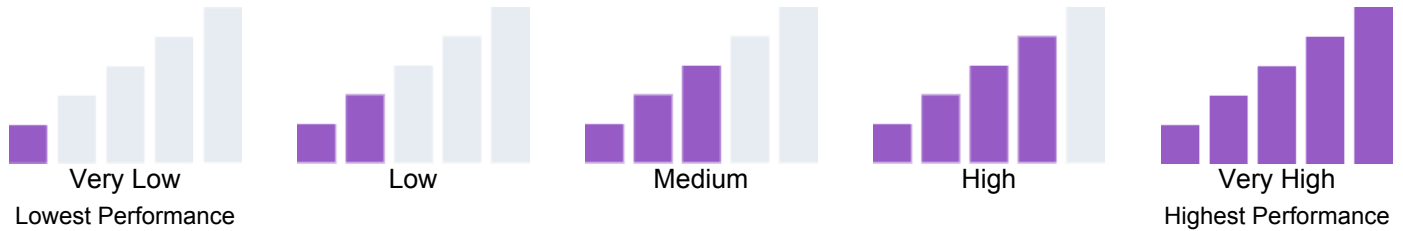
1. MMS has a high percentage of SED students.
2. We experienced increasing enrollment during the 22-23 school year.

# School and Student Performance Data

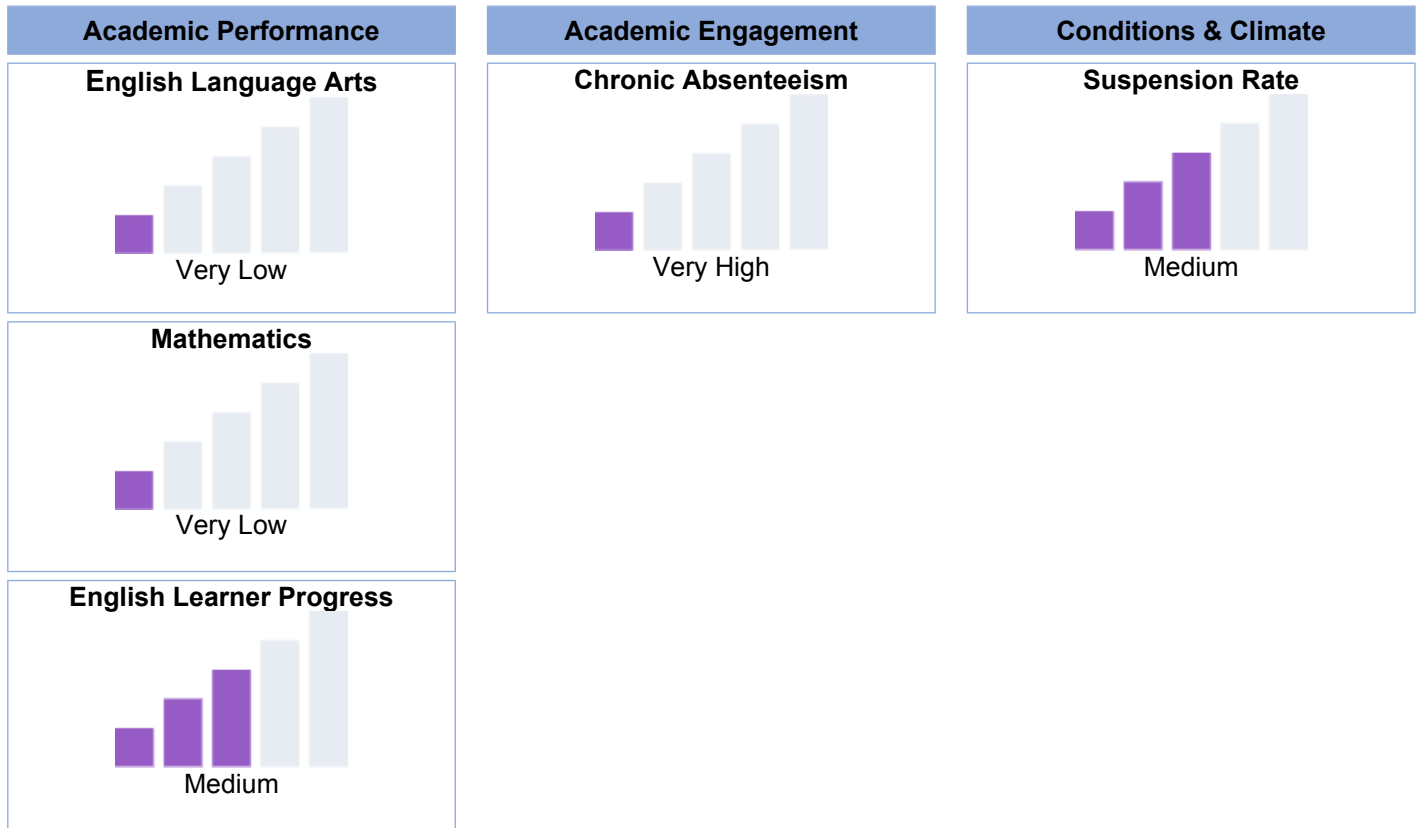
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

- English Learner Progress is a relative strength in comparison to the district.
- Chronic Absenteeism levels are higher than previous years.
- Room for growth in ELA and Math testing scores.

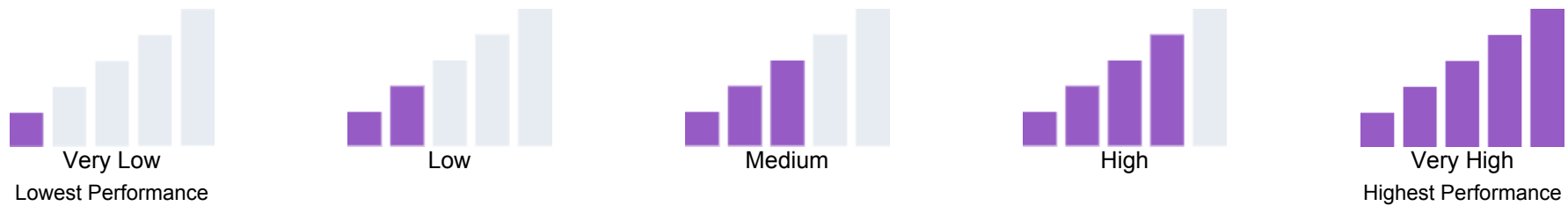


# School and Student Performance Data

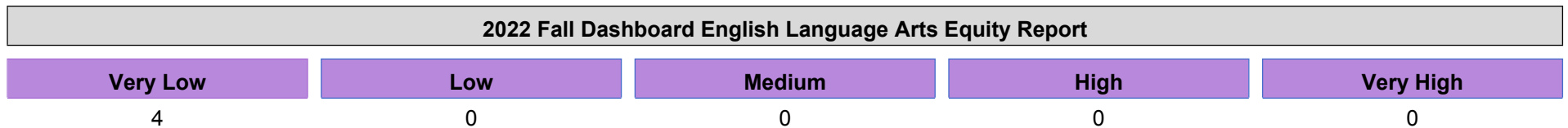
## Academic Performance English Language Arts

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

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



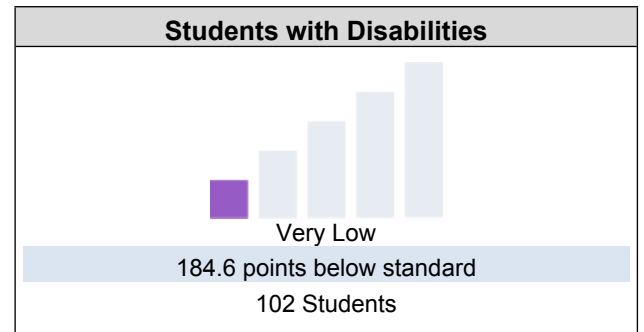
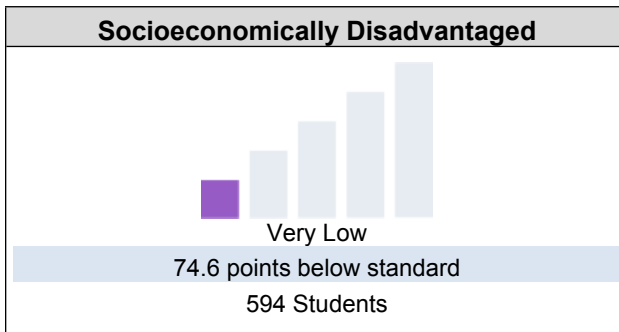
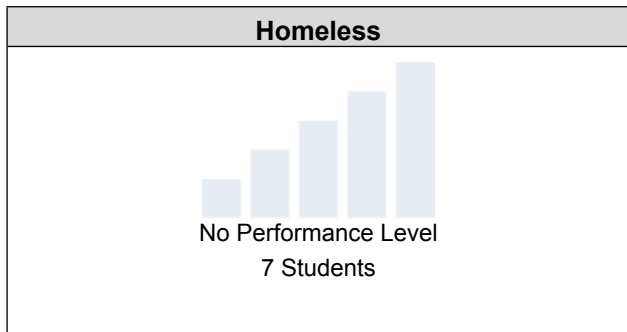
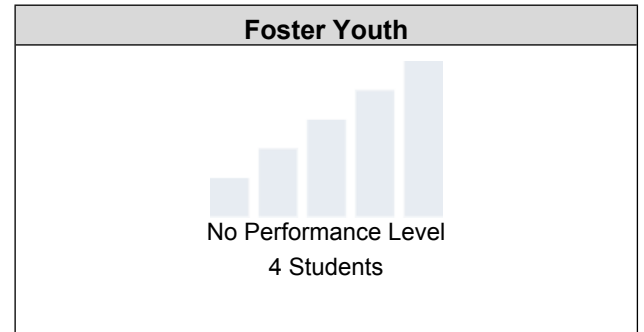
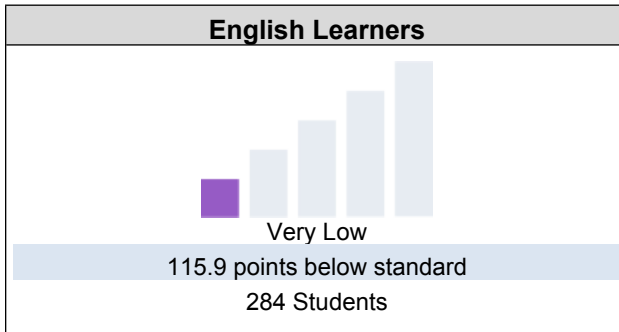
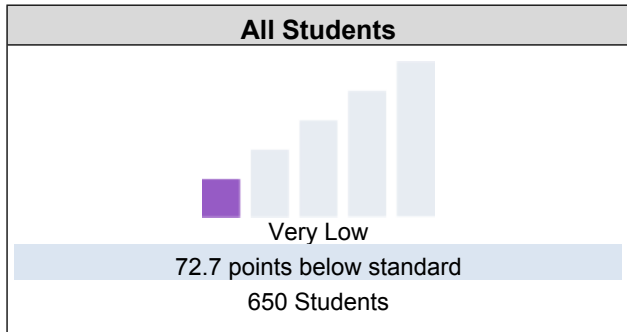
This section provides number of student groups in each level.



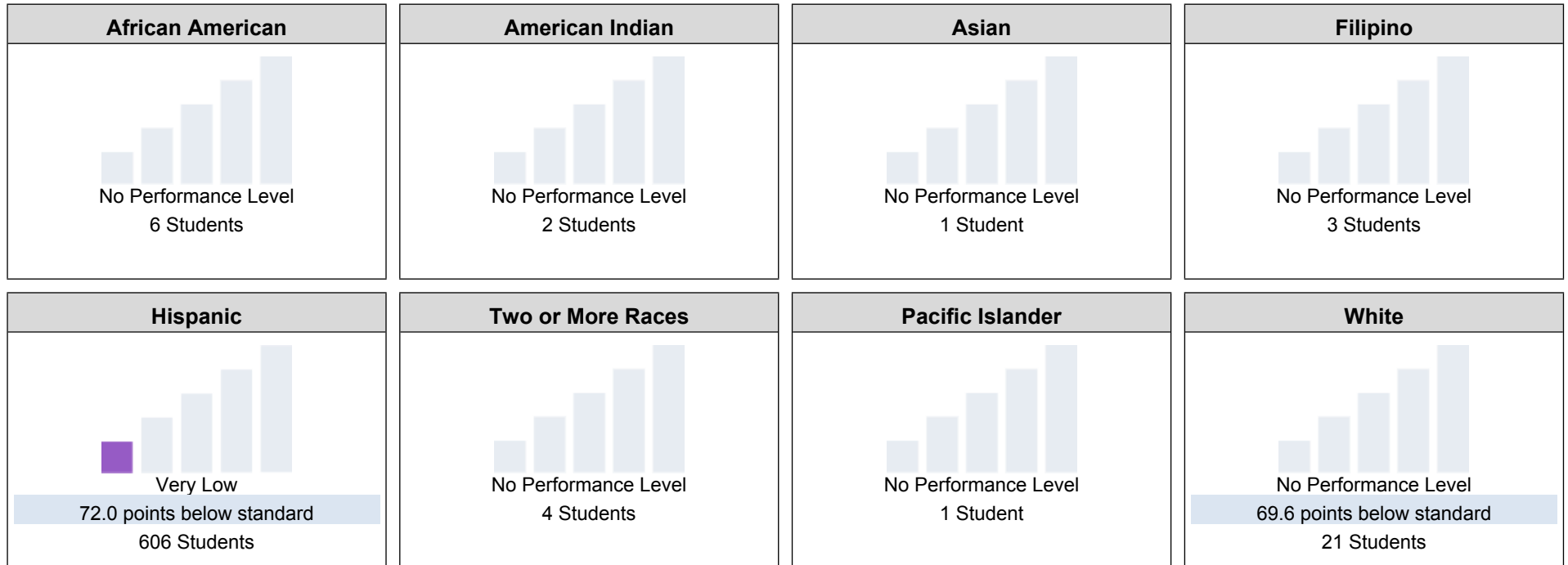
This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
141.1 points below standard 212 Students	41.6 points below standard 72 Students	59.1 points below standard 218 Students

**Conclusions based on this data:**

- All student subgroups were classified as very low.
- Reclassified English Learners are scoring much higher than current EL students.

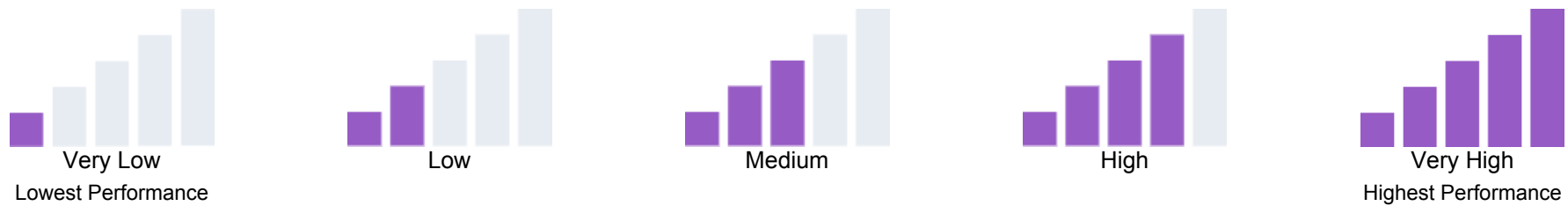


# School and Student Performance Data

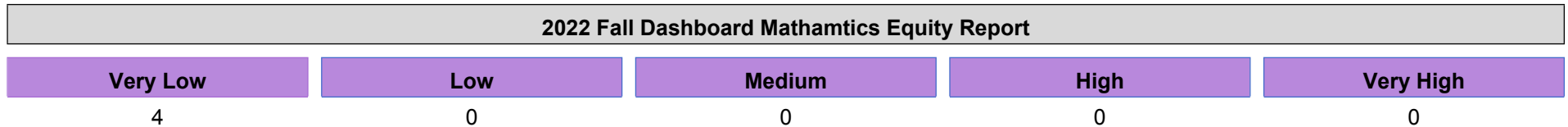
## Academic Performance Mathematics

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

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

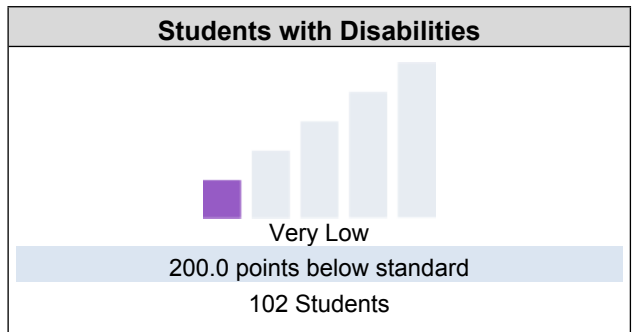
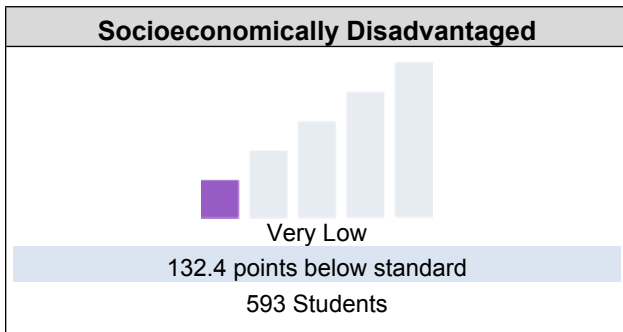
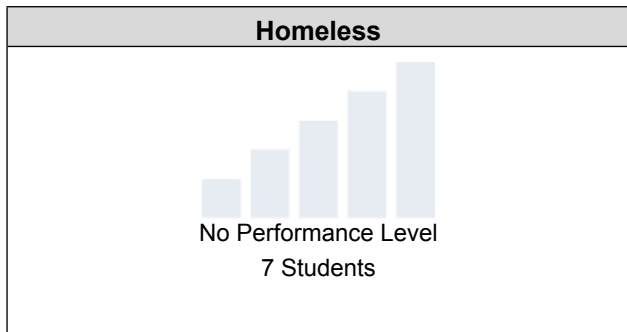
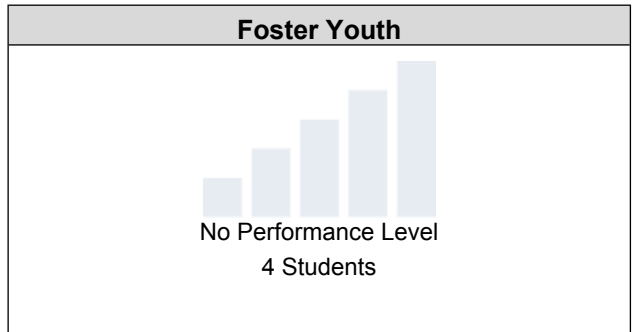
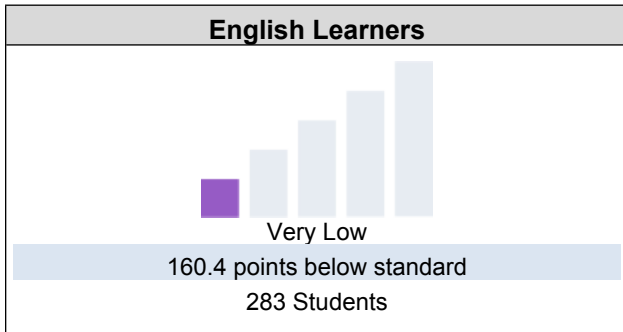
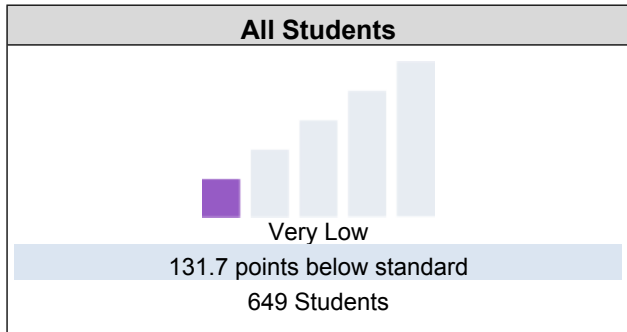


This section provides number of student groups in each level.

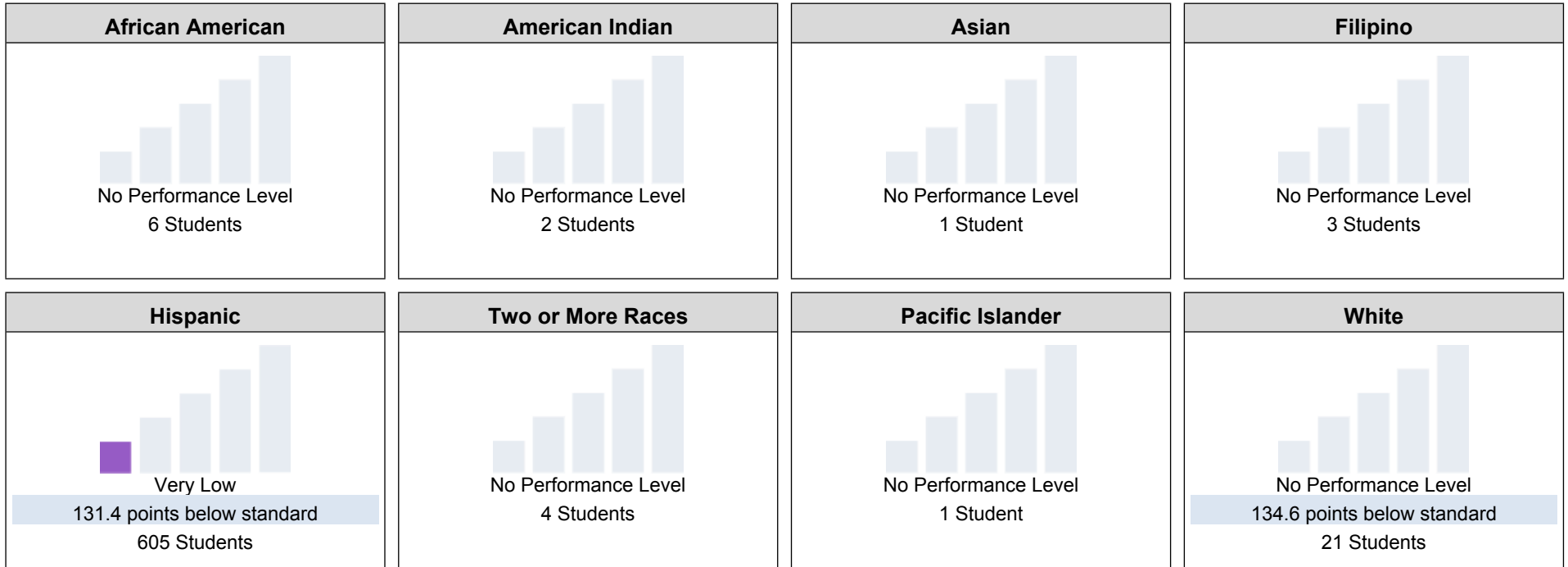


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



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

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
179.2 points below standard 211 Students	105.0 points below standard 72 Students	136.6 points below standard 218 Students

**Conclusions based on this data:**

- All students groups scored Very Low on math testing.
- Reclassified EL students are scoring higher than English Only students on math testing.



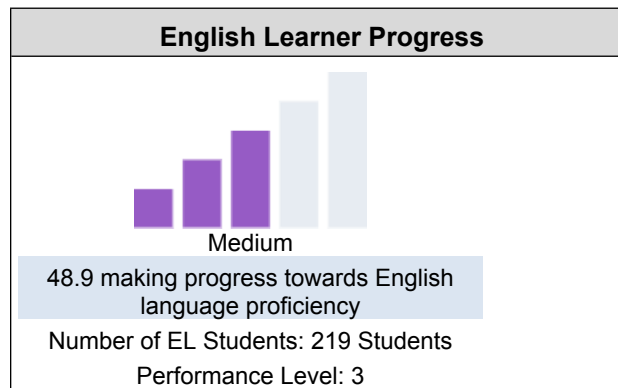
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.2%	37.0%	1.8%	47.0%

#### Conclusions based on this data:

1. A majority of our students are making positive progress or maintaining their ELPI level.
2. Nearly half of our students progressed at least one level.





# School and Student Performance Data

## Academic Performance College/Career Report

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

**Conclusions based on this data:**

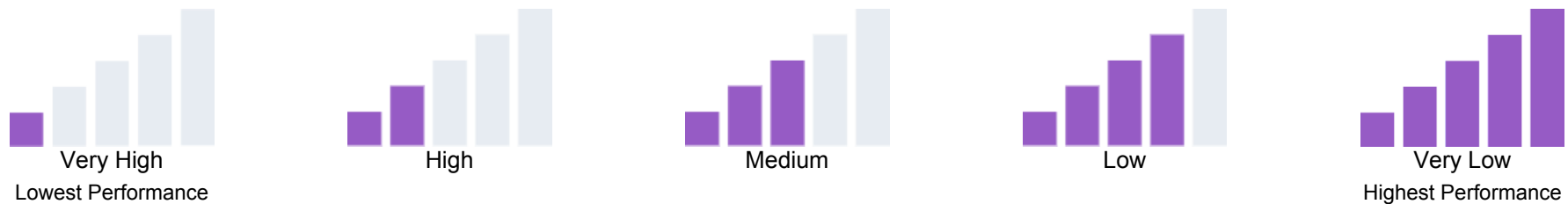
- 1. N/A
- 2. N/A
- 3. N/A

# School and Student Performance Data

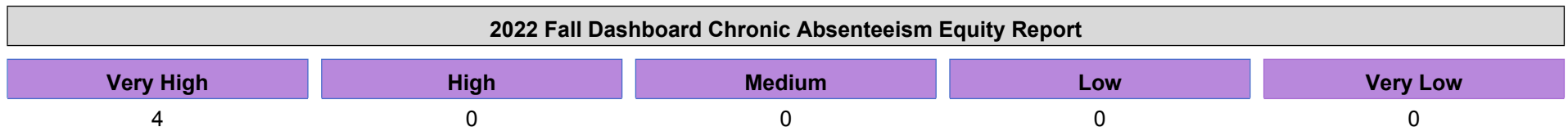
## Academic Engagement Chronic Absenteeism

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

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

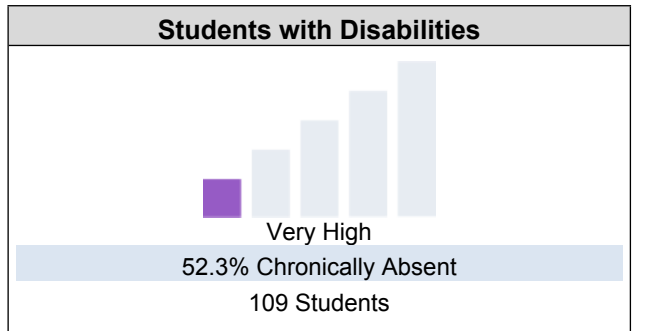
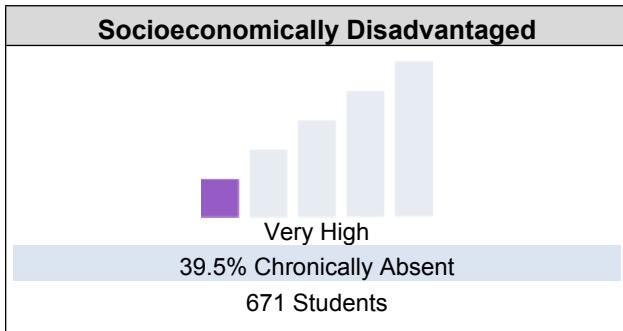
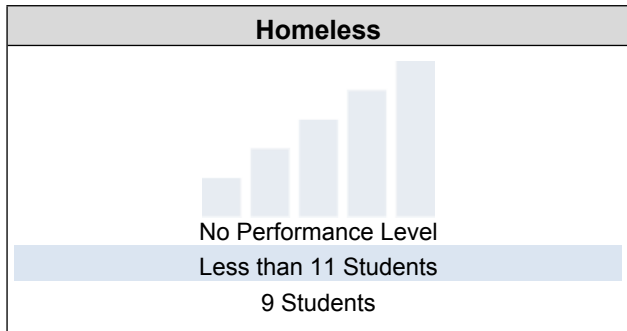
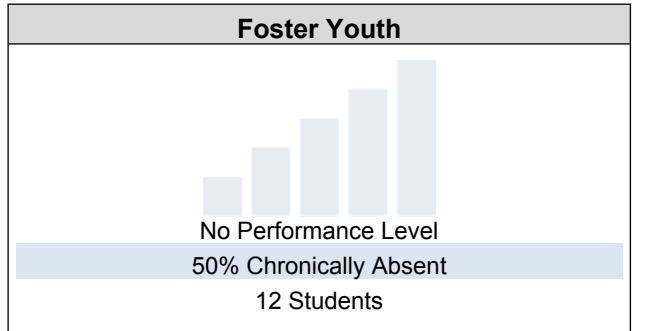
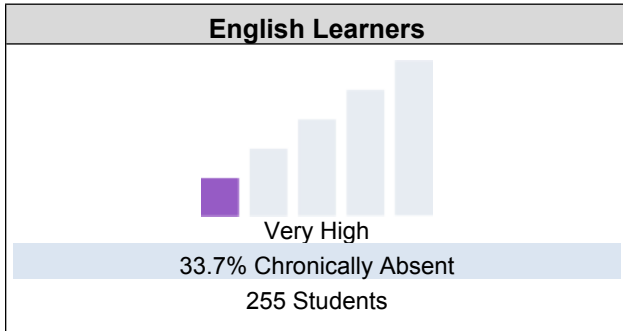
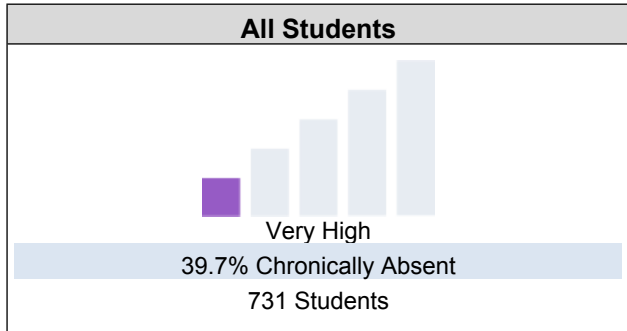


This section provides number of student groups in each level.

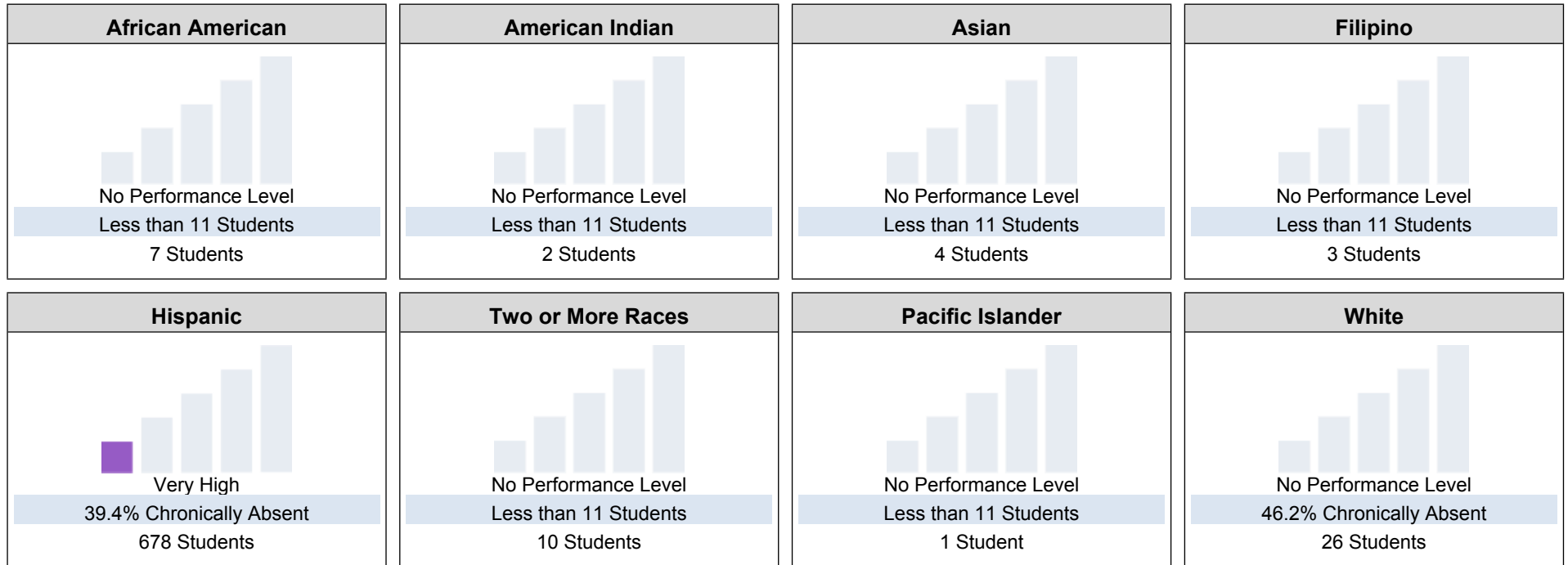


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group**



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Foster Youth and SWD have the highest Chronically Absent Rates.
2. All student subgroups are classified as "very high".

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Very Low  
Lowest Performance

Low

Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

#### Conclusions based on this data:

1. N/A

2. N/A

3. N/A

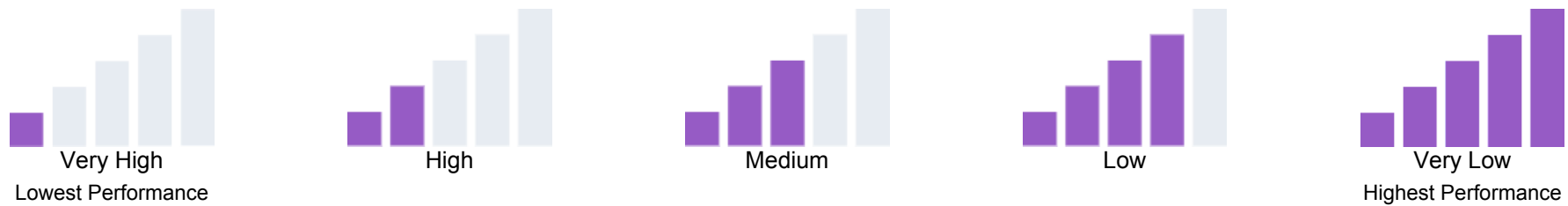


# School and Student Performance Data

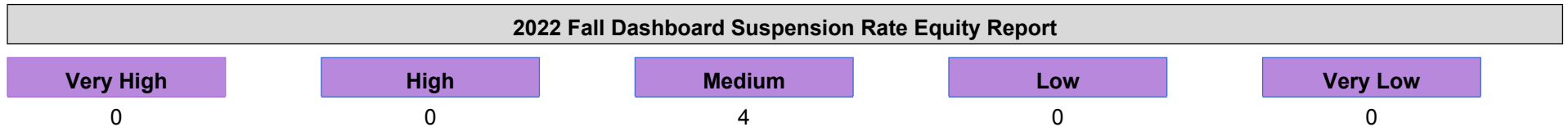
## Conditions & Climate Suspension Rate

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



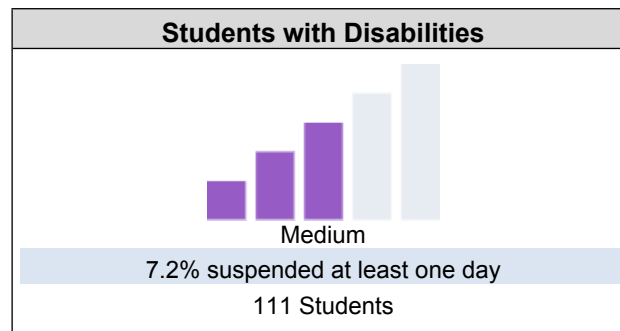
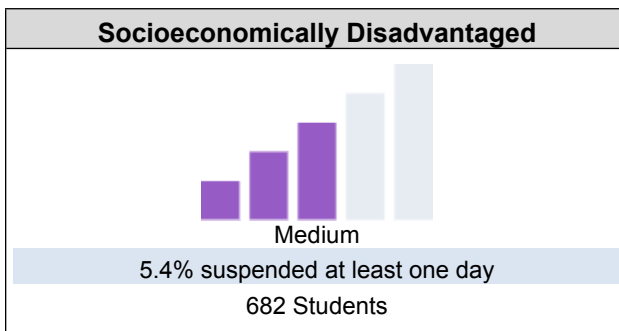
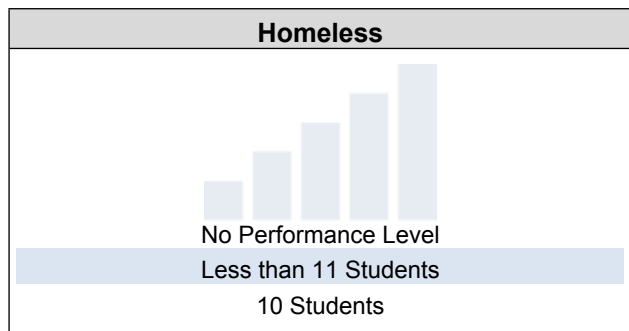
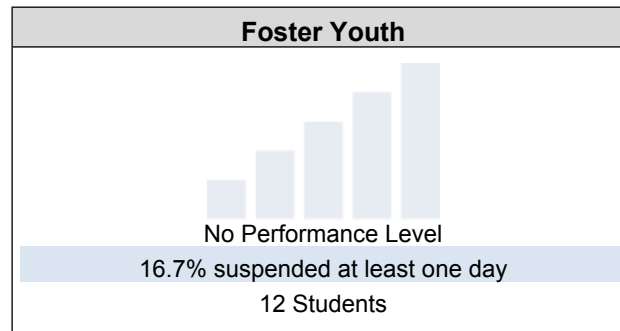
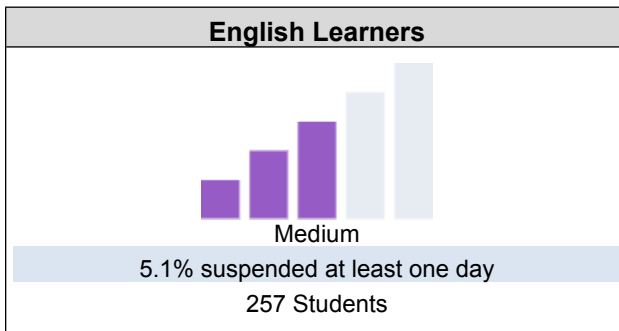
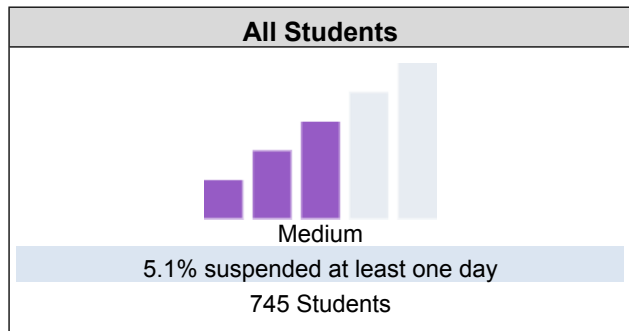
This section provides number of student groups in each level.



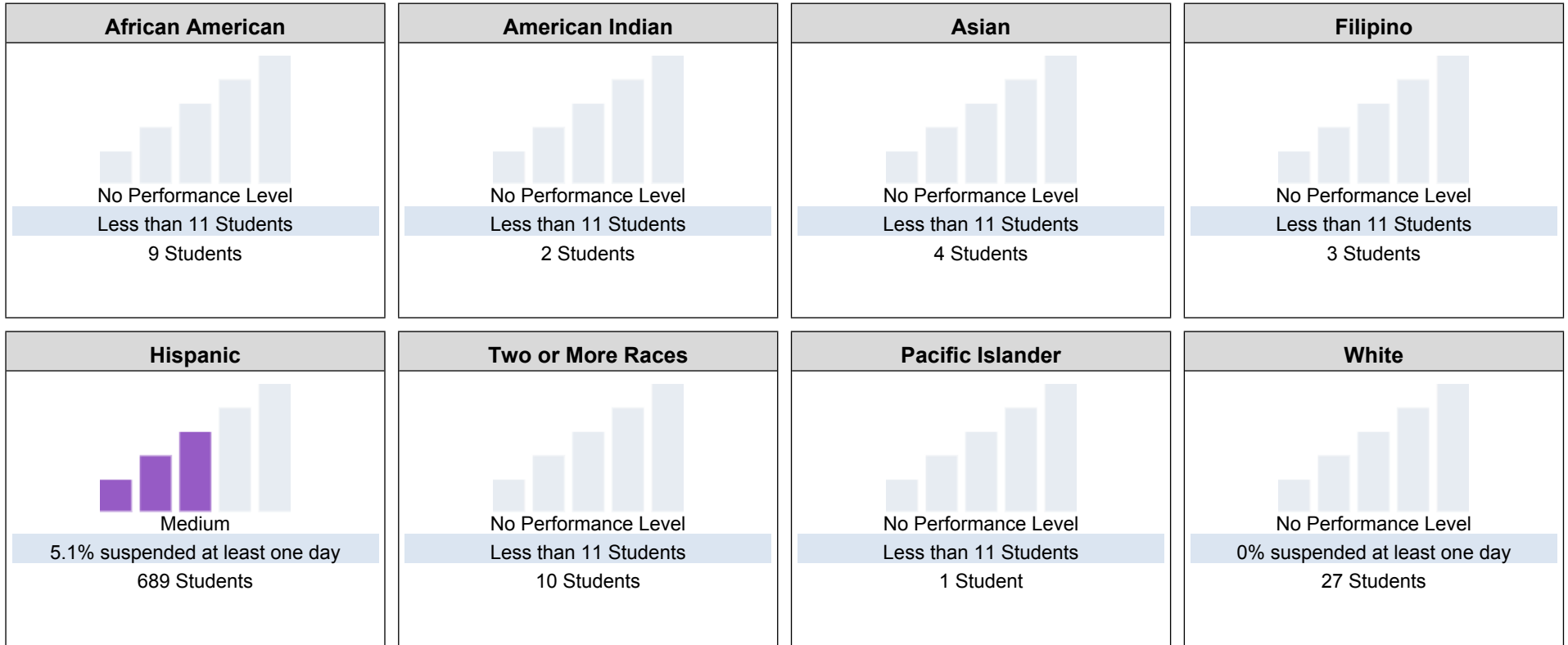
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate for All Students/Student Group



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Foster Youth and Students with Disabilities have the highest suspension rates.

# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 4: Pupil Achievement (Pupil Outcomes)  
                                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:        P2

### Identified Need from the Annual Evaluation and Needs Assessment:

Provide late-start LTEL and ELL support through the use of targeted intervention by BLTs.  
 Provide release time for collaboration teams to work together and with Administration to support the collaborative process, data collection and analysis, and action items.  
 Provide late-start SWD support through the use of targeted intervention by IAs.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessments--ELA	Distance from Standard: All: 72.7 pts below SED: 74.6 below EL: 115.9 pts below SWD: 184.6 pts below	Expected 2023-2024 Distance from Standard: All: 65 pts below SED: 67 pts below EL: 100 pts below SWD: 150 pts below  22-23 Actuals: Distance from Standard: All: 72.7 pts below SED: 74.6 below EL: 115.9 pts below SWD: 184.6 pts below
P4: Statewide Assessments--Math	Distance from Standard: All: 131.7 pts below SED: 132.4 pts below EL: 160.4 pts below	Expected 2023-2024 Distance from Standard: All: 100 pts below SED: 100 pts below EL: 130 pts below

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD: 200 pts below	SWD: 150 pts below  22-23 Actuals: Distance from Standard: All: 131.7 pts below SED: 132.4 pts below EL: 160.4 pts below SWD: 200 pts below
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC	2022-23 ELPAC dashboard data:  15.57% Proficient (Level 4)  *Level 1 (Minimally Developed) 18.47% *Level 2 (Somewhat Developed) 30.73% *Level 3 (Moderately Developed) 35.23% *Level 4 (Well Developed) 15.57%  * 48.9% of students are making progress towards English Language Proficiency.	2023-24 ELPAC expected dashboard data: 18% Proficient *Level 1 (Minimally Developed) 13% *Level 2 (Somewhat Developed) 35% *Level 3 (Moderately Developed) 34% *Level 4 (Well Developed) 18%  22-23 Actuals: 15.57% Proficient (Level 4) *Level 1 (Minimally Developed) 18.47% *Level 2 (Somewhat Developed) 30.73% *Level 3 (Moderately Developed) 35.23% *Level 4 (Well Developed) 15.57%
P8: Other Student Outcomes - CAASPP Reading Claim #1	CAASPP (2021-2022) % Above/Near: 63.76% 7th Grade - 67.34% 8th Grade - 60% EL: 41.36% SWD: 25%	Expected CAASPP (22-23) % Above/Near: 70% 7th Grade - 75% 8th Grade - 70% EL: 50% SWD: 35%  21-22 Actuals: CAASPP (2021-2022) % Above/Near: 63.76% 7th Grade - 67.34% 8th Grade - 60% EL: 41.36% SWD: 25%
P8: Other Student Outcomes - CAASPP Writing Claim #2	CAASPP (2021-2022) % Above/Near: 50% 7th Grade - 52.6% 8th Grade - 47.27%	Expected CAASPP (22-23) % Above/Near: 60% 7th Grade - 62% 8th Grade - 57%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL: 27.73% SWD: 7%	EL: 37% SWD: 17%  21-22 Actuals: CAASPP (2021-2022) % Above/Near: 50% 7th Grade - 52.6% 8th Grade - 47.27% EL: 27.73% SWD: 7%
P8: Other Student Outcomes - CAASPP Listening Claim #3	CAASPP (2021-2022) % Above/Near: 75.74% 7th Grade - 76.59% 8th Grade - 74.85% EL: 56.82% SWD: 46%	Expected CAASPP (22-23) % Above/Near: 80% 7th Grade - 80% 8th Grade - 80% EL: 60% SWD: 55%  21-22 Actuals: CAASPP (2021-2022) % Above/Near: 75.74% 7th Grade - 76.59% 8th Grade - 74.85% EL: 56.82% SWD: 46%
P8: Other Student Outcomes - CAASPP Research & Inquiry Claim #4	CAASPP (2021-2022) % Above/Near: 71.01% 7th Grade - 68.18% 8th Grade - 73.94% EL: 50.45% SWD: 39%	Expected CAASPP (22-23) % Above/Near: 75% 7th Grade - 75% 8th Grade - 80% EL: 55% SWD: 44%  21-22 Actuals: CAASPP (2021-2022) % Above/Near: 71.01% 7th Grade - 68.18% 8th Grade - 73.94% EL: 50.45% SWD: 39%
P8: MDTP	243 8th graders completed the MDTP for Math.	Expected 2023-2024 MDTP Data

**Metric/Indicator****Baseline/Actual Outcome****Expected Outcome**

Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.

The results are as follows:  
 48.56% of 8th graders showed no mastery of these mathematical concepts  
 30.45% of 8th graders showed mastery in one of these mathematical concepts  
 10.7 % of 8th graders showed mastery in two of these mathematical concepts  
 5.35% of 8th graders showed mastery in three of these mathematical concepts  
 2.47% of 8th graders showed mastery in four of these mathematical concepts  
 1.65% of 8th graders showed mastery in five of these mathematical concepts  
 .41% of 8th graders showed mastery in six of these mathematical concepts  
 .41% of 8th graders showed mastery in all seven of these mathematical concepts

Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.

The results are as follows:  
 5% of 8th graders showed no mastery of these mathematical concepts  
 10% of 8th graders showed mastery in one of these mathematical concepts  
 10% of 8th graders showed mastery in two of these mathematical concepts  
 25% of 8th graders showed mastery in three of these mathematical concepts  
 20% of 8th graders showed mastery in four of these mathematical concepts  
 10% of 8th graders showed mastery in five of these mathematical concepts  
 5% of 8th graders showed mastery in six of these mathematical concepts  
 5% of 8th graders showed mastery in all seven of these mathematical concepts

22-23 Actuals

243 8th graders completed the MDTP for Math. Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.

The results are as follows:  
 48.56% of 8th graders showed no mastery of these mathematical concepts  
 30.45% of 8th graders showed mastery in one of these mathematical concepts  
 10.7 % of 8th graders showed mastery in two of these mathematical concepts  
 5.35% of 8th graders showed mastery in three of these mathematical concepts  
 2.47% of 8th graders showed mastery in four of these mathematical concepts  
 1.65% of 8th graders showed mastery in five of these mathematical concepts  
 .41% of 8th graders showed mastery in six of these mathematical concepts

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		.41% of 8th graders showed mastery in all seven of these mathematical concepts
P8: Read 180 Reading Inventory	<p>Read180 (22-23)</p> <p>7th All Below Basic: 74% Basic: 22% Proficient: 3% Advanced: 1%</p> <p>8th All Below Basic: 34% Basic: 27% Proficient: 25% Advanced: 13%</p>	<p>Expected 2023-2024 Read180</p> <p>7th All Below Basic: 50% Basic: 20% Proficient: 25% Advanced: 5%</p> <p>8th All Below Basic: 25% Basic: 20% Proficient: 35% Advanced: 20%</p> <p>2022-2023 Actuals Read180 (22-23)</p> <p>7th All Below Basic: 74% Basic: 22% Proficient: 3% Advanced: 1%</p> <p>8th All Below Basic: 34% Basic: 27% Proficient: 25% Advanced: 13%</p>
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	6% Reclassified Fluent-English-Proficient Students (RFEP)	<p>10% Reclassified Fluent-English-Proficient Students (RFEP)</p> <p>2022-2023 Actuals 6% Reclassified Fluent-English-Proficient Students (RFEP)</p>

## Planned Strategies/Activities

## Action 1.1

1.1 Implement the California State Standards (CSS), CA ELD Standards, NGSS-aligned curriculum and provide high-quality instruction.

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>1.1A. ELA/ELD Teachers will provide curriculum, instruction, and assessment aligned to CSS and CA ELD Standards and use any applicable district pacing guides/assessments to ensure high-quality instruction and students demonstrate mastery of the reading and writing skills needed to be college and career ready.</p> <p>1.1B. Math Teachers will provide curriculum, instruction, and assessment aligned to CSS/CA ELD Standards and use any applicable district pacing guide/assessments to ensure high-quality instruction and students demonstrate mastery of mathematical and literacy skills needed to be college and career ready.</p> <p>1.1C Science Teachers will provide curriculum, instruction, and assessment aligned to NGSS and CSS-ELA-Literacy/CA ELD Standards and use any applicable pacing guides/assessments to ensure high-quality instruction and students demonstrate mastery of scientific and literacy skills needed to be college and career ready.</p> <p>1.1D. History-Social Studies and Technical Subject Teachers will provide curriculum, instruction, and assessment aligned to CA content standards and CSS ELA- Literacy/CA ELD Standards to ensure high-quality instruction and students demonstrate mastery of the concepts and literacy skills needed to be and career ready.</p> <p>1.1E. P.E. Teachers will provide curriculum, instruction, and assessment aligned to the Physical Education Model Content Standards for California and CSS ELA-Literacy/CA ELD standards to prepare students for health and well-being and support the development of literacy skills needed to be college and career ready.</p>	<p><u>X</u> All Students</p>	<p>Intervention Teachers Salaries 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$282628</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1500</p> <p>Maintenance Contract for Copiers 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3700</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$3992.00</p>



1.1F. All Teachers will differentiate instruction to meet the needs of students designated as General Education, English Learners, Gifted and Talented Education, and Special Education.

1.1G. Teacher clarity (i.e. Learning Intentions, Essential Questions, Success Criteria, etc.) will be clearly articulated, reviewed, and posted to focus high-quality instruction and promote student learning, engagement, and self-assessment.

1.1H. Administrators and Teachers will collect and analyze student data to measure and monitor the effectiveness of instruction and improve student learning.

## Action 1.2

1.2 Provide CSS ELA, CA ELD Standards, CSS MATH, and NGSS-aligned instructional materials, curriculum, instruction, and assessment and integrate technology (i.e. Digital Gateway) to support and accelerate student learning.

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Purchase supplemental ELA/Literacy/ELD instructional materials/supplies (informational/expository texts, novels, leveled readers) and digital tools and resources to support standards-based instruction, literacy, and technology integration.	<u>X</u> All Students	Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1985
B. Purchase supplemental Math instructional materials/supplies (hands-on manipulative, poster-board) resources to support standards-based instruction, numeracy, and technology integration.		Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1364
C. Purchase supplemental Science instructional materials/supplies (lab supplies/equipment) and resources to support standards-based instruction and technology integration.		Field Trips (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$3000
D. Purchase supplemental History-Social Studies instructional materials/supplies, resources, and digital tools to support standards-based instruction, literacy, and technology integration.		Software License (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$1200
E. Purchase supplemental PE equipment to support students meeting the standards.		

F. Purchase Visual and Performing Arts (VAPA) equipment and supplies (art, theatre, film/video, electronic media, music/instruments, choir) to support students creating, performing, and participating in the Visual and Performing Arts and elective classes.

G. Purchase digital tools and resources to increase instructional and leadership capacity.

H. Purchase technological equipment to support technology integration on campus.

I. Purchase additional materials and supplies (print, copier/laminator) to support standards-based instruction.

J. Purchase materials to support Makers Space in the library.

### Action 1.3

1.3 Provide professional learning and collaboration time to support highly effective teachers, support staff, administrators, and counselors.

	X New Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Teachers/Support Staff/Administrators/Counselors will participate in monthly professional sessions to strengthen their knowledge and understanding of the CSS ELA/Math/ELD/Social Studies/Science, and PE Model Content Standards, Teacher Clarity, effective instructional strategies/practices, collaborative teams, mindset practices, and technology integration to support and accelerate student learning.	X All Students	AVID Membership 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$2629
B. The AVID Coordinator and team members will provide quarterly training sessions to support the implementation of AVID methodology/strategies school-wide (WICOR, focused note-taking, etc.).		Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$5586
C. Administrators will conduct walkthroughs to gather evidence of and monitor learning on campus.		Materials/Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$1000
D. Teachers/Administrators will attend training sessions and conferences to support the instructional methodology and implementation of: CSS ELA/MATH/Social Studies, CA ELD Standards, NGSS, PE Model Content		Collaborative Days - Substitute Teacher 1000-1999: Certificated Personnel Salaries

Standards, AVID, collaborative teams, Project Lead the Way, STEAM and technology integration to support and accelerate student learning.

Title I Basic -- 3010  
\$1400

E. Teacher Leaders/Administrators/Counselors will attend training sessions and conferences to increase leadership and organizational capacity.

F. Teacher collaboration time will be provided to support the implementation of CSS ELA/MATH/Social Studies, CA ELD Standards, NGSS, the usage of applicable district pacing guides and assessments & to support collaborative classes with General Education Teachers, Special Education Teachers, and Instructional Aides.

G. Additional teacher collaboration time will be provided to support the process of planning lessons, designing learning experiences, create and grade Pre/Post Assessments/Performance Tasks, collaborative teams, analyze data, identify and share effective research-based instructional strategies, action, and implement and monitor the plan to determine the impact on student learning.

H. RCOE Excellence through Equity conference will be offered to department members to address best practice in supporting our ELD and SWD populations.

## Action 1.4

1.4 Provide student learning support systems including multi-tiered intervention and career technical opportunities.

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Teachers will differentiate instruction to provide multi-tiered academic support for English Learners, students with special needs and those designated as GATE.	<u>X</u> All Students	Counselor (1) Salary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$165386
B. Middle School Counselors to provide college and career readiness support, coordinate and monitor attendance, academic, and behavioral interventions, and Enrichment Programs (i.e. GATE).		Counselor (2) Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$120241
C. Provide intervention teachers in ELA (i.e. READ 180) and math (i.e. Math Support) to ensure additional time and support for students to demonstrate mastery of CSS.		Counselor (2) Salary 1000-1999: Certificated Personnel Salaries

D. AVID classes and tutors will be provided to support student learning and college and career readiness.

E. Provide student planners as a means of communication between parents, students, and teachers to support classroom instruction and homework as assigned and promote organization and study skills.

F. Promote and implement inclusive practices to support student (RSP/SDC) instruction in the Least Restrictive Environment (LRE).

G. Teachers will provide before school and/or after-school tutoring (ELO) to those students in need of academic support.

H. Implement the Think Together program to provide academic and behavioral support after-school.

I. Provide a Librarian Technician to support students' acquisition of literacy, numeracy, and technological skills.

J. The Communication Enhancement Program (CEP) at Mission Middle is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

LCFF Suppl/Conc -- 0707  
\$40080

AVID Tutor  
2000-2999: Classified Personnel Salaries  
LCFF AVID – 0765  
\$5000

Library Technician Salary  
2000-2999: Classified Personnel Salaries  
LCFF District -- 500 0707  
\$91665

Print - Student Resources  
4000-4999: Books And Supplies  
LCFF AVID – 0765  
\$3000

## Action 1.5

1.5 Provide professional and student learning support with an emphasis on English Language Arts and English Language Development for English Learners.

X

New Action

### Planned Actions/Services

### Students to be served

### Budget and Source

A. Provide an EL Facilitator to coordinate the ELPAC administration and monitoring of EL's progress.

X All Students

Bilingual Language Tutors Salaries; (one 6 hrs and two 3 hr)  
2000-2999: Classified Personnel Salaries  
Title I Basic -- 3010

- B. Professional development will be provided in the CA ELD standards including: language acquisition, literacy, differentiation, and multi-tiered academic support.
- C. Provide Bilingual Language Tutors (BLTs) and Instructional Aide to support language acquisition and inclusive practices in the classroom.
- D. Provide collaboration time for the EL Facilitator, EL Team to plan instruction, analyze assessment data, and identify and share effective strategies/practices to accelerate student learning.
- E. Intervention support for students will be provided before and/or after-school to support language acquisition and literacy (i.e. ELPAC Bootcamp, ELO).
- F. Purchase supplementary materials and resources to support language acquisition and literacy.
- G. West Ed training will be provided to prepare all core content areas with skills and strategies to support English Language Learners.

\$39565

Bilingual Language Tutor Salary (one 3 hrs)  
2000-2999: Classified Personnel Salaries  
Title III LEP -- 4203  
\$3834

Bilingual Language Tutors Salaries (one 6 hrs and two 3 hrs)  
2000-2999: Classified Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$57434

Materials/Supplies  
4000-4999: Books And Supplies  
Title III LEP -- 4203  
\$771

Collaborative Days - Substitute for ELF  
1000-1999: Certificated Personnel Salaries  
Title III LEP -- 4203  
\$1274

Collaborative Days - Substitutes for EL Team  
1000-1999: Certificated Personnel Salaries  
Title I Basic -- 3010  
\$1000

## Action 1.6

1.6 Provide standards-aligned assessments with data analysis and monitoring support.

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Collaborative Teams will work to: create and analyze standards-aligned common formative and summative assessments, identify areas of strengths and challenges, create a plan of action (i.e. identify researched-based strategies that will be used), implement and monitor the plan to determine the impact on student learning.	<u>X</u> All Students	Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$750
B. Collaborative Team Leaders will collaborate with Counselors and Administrators monthly to identify students in need of additional time and support to demonstrate mastery of CA CCSS.		

C. Counselors will develop a progress monitoring system to ensure students receive the appropriate support classes and services.

D. Progress Reports will be mailed home to support school-home connection

E. Focused Interim Assessment Blocks may be utilized routinely to serve as a formative tool, along with district assessments, to monitor student progress.

## Action 1.7

All Students

\$

\$

\$

# Goals, Strategies, & Proposed Expenditures

## Goal 2.0

Safe, Orderly and Inviting Learning Environment

### State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 1: Basic (Conditions of Learning)  
                                  Priority 5: Pupil Engagement (Engagement)  
                                  Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

Second-Step will continue to be used weekly during advisory for SEL supports. In an effort to reduce chronic absenteeism, the site will conduct home visits, SART and SARB contracts, and will offer student recognitions and incentives for positive attendance.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	The MMS school facility report indicated 97% Good or Better on FIT report (2022-23 FIT Reports) - All school facility will be maintained as expected.	The MMS school facility report indicated 100% Good or Better on FIT report (2023-24 FIT Reports) - All school facility will be maintained as expected.
P5: School Attendance Rates	<p>Attendance Rates - Actual Percent Enrollment:</p> <p>7th: 89.58%                      8th: 88.45%                      EL: 90.46%                      SWD: 87.69%</p>	<p>Attendance Rates - Actual Percent Enrollment:</p> <p>7th: 93%                      8th: 93%                      EL: 93%                      SWD: 90%</p> <p>Actuals:                      Attendance Rates - Actual Percent Enrollment:</p> <p>7th: 89.58%                      8th: 88.45%                      EL: 90.46%                      SWD: 87.69%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: Pupil Suspension Rates	22-23 Suspension Rate: All: 5.1% EL: 5.1% SED: 5.4% SWD (SPED-RSP): 7.2%	23-24 Suspension Rate: All: 3.8% EL: 3.8% SED: 3.8% SWD (SPED-RSP): 3.8%  Actuals: 22-23 Suspension Rate: All: 5.1% EL: 5.1% SED: 5.4% SWD (SPED-RSP): 7.2%
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2023: "How often do you worry about violence at your school?" 62% responded "Almost Never" or "Once in a while"  LCAP Teacher Survey, Spring 2023: "For students who need extra support, how difficult is it for them to get the support that they need?" 86% responded "Not at all difficult" or "Slightly difficult".  LCAP Parent/Family Survey, Spring 2023: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 71% responded "Quite Well" or "Extremely Well"	LCAP Student Survey, Spring 2024: "How often do you worry about violence at your school?" 66% responded "Almost Never" or "Once in a while"  LCAP Teacher Survey, Spring 2024: "For students who need extra support, how difficult is it for them to get the support that they need?" 90% responded "Not at all difficult" or "Slightly difficult".  LCAP Parent/Family Survey, Spring 2024: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 75% responded "Quite Well" or "Extremely Well"  Actuals: LCAP Student Survey, Spring 2023: "How often do you worry about violence at your school?" 62% responded "Almost Never" or "Once in a while"  LCAP Teacher Survey, Spring 2023: "For students who need extra support, how difficult is it for them to get the support that they need?"



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>86% responded "Not at all difficult" or "Slightly difficult".</p> <p>LCAP Parent/Family Survey, Spring 2023:            "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 71% responded "Quite Well" or "Extremely Well"</p>
<p>P6: Survey of pupils on sense of connectedness</p>	<p>Based on Spring 2023 LCAP Fall Survey data:</p> <p>Students:            77% feel there's a teacher or other adult at school who they can count on to help them no matter what.</p>	<p>Based on Spring 2024 LCAP Fall Survey data:</p> <p>Students:            87% feel there's a teacher or other adult at school who they can count on to help them no matter what.</p> <p>Actuals:            Based on Spring 2023 LCAP Fall Survey data:            Students:            77% feel there's a teacher or other adult at school who they can count on to help them no matter what.</p>
<p>P5: Chronic Absenteeism Rate (2020-21 Data Quest)</p>	<p>Chronic Absenteeism Rate            Overall: 39.7%            EL: 33.7%            SWD: 52.3%            SED: 39.5%</p>	<p>Chronic Absenteeism Rate            Overall: 34%            EL: 30%            SWD: 40%            SED: 34%</p> <p>Actuals:            Chronic Absenteeism Rate            Overall: 39.7%            EL: 33.7%            SWD: 52.3%            SED: 39.5%</p>
<p>P5: Middle School dropout rates</p>	<p>Mission Middle - 94%</p>	<p>Mission Middle - 0%</p>
<p>P6: Pupil expulsion rate</p>	<p>22-23 Expulsion Rate:            All: .54%</p>	<p>23-24 Expulsion Rate:            All: 0%</p>

## Planned Strategies/Activities

### Action 2.1

2.1 Provide a well maintained, orderly, and safe environment that will support students learning.

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Health Care Aides (HCAs)	<u>X</u> All Students	
B. Provide healthcare/first aid supplies for students (i.e. ice packs, bandages, feminine hygiene products, etc.).		
C. Provide hearing, vision, dental, scoliosis and other general health screenings for students.		
D. Provide nutrition services (i.e. breakfast and lunch that meet nutritional guidelines).		
E. Provide physical education and opportunities for exercise (i.e. Spring Run, Turkey Trot, lunch time).		Health Care Aide Salary - 3 hours (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$19609
F. Provide information and health care referral services to students and their parents (i.e. counseling services, county mental health services, emergency assistance, social services resources, and healthy food choices).		
G. Hybrid Medi-Cal / Site Discretion Therapist will serve Mission students and have a dedicated office space.		
H. Provide community resources to parents for medical assistance programs.		
I. Provide health instruction through science class.		

### Action 2.2

2.2 Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems.

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
A. Provide appropriate campus supervision before, during, and after school.	<u>X</u> All Students	Overtime, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500
B. An SRO (School Resource Officer) will be available on campus every day, five days a week.		
C. Distribute, collect and analyze Student, Parent, & Staff Surveys.		
D. House the Think Together after school program on site.		
E. To ensure a positive experience for students and parents on our campus, extra supervision (campus supervisors) and extra hourly custodial services will be provided for special campus events.		
F. Administration and Counselors will hold Pride Chats biannually or as needed.		
G. Students will participate in an anti-bullying campaign.		
H. Peer mentoring groups will support healthy relationships and serve as mentors for students struggling behaviorally and socially.		
I. Anti-bullying/Bullying awareness assemblies will be provided to students during the regular school day.		

### Action 2.3

2.3 Multi-Tiered System of Supports

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Social Skill instruction and implementation of a site-wide license for Second Step Social Emotional Learning curriculum to be utilized in each Advisory.	<u>X</u> All Students	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

- B. Behavior incentives will be provided.
- C. All staff will enforce school rules by means of the progressive discipline plan (Code of Conduct, JUSD Parent Guide).
- D. Provide incentives and rewards for good citizenship and attendance (i.e. Praise Note winners, public recognition in school newspaper, Mustang TV, snacks, dances, field trips, positive reinforcement programs, etc.).
- E. Students will have access to Gang and Drug Awareness curriculum and/or assemblies, Anti Bullying curriculum and/or assemblies, etc.
- F. Counselors, Administrators, Behavioral Health Peer Specialist, and Resident Subs will provide push-in support to remediate classroom behaviors and support students in remaining in the classroom.

\$2442

Professional/Consulting Services  
 5000-5999: Services And Other Operating Expenditures  
 LCFF Suppl/Conc -- 0707  
 \$1000

## Action 2.4

2.4 Prevention of Drug, Alcohol, Tobacco and Violence

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. All staff will educate students on prevention of the use of drugs, tobacco, and violence.	<input checked="" type="checkbox"/> All Students	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500
B. Develop and implement a Red Ribbon Week Program and Activities.		
C. Anti-Bullying and Kindness Assemblies, Activities, Parent Workshops will be offered through Riverside Community Hospital Charitable Foundation HERO Program.		

## Action 2.5

2.5 Safe Schools

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Purchase equipment that is essential for disaster drills and disaster preparedness to ensure student safety.</p> <p>B. Staff will have access to attend conferences/workshops related to school safety plan, policies and procedures.</p> <p>C. All staff will be informed of the school-wide disaster plan, and receive information on the Safe Schools Plan.</p>	<p><u>X</u> All Students</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$400</p>

## Action 2.6

### 2.6 Student Attendance Support

	<p><u>X</u> Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Student attendance will be measured and monitored by the Counseling Team, Attendance Secretary and Assistant Principal.</p> <p>B. SART meetings will be scheduled and co-facilitated by the Counseling Team.</p> <p>C. The Counseling Team will make referrals to SARB.</p> <p>D. Teachers will promote the benefits of positive attendance during Advisory.</p> <p>E. Staff will have access to attend professional development related to attendance.</p> <p>F. Assemblies, recognition, and incentives will be provided for students meeting the attendance and tardy goals.</p> <p>G. Students will monitor their attendance and reflect during Student Reflection activity once each 6-weeks and set a goal for future attendance.</p> <p>H. Assistant Principal will hold meetings with Students with Disabilities who are at risk of meeting chronic absentee threshold.</p>	<p><u>X</u> All Students</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>

I. Student at risk of meeting chronic absentee threshold will be personally invited to attend Saturday School and will attempt to identify factors contributing to absences.

## Action 2.7

### 2.7 Targeted Staff Development

X

Modified Action

#### Planned Actions/Services

#### Students to be served

#### Budget and Source

A. All staff will be trained on mandated suspected child abuse (CPS) reporting on an annual basis.

X All Students

B. Teachers and staff will refer students to the school nurse when there are health/vision/hearing, hygiene, and welfare concerns.

C. Administration will work collaboratively with the Community Schools TSA and PICO staff to train our staff on identifying early warning signs of behavioral and emotional problems in students.

D. All staff will be informed of the school-wide disaster plan, and receive information on the Safe Schools Plan.

E. All staff will be trained on MTSS.

F. All staff will be trained on sexual harassment policies.

G. Staff will have access to CPR and First Aid training.

H. Administration will work collaboratively with ASB and the Community Schools TSA to partner with community resources and supports for our students, staff, and families regarding bullying identification and prevention.

I. Administration will work collaboratively with ASB and the Community Schools TSA to partner with community resources and supports for our students, staff, and families regarding substance abuse identification and prevention.

Materials and Supplies  
4000-4999: Books And Supplies  
Title I Basic -- 3010  
\$250

# Goals, Strategies, & Proposed Expenditures

## Goal 3.0

Parent, Student and Community Engagement

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 3: Parental Involvement (Engagement)  
                                  Priority 5: Pupil Engagement (Engagement)  
                                  Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

We will offer Mustang Madness twice a year and will continue to offer specialty advisories with the hope of connecting students to adults with similar interests.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 100% responded "Extremely Important" or "Quite Important"	LCAP Parent/Family Survey, Spring 2024: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 100% responded "Extremely Important" or "Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 100% responded "Extremely Important" or "Quite Important"	LCAP Parent/Family Survey, Spring 2024: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 100% responded "Extremely Important" or "Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Spring 2023: "On most days, how enthusiastic are the students about being at school?" 14% responded favorably.	LCAP Teacher Survey, Spring 2024: "On most days, how enthusiastic are the students about being at school?" 40% responded favorably.  Actuals: LCAP Teacher Survey, Spring 2023: "On most days, how enthusiastic are the students about being at school?" 14% responded favorably.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Student Survey, Spring 2023: "Overall, how much do you feel like you belong at your school?" 39% responded favorably.	LCAP Student Survey, Spring 2024: "Overall, how much do you feel like you belong at your school?" 55% responded favorably.  Actuals: LCAP Student Survey, Spring 2023: "Overall, how much do you feel like you belong at your school?" 39% responded favorably.

## Planned Strategies/Activities

### Action 3.1

3.1 Provide improved opportunities for parents and community to partner and feel connected to their school through professional support and increased communication.

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. All Parents will be informed about school events, student progress, behavior, attendance, etc. in their primary language via the phone message system, letters, and flyers.</p> <p>B. Teacher, counselors, parents, students and all other stakeholders will participate in Parent Teacher Conferences as needed in parents' primary language.</p> <p>C. Increase parent awareness of school programs and student achievement through parent workshops, meetings, brochures, flyers, and the student newspaper.</p> <p>D. Provide parents with information about Digital Gateway, Digital Citizenship, Cyberbullying, etc. via parent meetings.</p> <p>E. Teachers will communicate frequently with parents using the Q Communication message system (including academic, behavior, attendance, curriculum, information), e-mail, or in writing in the parents' primary language.</p>	<u>X</u> All Students	<p>Translator Clerk Typist Salary 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$36460</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$300</p>



- F. Parents will be informed of their student's EL level via letter of ELPAC results and explain how they are used to measure annual growth in English proficiency.
- G. Teachers will update Q-Gradebook at a minimum of every 2-weeks to allow parents and students to monitor their progress.
- H. Special education teachers and case carriers will ensure that parents of students with special needs are notified in a timely manner of IEP meetings.
- I. Parents will attend and be active participants in the IEP meetings.
- J. Parent involvement and participation in the IEP process/meetings will be facilitated by providing oral and written translation services in the parents' primary language.
- K. Teachers will present information about various subjects to parent groups in order to provide support for student learning at Back to School Night and/or parent meetings
- L. Staff will use Social Media, School website, Parent Connect, Q Communication, and Peach Jar as forms of communication to families.

### Action 3.2

#### 3.2 Parent/Family Involvement Opportunities

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. All parents will be invited and have leadership opportunities through advisory committees i.e., DAC, DELAC, ELAC, SSC, meeting will be held regularly	<u>X</u> All Students	Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$200
B. All Parents will be invited to quarterly Coffee with the Principal.		Overtime, Campus Supervisor
C. Parents will have access to review the School Safety Plan which is located in the school's main office.		2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$400

- D. Provide training for parents in using Q Parent Connection to monitor students grades, behavior, test scores, and attendance records during Mustang Pride Day and throughout the year as needed.
- E. SSC, ELAC, and committees will review the School Safety Plan.
- F. Counselors will host a series of Parent Workshops covering a variety of educational topics.
- G. Provide extra supervision (campus supervisors) and extra hourly custodial services for special campus events to ensure a positive experience for students and parents on our campus.
- H. Provide refreshments for parent workshops and academic achievement awards events for parents and community members in attendance.
- I. MMS will host Back to School Night and an incoming 7th grade welcome night annually.
- J. Parents will be invited to student performances, semester awards, informational nights, EL recognitions, Science Fairs, etc.
- K. All parents will be invited to participate in a parent survey.
- L. MMS will host AVID and GATE Parent Night twice a year to increase parent involvement.
- M. MMS will host an AVID Awards Night to recognize students exhibiting top AVID behaviors and achievements.
- N. Provide training and information to parents and community about AVID program methodologies, mission, and goals.
- O. Provide printed information to parents and community (handouts, flyers, resources, etc.) about AVID or AVID related topics.
- P. Provide parent workshops on A-G college entrance requirements, financial aid, high school graduation requirements, etc.
- Q. Additional parent/guardian/stakeholder conference/workshop opportunities may be provided (CABE, etc.)

Hourly, Teacher  
 1000-1999: Certificated Personnel Salaries  
 Title I Parent Involvement -- 3010 1902  
 \$610

Substitute, Teacher  
 1000-1999: Certificated Personnel Salaries  
 Title I Basic -- 3010  
 \$400

Conferences  
 5000-5999: Services And Other Operating  
 Expenditures  
 Title I Parent Involvement -- 3010 1902  
 \$400

Materials/Supplies  
 4000-4999: Books And Supplies  
 Title I Parent Involvement -- 3010 1902  
 \$578

### Action 3.3

#### 3.3 Parent/Family Provided Resources

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Provide parents with referral services for medical insurance, emergency assistance, counseling services, community resources, etc. and follow up when necessary.</p> <p>B. Invite parents to community based health resources such as mobile health clinic, family counseling, mobile dental clinics.</p> <p>C. Provide information on physical fitness, child obesity, diabetes, and other health concerns among youth and its impact on student academic achievement.</p> <p>D. Contact parents with information on student hygiene, medical and dental care and follow-up on referrals.</p> <p>E. Connect parents to community literacy resources such as programs and services offered through the district or through the public library system.</p> <p>F. Increase parent awareness of high school graduation requirements and A-G college admissions requirements.</p> <p>G. Parents and students will be invited to participate in a substance abuse awareness parent meeting/assembly and will be provided resources on prevention and warning signs as well as information for support services.</p> <p>H. Parents and students will be invited to participate in a bullying awareness parent meeting/assembly and will be provided resources on prevention and warning signs as well as information for support services. If the county resource is available, a partnership will be established with Riverside Community Hospital charity foundation to implement the HERO program to support students, parents and staff on bullying awareness, and also on different methods to show kindness.</p>	<p>X All Students</p>	<p>Materials/Supplies            4000-4999: Books And Supplies            Title I Basic -- 3010            \$643</p>

### Action 3.4

#### 3.4 Student Engagement

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Provide incentives and field trips for EL students to promote a College-Going Culture, including students who meet reclassification requirements.	<u>X</u> All Students	Materials/Supplies-Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000
B. Provide recognition/incentives to students who make positive movement on the ELPAC.		
C. Provide students with weekly incentives for positive behavior and demonstrating Mustang Pride.		
D. Provide semester incentives for positive behavior and demonstrating Mustang Pride.		
E. Provide rewards and incentives to students who meet Honor Roll and attendance criteria.		
F. Provide incentives and awards for academic achievement and Science Fair participants.		
G. Provide educational field trip opportunities for students.		
H. Invite students who meet academic and/or mustang point criteria to special assemblies.		
I. Offer student incentives such as Mustang Madness and glow parties each 6 weeks for eligible students - Incentive day for students earning no F's and no suspensions or OCIs.		
J. Purchase additional Five Star Student scanners as needed to increase the number of opportunities student have to earn points.		
K. Mustang TV will continue to engage students and produce video announcements to be shown during Advisory.		
L. Students clubs will be supported and a Club Rush will be provided to highlight the many offerings and activities.		

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 1

College and Career Readiness

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessments--ELA	<p>Distance from Standard:                      All: 60.9 pts below (Maintained)                      SED: 63.6 pts below (Maintained)                      EL: 85.8 pts below (Maintained)                      SWD: 159.2 pts below (Increase 6.1 pts)</p> <p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>Distance from Standard:                      All: 72.7 pts below (increased)                      SED: 74.6 below (increased)                      EL: 115.9 pts below (increased)                      SWD: 184.6 pts below (increased)</p>
P4: Statewide Assessments--Math	<p>Distance from Standard:                      All: 120.4 pts below (decreased 13.2 pts)                      SED: 122.3 pts below (decreased 12.5 pts)                      EL: 144 pts below (decreased 5.8 pts)                      SWD: 218.6 pts below (Increase 7 pts)</p> <p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>Distance from Standard:                      All: 131.7 pts below (increased)                      SED: 132.4 pts below (increased)                      EL: 160.4 pts below (increased)                      SWD: 200 pts below (decreased)</p>
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC	<p>2022-23 ELPAC dashboard data:</p> <p>18% Proficient</p> <p>*Level 1 (Minimally Developed) 13%                      *Level 2 (Somewhat Developed) 35%                      *Level 3 (Moderately Developed) 34%                      *Level 4 (Well Developed) 18%</p>	<p>2022-23 ELPAC dashboard data:</p> <p>15.57% Proficient (Level 4)</p> <p>*Level 1 (Minimally Developed) 18.47%                      *Level 2 (Somewhat Developed) 30.73%                      *Level 3 (Moderately Developed) 35.23%                      *Level 4 (Well Developed) 15.57%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		* 48.9% of students are making progress towards English Language Proficiency.
P8: Other Student Outcomes - CAASPP Reading Claim #1	<p>Actual CAASPP (2018-19) % Above/Near: 48.3%</p> <p>7th Grade - 50%</p> <p>8th Grade - 46.9%</p> <p>EL: 14.7%</p> <p>SWD: 11.5%</p> <p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>CAASPP (2021-2022) % Above/Near: 63.76%</p> <p>7th Grade - 67.34%</p> <p>8th Grade - 60%</p> <p>EL: 41.36%</p> <p>SWD: 25%</p>
P8: Other Student Outcomes - CAASPP Writing Claim #2	<p>CAASPP (2018-19) % Above/Near: 62.7%</p> <p>7th Grade - 61.3%</p> <p>8th Grade - 64%</p> <p>EL: 34.1%</p> <p>SWD: 20.8%</p> <p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>CAASPP (2021-2022) % Above/Near: 50%</p> <p>7th Grade - 52.6%</p> <p>8th Grade - 47.27%</p> <p>EL: 27.73%</p> <p>SWD: 7%</p>
P8: Other Student Outcomes - CAASPP Listening Claim #3	<p>CAASPP (2018-19) % Above/Near: 66.7%</p> <p>7th Grade - 76.4%</p> <p>8th Grade - 58.3%</p> <p>EL: 42.4%</p> <p>SWD: 30.2%</p> <p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>CAASPP (2021-2022) % Above/Near: 75.74%</p> <p>7th Grade - 76.59%</p> <p>8th Grade - 74.85%</p> <p>EL: 56.82%</p> <p>SWD: 46%</p>
P8: Other Student Outcomes - CAASPP Research & Inquiry Claim #4	<p>CAASPP (2018-19) % Above/Near: 63.3%</p> <p>7th Grade - 67.6%</p> <p>8th Grade - 59.6%</p> <p>EL: 33.6%</p> <p>SWD: 22.2%</p>	<p>CAASPP (2021-2022) % Above/Near: 71.01%</p> <p>7th Grade - 68.18%</p> <p>8th Grade - 73.94%</p> <p>EL: 50.45%</p> <p>SWD: 39%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	
<p>P8: MDTP</p>	<p>MDTP (22-23)</p> <p>7th All N/A Due to CAASPP, the MDTP assessment will not be given to 7th grade students during the '22-'23 school year.</p> <p>8th All Not Met: 56% Nearly Met: 26% Met: 11% Exceeded: 7%</p>	<p>243 8th graders completed the MDTP for Math.</p> <p>Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.</p> <p>The results are as follows: 48.56% of 8th graders showed no mastery of these mathematical concepts 30.45% of 8th graders showed mastery in one of these mathematical concepts 10.7 % of 8th graders showed mastery in two of these mathematical concepts 5.35% of 8th graders showed mastery in three of these mathematical concepts 2.47% of 8th graders showed mastery in four of these mathematical concepts 1.65% of 8th graders showed mastery in five of these mathematical concepts .41% of 8th graders showed mastery in six of these mathematical concepts .41% of 8th graders showed mastery in all seven of these mathematical concepts</p>
<p>P8: Read 180 Reading Inventory</p>	<p>Read180 (22-23)</p> <p>7th All Not Met: 36% Nearly Met: 33% Met: 16% Exceeded: 15%</p> <p>8th All Not Met: 51% Nearly Met: 26% Met: 11% Exceeded: 12%</p>	<p>Read180 (22-23)</p> <p>7th All Below Basic: 74% Basic: 22% Proficient: 3% Advanced: 1%</p> <p>8th All Below Basic: 34% Basic: 27% Proficient: 25% Advanced: 13%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	<ul style="list-style-type: none"> <li>39% Fluent-English-Proficient Students</li> </ul>	6% Reclassified Fluent-English-Proficient Students (RFEP)

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 Implement the California State Standards (CSS), CA ELD Standards, NGSS-aligned curriculum and provide high-quality instruction.</p> <p>1.1A. ELA/ELD Teachers will provide curriculum, instruction, and assessment aligned to CSS and CA ELD Standards and use the district pacing guides/assessments to ensure high-quality instruction and students demonstrate mastery of the reading and writing skills needed to be college and career ready.</p> <p>1.1B. Math Teachers will provide curriculum, instruction, and assessment aligned to CSS/CA ELD Standards and use the district pacing guide/assessments to ensure high-quality instruction and students demonstrate mastery of mathematical and literacy skills needed to be college and career ready.</p> <p>1.1C Science Teachers will provide curriculum, instruction, and assessment aligned to NGSS and CSS-ELA-Literacy/CA ELD Standards and use the district pacing guides/assessments to</p>	<p>A. ELA/ELD Teachers provided curriculum, instruction, and assessment aligned to CSS and CA ELD Standards and used any applicable district pacing guides/assessments to ensure high-quality instruction and students demonstrate mastery of the reading and writing skills needed to be college and career ready.</p> <p>B. Math Teachers will provide curriculum, instruction, and assessment aligned to CSS/CA ELD Standards and use any applicable district pacing guide/assessments to ensure high-quality instruction and students demonstrate mastery of mathematical and literacy skills needed to be college and career ready.</p> <p>C. Science Teachers provided curriculum, instruction, and assessment aligned to NGSS and CSS-ELA-Literacy/CA ELD Standards and use any applicable district pacing guides/assessments to ensure high-quality instruction and students</p>	<p>Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$243,835</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1500</p> <p>Maintenance Contract for Copiers 5000-5999: Services And Other Operating Expenditures LCFF District -- 500 0707 \$3700</p> <p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p>	<p>Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$243,835</p> <p>Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1500</p> <p>Maintenance Contract for Copiers 5000-5999: Services And Other Operating Expenditures LCFF District -- 500 0707 \$3700</p> <p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ensure high-quality instruction and students demonstrate mastery of scientific and literacy skills needed to be college and career ready.</p> <p>1.1D. History-Social Studies and Technical Subject Teachers will provide curriculum, instruction, and assessment aligned to CA content standards and CSS ELA- Literacy/CA ELD Standards to ensure high-quality instruction and students demonstrate mastery of the concepts and literacy skills needed to be and career ready.</p> <p>1.1E. P.E. Teachers will provide curriculum, instruction, and assessment aligned to the Physical Education Model Content Standards for California and CSS ELA-Literacy/CA ELD standards to prepare students for health and well-being and support the development of literacy skills needed to be college and career ready.</p> <p>1.1F. All Teachers will differentiate instruction to meet the needs of students designated as General Education, English Learners, Gifted and Talented Education, and Special Education.</p> <p>1.1G. Teacher clarity (i.e. Learning Intentions, Essential Questions, Success Criteria, etc.) will be clearly articulated, reviewed, and posted to focus high-quality instruction and promote student learning, engagement, and self-assessment.</p>	<p>demonstrate mastery of scientific and literacy skills needed to be college and career ready.</p> <p>D. History-Social Studies and Technical Subject Teachers provided curriculum, instruction, and assessment aligned to CA content standards and CSS ELA- Literacy/CA ELD Standards to ensure high-quality instruction and students demonstrate mastery of the concepts and literacy skills needed to be and career ready.</p> <p>E. P.E. Teachers provided curriculum, instruction, and assessment aligned to the Physical Education Model Content Standards for California and CSS ELA-Literacy/CA ELD standards to prepare students for health and well-being and support the development of literacy skills needed to be college and career ready.</p> <p>F. Teachers differentiated instruction to meet the needs of students designated as General Education, English Learners, Gifted and Talented Education, and Special Education.</p> <p>G. Teacher clarity (i.e. Learning Intentions, Essential Questions, Success Criteria, etc.) were clearly articulated, reviewed, and posted to focus high-quality instruction and promote student learning, engagement, and self-assessment.</p> <p>H. Administrators and Teachers collected and analyze student data to</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1H. Administrators and Teachers will collect and analyze student data to measure and monitor the effectiveness of instruction and improve student learning.	measure and monitor the effectiveness of instruction and improve student learning.		
<p>1.2 Provide CSS ELA, CA ELD Standards, CSS MATH, and NGSS-aligned instructional materials, curriculum, instruction, and assessment and integrate technology (i.e. Digital Gateway) to support and accelerate student learning.</p> <p>A. Purchase supplemental ELA/Literacy instructional materials/supplies (informational/expository texts, novels, leveled readers) and digital tools and resources to support standards- based instruction, literacy, and technology integration.</p> <p>B. Purchase supplemental Math instructional materials/supplies (hands-on manipulative, poster-board) resources to support standards-based instruction, numeracy, and technology integration.</p> <p>C. Purchase supplemental Science instructional materials/supplies (lab supplies/equipment) and resources to support standards-based instruction and technology integration.</p> <p>D. Purchase supplemental History-Social Studies instructional materials/supplies, resources, and digital tools to support standards-based</p>	<p>A. Opened POs for supplemental ELA/Literacy instructional materials/supplies (informational/expository texts, novels, leveled readers) and digital tools and resources to support standards- based instruction, literacy, and technology integration. Purchased multiple novels for 7/8 to complete "reading circles" books for ELA.</p> <p>B. Opened POs for supplemental Math instructional materials/supplies (hands-on manipulative, poster-board, reference charts, etc.) resources to support standards-based instruction, numeracy, and technology integration. Hosted Math Field Day for all math students.</p> <p>C. Opened PO's for supplemental Science instructional materials/supplies (lab supplies/equipment) and resources to support standards-based instruction and technology integration.</p> <p>D. Opened PO's for supplemental History-Social Studies instructional materials/supplies, resources, and digital tools to support standards based instruction, literacy, and technology integration.</p>	<p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1985</p> <p>Software License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1364</p> <p>Field Trips (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$3000</p> <p>Software License (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$1200</p>	<p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1985</p> <p>Software License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1364</p> <p>Field Trips (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$1400</p> <p>Software License (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$1200</p>

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>instruction, literacy, and technology integration.</p> <p>E. Purchase supplemental PE equipment to support students meeting the standards in the Healthy Fitness Zone &amp; 100-Mile Club.</p> <p>F. Purchase Visual and Performing Arts (VAPA) equipment and supplies (art, theatre, film/video, electronic media, music/instruments, choir) to support students creating, performing, and participating in the Visual and Performing Arts and elective classes.</p> <p>G. Purchase digital tools and resources to increase instructional and leadership capacity.</p> <p>H. Purchase technological equipment to support technology integration on campus.</p> <p>I. Purchase additional materials and supplies (print, copier/laminator) to support standards-based instruction.</p> <p>J. Purchase materials to support Makers Space in the library.</p>	<p>E. Purchased supplemental PE equipment to support students meeting the standards. Purchased storage and locks for locker room use, opened PO to Amazon for PE equipment.</p> <p>F. Purchased Visual and Performing Arts (VAPA) equipment and supplies (podcasting, film/video, electronic media, music/instruments, choir) to support students creating, performing, and participating in the Visual and Performing Arts. Opened JW Pepper PO, and Amazon Requisition for music/band equipment/supplies.</p> <p>G. Purchased digital tools and resources to increase instructional and leadership capacity. Purchased Robot Mesh for Robotics/Amazon PO for Robotics equipment.</p> <p>H. Purchased technological equipment to support technology integration on campus.</p> <p>I. Purchased additional materials and supplies (print, copier/laminator) to support standards-based instruction.</p> <p>J. Purchased materials to support Makers Space in the library</p>		
<p>1.3 Provide professional learning and collaboration time to support highly effective teachers, support staff, administrators, and counselors.</p>	<p>A. Teachers/Support Staff/Administrators/Counselors participated in regular professional sessions to strengthen their</p>	<p>AVID Membership 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765</p>	<p>AVID Membership 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Teachers/Support Staff/Administrators/Counselors will participate in monthly professional sessions to strengthen their knowledge and understanding of the CSS ELA/Math/ELD/Social Studies/Science, and PE Model Content Standards, Teacher Clarity, effective instructional strategies/practices, collaborative teams, mindset practices, and technology integration to support and accelerate student learning.</p>	<p>knowledge and understanding of the CSS ELA/Math/ELD/Social Studies/Science, and PE Model Content Standards, Teacher Clarity, effective instructional strategies/practices, collaborative teams, mindset practices, and technology integration to support and accelerate student learning.</p>	<p>\$2629</p>	<p>\$2829</p>
<p>B. The AVID Coordinator and team members will provide quarterly training sessions to support the implementation of AVID methodology/strategies school-wide (WICOR, focused note-taking, etc.).</p>	<p>B. The AVID Coordinator and team members provided quarterly training sessions to support the implementation of AVID methodology/strategies school-wide (WICOR, focused note-taking, etc.).</p>	<p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$5586</p>	<p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$560</p>
<p>C. Administrators will conduct walkthroughs to gather evidence of and monitor learning on campus.</p>	<p>C. Administrators conducted walkthroughs to gather evidence of and monitor learning on campus.</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$1000</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$1000</p>
<p>D. Teachers/Administrators will attend training sessions and conferences to support the instructional methodology and implementation of: CSS ELA/MATH/Social Studies, CA ELD Standards, NGSS, PE Model Content Standards, AVID, Brain-based strategies, Mindsets, collaborative teams, Project Lead the Way, STEAM and technology integration to support and accelerate student learning.</p>	<p>D. Teachers/Administrators attended training sessions and conferences to support the instructional methodology and implementation of: CSS ELA/MATH/Social Studies, CA ELD Standards, NGSS, PE Model Content Standards, AVID, Brain-based strategies, Mindsets, collaborative Teams, Project Lead the Way, STEAM and technology integration to support and accelerate student learning.</p>	<p>Collaborative Days - Substitute Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4000</p>	<p>Collaborative Days - Substitute Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>
<p>E. Teacher Leaders/Administrators/Counselors will attend training sessions and</p>	<p>E. Teacher Leaders/Administrators/Counselors attended training sessions and conferences to increase leadership and organizational capacity.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>conferences to increase leadership and organizational capacity.</p> <p>F. Teacher collaboration time will be provided to support the implementation of CSS ELA/MATH/Social Studies, CA ELD Standards, NGSS, the usage of district pacing guides and assessments &amp; to support collaborative classes with General Education Teachers, Special Education Teachers, and Instructional Aides.</p> <p>G. Additional teacher collaboration time will be provided to support the process of planning lessons, designing learning experiences, create and grade Pre/Post Assessments/Performance Tasks, collaborative teams, analyze data, identify and share effective research-based instructional strategies, action, and implement and monitor the plan to determine the impact on student learning.</p>	<p>F. Teacher collaboration time was provided to support the implementation of CSS ELA/MATH/Social Studies, CA ELD Standards, NGSS, the usage of district pacing guides and assessments &amp; to support collaborative classes with General Education Teachers, Special Education Teachers, and Instructional Aides.</p> <p>G. Additional teacher collaboration time was provided to support the process of planning lessons, designing learning experiences, create and grade Pre/Post Assessments/Performance Tasks, collaborative teams, analyze data, identify and share effective research-based instructional strategies, action, and implement and monitor the plan to determine the impact on student learning.</p>		
<p>1.4 Provide student learning support systems including multi-tiered intervention and career technical opportunities.</p> <p>A. Teachers will differentiate instruction to provide multi-tiered academic support for English Learners, students with special needs and those designated as GATE.</p> <p>B. Middle School Counselors to provide college and career readiness support,</p>	<p>A. Teachers differentiated instruction to provide multi-tiered academic support for English Learners, students with special needs and those designated as GATE.</p> <p>B. Middle School Counselors provided college and career readiness support, coordinate and monitor attendance, academic, and behavioral, interventions, and Enrichment Programs (i.e. GATE).</p>	<p>Counselor (1) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$144,452</p> <p>Counselor (2) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$107,671</p> <p>Counselor (2)</p>	<p>Counselor (1) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$172,539</p> <p>Counselor (2) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$122,264</p> <p>Counselor (2)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
coordinate and monitor attendance, academic, and behavioral interventions, and Enrichment Programs (i.e. GATE).	C. Provided intervention teachers in ELA (i.e. READ 180) and math (i.e. Math Support) to ensure additional time and support for students to demonstrate mastery of CSS.	1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$35,890	1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$40,755
C. Provide intervention teachers in ELA (i.e. READ 180) and math (i.e. Math Support) to ensure additional time and support for students to demonstrate mastery of CSS.	D. AVID classes and RCC Fellows were provided to support student learning and college and career readiness.	AVID Tutor 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$5000	AVID Tutor 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$0
D. AVID classes and tutors will be provided to support student learning and college and career readiness.	E. Provided student planners as a means of communication between parents, students, and teachers to support classroom instruction and homework as assigned and promote organization and study skills.	Hourly, Classified - IA and BLT ELO Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000	Hourly, Classified - IA and BLT ELO Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500
E. Provide student planners as a means of communication between parents, students, and teachers to support classroom instruction and homework as assigned and promote organization and study skills.	F. Promoted and implemented inclusive practices to support student (RSP/SDC) instruction in the Least Restrictive Environment (LRE).	Library/Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$80,294	Library/Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$94,522
F. Promote and implement inclusive practices to support student (RSP/SDC) instruction in the Least Restrictive Environment (LRE).	G. Teachers provided after-school tutoring (ELO) to those students in need of academic and SEL support.	Print - Student Resources 4000-4999: Books And Supplies LCFF AVID – 0765 \$3000	Print - Student Resources 4000-4999: Books And Supplies LCFF AVID – 0765 \$1769
G. Teachers will provide before school and/or after-school tutoring (ELO) to those students in need of academic support.	H. Implemented the Think Together program to provide academic and behavioral support after-school.		
H. Implement the Think Together program to provide academic and behavioral support after-school.	I. Provided a Librarian Technician to support students' acquisition of literacy, numeracy, and technological skills.		
I. Provide a Librarian Technician to support students' acquisition of literacy, numeracy, and technological skills.	J. The Communication Enhancement Program (CEP) was offered at Mission		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>J. The Communication Enhancement Program (CEP) at Mission Middle is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>Middle to provide voice, fluency and/or articulation skill enrichment.</p>		
<p>1.5 Provide professional and student learning support with an emphasis on English Language Arts and English Language Development for English Learners.</p> <p>A. Provide an EL Facilitator to coordinate the ELPAC administration and monitoring of EL's progress.</p> <p>B. Professional development will be provided in the CA ELD standards including: language acquisition, literacy, differentiation, and multi-tiered academic support.</p> <p>C. Provide Bilingual Language Tutors (BLTs) and Instructional Aide to support language acquisition and inclusive practices in the classroom.</p> <p>D. Provide collaboration time for the EL Facilitator, EL Team to plan instruction, analyze assessment data, and identify and share effective strategies/practices to accelerate student learning.</p>	<p>A. Provided an EL Facilitator to coordinate the ELPAC administration and monitoring of EL's progress.</p> <p>B. Professional development was provided in the CA ELD standards including: language acquisition, literacy, differentiation, and multitiered academic support.</p> <p>C. Provide Bilingual Language Tutors (BLTs) and Instructional Aide were provided to support language acquisition and inclusive practices in the classroom.</p> <p>D. Provided collaboration time for the EL Facilitator, EL Team to plan instruction, analyze assessment data, and identify and share effective strategies/practices to accelerate student learning.</p> <p>E. Intervention support for students was provided after-school to support</p>	<p>BLT Salary; (one 6 hr and two 3 hr) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$70,921</p> <p>BLT Salary 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5,818</p> <p>Overtime Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$250</p> <p>Hourly Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$250</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$371</p>	<p>BLT Salary; (one 6 hr and two 3 hr) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$80,022</p> <p>BLT Salary 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$6,556</p> <p>Overtime Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$250</p> <p>Hourly Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$250</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$371</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>E. Intervention support for students will be provided before and/or after-school to support language acquisition and literacy (i.e. ELPAC Bootcamp, ELO).</p> <p>F. Purchase supplementary materials and resources to support language acquisition and literacy.</p>	<p>language acquisition and literacy (i.e. ELPAC Bootcamp, ELO).</p> <p>F. Purchased supplementary materials and resources to support language acquisition and literacy.</p>	<p>BLT Salary (one 6 hr and two 3 hr) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$25,580</p> <p>Collaborative Days - Substitute for ELF 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$400</p> <p>Collaborative Days - Substitutes for EL Team 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p>	<p>BLT Salary (one 6 hr and two 3 hr) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$28,860</p> <p>Collaborative Days - Substitute for ELF 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$0</p> <p>Collaborative Days - Substitutes for EL Team 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p>
<p>1.6 Provide standards-aligned assessments with data analysis and monitoring support.</p> <p>A. Collaborative Teams will work to: create and analyze standards-aligned common formative and summative assessments, identify areas of strengths and challenges, create a plan of action (i.e. identify researched-based strategies that will be used), implement and monitor the plan to determine the impact on student learning.</p> <p>B. Collaborative Team Leaders will collaborate with Counselors and Administrators monthly to identify students in need of additional time and support to demonstrate mastery of CA CCSS.</p>	<p>A. Collaborative Teams worked to: create and analyze standards-aligned common formative and summative assessments, identify areas of strengths and challenges, create a plan of action (i.e. identify researched-based strategies that will be used), implement and monitor the plan to determine the impact on student learning.</p> <p>B. Due to the district moving away from formalized Impact Team implementation, a decision was made to continue to meet with the department chairs in lieu of with the grade level leads (collaborative team leaders).</p> <p>C. Counselors developed a progress monitoring system to ensure students</p>	<p>Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p>	<p>Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C. Counselors will develop a progress monitoring system to ensure students receive the appropriate support classes and services.</p> <p>D. Progress Reports will be mailed home to support school-home connection</p> <p>E. Focused Interim Assessment Blocks may be utilized routinely to serve as a formative tool, along with district assessments, to monitor student progress.</p>	<p>receive the appropriate support classes and services.</p> <p>D. Progress Reports were mailed home to support school-home connection.</p> <p>E. Focused Interim Assessment Blocks were utilized by ELA and math to serve as a formative tool, along with district assessments, to monitor student progress.</p>	\$	\$
		\$	\$
		\$	\$

## Analysis

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

1.3 Teacher led PD cycles - Site leaders collaborated to plan valuable teacher-led professional development (PD) meetings that addressed areas of need including supporting ELD students, technology integration, and collaboration strategies.

1.6 Counselor Supports - MMS Counselors worked collaboratively with teachers, administration, and SPED personnel to restructured our Parent Teacher Conference and Student Support Team protocols to better support students, families, and teachers. MMS Counselors focused on student conversations regarding 6-year plans where they are providing academic monitoring and college and career readiness support. Counselors have also coordinated SART and SARB contracts/meetings with our students to monitor attendance, and contributed to the behavioral and SEL interventions logged in Q under Student Visits.

1.6 CAASPP IAB/FIAB implementation - Grade level teams worked collaboratively to determine common assessments to implement across subject areas. Teams were able to review the data and use its findings to drive instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

1.3 Teacher led PD cycles - The site was able to work collaboratively to have five teachers lead PD on a variety of topics throughout the year. On 10/6 a PD on AVID Organization strategies was led by AVID students and our AVID Site Coordinator, on 1/19 our EL Facilitator led a PD on Supporting ELD Students and preparing them for ELPAC testing. On 2/16 our Technology Coordinator assembled a team and led a PD focused on technology implementation, and on 3/16 PICO staff and our AVID Site Coordinator led a PD on Community Supports and Collaboration strategies.

1.6 Counselor Supports - The counselors have recorded 674 6-Year Plans, 177 attendance interventions, 809 SEL interventions, 251 contacts regarding academics and college and career, 96 SART Contracts, and 32 SARB referrals. Their involvement and support on campus has been critical in helping our students experiences success both academically and socially/emotionally. They have also facilitated 24 Parent Teacher Conferences, and 5 Student Study Team meetings.

1.6 CAASPP IAB/FIAB implementation - All English 7 teachers administered two common Focused Interim Assessments. All English 8 teachers administered two common Focused Interim Assessments. All math 7 teachers administered two common Focused Interim Assessments. All math 8 teachers administered two common Focused Interim Assessments. All common assessments were given prior to the beginning of our CAASPP testing to ensure student familiarity and support student success.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Money that was budgeted for substitute coverage for collaboration days and for our EL Facilitator was not used due to the increase in resident sub staffing provided by the district. These funds were reallocated for materials and supplies for student incentives. \$5000 of the AVID funding that had been allocated for tutors, which were not provided due to staffing shortages in conjunction with the provision of RCC Fellows, was reallocated and used for novel purchases to promote school-wide AVID strategies through reading circles in ELA classes. The AVID Summer Institute Conference was paid for by the district office, so this money was reallocated to purchase school wide student planners and student notebooks.

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.

1.3 - RCOE Excellence through Equity conference will be offered to department members to address best practice in supporting our ELD and SWD populations.  
1.5 - West Ed training will be provided to prepare all core content areas with skills and strategies to support English Language Learners.

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 2

Safe, Orderly and Inviting Learning Environment

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: School facilities are maintained in good repair	The MMS school facility report indicated 100% Good or Better on FIT report (2021-22 FIT Reports) - All school facility will be maintained as expected.	The MMS school facility report indicated 97% Good or Better on FIT report (2022-23 FIT Reports) - All school facility will be maintained as expected.
P5: School Attendance Rates	Attendance Rates - Actual Percent Enrollment: 7th Regular: 96% SWD: 92%  8th Regular: 95% SWD: 92%	Attendance Rates - Actual Percent Enrollment:  7th: 89.58% 8th: 88.45% EL: 90.46% SWD: 87.69%
P6: Pupil Suspension Rates	22-23 Suspension Rate: All: 4.7% EL: 5% SED: 5.1% SWD (SPED-RSP): 6.42%	22-23 Suspension Rate: All: 5.1% EL: 5.1% SED: 5.4% SWD (SPED-RSP): 7.2%
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2023: "How often do you worry about violence at your school?" 66% responded "Almost Never" or "Once in a while"  LCAP Teacher Survey, Spring 2023: "For students who need extra support, how difficult is it for them to get the support that they need?"	LCAP Student Survey, Spring 2023: "How often do you worry about violence at your school?" 62% responded "Almost Never" or "Once in a while"  LCAP Teacher Survey, Spring 2023: "For students who need extra support, how difficult is it for them to get the support that they need?"

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>90% responded "Not at all difficult" or "Slightly difficult".</p> <p>LCAP Parent/Family Survey, Spring 2023: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 75% responded "Quite Well" or "Extremely Well"</p>	<p>86% responded "Not at all difficult" or "Slightly difficult".</p> <p>LCAP Parent/Family Survey, Spring 2023: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 71% responded "Quite Well" or "Extremely Well"</p>
P6: Survey of pupils on sense of connectedness	<p>Based on 2021-2022 LCAP Survey data:</p> <p>Students: 90% feel there's an adult they can go to with their problems 10% disagree</p>	<p>Based on Spring 2023 LCAP Fall Survey data:</p> <p>Students: 78% feel there's a teacher or other adult at school who they can count on to help them no matter what.</p>
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	<p>Chronic Absenteeism Rate Overall: 11% EL: 11% SWD: 19% SED: 11%</p>	<p>Chronic Absenteeism Rate Overall: 39.7% EL: 33.7% SWD: 52.3% SED: 39.5%</p>
P5: Middle School dropout rates	Mission Middle - 0%	Mission Middle - .94%
P6: Pupil expulsion rate	<p>22-23 Expulsion Rate: All: 0% EL: 0% SED: 0% SWD (SPED-PAS): 0%</p>	<p>22-23 Expulsion Rate: All: .54%</p>

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Provide a well maintained, orderly, and safe environment that will support students learning.</p> <p>A. Health Care Aides (HCAs)</p>	<p>A. Health Care Aides (HCAs)</p> <p>B. Provided healthcare/first aid supplies for students (i.e. ice packs,</p>	<p>Health Care Aide - 3 hours (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14,572</p>	<p>Health Care Aide - 3 hours (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$19,365</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Provide healthcare/first aid supplies for students (i.e. ice packs, bandages, feminine hygiene products, etc.).</p> <p>C. Provide hearing, vision, dental, scoliosis and other general health screenings for students.</p> <p>D. Provide nutrition services (i.e. breakfast and lunch that meet nutritional guidelines).</p> <p>E. Provide physical education and opportunities for exercise (i.e. Spring Run, Turkey Trot, lunch time).</p> <p>F. Provide information and health care referral services to students and their parents (i.e. counseling services, county mental health services, emergency assistance, social services resources, and healthy food choices).</p> <p>G. Hybrid Medi-Cal / Site Discretion Therapist will serve Mission students and have a dedicated office space.</p> <p>H. Provide community resources to parents for medical assistance programs.</p> <p>I. Provide health instruction through science class.</p>	<p>bandages, feminine hygiene products, etc.).</p> <p>C. Provided hearing, vision, dental, scoliosis and other general health screenings for students.</p> <p>D. Provided nutrition services (i.e. breakfast and lunch that meet nutritional guidelines).</p> <p>E. Provided physical education and opportunities for exercise (i.e. soccer and running club, lunch time activities, Mustang Madness).</p> <p>F. Provides information and health care referral services to students and their parents (i.e. counseling services, county mental health services, emergency assistance, social services resources, and healthy food choices).</p> <p>G. Hybrid Medi-Cal / Site Discretion Therapist served Mission students and have a dedicated office space.</p> <p>H. Provided community resources to parents for medical assistance programs.</p> <p>I. Provided health instruction through science class.</p>		
<p>2.2 Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems.</p>	<p>A. Provided appropriate campus supervision before, during, and after school.</p>	<p>Overtime, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902</p>	<p>Overtime, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Provide appropriate campus supervision before, during, and after school.</p> <p>B. An SRO (School Resource Officer) will be available on campus every day, five days a week.</p> <p>C. Distribute, collect and analyze Student, Parent, &amp; Staff Surveys.</p> <p>D. House the Think Together after school program on site.</p> <p>E. To ensure a positive experience for students and parents on our campus, extra supervision (campus supervisors) and extra hourly custodial services will be provided for special campus events.</p> <p>F. Administration and Counselors will hold Pride Chats biannually or as needed.</p> <p>G. Students will participate in an anti-bullying campaign.</p> <p>H. Peer mentoring groups will support healthy relationships and serve as mentors for students struggling behaviorally and socially.</p> <p>I. Anti-bullying/Bullying awareness assemblies will be provided to students during the regular school day.</p>	<p>B. An SRO (School Resource Officer) was available on campus every day, five days a week.</p> <p>C. Distributed, collected and analyzed Student, Parent, &amp; Staff Surveys.</p> <p>D. Housed the Think Together after school program on site.</p> <p>E. Ensured a positive experience for students and parents on our campus, by providing extra supervision (campus supervisors) and extra hourly custodial services for special campus events (Back to School Night, MMS Talent Show, parent workshops, etc.).</p> <p>F. Administration and Counselors held three Pride Chats (beginning of the year, before Winter break, and beginning of 2nd semester).</p> <p>G. Students participated in an anti-bullying content via Advisory lessons and the Mustang Pride Chats.</p> <p>H. Due to training, staffing, and district resources, peer mentoring has been replaced with PICO Behavioral Health Peer Specialists.</p> <p>I. Students participated in an anti-bullying content via Advisory lessons and the Mustang Pride Chats.</p>	<p>\$500</p>	<p>\$500</p>
<p>2.3 Multi-Tiered System of Supports A. Social Skill instruction and implementation of a site-wide license for</p>	<p>A. Social Skill instruction and implementation of a site-wide license for Second Step Social Emotional</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Second Step Social Emotional Learning curriculum to be utilized in each Advisory.</p> <p>B. Behavior incentives will be provided.</p> <p>C. All staff will enforce school rules by means of the progressive discipline plan (Code of Conduct, JUSD Parent Guide).</p> <p>D. Provide incentives and rewards for good citizenship and attendance (i.e. Praise Note winners, public recognition in school newspaper, Mustang TV, snacks, dances, field trips, positive reinforcement programs, etc.).</p> <p>E. Students will have access to Gang and Drug Awareness Assemblies, Anti Bullying Assemblies, etc.</p> <p>F. Counselors, Administrators, Behavioral Health Peer Specialist, and Resident Subs will provide push-in support to remediate classroom behaviors and support students in remaining in the classroom.</p>	<p>Learning curriculum was utilized in each Advisory.</p> <p>B. Behavior incentives were provided including eligibility for Mustang Madness, fieldtrips, Glow Pizza Party, etc.</p> <p>C. All staff enforced school rules by means of the progressive discipline plan (Code of Conduct, JUSD Parent Guide).</p> <p>D. Provided incentives and rewards for good citizenship and attendance (i.e. Praise Note winners, public recognition in school newspaper, Mustang TV, 6 week eligibility activities, snacks, field trips, positive reinforcement programs, etc.).</p> <p>E. Due to the emerging ASB program and returning to in person instruction post-COVID pandemic, students were not provided access to Gang and Drug Awareness Assemblies, Anti Bullying Assemblies, etc.</p> <p>F. TSA, Counselors, Administrators, Behavioral Health Peer Specialist, and Resident Subs provided push-in support to remediate classroom behaviors and support students in remaining in the classroom.</p>	<p>\$2000</p> <p>Transportation Services 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p> <p>Software License 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000</p>	<p>\$2000</p> <p>Transportation Services 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p> <p>Software License 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000</p>
<p>2.4 Prevention of Drug, Alcohol, Tobacco and Violence</p>	<p>A. Staff educated students on prevention of the use of drugs, tobacco, and violence.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. All staff will educate students on prevention of the use of drugs, tobacco, and violence.</p> <p>B. Develop and implement a Red Ribbon Week Program and Activities.</p> <p>C. Host an annual Riverside County District Attorney presentation for parents and students.</p> <p>D. Anti-Bullying and Kindness Assemblies, Activities, Parent Workshops will be offered through Riverside Community Hospital Charitable Foundation HERO Program.</p>	<p>B. With the implementation of the new ASB elective, a Red Ribbon Week Program and Activities were not yet provided to our students. These will be conducted during the 2023-2024 school year.</p> <p>C. Hosted an annual Riverside County Office of Education presentation on growth mindset for students in lieu of the District Attorney presentation.</p> <p>D. MMS was not able to gain HERO membership/access this year.</p>		
<p>2.5 Safe Schools</p> <p>A. Purchase equipment that is essential for disaster drills and disaster preparedness to ensure student safety.</p> <p>B. Staff will have access to attend conferences/workshops related to school safety plan, policies and procedures.</p> <p>C. All staff will be informed of the school-wide disaster plan, and receive information on the Safe Schools Plan.</p>	<p>A. Purchased equipment that is essential for disaster drills and disaster preparedness to ensure student safety.</p> <p>B. Staff had access to attend conferences/workshops related to school safety plan, policies and procedures.</p> <p>C. All staff was informed of the school-wide disaster plan, and received information on the Safe Schools Plan.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$400</p> <p>Travel and Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$400</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$400</p> <p>Travel and Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$400</p>
<p>2.6 Student Attendance Support</p> <p>A. Student attendance will be measured and monitored by the Counseling Team, Attendance Secretary and Assistant Principal.</p>	<p>A. Student attendance was measured and monitored by the Counseling Team, Community Schools TSA, Attendance Secretary, Assistant Principal, and the attendance team.</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. SART meetings will be scheduled and co-facilitated by the Counseling Team.</p> <p>C. The Counseling Team will make referrals to SARB.</p> <p>D. Teachers will promote the benefits of positive attendance during Advisory.</p> <p>E. Staff will have access to attend professional development related to attendance.</p> <p>F. Assemblies, recognition, and incentives will be provided for students meeting the attendance and tardy goals.</p> <p>G. Students will monitor their attendance and reflect during Student Reflection activity once each 6-weeks and set a goal for future attendance.</p> <p>H. Assistant Principal will hold meetings with Students with Disabilities who are at risk of meeting chronic absentee threshold.</p> <p>I. Student at risk of meeting chronic absentee threshold will be personally invited to attend Saturday School and will attempt to identify factors contributing to absences.</p>	<p>B. SART meetings were scheduled and co-facilitated by the Counseling Team.</p> <p>C. The Counseling Team made referrals to SARB.</p> <p>D. Teachers promoted the benefits of positive attendance during Advisory.</p> <p>E. Staff had access to attend professional development related to attendance.</p> <p>F. Recognition, and incentives were provided for students meeting the attendance and tardy goals.</p> <p>G. Due to the use of Second Step curriculum and specialty advisories, these Student Reflection activities have not been completed.</p> <p>H. SART/SARB meetings have replaced this process, attendance for SWD is discussed during annual IEPs.</p> <p>I. Student at risk of meeting chronic absentee threshold were personally invited to attend Saturday School and will attempt to identify factors contributing to absences.</p>		
<p>2.7 Targeted Staff Development</p> <p>A. All staff will be trained on mandated suspected child abuse (CPS) reporting on an annual basis.</p>	<p>A. All staff received training on mandated suspected child abuse (CPS) reporting on an annual basis.</p> <p>B. Teachers and staff referred students to the school nurse when</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$250</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$250</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Teachers and staff will refer students to the school nurse when there are health/vision/hearing, hygiene, and welfare concerns.</p> <p>C. All staff will be trained on identifying early warning signs of behavioral and emotional problems in students.</p> <p>D. All staff will be informed of the school-wide disaster plan, and receive information on the Safe Schools Plan.</p> <p>E. All staff will be trained on MTSS.</p> <p>F. All staff will be trained on sexual harassment policies.</p> <p>G. Staff will have access to CPR and First Aid training.</p> <p>H. Staff will be provided with resources to identify bullying behaviors.</p> <p>I. Staff will be provided resources in substance abuse prevention.</p>	<p>there are health/vision/hearing, hygiene, and welfare concerns.</p> <p>C. All staff was trained on identifying early warning signs of behavioral and emotional problems in students.</p> <p>D. All staff was informed of the school-wide disaster plan, and receive information on the Safe Schools Plan.</p> <p>E. All staff received training on MTSS (behavioral, attendance, and academic).</p> <p>F. All staff was trained on sexual harassment policies.</p> <p>G. Staff had access to CPR and First Aid training.</p> <p>H. Staff was provided with resources to identify bullying behaviors.</p> <p>I. Staff was provided resources in substance abuse prevention.</p>		

## Analysis

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

2.6 Student Attendance Support - Administration, counselors, and our Behavioral Health Peer Specialist conducted interventions to increase attendance and decrease tardies including counseling, contracts, detentions, and parent contacts. Bi-monthly reports for students eligible for SART contracts were run and provided to the counselors for targeted interventions and conversations. Monthly SARB eligibility reports were run and then referred to the district for SARB meetings. Saturday School attendance was promoted and all eligible students are invited monthly to address their unexcused absences.

2.3 MTSS - Our progressive discipline model has been modified to provide an initial layer of support for students to remediate behaviors and remain in the classroom. The push-in support offered by our SMA TSA, Community Schools TSA, Behavioral Health Peer Specialists, Resident Subs, Counselors, and Administration, is designed to confront issues that may have typically resulted in a student being sent out of the classroom and thus missing instruction. Push-in

support may include redirecting the student in the classroom, providing the academic support needed to get them back on task, processing with students outside the classroom, sitting with students to focus on assignments, taking a quick break with a walk around the school, or facilitating next steps (i.e. apology to teacher, getting required materials, etc.). The continuum of discipline options remains in place but alternatives to suspension are strongly considered and provided when appropriate. Thus far over different instances of push-in supports have been provided to students, with the majority successfully having the student remain in the classroom to continue their learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Administration, counselors, and our Behavioral Health Peer Specialist have a combined 1519 Tardy Interventions including counseling, contracts, detentions, and parent contacts. SART contracts have been implemented for all eligible students. There are currently 97 students on SART contracts, which include parent contact and a one-on-one meeting with a counselor. We have been diligent in our SART follow up and monitoring and currently have 32 students who have been referred to SARB for higher level attendance interventions. Saturday School attendance is being promoted and all eligible students are invited monthly. 298 students have attended Saturday school from September-April in order to make up their unexcused absences.

With the push-in support model, the amount of time a student has been outside of the classroom and missing instruction has been significantly minimized. Additionally, the number of conversations that are proactive and productive with students has increased, rather than being reactive and purely discipline based. Sometimes a student will revert back to prior negative behaviors after push-in and this has been a challenge for teachers. The alternatives to suspension and push-in model have continued to allow our suspension rate to decline for the second year in a row since returning from the COVID 19 pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

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.

2.4 C. Host an annual Riverside County District Attorney presentation for parents and students. - This item will be removed as we work with alternative county resources based on student/site need.

2.7 C, H, and I - Administration will work collaboratively with ASB and the Community Schools TSA to partner with community resources and supports for our students, staff, and families regarding bullying identification and prevention, identifying behavioral and emotional problems in students, and substance abuse identification and prevention.

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 3

Parent, Student and Community Engagement

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 100% responded "Extremely Important" or "Quite Important"	LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 100% responded "Extremely Important" or "Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 100% responded "Extremely Important" or "Quite Important"	LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 100% responded "Extremely Important" or "Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Spring 2023: "On most days, how enthusiastic are the students about being at school?" 40% responded "Quite Enthusiastic" or "Extremely Important"	LCAP Teacher Survey, Spring 2023: "On most days, how enthusiastic are the students about being at school?" 14% responded favorably.
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Student Survey, Spring 2023: "Overall, how much do you feel like you belong at your school?" 66% responded "Belong quite a bit" or "Completely belong"	LCAP Student Survey, Spring 2023: "Overall, how much do you feel like you belong at your school?" 39% responded favorably.

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Provide improved opportunities for parents and community to partner and feel connected to their school through	A. All Parents were informed about school events, student progress, behavior, attendance, etc. in their	Salary Clerk TCT 2000-2999: Classified Personnel Salaries	Salary Clerk TCT 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>professional support and increased communication.</p> <p>A. All Parents will be informed about school events, student progress, behavior, attendance, etc. in their primary language via the phone message system, letters, and flyers.</p> <p>B. Teacher, counselors, parents, students and all other stakeholders will participate in Parent Teacher Conferences as needed in parents' primary language.</p> <p>C. Increase parent awareness of school programs and student achievement through parent workshops, meetings, brochures, flyers, and the student newspaper.</p> <p>D. Provide parents with information about Digital Gateway, Digital Citizenship, Cyberbullying, etc. via parent meetings.</p> <p>E. Teachers will communicate frequently with parents using the Q Communication message system (including academic, behavior, attendance, curriculum, information), e-mail, or in writing in the parents' primary language.</p> <p>F. Parents will be informed of their student's EL level via letter of ELPAC results and explain how they are used to measure annual growth in English proficiency.</p>	<p>primary language via the phone message system, letters, and flyers.</p> <p>B. Teacher, counselors, parents, students and all other stakeholders participated in Parent Teacher Conferences as needed in parents' primary language.</p> <p>C. Increased parent awareness of school programs and student achievement through parent workshops, meetings, brochures, flyers, and the student newspaper.</p> <p>D. Provided parents with information about Digital Gateway, Digital Citizenship, Cyberbullying, etc. via parent meetings.</p> <p>E. Teachers communicated frequently with parents using the Q Communication message system (including academic, behavior, attendance, curriculum, information), e-mail, or in writing in the parents' primary language.</p> <p>F. Parents were informed of their student's EL level via letter of ELPAC results and explain how they are used to measure annual growth in English proficiency.</p> <p>G. Teachers updated Q-Gradebook at a minimum of every 2-weeks to allow parents and students to monitor their progress.</p>	<p>LCFF Suppl/Conc -- 0707 \$32,009</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$300</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1300</p>	<p>LCFF Suppl/Conc -- 0707 \$36,048</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$300</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$300</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G. Teachers will update Q-Gradebook at a minimum of every 2-weeks to allow parents and students to monitor their progress.</p> <p>H. Special education teachers and case carriers will ensure that parents of students with special needs are notified in a timely manner of IEP meetings.</p> <p>I. Parents will attend and be active participants in the IEP meetings.</p> <p>J. Parent involvement and participation in the IEP process/meetings will be facilitated by providing oral and written translation services in the parents' primary language.</p> <p>K. Teachers will present information about various subjects to parent groups in order to provide support for student learning at Back to School Night and/or parent meetings</p> <p>L. Staff will use Social Media, School website, Parent Connect, Q Communication, and Peach Jar as forms of communication to families.</p>	<p>H. Special education teachers and case carriers ensured that parents of students with special needs are notified in a timely manner of IEP meetings.</p> <p>I. Parents attended and were active participants in the IEP meetings.</p> <p>J. Parent involvement and participation in the IEP process/meetings was facilitated by providing oral and written translation services in the parents' primary language.</p> <p>K. Teachers presented information about various subjects to parent groups in order to provide support for student learning at Back to School Night and/or parent meetings</p> <p>L. Staff used Social Media, School website, Parent Connect, Q Communication, and Peach Jar as forms of communication to families.</p>		
<p>3.2 Parent/Family Involvement Opportunities</p> <p>A. All parents will be invited and have leadership opportunities through advisory committees i.e., DAC, DELAC, ELAC, SSC, meeting will be held regularly</p>	<p>A. All parents were invited and had leadership opportunities through advisory committees i.e., DAC, DELAC, ELAC, SSC, and meeting were held regularly</p> <p>B. All Parents were invited to quarterly Coffee with the Principal.</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. All Parents will be invited to quarterly Coffee with the Principal.</p> <p>C. Parents will have access to review the School Safety Plan which is located in the school's main office.</p> <p>D. Provide training for parents in using Q Parent Connection to monitor students grades, behavior, test scores, and attendance records during Mustang Pride Day and throughout the year as needed.</p> <p>E. SSC, ELAC, and committees will review the School Safety Plan.</p> <p>F. Counselors will host a series of Parent Workshops covering a variety of educational topics.</p> <p>G. Provide extra supervision (campus supervisors) and extra hourly custodial services for special campus events to ensure a positive experience for students and parents on our campus.</p> <p>H. Provide refreshments for parent workshops and academic achievement awards events for parents and community members in attendance.</p> <p>I. MMS will host Back to School night annually.</p> <p>J. Parents will be invited to student performances, semester awards, informational nights, EL recognitions, Science Fairs, etc.</p>	<p>C. Parents had access to review the School Safety Plan which is located in the school's main office.</p> <p>D. Provided training for parents in using Q Parent Connection to monitor students grades, behavior, test scores, and attendance records during Mustang Pride Day and throughout the year as needed.</p> <p>E. SSC, ELAC, and committees reviewed the School Safety Plan.</p> <p>F. Counselors hosted a series of Parent Workshops covering a variety of educational topics.</p> <p>G. Provided extra supervision (campus supervisors) and extra hourly custodial services for special campus events to ensure a positive experience for students and parents on our campus.</p> <p>H. Provided refreshments for parent workshops and academic achievement awards events for parents and community members in attendance.</p> <p>I. MMS hosted Back to School night annually.</p> <p>J. Parents were invited to student performances, semester awards, informational nights, EL recognitions, Science Fairs, etc.</p>	<p>\$943.00</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Substitute, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$400</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$300</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$678</p>	<p>\$943</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Substitute, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$400</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$300</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$678</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>K. All parents will be invited to participate in a parent survey.</p> <p>L. MMS will host AVID and GATE Parent Night twice a year to increase parent involvement.</p> <p>M. MMS will host an AVID Awards Night to recognize students exhibiting top AVID behaviors and achievements.</p> <p>N. Provide training and information to parents and community about AVID program methodologies, mission, and goals.</p> <p>O. Provide printed information to parents and community (handouts, flyers, resources, etc.) about AVID or AVID related topics.</p> <p>P. Provide parent workshops on A-G college entrance requirements, financial aid, high school graduation requirements, etc.</p> <p>Q. Additional parent/guardian/stakeholder conference/workshop opportunities may be provided (CABE, etc.)</p>	<p>K. All parents were invited to participate in a parent survey.</p> <p>L. MMS hosted AVID and GATE Parent Night twice a year to increase parent involvement.</p> <p>M. MMS has not hosted an AVID Awards Night to recognize students exhibiting top AVID behaviors and achievements, but is recognizing AVID students at the end of the year Awards Ceremonies.</p> <p>N. Provided training and information to parents and community about AVID program methodologies, mission, and goals.</p> <p>O. Provided printed information to parents and community (handouts, flyers, resources, etc.) about AVID or AVID related topics.</p> <p>P. Provided parent workshops on A-G college entrance requirements, financial aid, high school graduation requirements, etc.</p> <p>Q. Additional parent/guardian/stakeholder conference/workshop opportunities were provided (CABE, etc.)</p>		
<p>3.3 Parent/Family Provided Resources</p> <p>A. Provide parents with referral services for medical insurance, emergency assistance, counseling</p>	<p>A. Provided parents with referral services for medical insurance, emergency assistance, counseling services, community resources, etc. and follow up when necessary.</p>	<p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$200</p>	<p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$200</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>services, community resources, etc. and follow up when necessary.</p> <p>B. Invite parents to community based health resources such as mobile health clinic, family counseling, mobile dental clinics.</p> <p>C. Provide information on physical fitness, child obesity, diabetes, and other health concerns among youth and its impact on student academic achievement.</p> <p>D. Contact parents with information on student hygiene, medical and dental care and follow-up on referrals.</p> <p>E. Connect parents to community literacy resources such as programs and services offered through the public library system.</p> <p>F. Increase parent awareness of high school graduation requirements and A-G college admissions requirements.</p> <p>G. Parents will be provided with the We-Tip Hotline information and Bully Prevention contact information.</p> <p>H. Parents and students will be invited to participate in a substance abuse awareness parent meeting/assembly and will be provided resources on prevention and warning signs as well as information for support services.</p>	<p>B. Invited parents to community based health resources such as mobile health clinic, family counseling, mobile dental clinics.</p> <p>C. Provided information on physical fitness, child obesity, diabetes, and other health concerns among youth and its impact on student academic achievement.</p> <p>D. Contacted parents with information on student hygiene, medical and dental care and follow-up on referrals.</p> <p>E. Connected parents to community literacy resources such as programs and services offered through the public library system.</p> <p>F. Increased parent awareness of high school graduation requirements and A-G college admissions requirements.</p> <p>G. Parents were provided with the We-Tip Hotline information and Bully Prevention contact information.</p> <p>H. Parents were invited to participate in a substance abuse awareness parent meeting and will be provided resources on prevention and warning signs as well as information for support services.</p> <p>I. MMS was not able to connect with the HERO program to support students, parents and staff on bullying awareness. We did work through ASB</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>I. Parents and students will be invited to participate in a bullying awareness parent meeting/assembly and will be provided resources on prevention and warning signs as well as information for support services. A partnership will be established with Riverside Community Hospital charity foundation to implement the HERO program to support students, parents and staff on bullying awareness, and also on different methods to show kindness.</p>	<p>and our video announcements to highlight our Core Values and share different methods to show kindness.</p>		
<p>3.4 Student Engagement  A. Provide incentives and field trips for EL students to promote a College-Going Culture, including students who meet reclassification requirements.  B. Provide recognition/incentives to students who make positive movement on the ELPAC.  C. Provide students with weekly incentives for positive behavior and demonstrating Mustang Pride.  D. Provide semester incentives for positive behavior and demonstrating Mustang Pride.  E. Provide rewards and incentives to students who meet Honor Roll and attendance criteria.  F. Provide incentives and awards for academic achievement and Science Fair participants.</p>	<p>A. Provided incentives and field trips for EL students to promote a College-Going Culture, including students who meet reclassification requirements.  B. Provided recognition/incentives to students who make positive movement on the ELPAC.  C. Provided students with weekly incentives for positive behavior and demonstrating Mustang Pride.  D. Provided semester incentives for positive behavior and demonstrating Mustang Pride.  E. Provided rewards and incentives to students who meet Honor Roll and attendance criteria.  F. Provided incentives and awards for academic achievement and Science Fair participants.</p>	<p>OT Classified  2000-2999: Classified Personnel Salaries  Title I Parent Involvement --  3010 1902  \$796.00</p> <p>Materials/Supplies  4000-4999: Books And Supplies  Title I Parent Involvement --  3010 1902  \$150</p> <p>Field Trips  5000-5999: Services And Other Operating Expenditures  LCFF Suppl/Conc -- 0707  \$500</p> <p>Transportation  5000-5999: Services And Other Operating Expenditures  LCFF Suppl/Conc -- 0707  \$1500</p> <p>Materials/Supplies-Incentives  4000-4999: Books And Supplies  LCFF Suppl/Conc -- 0707  \$3527</p>	<p>OT Classified  2000-2999: Classified Personnel Salaries  Title I Parent Involvement --  3010 1902  \$796</p> <p>Materials/Supplies  4000-4999: Books And Supplies  Title I Parent Involvement --  3010 1902  \$150</p> <p>Field Trips  5000-5999: Services And Other Operating Expenditures  LCFF Suppl/Conc -- 0707  \$500</p> <p>Transportation  5000-5999: Services And Other Operating Expenditures  LCFF Suppl/Conc -- 0707  \$1500</p> <p>Materials/Supplies-Incentives  4000-4999: Books And Supplies  LCFF Suppl/Conc -- 0707  \$3527</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G. Provide educational field trip opportunities for students.</p> <p>H. Invite students who meet academic and/or mustang point criteria to special assemblies.</p> <p>I. Mustang Madness - Incentive day for students earning no F's and no suspensions</p> <p>J. Purchase additional Five Star Student scanners to increase the number of opportunities student have to earn points.</p> <p>K. Mustang TV will continue to engage students and produce video announcements to be shown during Advisory. A dedicated studio space will begin to be established to support Video Production.</p> <p>L. Students clubs will be supported and a Club Rush will be provided to highlight the many offerings and activities.</p>	<p>G. Provided educational field trip opportunities for students.</p> <p>H. Invited students who meet academic and/or mustang point criteria to special activities.</p> <p>I. Hosted Mustang Madness - Incentive day for students earning no F's and no suspensions</p> <p>J. Purchased additional Five Star Student scanners to increase the number of opportunities student have to earn points.</p> <p>K. Mustang TV continued to engage students and produce video announcements to be shown during Advisory.</p> <p>L. Student clubs were supported and a Club Rush and Showcase was offered to highlight the many offerings and activities available at MMS.</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>

## Analysis

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

3.4 Student Engagement - Student engagement is a priority on our campus and research has shown that students who are more engaged at school will have increased success. To support this, we have 16 active staff led clubs that meet during lunch and after school, ranging in topics from eSports to Science Club. Additionally, we provided a schoolwide incentive of Mustang Madness each semester, where students who were academically and behaviorally eligible chose an activity room to participate in for the afternoon, hosted by a staff member. These activities have included making tie-dye t-shirts, air frying doughnuts, paint and snacks, making ice cream, rock painting, and playing nerf ball. Another effort to increase staff to student connectedness has been the maintenance and expansion of Specialty Advisory classes where students can self-select a specialty advisory class hosted by a teacher with a similar interest. We currently have 465 students in a specialty advisory. In an additional effort to increase student connectedness and engagement, Mustang TV provides a student-run video-based

morning announcement on Fridays that is shown in all advisories. On other days, Advisories volunteer to share the morning announcements and campus reminders and updates over the intercom.

3.3 Parent/Family Provided Resources - The process of supporting students and families has been effective, and has brought a greater awareness into the needs of our students, which presents challenges that are new sometimes for us to navigate and support. The tiered system of supports, from staff, counselors, our Community School's TSA, social worker interns, licensed clinicians, and outside agencies are creating a more comprehensive system that ultimately are needed and better support our students and families.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

3.4 Student Engagement - A main focus this year has been to help students feel more engaged at school. We continue to add eligibility activities such as Mustang Madness, field trip opportunities, and our Glow Pizza Party. Our percentage of S1P2 eligible students was 66%, while S2P3 was 64%, and S2P4 was 65%. We will continue to compare eligibility data year to year to determine the levels of student engagement and academic success. Comments have been made this year by students such as "I have to raise my F so I can do Mustang Madness" and "I didn't want to get into a fight because I want to participate in the promotion ceremony", so we believe the incentives and communication regarding our expectations are working. The continuation and improvements of MustangTV has brought a new layer of student ownership over building school culture and continues to engage students.

3.3 Parent/Family Provided Resources - Support for families, and ultimately students, has continued to be an emphasis. The number of mental health services referrals through January of this year surpassed all of last years referrals, with 72 PICO contacts, students and families having directly received onsite mental health supports and resources from social worker interns and full time outreach worker. Along this line, 41% of all students screened using CBITS met the criteria for additional supports, meaning they have experienced the minimum number of designated traumas. Additionally, Counselors make routine contact with families to provide resources and potential supports for students, including community resources, such as food pantry locations, health clinics, and immigration services. We have a licensed clinician to provide on-site therapy through the Wylie Center.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We opted to send most letters and notifications with the students and via ParentSquare instead of mailing them home. The remaining Title 1 funds were reallocated for supplemental classroom supplies.

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.

3.4 1 - Increase incentive opportunities beyond Mustang Madness to include one activity for every 6 week grading period.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	181607
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	907,176.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	173040	0.00
Title I Parent Involvement -- 3010 1902	2688	0.00
Title III LEP -- 4203	5879	0.00
LCFF Suppl/Conc -- 0707	144866	0.00
LCFF District -- 500 0707	276660	0.00
LCFF Sec Int -- 0046	282628	0.00
LCFF VAPA -- 0763	4,200	0.00
LCFF AVID -- 0765	17,215	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	17,215.00
LCFF District -- 500 0707	276,660.00
LCFF Sec Int -- 0046	282,628.00
LCFF Suppl/Conc -- 0707	144,866.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	173,040.00
Title I Parent Involvement -- 3010 1902	2,688.00
Title III LEP -- 4203	5,879.00

# Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	613,019.00
2000-2999: Classified Personnel Salaries	254,667.00
4000-4999: Books And Supplies	18,061.00
5000-5999: Services And Other Operating Expenditures	21,429.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF AVID -- 0765	5,000.00
4000-4999: Books And Supplies	LCFF AVID -- 0765	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID -- 0765	8,215.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	165,386.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	111,274.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	282,628.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	40,080.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	93,894.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	5,442.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	5,450.00
5000-5999: Services And Other Operating Expenditures	LCFF VAPA -- 0763	4,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	123,041.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	39,565.00
4000-4999: Books And Supplies	Title I Basic -- 3010	7,270.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	3,164.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	610.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,100.00



4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	578.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement -- 3010 1902	400.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	1,274.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	3,834.00
4000-4999: Books And Supplies	Title III LEP -- 4203	771.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Alicia Heimer	Principal
Marci McGray	Classroom Teacher
Blanca Preciado	Classroom Teacher
Jacob Updegrove	Classroom Teacher
Cheryl Clark	Classroom Teacher
Yesenia Munoz	Other School Staff
Rosa Medina	Parent or Community Member
Emilee Fox	Parent or Community Member
Ramona Zamora	Parent or Community Member
Dalia Islas	Secondary Student
Raymundo Cortez	Secondary Student
Nancy Lopez	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.

# 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 5/15/2023.

Attested:



Principal, Alicia Heimer on 4/22/2023



SSC Chairperson, Nancy Lopez on 5/22/2023

# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

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? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

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

## Expected 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 be make in the coming year.

### **Planned Strategies/Activities**

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **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.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

### **Annual Evaluation and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

## **Budget Summary and Consolidation**

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **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 may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.



# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - 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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program