

School Year:

2020-21



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	Nicholas Blake
District Name	Jurupa Unified School District
SPSA Revision Date	May 20, 2020
Schoolsite Council (SSC) Approval Date	May 20, 2020

Local Board Approval Date

June 22, 2020

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
School Vision and Mission	4
School Profile.....	4
SPSA Highlights.....	5
Review of Performance – Comprehensive Needs Assessment	5
Purpose and Description.....	6
Stakeholder Involvement	7
School and Student Performance Data	8
Student Enrollment.....	8
Overall Performance	10
Goals, Strategies, & Proposed Expenditures	12
Goal 1.0.....	12
Goal 2.0.....	21
Goal 3.0.....	28
Annual Evaluation and Update	35
Goal 1.....	35
Goal 2.....	50
Goal 3.....	62
Budget Summary and Consolidation	72
Budget Summary	72
Allocations by Funding Source.....	72
School Site Council Membership.....	73
Recommendations and Assurances	75

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 735 students. The student population by ethnic groups consists of 93.33% Hispanic/Latino, 2.67% White, 2.31% African American, .24% Asian, .12% Pacific Islander, .24% Vietnamese, .24% Filipino, and .36% other Asian.

Approximately 30% of the students are English language learners. Approximately 12% of our students receive services in special education and approximately 6% of our students are identified as gifted and talented (GATE). Approximately 93% of our students are in the free or reduced lunch program (socioeconomically disadvantaged). There is a mobility rate of 17.6% & 44% of parents are not high school graduates.

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, data team meetings, department meetings, IMPACT team meetings, Mustang Pride meetings, and other collaborative meetings.

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 is offered after-school. Elective classes such as AVID, ASB, 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 20 active clubs) for student enrichment include Club Outreach, Art Club, Mustang Express (school newspaper), Yearbook Club, Baking Club, GAP Club, Keep it Confidential Club, Book Club, Drama club, Club M.A.S., Science Club, Tech Club, an annual Talent Show, 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, Coffee with the Principal, and Parent Workshops. Also, parents are encouraged to use the JUSD Parent Connect system to access their students' records. The In-Touch phone message system is used frequently to inform parents of school events, student behavior, and student achievement. Parents are informed of their child's academic progress via the progress reports and report cards that are sent home every 6 weeks. Parents are also invited to attend a monthly Coffee with the Principal sessions where school events are discussed and parent concerns are voiced. Student achievement recognition occurs on a grading period basis. Parents are invited to volunteer and assist with campus supervision during Mustang Pride Days & Mustang Madness. A series of Parent Workshops offered to address various topics such as A-G requirements, standardized testing, Common Core Standards, teen dating, drug awareness, internet safety, and communication with adolescents are offered by the school counselors. The school counselors also coordinate and facilitate Parent Teacher Conferences at parent or teacher request.

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 T-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. Staff members and ASB students take part in "Feel Good Fridays" where they stand outside Mission and welcome students with positive messages written on signs and words of kindness as they enter the campus. We are proud of the many accomplishments students have achieved not only at Mission but also at the district level such as in the district Science Fair.

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 LCAP include:

1. Continued implementation and expansion of the formative process through Impact Teams. The social studies department will begin year 1 implementation of Impact Team protocols, and the ELA, Math & Science department will continue to deepen their formative process and teaming to learn through Impact Teams.
2. Multi-Tiered System of Supports (MTSS), and Social Emotional Learning (SEL) will be a continued emphasis through universal Advisory, push-in support for students within the classroom, and continued expansion of inclusion through additional collaborative offerings.
3. Digital Gateway Chromebook technical and professional support for technology skills and integration.
4. Student and family support including behavioral and medical services.

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:

- Suspension rate for All Students & All Student Groups, including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, White
- Chronic absenteeism rate for Hispanic student group

- English Language Arts performance for Students with Disabilities
- Mathematics performance for Students with Disabilities

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 had negative movement:

- Chronic absenteeism rate for Students with Disabilities and White student groups
- Mathematics performance for English Learners, Socioeconomically Disadvantaged, & Hispanic student groups

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

None

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

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 are reviewing providing support for our English Learners through the use of targeted intervention with focused support from an expanded AVID program to broaden the support of AVID student-led tutorials in mathematics. We will also use Impact Team training to reflect and modify instruction for our students in those classes. 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. Under Goal 3.0 Parent and Student Engagement, our parents have indicated through survey results that 100% feel that the school has a welcoming environment. We will continue our current parent engagement practices and add outreach with MustangTV and advisory-led announcements to make closer connection to information for our students.

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.

Stakeholder 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 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, Student Advisory Board, English Learners Advisory Council & 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.13%			1
African American	2.67%	1.23%	2.28%	22	10	17
Asian	0.85%	0.49%	0.27%	7	4	2
Filipino	0.24%	0.12%	0.13%	2	1	1
Hispanic/Latino	92.83%	94.32%	94.09%	764	764	700
Pacific Islander	0.49%	0.49%	0.27%	4	4	2
White	2.55%	2.96%	2.28%	21	24	17
Multiple/No Response	0.12%	0.12%	0.4%	1	1	1
Total Enrollment				823	810	744

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	423	387	347
Grade 8	400	423	397
Total Enrollment	823	810	744

Conclusions based on this data:

1. Mission Middle had an overall decline in student enrollment for the 19-20 school year.
2. Mission Middle's enrollment has been consistent among subgroups.

-
-
3. Mission has maintained an even balance of 7th and 8th grade students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Red

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1. Supporting students in ELA and Math continue to be a focus. Students declined in their math scores this year.
2. Bringing down the Chronic Absentee rate has been a priority. We have held more SART meetings than prior years. We meet regularly with students who are on track to meet the threshold of chronically absent.
3. Mission Middle's suspension rate has declined. We are focused on providing students with an SEL curriculum to modify behaviors and provide students with alternative to suspensions when appropriate.

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 Cohort 1 and Cohort 2 Impact Teams and new teams to work together and with Administration to support the formative process and scaling of IMPACT teams and protocols.
 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: 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)	Increase by 3 DFS points
P4: Statewide Assessments--Math	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)	Increase by 3 DFS points
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC	33.3% of ELL making progress towards English Language Proficiency	Increase by 3%
P8: Other Student Outcomes - SBAC Reading Claim #1	Actual CAASPP (2018-19) % Above/Near: 48.3% 7th Grade - 50%	CAASPP (2020-21) % Above/Near: 50% 7th Grade - 53%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	8th Grade - 46.9% EL: 14.7% SWD: 11.5%	8th Grade - 54.3% EL: 18.9% SWD: 15.8%
P8: Other Student Outcomes - SBAC Writing Claim #2	CAASPP (2018-19) % Above/Near: 62.7% 7th Grade - 61.3% 8th Grade - 64% EL: 34.1% SWD: 20.8%	CAASPP (2020-21) % Above/Near: 64.3% 7th Grade - 64% 8th Grade - 68% (Impact Team) EL: 37.2% SWD: 25.7%
P8: Other Student Outcomes - SBAC Listening Claim #3	CAASPP (2018-19) % Above/Near: 66.7% 7th Grade - 76.4% 8th Grade - 58.3% EL: 42.4% SWD: 30.2%	CAASPP (2020-21) % Above/Near: 68.5% 7th Grade - 78.5% 8th Grade - 68% EL: 44.9% SWD: 44.7%
P8: Other Student Outcomes - SBAC Research & Inquiry Claim #4	CAASPP (2018-19) % Above/Near: 63.3% 7th Grade - 67.6% 8th Grade - 59.6% EL: 33.6% SWD: 22.2%	CAASPP (2020-21) % Above/Near: 66.5% 7th Grade - 69.3% 8th Grade - 66.8% EL: 35.8% SWD: 28.9%

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	Unchanged Action	
--	---	------------------	--

Planned Actions/Services	Students to be served	Budget and Source
1.1A. ELA/ELD Teachers will provide curriculum, instruction, and assessment aligned to CSS and CA ELD Standards and use the district Units of Study pacing guides/assessments to ensure high-quality instruction and students	X All Students	Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$213809

demonstrate mastery of the reading and writing skills needed to be college and career ready.

1.1B. Math Teachers will provide curriculum, instruction, and assessment aligned to CSS/CA ELD Standards and use the district Units of Study pacing guide/assessments and Balanced Math Program to ensure high-quality instruction and students demonstrate mastery of mathematical and literacy skills needed to be college and career ready.

1.1C Science Teachers will provide curriculum, instruction, and assessment aligned to NGSS and CSS-ELA-Literacy/CA ELD Standards and use the district Units of Study pacing guides/assessments to ensure high-quality instruction and students demonstrate mastery of scientific and literacy skills needed to be college and career ready.

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.

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.

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, and Success Criteria) 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.

Printing
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$1500
Maintenance Contract for Copiers
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$2500
Maintenance Contract for Copiers
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$2137
Materials/Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$5000
Materials/Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1000

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

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
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.	X All Students	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000
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 LCFF Suppl/Conc -- 0707 \$500
C. Purchase supplemental Science instructional materials/supplies (lab supplies/equipment) and resources to support standards-based instruction and technology integration.		Technology Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500
D. Purchase supplemental History-Social Studies instructional materials/supplies, resources, and digital tools to support standards-based instruction, literacy, and technology integration.		Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500
E. Purchase supplemental PE equipment to support students meeting the standards in the Healthy Fitness Zone & 100-Mile Club.		Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000
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.		Technology Equipment 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$3031
G. Purchase digital tools and resources to increase instructional and leadership capacity.		Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500
H. Purchase technological equipment to support technology integration on campus.		Field Trips (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$3000
I. Purchase additional materials and supplies (print, copier/laminator) to support standards-based instruction.		
J. Purchase materials to support Makers Space in the library.		

Software License (VAPA)
 5000-5999: Services And Other Operating
 Expenditures
 LCFF VAPA -- 0763
 \$1000

Action 1.3

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

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<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, IMPACT Team, mindset practices, and technology integration to support and accelerate student learning.</p> <p>B. The AVID Coordinator and team members will provide monthly training sessions to support the implementation of AVID methodology/strategies school-wide (WICOR).</p> <p>C. Administrators will conduct Learning Walks to gather evidence of and monitor learning on campus.</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, IMPACT Teams, Project Lead the Way, STEAM and technology integration to support and accelerate student learning.</p> <p>E. Teacher Leaders/Administrators/Counselors will attend training sessions and 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 UoS pacing guides and assessments & to support collaborative</p>	<p><input checked="" type="checkbox"/> All Students</p>	<p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$8000</p> <p>AVID Membership 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$2629</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$8686</p> <p>Materials/Supplies 4000-4999: Books And Supplies LCFF AVID – 0765</p>

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 UoS Assessments/Performance Tasks, IMPACT 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.

\$500

Substitute Teacher
 1000-1999: Certificated Personnel Salaries
 LCFF VAPA -- 0763
 \$2000
 Hourly Teacher
 1000-1999: Certificated Personnel Salaries
 LCFF AVID – 0765
 \$2400

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
<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><u>X</u> All Students</p>	<p>Counselor (1) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$131397</p>
<p>B. Middle School Counselors to provide college and career readiness support, coordinate and monitor attendance, academic, and behavioral, interventions, Extended Learning Opportunities and Enrichment Programs (i.e. GATE).</p>		<p>Counselor (2) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$124456</p>
<p>C. Provide intervention teachers in ELA (i.e. READ 180) and MATH (i.e. Tutorial) to ensure additional time and support for students to demonstrate mastery of CSS.</p>		<p>AVID Tutor 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$3000</p>
<p>D. AVID classes and tutors will be provided to support student learning and college and career readiness. AVID elective sections will be increased to serve as a primary support for students identified as needing additional intervention in mathematics.</p>		<p>Substitute, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$11500</p>
<p>E. Promote and implement inclusive practices to support student (RSP/SDC) instruction in the Least Restrictive Environment (LRE).</p>		<p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>
<p>F. Teachers will provide before school and/or after-school tutoring (ELO) to those students in need of academic support.</p>		<p>Substitute Clerk 2000-2999: Classified Personnel Salaries</p>

- G. Implement the Think Together program to provide academic and behavioral support after-school.
- H. Provide a Librarian Technician to support students' acquisition of literacy, numeracy, and technological skills.
- I. 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
 \$250
 Library/Media Clerk
 2000-2999: Classified Personnel Salaries
 LCFF District -- 500 0707
 \$69209

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 Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<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>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><u>X</u> All Students</p>	<p>BLT Salary 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$17389 BLT Salary (25%) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5601 BLT Salary (75%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$16403 Overtime Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500 Hourly Classified</p>

F. Purchase supplementary materials and resources to support language acquisition and literacy.

2000-2999: Classified Personnel Salaries
 Title I Basic -- 3010
 \$250
 Hourly Classified
 2000-2999: Classified Personnel Salaries
 Title I Parent Involvement -- 3010 1902
 \$500
 Materials/Supplies
 4000-4999: Books And Supplies
 Title III LEP -- 4203
 \$1522
 BLT Salary (one 6 hr and two 3 hr)
 2000-2999: Classified Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$92968

Action 1.6

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

	<u>X</u>	New Action	
	<u>X</u>	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Impact Teams will collaborate weekly 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. A minimum of 3 inquiry cycles will be implemented across all Impact Teams during the school year.	<u>X</u> All Students	Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500
B. Impact 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 will be utilized routinely to serve as a formative tool, along with Units of Study assessments, to monitor student progress.

Action 1.7

1.7 Provide support for distance learning opportunities for students during a time of potential school closure.

New Action

Planned Actions/Services	Students to be served	Budget and Source
	<input checked="" type="checkbox"/> 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:

Advisory teachers and students will loop from year to year and SecondStep will be renewed at a 35% discount (\$7,500) for a 5-year license and ISS 360 for \$2,500. An Advisory incentive will be offered for the Advisory with the most number of eligible students attending Saturday School each session.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	94% of systems in good repair ("Good" school rating on report)	Maintain 100% of Good or better on FIT reports.
P5: School Attendance Rates	Chronic Absenteeism Rate All: 11.8% (maintained) (currently 9%) EL: 12.9% (increased by 1.7%) (currently 11.5%) SED: 12.4% (increased by 0.7%) SWD: 25.5% (increased by 4.4%) (currently 14.8%)	Chronic Absenteeism Rate will decline by 1.5% overall and decline by 2% for SWD.
P6: Pupil Suspension Rates	Suspension Rate All: 5.0% (declined by 2.4%) (currently 3.2%) EL: 6.8% (declined by 1.5%) (currently 5.3%) SED: 5.4% (declined by 2.3%) SWD: 8.6% (declined by 4%) (currently 5.8%)	Suspension Rate will decline by 0.4% overall and decline by 0.7% for SWD.
P6: Survey of pupils, parents, teachers on sense of safety	Based on May 2019 LCAP Survey data: Students: 94% feel safe, 6% feel unsafe	Based on May 2021 LCAP Survey data: Maintain 90% or increase by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Staff: 85% feel safe, 11% feel unsafe Parents: 96% feel safe, 4% feel unsafe	
P6: Survey of pupils on sense of connectedness	Based on May 2019 LCAP Survey data: Students: 90% feel there's an adult they can go to with their problems 10% disagree	Based on May 2021 LCAP Survey data: Students: 90% feel there's an adult they can go to with their problems 10% disagree

Planned Strategies/Activities

Action 2.1

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

	<u>X</u> Modified Action	
--	--------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
A. Health Care Aides (HCAs) 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).	<u>X</u> All Students	Health Care Aide - 3 hours (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$15148

- 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.

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<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, & 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><input checked="" type="checkbox"/> All Students</p>	<p>Overtime, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$250.00</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$200.00</p>

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 Unchanged 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.

B. Behavior Incentives

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, good guy activities, snacks, dances, field trips, positive reinforcement programs, etc.)

E. Students will have access to Gang and Drug Awareness Assemblies, Anti Bullying Assemblies, etc.)

F. MMS administrators will refer students, when appropriate, to Student Youth Court as an intervention strategy.

G. Counselors, Administrators and Resident Sub will provide push-in support to remediate classroom behaviors and support students in remaining in the classroom.

X All Students

Materials/Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2000

Technology Supplies
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$500

Conference
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$500

Transportation Services
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$500

Software License
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$3000

Action 2.4

2.4 Prevention of Drug, Alcohol, Tobacco and Violence

X Unchanged 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.	<u>X</u> All Students	
B. MMS administrators and counselors will refer at-risk students to the Youth Accountability Team (YAT) as an intervention strategy.		
C. Develop and implement a Red Ribbon Week Program and Activities		Hourly, Classified
D. Host an annual Riverside County District Attorney presentation for parents and students		2000-2999: Classified Personnel Salaries
E. Anti-Bullying and Kindness Assemblies, Activities, Parent Workshops will be offered through Riverside Community Hospital Charitable Foundation HERO Program.		Title I Basic -- 3010 \$578

Action 2.5

2.5 Safe Schools

	<u>X</u> Unchanged Action	
--	---------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
A. Purchase equipment that is essential for disaster drills and disaster preparedness to ensure student safety	<u>X</u> All Students	
B. Staff will have access to attend conferences/workshops related to school safety plan, policies and procedures		Materials and Supplies
C. All staff will be informed of the school-wide disaster plan, and receive information on the Safe Schools Plan		4000-4999: Books And Supplies Title I Basic -- 3010 \$1250

Action 2.6

2.6 Student Attendance Support

	<u>X</u> Unchanged Action	
--	---------------------------	--

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>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><u>X</u> All Students</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>

Action 2.7

2.7 Targeted Staff Development

	<p><u>X</u> Unchanged Action</p>	
--	----------------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
<p>A. All staff will be trained on mandated suspected child abuse (CPS) reporting on an annual basis</p>	<p><u>X</u> All Students</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010</p>

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

\$250

C. All staff will be trained 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 attend conferences/workshops related to school safety plan, policies and procedures

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

I. Staff will be provided with resources to identify bullying behaviors

J. Staff will be provided resources in substance abuse prevention

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:

Include specific reference in School Plan to MustangTV and Advisory-led morning announcements. Will be added to Goal 3.4 (student engagement).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students.	2018-19, May 2019 LCAP data: Parent Survey - Percentage of parents who participate in school-wide activities - All of the time: 8% Most of the time: 27% Sometimes: 56% Never: 10%	2020-21 May 2019 LCAP data: Parent Survey - Percentage of parents who participate in school-wide activities - All of the time: 10% Most of the time: 30% Sometimes: 50% Never: 10%
P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making	2018-19, May 2019 LCAP data: 80% Yes	May 2021 LCAP data: 85% Yes
P5: Student engagement survey	2018-19, May 2019 LCAP data: Student Survey - Percentage of students who participate in school-wide activities - All of the time: 14% Most of the time: 51% Sometimes: 30%	May 2021 LCAP data: Student Survey - Percentage of students who participate in school-wide activities - All of the time: 15% Most of the time: 60% Sometimes: 25

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: Surveys of pupil, teachers on sense of school connectedness	<p>2018-19, May 2019 LCAP data:</p> <p>Student Survey Welcoming Environment: 95.76% agree (somewhat, moderately, strongly) Positive Learning Environment: 96.3% positive (somewhat, moderately, extremely)</p> <p>Parent Survey Welcoming Environment: 100% welcoming (extremely, moderately, somewhat) Satisfaction with Instruction: 100% satisfied (extremely, moderately, somewhat)</p> <p>Staff Survey Welcoming Environment: 95% welcoming (extremely, moderately, somewhat) Collaborative culture at school/site: 75% agree (strongly, agree)</p>	May 2021 LCAP data: Maintain over 90% rating or better

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.

	X	Unchanged Action	
--	---	------------------	--

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>	X All Students	<p>Salary Clerk TCT 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$9915 Print 5000-5999: Services And Other Operating Expenditures</p>

- C. Increase parent awareness of school programs and student achievement through parent workshops, meetings, brochures, flyers, and the student newspaper.
- D. Provide parents with information about Digital Gateway, Digital Citizenship, Cyberbullying, etc. via parent meetings.
- 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.
- 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 and Peach Jar as forms of communication to families.

Title I Basic -- 3010
\$300
Hourly, Teacher
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$500
Materials/Supplies
4000-4999: Books And Supplies
Title I Parent Involvement -- 3010 1902
\$752
Hourly, Classified
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$500
Postage
5000-5999: Services And Other Operating
Expenditures
Title I Basic -- 3010
\$1300

Action 3.2

3.2 Parent/Family Involvement Opportunities

	<u>X</u> Unchanged Action	
--	---------------------------	--

Planned Actions/Services	Students to be served	Budget and Source
--------------------------	-----------------------	-------------------

<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>B. All Parents will be invited to monthly 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 all student celebrations, honor roll, attendance, EL, Science Fair etc.</p> <p>K. All parents will be invited to participate in a parent survey.</p> <p>L. MMS will host AVID 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>X All Students</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 \$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. Provide parent workshops on A-G college entrance requirements, financial aid, high school graduation requirements, etc.

Action 3.3

3.3 Parent/Family Provided Resources

X Unchanged Action

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 public library system.</p> <p>F. Increase parent awareness of high school graduation requirements and A-G college admissions requirements.</p> <p>G. 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.</p> <p>H. Parents will be provided with the We-Tip Hotline information and Bully Prevention contact information.</p>	<p><u>X</u> All Students</p>	<p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$216</p>

I. 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.

J. 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.

Action 3.4

3.4 Student Engagement

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Provide incentives and field trips for EL students to promote a College-Going Culture, including students who meet reclassification requirements.</p> <p>B. Provide recognition/incentives to students who make positive movement on the ELPAC.</p> <p>C. Provide students with weekly incentives for positive behavior and demonstrating Mustang Pride.</p> <p>D. Provide semester incentives for positive behavior and demonstrating Mustang Pride.</p> <p>E. Provide rewards and incentives to students who meet Honor Roll and attendance criteria.</p> <p>F. Provide incentives and awards for academic achievement and Science Fair participants.</p> <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><input checked="" type="checkbox"/> All Students</p>	<p>Overtime, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500.00</p> <p>Hourly, 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 \$150.00</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</p>

I. Mustang Madness- Incentive day for students earning no F's and no suspensions

J. Purchase additional Five Star Student scanners 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. A dedicated studio will begin to be established to support Video Production.

L. Students clubs will be supported and a Club Showcase Night will be provided to highlight the many offerings and activities.

\$1000

Materials/Supplies-Incentives
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707

\$250

Hourly, Classified
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707

\$500

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessments--ELA	Distance from Standard on 2018-19 CAASPP: All: 56.3 pts below (Increase 3 pts) SED: 58.2 pts below (Increase 3 pts) EL: 85.3 pts below (Increase 3 pts) SWD: 162.3 pts below (Increase 3 pts)	Distance from Standard on 2018-19 CAASPP: 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)
P4: Statewide Assessments--Math	Distance from Standard on 2018-19 CAASPP: All: 104.2 pts below (Increase 3 pts) SED: 106.8 pts below (Increase 3 pts) EL: 135.2 pts below (Increase 3 pts) SWD: 222.5 pts below (Increase 3 pts)	Distance from Standard on 2018-19 CAASPP: 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)
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC	Actual: 92.5% (Somewhat/Moderately/Well Developed) Level 4: 32.3% Level 3: 38.5% Level 2: 21.8% Level 1: 7.5%	33.3% of ELL making progress towards English Language Proficiency
P8: Other Student Outcomes - SBAC Reading Claim #1	CAASPP (2018-19) % Above/Near: 50% 7th Grade - 45.7% 8th Grade - 54.3% EL: 16.9% SWD: 11.8%	CAASPP (2018-19) % Above/Near: 48.3% 7th Grade - 50% 8th Grade - 46.9% EL: 14.7% SWD: 11.5%
P8: Other Student Outcomes - SBAC Writing Claim #2	CAASPP (2018-19) % Above/Near: 58.3% 7th Grade - 56% 8th Grade - 60% EL: 27.2%	CAASPP (2018-19) % Above/Near: 62.7% 7th Grade - 61.3% 8th Grade - 64% EL: 34.1%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	SWD: 14.7%	SWD: 20.8%
P8: Other Student Outcomes - SBAC Listening Claim #3	CAASPP (2018-19) % Above/Near: 63.5% 7th Grade - 58.5% 8th Grade - 68% EL: 34.9% SWD: 44.7%	CAASPP (2018-19) % Above/Near: 66.7% 7th Grade - 76.4% 8th Grade - 58.3% EL: 42.4% SWD: 30.2%
P8: Other Student Outcomes - SBAC Research & Inquiry Claim #4	CAASPP (2018-19) % Above/Near: 64.5% 7th Grade - 62.3% 8th Grade - 66.8% EL: 32.8% SWD: 28.9%	CAASPP (2018-19) % Above/Near: 63.3% 7th Grade - 67.6% 8th Grade - 59.6% EL: 33.6% SWD: 22.2%

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 Units of Study 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 Units of Study pacing guide/assessments and Balanced Math Program to ensure high-quality</p>	<p>1.1A: Our ELA teachers are utilizing the Units of Study and performance assessments to provide curriculum, instruction and assessments for our students. The ELA teachers have been heavily engaged in the formative assessment process with both 7th & 8th grade ELA teams engaging in the Impact Team process. All teachers have received B.E.L.I.E.F training to support integrated and designated ELD. ELA teams will administer Focused Interim Assessment Blocks (FIAB) two times during Spring 2020 to provide formative feedback for teachers and students.</p> <p>1.1B: Our Math teachers are utilizing the Units of Study and unit post assessments to provide curriculum,</p>	<p>Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$213809</p> <p>Contracts with Outside Organization 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2500</p> <p>Lamination 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$100</p> <p>Printing 5000-5999: Services And Other Operating Expenditures</p>	<p>Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$213809</p> <p>Mental Health Interns 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Lamination 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Printing 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 Units of Study 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>1.1F. All Teachers will differentiate instruction to meet the needs of students designated as General Education,</p>	<p>instruction, and assessments for our students. The math teachers have begun to have discussions around their grading practices, with half of the team actively using standards-based grading practices and a focus has been made on student performance (letter grade) in each math course and student progress throughout the year. Both grade-level math teams are in Year 1 of Impact Teams. Math teams will administer Focused Interim Assessment Blocks (FIAB) two times during Spring 2020 to provide formative feedback for teachers and students.</p> <p>1.1C: Science teachers are utilizing units developed by the District Science Committee and implementing the DSC-developed assessments for students. The science teachers have been heavily engaged in the formative assessment process with both 7th & 8th grade science teams engaging in the Impact Team process. Science is also working on literacy skills through the use of close reading, 3-column notes, NewsELA, and graphic organizers. ELA Literacy/ELD standards are being supported through analyzing scientific texts & paraphrasing the main points of the text.</p> <p>1.1D: Social Studies teachers are teaming together within the department to align the content standards closely to the CSS ELA Literacy domains and standards.</p>	<p>Title I Basic -- 3010 \$2699</p> <p>Maintenance Contract for Copiers 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p> <p>Maintenance Contract for Copiers 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2137</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$6899</p> <p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$18893</p>	<p>Title I Basic -- 3010 \$4500</p> <p>Maintenance Contract for Copiers 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1400</p> <p>Maintenance Contract for Copiers 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2700</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$5400</p> <p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$13900</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>English Learners, Gifted and Talented Education, and Special Education.</p> <p>1.1G. Teacher clarity (i.e. Learning Intentions, Essential Questions, and Success Criteria) will be clearly articulated, reviewed, and posted to focus high-quality instruction and promote student learning, engagement, and self-assessment.</p> <p>1.1H. Administrators and Teachers will collect and analyze student data to measure and monitor the effectiveness of instruction and improve student learning.</p>	<p>There is heavy emphasis on the use of DBQs and five Ws to support students writing.</p> <p>1.1E: PE teachers are providing instruction and assessment to students that support their health and well-being. Similarly, PE teachers have taken a lead role in supporting school wide assemblies and talks around social and emotional health, including bullying, drug and alcohol use, and social skills needed for school success.</p> <p>1.1F: All teachers have received a breakdown of student performance on progress reports, report cards, and student supports and discipline by significant sub group to promote equity. Teachers received 2 district-provided B.E.L.I.E.F. training sessions to support integrated ELD, a training on strategies to support GATE students, and each Special Education student IEP at a glance have been uploaded to the students documents section of Zangle to support easier access by teachers. In addition, Universal Design, scaffolding, and modified lessons are being implemented. Science has provided students with articles at different lexile levels and uses common sentence frames to support student dialogue. In addition, Guided Notes, physical copies/handouts, additional time, shortened/modified assignments, sentence frames, graphic organizers,</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>student choice for assignments, opportunities for extra practice</p> <p>1.1G: Teacher clarity has been a consistent discussion with leadership. There are 6 data teams that have focused heavily on teacher and student clarity through the formative assessment process and IMPACT team protocols. Additionally, students have been encouraged to self-assess through the use of a self-reflection tool each 6 weeks. Learning intentions are shared with students, posted on whiteboards, and reviewed with students throughout lessons and units.</p> <p>1.1H: All core-subject data teams have transitioned to Impact teams to focus on collecting and analyzing student data and making instructional decisions and changes to improve student learning. In addition to classroom walkthroughs and feedback from Administrators to teachers, data has been provided each 6-weeks on significant student groups related to academic performance and social-emotional learning. PE teachers analyze PFT results to make a plan for improvement with students.</p>		
<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>1.2A: Supplemental resources were purchased to support ELA teachers to understand the articulation of standards, scoring guides and rubrics to support formative feedback and resource to provide visual representation/charts to support ELLs</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5000</p> <p>Software License 5000-5999: Services And Other Operating Expenditures</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3700</p> <p>Software License 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>understanding of content. Additionally, class sets of scholastic readers were purchased to support student engagement to grade-level standards. Each ELA teacher received \$200 to purchase books to support classroom libraries. R180 classes received sets of headphones to support listening domain for students.</p>	<p>LCFF Suppl/Conc -- 0707 \$500</p>	<p>LCFF Suppl/Conc -- 0707 \$500</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>1.2B: Supplemental resources were purchased to support Math teachers to understand the articulation of standards, scoring guides and rubrics to support formative feedback.</p>	<p>Technology Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1000</p>	<p>Technology Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1100</p>
<p>C. Purchase supplemental Science instructional materials/supplies (lab supplies/equipment) and resources to support standards-based instruction and technology integration.</p>	<p>Resources to support Poster Math were purchased. District provided ALEKS licenses to support remediation of concepts. All math classes received a class set of calculators for use by students.</p>	<p>Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1100</p>
<p>D. Purchase supplemental History-Social Studies instructional materials/supplies, resources, and digital tools to support standards-based instruction, literacy, and technology integration.</p>	<p>1.2C: Supplemental resources were purchased to support Science teachers to understand the articulation of standards, scoring guides and rubrics to support formative feedback.</p>	<p>Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p>	<p>Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>
<p>E. Purchase supplemental PE equipment to support students meeting the standards in the Healthy Fitness Zone & 100-Mile Club.</p>	<p>A subscription to BrainPop was purchased to support students creating media-rich presentations of science understanding. NewsELA NGSS-aligned materials has also been used. In addition, science classes utilize Pear Deck, BrainPop, Kahoot, Quizizz, Quizlet and lab equipment.</p>	<p>Technology Equipment 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$1700</p>	<p>Technology Equipment 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$1350</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</p>	<p>1.2D: Scholastic magazine supporting civics and CCSS in Social Studies</p>	<p>Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000</p>	<p>Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2800</p>
		<p>Field Trips (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$700</p>	<p>Field Trips (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$950</p>
		<p>Software License (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$1000</p>	<p>Software License (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>participating in the Visual and Performing Arts.</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>were purchased and shared among the department.</p> <p>1.2E: PE department has purchased a variety of sports/movement equipment to support a healthy lifestyle.</p> <p>1.2F: Several new instruments were purchased and services using VAPA funds, in addition, funds were used for students to travel and perform at local elementary schools. Video production class received a MacBook, iPad equipment to support Mustang TV.</p> <p>1.2G: Schoolwide BrainPop license is purchased to support storyboards, student generated science videos. 5-Star software was purchased to support student engagement & Mustang Points. Purchased Robotic Kits to support grant-funded robotic kits for PLTW. Teachers who self-identified will receive wireless projection capabilities to allow freedom of movement around the classroom.</p> <p>1.2H: Arreya Digital signage software continues to be used, along with implementation of eSports equipment provided largely by district Technology department.</p> <p>1.2I: PrintShop continues to be encouraged to mitigate copy costs. Two new copy machines were purchased for the staff lounge to replace 3 aging DUPLO machines to</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>reduce maintenance and printing expenses.</p> <p>1.2J: Flexible seating and gaming rocking chairs were purchased for Makers Space.</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 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, IMPACT Team, mindset practices, and technology integration to support and accelerate student learning.</p> <p>B. The AVID Coordinator and team members will provide monthly training sessions to support the implementation of AVID methodology/strategies school-wide (WICOR).</p> <p>C. Administrators will conduct Learning Walks to gather evidence of and monitor learning on campus.</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</p>	<p>1.3A: Teachers participate in weekly Impact Team meetings; monthly staff meetings, 2nd Teams, & department meetings. In addition, Leadership/AVID team meets routinely. Teachers participate in district PD through jORS, on-site Impact Team support from district TSA, and various members are on Units of Study teams.</p> <p>1.3B: A dozen teachers attended a Focus Note Taking training, consistent discussing in leadership meetings on how to support AVID strategies schoolwide, and the use of 3-column staff meeting agenda to support the AVID strategy. WICOR is routinely being reinforced through the formative process and IMPACT team protocols. Whole-staff PD has been provided to support implementation of Focused Note Taking, with an emphasis on the processing of notes and students creating notes.</p> <p>1.3C: Routine classroom visits take place and a system is used to ensure consistent classroom visits. Focused Note Taking walkthroughs are conducted and whole staff collective sharing and feedback was used to</p>	<p>Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$8000</p> <p>AVID Membership 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$2586</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3000</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5000</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$8300</p> <p>Materials/Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$500</p> <p>Substitute Teacher</p>	<p>Substitute Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$6700</p> <p>AVID Membership 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$2586</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1900</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2200</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$800</p> <p>Materials/Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$500</p> <p>Substitute Teacher</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Standards, NGSS, PE Model Content Standards, AVID, Brain-based strategies, Mindsets, IMPACT Teams, Project Lead the Way, STEAM and technology integration to support and accelerate student learning.</p> <p>E. Teacher Leaders/Administrators/Counselors will attend training sessions and 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 UoS pacing guides and assessments & 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 UoS Assessments/Performance Tasks, IMPACT 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>establish next steps for FNT implementation.</p> <p>1.3D: ELA & Science Impact Teams continue to receive PD from district TSA, a team of teachers and Administrators attended Excellence through Equity conference to support equity in instruction and learning, 12 teachers attended Focused Note Taking training by RIMS AVID, teachers continue to attend district provided training through jORS. A team has registered and will attend AVID Summer Institute in July 2020 and a team will attend MindFuelED conference in Colorado in June 2020.</p> <p>1.3E: Teachers have attended Focused Note Taking, Inclusive Education for Students with Mild-Moderate Disabilities training, Excellence through Equity Conference, NGSS PD, AVID Summer Institute (July 2020), & MindFuelED (June 2020)</p> <p>1.3F: Late-Start time is designated each week with weekly Impact/Data team for 30 minutes, bi-monthly staff meetings and leadership meetings, monthly department meetings. Additional release time is given to support IMPACT team and UoS.</p> <p>1.3G: Teams are provided with weekly 30-minute IMPACT/Data team time. Math teachers are provided release time for grading Pre/Post UoS assessments. ELA teachers have</p>	<p>1000-1999: Certificated Personnel Salaries LCFF VAPA -- 0763 \$800</p> <p>Hourly Teacher 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$800</p>	<p>1000-1999: Certificated Personnel Salaries LCFF VAPA -- 0763 \$970</p> <p>Hourly Teacher 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	been provided additional release times to continue IMPACT team work after meeting with consultant.		
<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, coordinate and monitor attendance, academic, and behavioral, interventions, Extended Learning Opportunities and Enrichment Programs (i.e. GATE).</p> <p>C. Provide intervention teachers in ELA (i.e. READ 180) and MATH (i.e. Tutorial) to ensure additional time and support for students to demonstrate mastery of CSS.</p> <p>D. AVID classes and tutors will be provided to support student learning and college and career readiness.</p> <p>E. Promote and implement inclusive practices to support student (RSP/SDC) instruction in the Least Restrictive Environment (LRE).</p> <p>F. Teachers will provide before school and/or after-school tutoring (ELO) to</p>	<p>1.4A: Emphasis has been placed on Project Based Learning (PBL), and specifically in science there has been creation of open-ended projects, and supporting students to attend science fair. Video production elective continues to expand to align with CTE pathway at Rubidoux HS. Teachers provide extended learning opportunities; extra time; after school help/tutoring; modified and reduced tasks; scaffolding. Guided Notes, physical copies/handouts, additional time, shortened/modified assignments, sentence frames, graphic organizers, student choice for assignments, opportunities for extra practice, modified assessments (verbal vs. written)</p> <p>1.4B: Differentiated instruction is provided through specialized instruction, sheltered classes, tutorial and remedial classes, instructional aides, and after school & late-start tutoring. Two Counselors, with a caseload of approximately 375 students, with one funded through district and one funded through Title I site funds. Counselors hold minute meetings with all students to review academic, social and engagement/attendance.</p>	<p>Counselor (1) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$131397</p> <p>Counselor (2) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$124456</p> <p>AVID Tutor 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$4896</p> <p>AVID Tutor 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$5029</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$6500</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Substitute Clerk 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>	<p>Counselor (1) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$131397</p> <p>Counselor (2) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$124456</p> <p>AVID Tutor 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p> <p>AVID Tutor 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$3400</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4300</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$400</p> <p>Substitute Clerk 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>those students in need of academic support.</p> <p>G. Implement the Think Together program to provide academic and behavioral support after-school.</p> <p>H. Provide a Librarian Technician to support students' acquisition of literacy, numeracy, and technological skills.</p> <p>I. 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>1.4C: There are currently 9 periods of math intervention and 4 periods of ELA intervention.</p> <p>1.4D: AVID program supports 148 students in an AVID elective (an increase of 32% year over year) and emphasis has been placed on increasing AVID tutors and we currently have 2 AVID tutors, with an emphasis place on peer tutoring.</p> <p>1.4E: An increase of collaborative periods are offered with 2 sections of math collab being implemented for 2019-20, with the Instructional Aide and SpEd teacher supporting 2 different classrooms. Additionally, extended time on certain projects has been implemented in science classrooms to support students.</p> <p>1.4F: Numerous teachers provide after-school support, in addition, a partnership with RHS advanced math students has provided for after-school ELO to support students in math, and a late-start tutoring time has been implemented to support students.</p> <p>1.4G: ThinkTogether Coordinator and Principal meet monthly to discuss academic and behavior supports that could be provided during program.</p> <p>1.4H: Library Technician provides before, after and during lunch open library times. LT has been instrumental in transitioning the library to a Makers Space environment.</p>	<p>\$250</p> <p>Library/Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$69209</p>	<p>\$250</p> <p>Library/Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$69209</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Library Technician has also been a sponsoring staff member for our newly formed eSports Club and team.</p> <p>1.4I: Currently there are no students receiving CEP services.</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>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>1.5A: EL Facilitator develops the ELPAC plan, provides supports to ELLs through Club M.A.S., provides strategies to teachers to best support ELLs, provides direct support to EL 1/2 through Advisory and ELD.</p> <p>1.5B: District provided B.E.L.I.E.F. training has been completed, with 2 sessions provided to all teachers to best support ELD standards within the content areas.</p> <p>1.5C: 3 BLTs (2-3 hours, 1-6 hour) provide direct support to all sheltered classes and classes with a significant number of ELLs. Instructional Aides (4-3 hours, 1-6 hour) provide inclusion support with 6 general education classes.</p> <p>1.5D: Second Team, made up of teachers and EL Facilitator, meet to share practices that support ELLs. EL Facilitator is provided a release period to support ELLs.</p> <p>1.5E: ELPAC bootcamp is provided to support LTELs prior to ELPAC.</p> <p>1.5F: Additional resources are provided to support EL 1/2 students in</p>	<p>BLT Salary 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$17389</p> <p>BLT Salary (25%) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5467</p> <p>BLT Salary (75%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$16403</p> <p>Overtime Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Hourly Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$250</p> <p>Hourly Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500</p>	<p>BLT Salary 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$17389</p> <p>BLT Salary 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5467</p> <p>BLT Salary 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$16403</p> <p>Overtime Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Hourly Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Hourly Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>F. Purchase supplementary materials and resources to support language acquisition and literacy.</p>	<p>ELD and ELA. Increased budget for classroom and BLT supplies is provided.</p>	<p>Materials/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1522</p> <p>BLT Salary (one 6 hr and two 3 hr) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$92968</p>	<p>Materials/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1522</p> <p>BLT Salary (one 6 hr and two 3 hr) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$92968</p>
<p>1.6 Provide standards-aligned assessments with data analysis and monitoring support.</p> <p>A. Impact Teams will collaborate weekly 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. Impact 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>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>1.6A: There has been an emphasis, both in the IMPACT team protocol and schoolwide to support formative assessment and feedback, developing technology resources, and on cross-curricular focus on literacy instruction. All core departments are formally involved in the IMPACT team process. Impact team time has been modified to meet weekly for shorter periods of time rather than biweekly.</p> <p>1.6B: Administrators meet weekly with Impact Teams to discuss student performance and the process of formative assessment. Administrators and Impact Team Leads have met 1:1 to discuss Impact Team process.</p> <p>1.6C: Counselors utilize the district math placement criteria, monitor student academic performance and students with failing grades are supported by Counselor check-ins and small group academic support groups, in addition to meeting with all parents of students who are failing.</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**

1.6D: Progress reports are mailed home each 6-weeks and additional material and communication is included to support home-school connection.

Analysis

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

Formative feedback continues to be an emphasis and the scaling of IMPACT teams has brought on Science, ELA & Math (& Social Studies unofficially) both grade levels participating. The IMPACT teams have focused on looking at different sources of student evidence, analyzing student performance, and determining next action steps. The teams have also focused heavily on developing students skills at providing feedback to peers, through the TAG process. This feedback has directly impacted students understanding of their performance related to the success criteria.

Focused Note Taking is the primary instructional and learning focus school wide for the 19/20 school year, with whole-staff PD being provided to support the 5 phases of the FNT process. Approximately 2/3 of teaching staff has been trained by AVID on the Focused Note Taking process, and 2 sessions of whole-staff PD has been provided by Administration. A walkthrough of all core classes collecting evidence of Focused Note Taking has been completed. Teachers then reviewed and provided feedback to each other and next steps were identified.

There are UoS representative in ELA, Math, and Science that work to review and refine UoS units and share out information with staff. Department chairs and Impact Team leads work within their content areas to implement California state standards and the UoS following the suggested pacing guides. Impact/Data teams meet weekly to collaboratively plan instruction, discuss instructional strategies, and analyze student work and assessment data. District TSA support has been provided for Math Impact Team as they begin Year 1. The Leadership/AVID site team which has increased the awareness of AVID strategies, but also of the CCI requirements from certification this past school year.

The performance of students on grade-level standards continues to be an area of great need and numerous interventions and support strategies are being used. Most notably, there are currently 8 math intervention periods, 5 english intervention periods, 3 Study Skills electives, 1 ELD/ELA block being offered to support students to meet grade-level standards. The need for intervention is high and required a high number of allocation of FTEs (3.4 FTE) to meet the need. To support the discussion around grading practices, data is shared with all teachers that looks at student grades by department, course, and student sub group.

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

The formative process and feedback by and for students has increased the clarity among students and teachers and student gains are being observed and measured based on the success criteria. Teachers are reporting that they're understanding student misconceptions greater which I believe will directly impact student understanding. The work to expand and equip the remainder of the data teams with Impact protocols is still being discussed and will, undoubtedly, require additional release time and potential funds for resources this next school year.

The certification of AVID this past school year has highlighted many areas of potential focus, and as a site one claim area in each domain was established. Focused Note Taking was developed as our schoolwide instructional strategy and this common language and protocol has been helpful in unifying the instructional setting of the school, alongside the formative protocols that are being developed.

The need for intervention sections, combined with the decrease of 2 FTEs this school year, has required less elective offerings for students, with higher class sizes in certain subject areas. To further support SWD, the academic performance will be monitored each 6 weeks by case carrier and plans for remediation and intervention will be developed for SWD who are failing. The need to increase collab offerings in the subject areas will continue to be an area of emphasis, specifically in math, to provide additional grade-level offerings for SWD, which should increase their performance on grade level standards.

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

Decrease in spending on teacher hourly was made due to a shift from ELO to late-start tutoring. Teacher release days have decreased due to intentional scheduling for consistent times for teams to meet during late-start. The shift of funding for Health Clerk Aide to district funding allowed those funds to be reallocated to Conferences to allow a team to attend MindFuelED conference to support student ownership of learning.

****Majority of budget items were FROZEN due to school closure on March 13, 2020 due to COVID-19****

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.

- Formally develop all core subject area teams in the Impact Team process, with emphasis being placed on Math Impact Team development to address student performance decrease in math
- Shift support for students from math tutorial to AVID elective due to the success of AVID students academically at our site, the AVID elective sections added will be taught by math and science teachers and the tutorial time during AVID elective will focus on mathematics support.
- All teams will maintain pacing and common protocols will be used schoolwide for 3 cycles in 20/21 school year
- Focused Interim Assessment Blocks being implemented to serve as a formative tool to monitor student progress, along with Units of Study post assessments.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

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	Maintain 100% of Good or better on FIT reports.	94% of systems in good repair ("Good" school rating on report)
P5: School Attendance Rates	Chronic Absenteeism Rate All: 9.9% (decrease by 1.5%) SWD: 21.1% (decrease by 1.2%)	Chronic Absenteeism Rate All: 11.8% (maintained) (currently 9%) EL: 12.9% (increased by 1.7%) (currently 11.5%) SED: 12.4% (increased by 0.7%) SWD: 25.5% (increased by 4.4%) (currently 14.8%)
P6: Pupil Suspension Rates	Suspension Rate All: 7.4% (decrease by 0.4%) SWD: 12.6% (decrease by 0.7%)	Suspension Rate All: 5.0% (declined by 2.4%) (currently 3.2%) EL: 6.8% (declined by 1.5%) (currently 5.3%) SED: 5.4% (declined by 2.3%) SWD: 8.6% (declined by 4%) (currently 5.8%)
P6: Survey of pupils, parents, teachers on sense of safety	Based on May 2019 LCAP Survey data: Students: 94% feel safe, 6% feel unsafe Staff: 85% feel safe, 11% feel unsafe Parents: 96% feel safe, 4% feel unsafe	Based on May 2019 LCAP Survey data: Students: 94% feel safe, 6% feel unsafe Staff: 85% feel safe, 11% feel unsafe Parents: 96% feel safe, 4% feel unsafe
P6: Survey of pupils on sense of connectedness	Based on May 2019 LCAP Survey data: Students:	Based on May 2019 LCAP Survey data: Students:

Metric/Indicator	Expected Outcomes	Actual Outcomes
	90% feel there's an adult they can go to with their problems 10% disagree	90% feel there's an adult they can go to with their problems 10% disagree

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>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. Full time Licensed Clinician through Community Partner will serve Mission</p>	<p>2.1A: A 4-hour HCA is on site daily to support students and provide teachers with information related to health alerts.</p> <p>2.1B: Health supplies are routinely stocked and available, and feminine hygiene products are available for students to access without need for adult permission.</p> <p>2.1C: School Nurse provides hearing and vision screening. Borrego Dental provided 6 days on site. Two days for Tdap and 4 days on site support for dental screening and treatment.</p> <p>2.1D: Breakfast is provided daily at no cost to all student and lunch is available daily.</p> <p>2.1E: Each student receives 50 minutes of PE each day and the blacktop is open for basketball & soccer each day during lunch. Soccer Club hosts soccer activities 4 days per week with approximately 50 students.</p> <p>2.1F: Counselors provide support services to students on a routine</p>	<p>Health Care Aide - 3 hours (.50) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$7478</p> <p>Health Care Aide - 3 hours (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$6956.00</p> <p>Mental Health Support Supplies & Resources 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3500</p>	<p>Health Care Aide - 3 hours (.50) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$7478</p> <p>Health Care Aide - 3 hours (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$6956</p> <p>Intern Social Workers 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>basis, with each Counselor having ~375 students on their caseload. Students receive supports from 1 full time mental health therapist and 2 onsite Social Work Interns. 50 students have been served through Medi-Cal. 300 Students were assessed for trauma through CBITS, 184 students received individual consultation fro trauma. 4 CBITS groups of 25 students received group and individual cognitive intervention for trauma in schools. 25 students' parents/families received psycho-education, resources and support. 5 students were provided a mentor through the Mentor Program. ~25 Gate Students participated in groups focusing on social and emotional wellness. Open Door lunch groups are available for 6-10 students.</p> <p>CREST is notified by Counselors, Admin or SRO and provides emergency response to students in crisis (20+ this school year). During SART meetings, community resources are provided to parents and parents are partnered with various organizations to provide mental health supports, including Healthy Families, Kaiser Permanente, District Attorney.</p> <p>2.1G: A licensed clinician from Wylie Center meets with students qualified through Medi Cal on site.</p> <p>2.1H: Resource lists are provided through office, counseling, social worker, & Admin.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	2.1I: Required Family Life education is completed in all science classes with a parent preview night provided.		
<p>2.2 Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems.</p> <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, & 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</p>	<p>2.2A: Two 8-hour Campus Supervisors, Three 2-hour Activity Supervisors, Two 2.5-hours Activity Supervisor and 1 SRO.</p> <p>2.2B: SRO is assigned to the site daily and provides supervision, mentoring, and guidance with school safety.</p> <p>2.2C: Healthy Kids surveys are provided to all students, LCAP surveys are provide to students, parents, and staff, CBITS screener is provided to students to determine mental health supports, as needed students are surveyed to determine interest on campus, and each 6-weeks a survey is included for students on the reflection activity. Student Advisory Board created to gather student voice and input regarding topics directly impacting students on campus.</p> <p>2.2D: ThinkTogether has ~80% attendance rate and increasing and has a dedicated space on campus, including a classroom for coordinator and students.</p> <p>2.2E: Campus Supervisors provide extra supervision when deemed necessary for after school activities.</p>	<p>Overtime, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$250.00</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$200.00</p>	<p>Overtime, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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>2.2F: Counselors and Admin meet with students in small groups and in Advisory as necessary to share important information. Admin also uses videos shared in advisory to share messages to students.</p> <p>2.2G: Kindness Matters campaign (weekly t-shirts worn on Thursday), Project KIND campaign, Kaiser Permanente Anti-Bullying assembly, District Attorney Assembly, and routine Advisory lessons support student understanding. Students and teachers participate in the Happiness Sprinkling holding positive signs on the main intersection near the school.</p> <p>2.2H: Not in place at this time.</p> <p>2.2I: See 2.2G</p>		
<p>2.3 Multi-Tiered System of Supports</p> <p>A. Social Skill instruction and implementation of a site-wide license for Second Step Social Emotional Learning curriculum to be utilized in each Advisory.</p> <p>B. Behavior Incentives</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</p>	<p>2.3A: Advisory has taken a significant place in supporting students. Advisory is 25 minutes each day, and each teacher has an grade-level specific group of 25-28 students. Special Education teachers have their entire caseload as their Advisory and work closely to support these specific students. An Advisory Map is provided weekly to teachers, developed by Counselors with Admin support, to provide Social-Emotional Learning (including 24 SecondStep lessons), weekly class discussion topics, weekly class Advisory projects, Digital Citizenship, and a wide-range</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p> <p>Technology Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000</p> <p>Conference</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2700</p> <p>Technology Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$800</p> <p>Conference</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>in school newspaper, Mustang TV, good guy activities, 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. MMS administrators will refer students, when appropriate, to Student Youth Court as an intervention strategy.</p> <p>G. Counselors, Administrators and Resident Sub will provide push-in support to remediate classroom behaviors and support students in remaining in the classroom.</p>	<p>of AVID strategies to support organization, including binder checks, planner usage checks, and supply checks.</p> <p>2.3B: Students earn MustangPoints using a 5-star Software program. Behavior incentives include monthly trips to Shakey's Pizza, eligibility for school field trips, Nacho Lunch, SWAG bags, Front-of-the-line passes, and donated gift certificates. Students are also provided an opportunity to participate in Mustang Madness based on progress report grades and behavior.</p> <p>2.3C: Push-In support continue to be utilized as support for students outside of typical classroom behavior interventions. To date our district provided resident sub and counseling team have provided push-in support on 300 occasions to remediate behavior concerns and keep the student in the class. Outside of a major Ed Code violation, students do not rapid exit out unless deemed necessary by push-in support, however, the normal course of referrals being available to staff remains in place but students are not sent out immediately with the referral. Alternatives to Suspension are being implemented on 95 unique occasions, 3 students have been assigned to attend student youth court. Students are assigned to OCI for partial days for full days based on the severity of their infraction and the Base</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2500</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 \$2500</p> <p>Assemblies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$600</p> <p>Transportation Services 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$600</p> <p>Software License 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2800</p> <p>Assemblies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Curriculum is being used to support students in the reflection process of their behavior. Students who have 1 suspension are individually checked in with to remind them of the end of the year and promotion activities to encourage appropriate behavior.		
<p>2.4 Prevention of Drug, Alcohol, Tobacco and Violence</p> <p>A. All staff will educate students on prevention of the use of drugs, tobacco, and violence.</p> <p>B. MMS administrators and counselors will refer at-risk students to the Youth Accountability Team (YAT) as an intervention strategy.</p> <p>C. Develop and implement a Red Ribbon Week Program and Activities</p> <p>D. Host an annual Riverside County District Attorney presentation for parents and students</p> <p>E. Anti-Bullying and Kindness Assemblies, Activities, Parent Workshops will be offered through Riverside Community Hospital Charitable Foundation HERO Program.</p>	<p>2.4A: Supported through SEL curriculum in Advisory, District Attorney presentation, Kaiser Permanente presentation, and BASE for students who have experienced inappropriate use. Student who have had concerning interactions with drug or alcohol are referred for behavioral health supports.</p> <p>2.4B: No YAT referrals this year. 5 GIFT referrals were submitted at the beginning of the school year.</p> <p>2.4C: Red Ribbon Week organized by ASB, but emphasis placed through other programs (Project Kind, The Happiness Sprinkling Project, Anti-Bullying Institute (HERO program).</p> <p>2.4D: DA Sutton will present to all students regarding drugs, gangs, cyber bullying, and trafficking and broader impact of life choices.</p> <p>2.4E: The HERO program came out and hosted 2 assemblies for all students and will come back to host lunch time activities.</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$100.00</p> <p>Assemblies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$85</p> <p>Assemblies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>2.5A: Inventory was completed and supplies were purchased for individual disaster buckets in classrooms and in storage shed.</p> <p>2.5B: Safe Schools Coordinator attended district sponsored trainings and workshops to support development and revision of plan.</p> <p>2.5C: Staff meetings are held prior to drills, staff input is gathered after a drill using a Google Form, Active Shooter training completed for all staff by consultant and support by SRO.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</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>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>2.6A: Routine reports are generated to monitor attendance by Assistant Principal with specific focus on SWD and EL, and individual meetings are held with students who are at risk of becoming chronically absent and Saturday School invitations are specifically shared with these students. Parents have received Q Communications informing them of their child's attendance, whether is be satisfactory or chronically absent or at risk of becoming chronically absent. Student reflect every 6 weeks on the student reflection about their current attendance rate and set goals to maintain or improve their attendance.</p> <p>2.6B: SART meetings have been a priority and have been held for 63 students to date. Students who are on a SART are met with prior to reaching qualification of a SARB.</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>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>2.6C: 21 students are involved in the SARB program so far this school year.</p> <p>2.6D: Teachers are provided reports of school wide attendance each day on the staff bulletin, and provided updates of student attendance via rosters. Students are provided with a print out of their current attendance for them to also go over within their Advisory class.</p> <p>2.6E: Attendance Secretary attended Independent Study training by state Auditor and Counselors have attended the Riverside County Chronic Absenteeism conference.</p> <p>2.6F: 6-week perfect attendance Mustang Points are awarded, special lunch for semester perfect attendance, and recognition at the Mustang Pride assemblies.</p> <p>2.6G: Students are monitoring and self-reflecting using schoolwide reflection form each 6-week grading period.</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>B. Teachers and staff will refer students to the school nurse when there are health/vision/hearing, hygiene, and welfare concerns</p>	<p>2.7A: All staff received required Mandated Reporter training.</p> <p>2.7B: Teachers express concerns to HCA when appropriate and District Nurse is contacted as necessary. Teachers have access to referrals for student hygiene, school supplies to</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500.00</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$250</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. All staff will be trained on identifying early warning signs of behavioral and emotional problems in students	directly refer students to needed resources.		
D. All staff will be informed of the school-wide disaster plan, and receive information on the Safe Schools Plan	2.7C: Teachers continue to have an of understanding the brain-science behind trauma on students. Teachers are regularly informed of resources available to students to support.		
E. All staff will be trained on MTSS	Teachers are aware for their levels of support available to students on campus.		
F. All staff will be trained on sexual harassment policies	2.7D: See 2.5C		
G. Staff will have access to attend conferences/workshops related to school safety plan, policies and procedures	2.7E: Training has been provided through BELIEF, GATE, SEL, AVID, Inclusion. A team of general ed and special ed teachers, and administrators attended Equity for Excellence conference.		
H. Staff will have access to CPR and First Aid training	2.7F: All staff participated in the required Harassment & Diversity training.		
I. Staff will be provided with resources to identify bullying behaviors	2.7G: See 2.5C		
J. Staff will be provided resources in substance abuse prevention	2.7H: Staff that is required to have current CPR training is notified and completed training prior to expiration. Office staff has been trained on D-Fib and EpiPen by District Nurse.		
	2.7I: AP and counselor attended a conference on bullying through Riverside County. Schoolwide campaign to be an upstander and not a bystander was promoted in the Fall.		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

2.7J: Resources have been provided to support Counselors, Admin & Social Work Interns.

Analysis

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

Our Advisory program continues to be strengthened to more effectively support students and provide comprehensive and intentional social-emotional learning, which is in line with the implementation of mental health supports over the past 3 years. Advisory is a stand-alone 25-minute period at the beginning of each day. An Advisory Map is provided weekly with direct links to lessons, activities, discussion topics, and the overall focus for the week. Advisory activities can include SEL lessons using Second Step, check in and check out with students, student surveys, Digital Citizenship lessons and collecting student input. Flexibility is provided to allow teachers to best meet the needs of their students, but each Wednesday all Advisories must complete the required Second Step SEL lesson.

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 being our resident sub and Counselors as necessary 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 processing with students outside the classroom, sitting with students to focus on assignments, taking a quick break with a walk around the school, to facilitating next steps (i.e. apology to teacher, getting required materials). The continuum of discipline options remains in place but alternatives to suspension are strongly considered and provided when appropriate. Thus far over 300 different instances of push-in supports have been provided to students, with majority successfully having the student remain in the classroom to continue their learning.

The Chronic Absenteeism report is reviewed bi-weekly to identify students who are at risk of being chronically absent or have met the threshold. SART meetings are scheduled and conducted monthly. Individual meetings with SWDs have occurred to help provide awareness of absences and their impact and additional supports and personal invitations to attend Saturday School. Advisory teachers have received a report with each student's attendance percentage. Students have also received a letter informing them of their current attendance. Students self-monitor attendance and report out number of absences and set goals each 6-weeks on the reflection activity and identify if this is at risk or chronically absent.

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

The stand-alone Advisory period has supported more intentional connection between teachers and students in their Advisory, and it provides another opportunity to have an additional adult to support the student. This model has provided additional time outside of the typical instructional periods to protect the instructional time and support areas needed for student success. Students and staff have both reported positive feelings and positive outcomes from Advisory, with some staff sharing that it is not always comfortable but they know it is important, and students reporting that they appreciate talking about topics (i.e. relationships, anxiety) that they've never talked about apart from their peers. Specialized Advisories have been started to support students' connection to school. Teachers have expressed interest in supporting students in their development of Social Emotional Learning through unique areas of focus such as, Art, Culture and Diversity, Mustang Express, English Learners, etc. Our goal is to increase the number of specialized advisories to students next year. Students from the Student Advisory Committee shared that they appreciate being able to talk about "real-life topics" and they would like to have more specialized advisories.

With over 300 push-in supports, 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. 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. Suspension rate declined 2.4% overall & 4% SWD this last year. We are currently down 1.8% overall and 2.8% for SWD, which places us on track for green performance on the dashboard overall and yellow for SWD.

SART contracts have been implemented for all eligible students increasing year over year. We have been diligent in our SART follow up and monitoring and currently have 20 students who are being monitored by SARB, with 8 of these being SWD or EL. Chronically absenteeism rates have declined 2.8% school wide from last year (9.0% currently and on track to meet our goal to be Green (under 10%) on Dashboard reporting). SWD with the targeted support has declined 10.7% (14.8% currently and on track to meet our goal to be Yellow (under 20%) on Dashboard reporting). Saturday School attendance is being promoted and all eligible student invited with a slight decline in attendance year over year.

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

Majority of budget items were FROZEN due to school closure on March 13, 2020 due to COVID-19

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.

Students will continue to be closely monitored using the CALPADS and Future SART and SARB reports to ensure students who qualify for a SART contract are being identified. Students will receive their current attendance every 6 weeks in their advisory class so they can remain aware and set goals to make improvements. Beginning next school year we will plan to have a full time Hybrid Medi-Cal / Site Discretion Therapist (management position) which will result in a site-based cost of \$8,000.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students.	2018-19, May 2019 LCAP data: Parent Survey - Percentage of parents who participate in school-wide activities - All of the time: 8% Most of the time: 27% Sometimes: 56% Never: 10%	2018-19, May 2019 LCAP data: Parent Survey - Percentage of parents who participate in school-wide activities - All of the time: 8% Most of the time: 27% Sometimes: 56% Never: 10%
P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making	2018-19, May 2019 LCAP data: 80% Yes	2018-19, May 2019 LCAP data: 80% Yes
P5: Student engagement survey	2018-19, May 2019 LCAP data: Student Survey - Percentage of students who participate in school-wide activities - All of the time: 14% Most of the time: 51% Sometimes: 30% Never: 5%	2018-19, May 2019 LCAP data: Student Survey - Percentage of students who participate in school-wide activities - All of the time: 14% Most of the time: 51% Sometimes: 30% Never: 5%
P6: Surveys of pupil, teachers on sense of school connectedness	2018-19, May 2019 LCAP data: Student Survey Welcoming Environment: 95.76% agree (somewhat, moderately, strongly) Positive Learning Environment: 96.3% positive (somewhat, moderately, extremely) Parent Survey Welcoming Environment: 100% welcoming (extremely, moderately, somewhat)	2018-19, May 2019 LCAP data: Student Survey Welcoming Environment: 95.76% agree (somewhat, moderately, strongly) Positive Learning Environment: 96.3% positive (somewhat, moderately, extremely) Parent Survey Welcoming Environment: 100% welcoming (extremely, moderately, somewhat)

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Satisfaction with Instruction: 100% satisfied (extremely, moderately, somewhat)</p> <p>Staff Survey</p> <p>Welcoming Environment: 95% welcoming (extremely, moderately, somewhat)</p> <p>Collaborative culture at school/site: 75% agree (strongly, agree)</p>	<p>Satisfaction with Instruction: 100% satisfied (extremely, moderately, somewhat)</p> <p>Staff Survey</p> <p>Welcoming Environment: 95% welcoming (extremely, moderately, somewhat)</p> <p>Collaborative culture at school/site: 75% agree (strongly, agree)</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Provide improved opportunities for parents and community to partner and feel connected to their school through 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</p>	<p>3.1A: Use of Social Media (Instagram, Facebook, Twitter), School website, Q Communication notification system, Parent Connect, PeachJar digital flyer.</p> <p>3.1B: PTCs are held routinely using the language support from Counselors who are bilingual, and are held for students with academic &/or behavior concerns, and specifically for all students who are earning an F.</p> <p>3.1C: See 3.1A</p> <p>3.1D: Triple P parenting classes were held, Counselors presentation after each Coffee with the Principal, & parent contact when inappropriate technology use when monitored using GoGuardian. Parents are notified of Digital Citizenship topics that are covered through Advisory via paper mail with the progress report.</p> <p>3.1E: Teachers routinely use these tools to communicate with parents to</p>	<p>Salary Clerk TCT 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</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>Materials/Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$989</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>	<p>Salary Clerk TCT 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$16740</p> <p>Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>

**Planned
Actions/Services**

Citizenship, Cyberbullying, etc. via parent meetings.

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.

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

**Actual
Actions/Services**

address concerns as well as for positive reports as well.

3.1F: ELPAC results are mailed home by Language Services, and a special recognition is made at ELAC meeting for those who have been reclassified.

3.1G: Gradebook usage is monitored by Principal at an interval between progress reports and students are provided time regularly in Advisory to check Student Connect on their academic progress.

3.1H: Appropriate timelines are followed and multiple attempts are made to accommodate the parents availability.

3.1I: Active parent participation is encouraged and routine parent input and questions throughout the IEP meeting are solicited.

3.1J: Use of the 8 hr. TCT is utilized to provided for translation of IEP meetings.

3.1K: Back to School Night is held approximately 2-weeks into the school year, GATE parent meetings, ELAC meetings, Coffee with the Principal meetings, Protecting our Youth series.

3.1L: Staff regularly publicize events that are taking place on campus using Peach Jar as well as Q Communication to inform parents of activities taking place.

**Budgeted
Expenditures**

Postage
5000-5999: Services And Other
Operating Expenditures
Title I Basic -- 3010
\$800

**Estimated Actual
Expenditures**

Postage
5000-5999: Services And Other
Operating Expenditures
Title I Basic -- 3010
\$600

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>learning at Back to School Night and/or parent meetings</p> <p>L. Staff will use Social Media, School website, Parent Connect 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>B. All Parents will be invited to monthly 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</p>	<p>3.2A: Nomination forms for SSC and ELAC are provided in the registration packet. An annual list of meeting dates are provided to parents in print and monthly using PeachJar.</p> <p>3.2B: Parents are invited via social media and Q Communication of monthly meetings. Students who have parents attend earn Mustang Points for engagement.</p> <p>3.2C: The School Safety Plan is reviewed with SSC and available in the office for review.</p> <p>3.2D: Counselors routinely provide support to ensure parents know how to access ParentConnect. Additionally, Parent Connect is discussed as a tool during IEP meetings and written directions in English and Spanish for how to access Parent Connect are provided in the IEP room. Parents are also encouraged to check ParentConnect while meeting for SART and Parent Teacher Conferences.</p> <p>3.2E: School Safety plan was reviewed by ELAC and SSC. Input</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 \$943.00</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Substitute, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$750.00</p>	<p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Hourly, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Substitute, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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 all student celebrations, honor roll, attendance, EL, Science Fair etc.</p> <p>K. All parents will be invited to participate in a parent survey.</p> <p>L. MMS will host AVID 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</p>	<p>was provided at several meetings and was incorporated into the plan.</p> <p>3.2F: Counselors hold Parent Workshops immediately following Coffee with the Principal.</p> <p>3.2G: See 2.2E</p> <p>3.2H: Refreshments are provided for each parent meeting and positive feedback has been provided by parents attending.</p> <p>3.2I: See 3.1K</p> <p>3.2J: Parents are provided personalized invitations that are mailed home for student celebrations. They also receive a Q Communication informing them of the event.</p> <p>3.2K: Parents are invited and encouraged to participate in a parent survey via social media and website.</p> <p>3.2L: AVID Parent Night is schedule for April 30th.</p> <p>3.2M: Students have been nominated for Outstanding AVID Student awards. AVID students are recognized at the end of the year awards assemblies.</p> <p>3.2N: AVID information is shared with students and families during Elementary school visits, Back to School Night and Mustang Orientation.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>aid, high school graduation requirements, etc.</p>	<p>3.2O: Students are encouraged to share resources from the AVID PowerSchool page with their parents.</p> <p>3.2P: A-G requirements are printed in student planners, Counselor share at PTCs, topic at various stakeholder meetings, Falcon Pride Day, Best of Rubidoux, and electronic HS Course Guide is shared electronically.</p>		
<p>3.3 Parent/Family Provided Resources</p> <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 public library system.</p>	<p>3.3A: See 2.1F</p> <p>3.3B: See 2.1G</p> <p>3.3C: Healthy Families partnership provides workshop and PE teachers report data related to PFT on Student Connect and is accessible to parents on Parent Connect.</p> <p>3.3D: See 2.1A - D</p> <p>3.3E: Community literacy resources are shared electronically through PeachJar (i.e. Summer Reading Program).</p> <p>3.3F: See 3.2P</p> <p>3.3G: Students are provided planners at no cost and a replacement is provided at no cost.</p> <p>3.3H: Parents and Students are informed of our ReportIT form housed on MMS Student Spot (PowerSchool) & MMS website, and the link to Pssst!</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Materials/Supplies Planners 4000-4999: Books And Supplies Title I Basic -- 3010 \$450</p>

**Planned
Actions/Services**

F. Increase parent awareness of high school graduation requirements and A-G college admissions requirements.

G. 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.

H. Parents will be provided with the We-Tip Hotline information and Bully Prevention contact information.

I. 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.

J. 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.

3.4 Student Engagement

A. Provide incentives and field trips for EL students to promote a College-Going

**Actual
Actions/Services**

reporting is provided on district and school website.

3.3I: District- & Community-sponsored workshops and flyers are shared through social media and PeachJar, and specific students who have encountered such topics are intentionally invited.

3.3J: Topic of bullying is covered at Coffee with the Principal. District- & community-sponsored workshops and flyers are shared through social media and PeachJar, and specific students who have encountered such topics are intentionally invited.

3.4A: Club M.A.S. was established to support ELLs be connected to school. and EL 1 & 2s are supported with the

**Budgeted
Expenditures**

Overtime, Classified
2000-2999: Classified
Personnel Salaries

**Estimated Actual
Expenditures**

Overtime, Classified
2000-2999: Classified
Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Culture, including students who meet reclassification requirements.</p> <p>B. Provide recognition/incentives to students who make positive movement on the ELPAC.</p> <p>C. Provide students with weekly incentives for positive behavior and demonstrating Mustang Pride.</p> <p>D. Provide semester incentives for positive behavior and demonstrating Mustang Pride.</p> <p>E. Provide rewards and incentives to students who meet Honor Roll and attendance criteria.</p> <p>F. Provide incentives and awards for academic achievement and Science Fair participants.</p> <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>EL Facilitator in a specialized Advisory class. Parents who have participated in the College Readiness Literacy Class and their Students will participate in a field trip to CBU in the Spring.</p> <p>3.4B: 15 Students will be recognized in April for reclassification. Once 2nd year data comes from ELPAC we will recognize positive movement.</p> <p>3.4C: Praise Note drawings take place on Fridays through Video announcements.</p> <p>3.4D: 5-star students are provided a field trip and lunch at Shakey's each month, Praise Notes are drawn and swag bags are provided.</p> <p>3.4E: Mustang Pride assemblies recognize 5-star recipients, perfect attendance, honor roll, Principal's Honor Roll, along with a special lunch and front of the line sticker each 6-weeks. Students and parents are invited to attend.</p> <p>3.4F: Students were encouraged to attend Science Fair and several students place in their category, with one student moving on to the County Science Fair.</p> <p>3.4G: Many field trips have been provided for student who meet eligibility, including Whale Watching, College Tours, Science Center, Museum of Tolerance, Clippers</p>	<p>Title I Parent Involvement -- 3010 1902 \$500.00</p> <p>Hourly, 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 \$150.00</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000.00</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,370.00</p> <p>Materials/Supplies-Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1379</p>	<p>Title I Parent Involvement -- 3010 1902 \$0</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$100</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Materials/Supplies-Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>K. Mustang TV will continue to engage students and produce video announcements to be shown during Advisory.</p>	<p>Basketball game. Clubs organize many extra field trips that enrich students learning.</p> <p>3.4H: Students who meet these requirements field trips and other activities, such as Medieval Times & Mustang Madness.</p> <p>3.4I: Mustang Madness is held 2-3 times throughout the year and provides the students to choose an activity that is led by staff members and students who are not eligible receive intervention during this time.</p> <p>3.4J: Not needed, but use of the 5-Star free app being promoted.</p> <p>3.4K Mustang TV runs every Friday. Videos are created by students in 2 elective courses, consisting of approx. 60 students. Mustang TV shares information about campus events, highlights, and student achievements.</p>		

Analysis

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

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 24 active clubs that meet during lunch and after school (~40% of students have been engaged in at least 1 club) that are led by staff members, ranging in topic from our very active Science Club to Soccer Club to Multicultural Club. Additionally, we provide a schoolwide incentive of Mustang Madness, where students who are academically and behaviorally eligible choose an activity to participate in with a staff member. These activities have included making tie-dye t-shirts, cooking class, dissecting eyeballs, video arcade, learning to DJ, & soccer. To also encourage engagement, Mustang TV was established that provides a student-run video-based morning announcement on Fridays that is shown live in all advisories. On other days, Advisories volunteer to share the morning announcements and Pledge of Allegiance over the intercom.

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 ~75 students and families having directly received onsite mental health supports and resources from social worker

interns and full time outreach worker. Along this line, nearly 61% of all students screened using CBITS met the criteria for additional supports, meaning they have experienced at least 5 out of the 14 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, & immigration services. We have established a licensed clinician to provide on-site therapy through the Wylie Center.

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

Students are reporting, and the data is showing, that students feel and are more engaged at school, and this is further evidenced by the continuing addition of more clubs, with multiple being added this school year alone. The percentage of eligible students for this activity has increased from last year which is a positive sign of student engagement and academic success, and comments have been made by students such as "I don't want to get in trouble and lose Mustang Madness" or "I want to raise my grades up so I can participate in the promotion ceremony". The continuation and improvements of MustangTV has brought a new layer of student ownership over building school culture and continues to engage students.

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, 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.

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

Majority of budget items were FROZEN due to school closure on March 13, 2020 due to COVID-19

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.

Next year we will host a club showcase night to highlight the many offerings of extra curricular activities that are offered to Mission students. We will begin to establish a studio area for the Video Production class to film their morning announcements.

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	210,564.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	786,835.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	194,285.00	0.00
Title I Parent Involvement -- 3010 1902	2,698.00	0.00
Title III LEP -- 4203	7,123.00	0.00
LCFF Suppl/Conc -- 0707	126,920.00	0.00
LCFF District -- 500 0707	215,754.00	0.00
LCFF Sec Int -- 0046	213,809.00	0.00
LCFF VAPA -- 0763	9,031.00	0.00
LCFF AVID -- 0765	17,215.00	0.00

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
Valeria Estrada	Secondary Student
Sophia Bedoy	Secondary Student
Lilia Nolasco	Secondary Student
Margarita Jaramillo	Parent or Community Member
Juneisha Scott	Parent or Community Member
Delia Castillo	Parent or Community Member
Maria Vazquez (Alternate)	Parent or Community Member
Blanca Preciado	Classroom Teacher
Linda Del Toro	Classroom Teacher
Claudia Vasquez	Classroom Teacher
Marci McGray	Classroom Teacher
Yesenia Munoz	Other School Staff
Nicholas Blake	Principal

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
	Gifted and Talented Education Program 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 05/20/2020.

Attested:

	Principal, Nicholas Blake on 05/20/2020
	SSC Chairperson, Valeria Estrada on 05/20/2020



Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means of carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Mission Middle has developed a written Title I, Part A parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, & District Advisory Council (DAC). The policy is updated periodically to meet the changing needs of parents and the school (ESSA Section 1116(b)[1]. It has distributed the policy to parents of Title I students. The policy will be provided in the informational materials that are distributed to parents at the beginning of the year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at *Mission Middle* the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116(c)[1].

- *During annual meeting at Back to School night in August.*

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116(c)[2].

- *A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.*

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parental involvement policy (ESSA Section 1116(c)[2].

- *An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.*
- *Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented, Special Education advisories & District Advisory Council (DAC).*

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A].

LEARNING WITHOUT LIMITS



Mission Middle School

- *Through parent communication, Back-to-School night, SSC, ELAC, and Coffee with the Principal.*

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116 [c][4][B]).

- *At parent-teacher conferences, IEP meetings, & 504 meetings, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for Units of Study assessments and available intervention in reading, language arts, and mathematics for students needing assistance.*

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA 1116 [c][4][C]).

- *Through informal parent requests for meetings, 504 meetings, IEP meetings, Coffee with the Principal, Back-to-School nights, SSC, & ELAC.*

School-Parent Compact

Mission Middle engages Title I, Part A parents in meaningful interactions with the school. The compact supports a partnership among staff, parents, and the community to improve student academic achievement. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, parent-teacher conferences &/or communication; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school-parent compact is distributed through the Mustang Orientation annual registration packet for every student. A copy of the compact is attached as part of the policy.

LEARNING WITHOUT LIMITS



Building Capacity for Involvement

Mission Middle engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- *At parent-teacher conference, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.*

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- *Training to empower parents to support and assist their children's education. This may include such activities as: Triple P Teen Meeting, Community Health Fair, GATE Parent Meeting, Adopt-A-Family Program, Family Life Preview Presentation, Family Literacy Project.*

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- *At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.*

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- *Coordination of parent involvement activities at the site are done by a parent volunteer, an employee, a staff committee, the leadership team, and/or the SSC.*
- *Appropriate roles for community organizations will be developed and may include: Adopt-a-school, supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling.*
- *Through parent newsletters, Mustang Orientation, and referral to viable parent resources.*

LEARNING WITHOUT LIMITS



Mission Middle School

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- *School information, including communication about the Title I, Part A program, will be distributed in all the major languages spoken by the families of the students at the school.*

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116 [e][14]).

- *Parent involvement strategies within the SPSA are integrated based on parent input through survey data.*
- *Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.*

Accessibility

Mission Middle provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- *All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.*
- *Access to all facilities and parking are provided to parents with disabilities.*

School-Parent Compact is attached.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

This policy was adopted by the Mission Middle School in November and will be in effect for the period of November 2019 to November 2020.

The school will distribute the policy to all parents of students participating in the Title 1, Part A program on, or before January 3, 2020.

Nicholas Blake
Principal, Mission Middle

LEARNING WITHOUT LIMITS