

Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mira Loma Middle School	33 67090 6112858	05/14/2024	June 24, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mira Loma Middle School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in math scores, with insert students with disabilities demonstrating lower proficiency than their peers.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of offering after-school tutoring in math and before school (on Thursday). Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains.

Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.

This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your Mira Loma Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA/Annual Review is shared and reviewed with our School Site Council, English Language Advisory Council, Leadership Team, and MLMS staff for the purpose of discussion, soliciting feedback, and planning process. The goals are discussed with each group to provide an opportunity for reflection, feedback, and a plan to provide the best education for each student, meeting the needs of their academic and social-emotional needs. An emphasis is always to target and improve all student's academic, behavior, and attendance rates with a special focus on our special education students and English learners.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The data dashboard indicates that the overall group performance for Math was in the red (very low) due to 109.4 distance below standards. While each significant subgroup was in the orange category, the students with disabilities were in the red category.

The data dashboard indicates that the overall group performance for the suspension rate was in the orange category, indicating an increase in suspension. All significant subgroups were in the orange category, ELs maintained in suspension.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Students with disabilities, while maintained the math scores from the previous year, it was 109.4 distance below standards. The subgroup, students with disabilities, were in the red with a status level of very low and the three subgroups (socioeconomically disadvantaged students, English learners, and hispanic students were in the orange (low status).

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

To provide math support for all of our students, the following implementations will occur:

1. Teachers will collaborate and discuss which Math IAB/FIAB to give to students.
2. Teachers will discuss the results of the IAB/FIAB. What does the data tell us? How do we proceed with the data?
3. Provide students opportunities to become assessment-capable learners (What does the data mean to me? How can I improve? Where are my gaps in math learning?)
4. Ensure through walk-throughs that Quality Teaching of English Learners (QTEL) strategies are implemented in the classroom.
5. Provide Extended Learning Opportunities (ELO) in math.
6. Provide Math support each Thursday morning from 9:00 am to 10:30 am.
7. Provide parents with test-taking tips through parent meetings (coffee and conversations).
8. Ensure that special education teachers are aligning the math curriculum with standards-based instruction.

To support students' behavior and provide necessary social-emotional interventions, the following will occur:

1. Through the community school, students are referred to behavioral health.
2. The Lion's Den will provide individual social-emotional support during the school day for students who are escalating in behavior before having a disciplinary status.
3. At the beginning of the year, each teacher will be trained in trauma-based relational intervention (TBRI) to support students' social-emotional needs.
4. Continue teaching the Habits of the Mind and Heart.
5. Increase parental engagement on campus.
6. Provide resources for students through the Mountain Lion Boutique.
7. Utilize the mentor program through the Check-In/Check-Out (CHICO) system.
8. Provide incentives for improvements.
9. Push in BASE and Second Step (SEL) Lessons when students.
10. Continue with the Anti-bullying and Young Gentlemen's Teams.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Mira Loma Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.29%	0.14%		2	1
African American	0.3%	0.14%	1.01%	2	1	7
Asian	0.7%	0.58%	0.43%	5	4	3
Filipino	0.3%	0.14%	0.29%	2	1	2
Hispanic/Latino	93.5%	93.51%	89.91%	680	648	624
Pacific Islander	0.1%	%	0.14%	1		1
White	4.0%	4.04%	6.05%	29	28	42
Multiple/No Response	0.6%	0.43%	0.43%	4	3	3
Total Enrollment				727	693	694

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	349	343	364
Grade 8	378	350	330
Total Enrollment	727	693	694

Conclusions based on this data:

1. Our enrollment has been the same over the last two years.
2. Our population is becoming more diverse with an increase of African American and White students increasing in population.
3. Ensure that each subgroup is represented in the school culture and activities.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	237	217	194	32.6%	31.3%	28%
Fluent English Proficient (FEP)	222	212	213	30.50%	30.6%	30.7%
Reclassified Fluent English Proficient (RFEP)	13	24	14	5%	11%	7%

Conclusions based on this data:

1. The total number of EL's has decreased, which could be directly connected to in the increase in White and African American students.
2. The percent of FEP students has stayed consistently 30% with a fraction of percent difference.
3. The total number and percent of students who are RFEP fluctuates year by year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	340	335	348	0	325	348	0	325	346	0.0	97.0	100.0
Grade 8	373	345	323	0	341	322	0	341	322	0.0	98.8	99.7
All Grades	713	680	671	0	666	670	0	666	668	0.0	97.9	99.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2482.	2513.		4.00	7.80		19.38	28.90		28.92	25.72		47.69	37.57
Grade 8		2502.	2493.		4.99	4.35		25.22	19.57		26.10	27.95		43.70	48.14
All Grades	N/A	N/A	N/A		4.50	6.14		22.37	24.40		27.48	26.80		45.65	42.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.31	11.56		57.23	63.01		34.46	25.43
Grade 8		9.09	6.52		53.67	50.00		37.24	43.48
Grade 11		NA			NA			NA	
All Grades		8.71	9.13		55.41	56.74		35.89	34.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.54	15.32		46.46	47.11		48.00	37.57
Grade 8		6.45	5.59		44.57	43.48		48.97	50.93
Grade 11	NA			NA			NA		
All Grades		6.01	10.63		45.50	45.36		48.50	44.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.00	9.25		70.46	76.01		21.54	14.74
Grade 8		10.56	9.01		71.26	68.94		18.18	22.05
Grade 11	NA			NA			NA		
All Grades		9.31	9.13		70.87	72.60		19.82	18.26

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.23	9.25		56.00	69.65		34.77	21.10
Grade 8		11.14	9.01		65.69	65.53		23.17	25.47
All Grades		10.21	9.13		60.96	67.66		28.83	23.20

Conclusions based on this data:

1. The number of 7th graders meeting or exceeding overall ELA standards has increased the last 2 years, so there should be an increase in 8th graders meeting or exceeding standards this year.
2. The overall number of 7th graders has increased slightly, but the total number of students enrolled has decreased.
3. Regardless of year/grade a large number of our students fall into at or near standard in every subject with the exception being writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	340	335	348	0	326	348	0	325	348	0.0	97.3	100.0
Grade 8	373	346	323	0	341	322	0	341	322	0.0	98.6	99.7
All Grades	713	681	671	0	667	670	0	666	670	0.0	97.9	99.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2459.	2472.		4.00	5.17		10.15	11.49		22.46	27.87		63.38	55.46
Grade 8		2463.	2454.		6.16	6.21		8.21	7.76		21.41	17.39		64.22	68.63
All Grades	N/A	N/A	N/A		5.11	5.67		9.16	9.70		21.92	22.84		63.81	61.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.77	6.32		33.23	38.51		60.00	55.17
Grade 8		4.40	6.21		37.54	28.57		58.06	65.22
All Grades		5.56	6.27		35.44	33.73		59.01	60.00

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		3.08	5.46		52.00	47.41		44.92	47.13
Grade 8		7.33	5.90		45.75	44.10		46.92	50.00
All Grades		5.26	5.67		48.80	45.82		45.95	48.51

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		3.38	6.03		66.15	62.64		30.46	31.32
Grade 8		4.40	4.04		51.91	47.83		43.70	48.14
All Grades		3.90	5.07		58.86	55.52		37.24	39.40

Conclusions based on this data:

1. The mean score of 7th graders in 21/22 decreased when they became 8th graders.
2. Regardless of grade, students struggle the most in Concepts & Procedures, however there has also been an increase in the percent of students who are above standard in Concepts & Procedures.
3. The percent of 7th graders below standards has decreased, while the percent of 8th graders below standards had increased.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1504.2	1527.7	1538.8	1507.7	1526.0	1541.1	1500.2	1529.0	1536.0	103	100	78
8	1521.8	1531.8	1564.4	1523.1	1532.3	1575.2	1520.0	1530.8	1553.1	123	87	94
All Grades										226	187	172

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	15.53	12.00	20.51	26.21	42.00	38.46	34.95	33.00	29.49	23.30	13.00	11.54	103	100	78
8	9.76	11.49	28.72	42.28	33.33	39.36	25.20	40.23	26.60	22.76	14.94	5.32	123	87	94
All Grades	12.39	11.76	25.00	34.96	37.97	38.95	29.65	36.36	27.91	23.01	13.90	8.14	226	187	172

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	29.13	27.00	37.18	33.01	47.00	35.90	24.27	14.00	17.95	13.59	12.00	8.97	103	100	78
8	26.83	22.99	43.62	43.09	52.87	40.43	16.26	13.79	11.70	13.82	10.34	4.26	123	87	94
All Grades	27.88	25.13	40.70	38.50	49.73	38.37	19.91	13.90	14.53	13.72	11.23	6.40	226	187	172

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1.94	1.00	6.41	17.48	24.00	25.64	35.92	54.00	46.15	44.66	21.00	21.79	103	100	78
8	4.88	4.60	13.83	21.95	13.79	26.60	39.02	54.02	38.30	34.15	27.59	21.28	123	87	94
All Grades	3.54	2.67	10.47	19.91	19.25	26.16	37.61	54.01	41.86	38.94	24.06	21.51	226	187	172

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.68	9.09	7.69	61.17	67.68	71.79	28.16	23.23	20.51	103	99	78
8	11.38	3.45	14.89	69.11	78.16	77.66	19.51	18.39	7.45	123	87	94
All Grades	11.06	6.45	11.63	65.49	72.58	75.00	23.45	20.97	13.37	226	186	172

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	57.28	55.00	64.10	32.04	36.00	30.77	10.68	9.00	5.13	103	100	78
8	59.35	48.28	76.60	29.27	42.53	20.21	11.38	9.20	3.19	123	87	94
All Grades	58.41	51.87	70.93	30.53	39.04	25.00	11.06	9.09	4.07	226	187	172

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	5.83	5.00	8.97	29.13	46.00	47.44	65.05	49.00	43.59	103	100	78
8	15.45	9.20	23.40	30.08	24.14	34.04	54.47	66.67	42.55	123	87	94
All Grades	11.06	6.95	16.86	29.65	35.83	40.12	59.29	57.22	43.02	226	187	172

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	2.91	5.05	12.82	73.79	82.83	79.49	23.30	12.12	7.69	103	99	78
8	0.81	0.00	10.64	82.93	87.36	80.85	16.26	12.64	8.51	123	87	94
All Grades	1.77	2.69	11.63	78.76	84.95	80.23	19.47	12.37	8.14	226	186	172

Conclusions based on this data:

1. The number of students testing for ELPAC has decreased over the past three years from 226 students to 172
2. The ELPAC overall scores have increased by at least 34.6 points for 7th graders, and 42.6 points for 8th graders.
3. The reading, writing, and speaking domain have shown growth for both 7th and 8th graders, however, the listening domain showed a decrease in 7th grade.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
694	87.9	28	0.7
Total Number of Students enrolled in Mira Loma Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	194	28
Foster Youth	5	0.7
Homeless	3	0.4
Socioeconomically Disadvantaged	610	87.9
Students with Disabilities	109	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1
American Indian	1	0.1
Asian	3	0.4
Filipino	2	0.3
Hispanic	624	89.9
Two or More Races	3	0.4
Pacific Islander	1	0.1
White	42	6.1

Conclusions based on this data:

1. 28% of the MLMS student population are English Learners which account to 194 students out of the 694 student population.
2. 109 students have an Individual Educational Plan (IEP) which account to 15.7 percent of the student population at MLMS.
3. 610 students are socioeconomically disadvantaged which accounts for 87.9% of the student population at MLMS.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Red		
English Learner Progress Green		

Conclusions based on this data:

1. The Academic Performance has increased in ELA from orange to yellow however math scores remained in the red.
2. There was significant improvement for the English Learners progress, could be due to the implementation of Quality Teaching for English Learners (QTEL).
3. Root cause analysis needed to evaluate how to improve suspension rate and mathematics scores.

School and Student Performance Data

Academic Performance English Language Arts

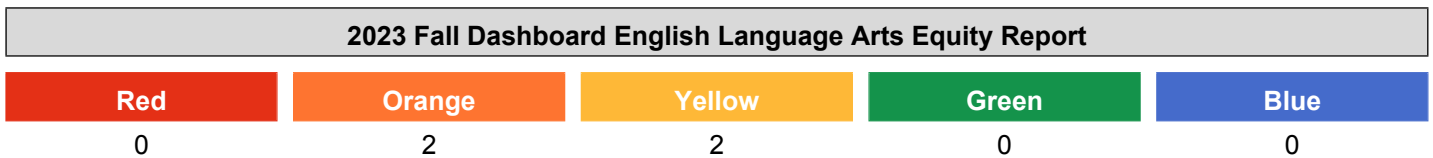
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 53.5 points below standard Increased +11.1 points 667 Students	English Learners  Orange 95.4 points below standard Increased +14.9 points 229 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Yellow 58.7 points below standard Increased +13.1 points 585 Students	Students with Disabilities  Orange 117 points below standard Increased +14 points 104 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 56.8 points below standard Increased +9.1 points 600 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	23.7 points below standard Increased +7.5 points 41 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
113.7 points below standard Increased Significantly +24.1 points 169 Students	43.8 points below standard Maintained +2.5 points 60 Students	40.8 points below standard Increased +13 points 274 Students

Conclusions based on this data:

1. Compared to the 2021-2022 data, the students are closer to the standards due to new Quality Teaching for English Learners (QTEL) implemented 2022-2023 within the ELA department.
2. There has been an increase in the scores for English Learners and Students with Disabilities from scoring in the very low range in 2021 to improving 14 points for English Learners and Students with Disabilities. More QTEL strategies and interim assessments are needed to support students test-taking strategies as well as comfort with the CAASPP format.
3. A significant increase was observed for students that are socioeconomically disadvantaged. They too were in the very low range in 2021, and increased by 13.1 points which placed them in the yellow performance range.

School and Student Performance Data

Academic Performance Mathematics

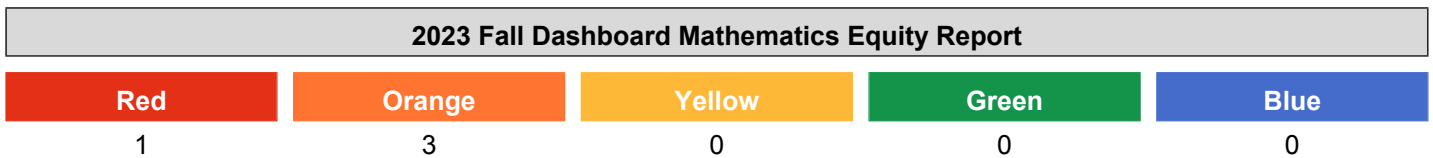
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 109.4 points below standard Maintained +2.7 points 666 Students	English Learners  Orange 150.6 points below standard Increased +7.2 points 228 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Orange 116.2 points below standard Increased +3.2 points 585 Students	Students with Disabilities  Red 159.7 points below standard Maintained +2.9 points 103 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 111 points below standard Increased +3.9 points 599 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	97.8 points below standard Decreased Significantly - 26.9 points 41 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
170.5 points below standard Increased +13.3 points 168 Students	94.7 points below standard Maintained +2.8 points 60 Students	104.2 points below standard Decreased -4.1 points 274 Students

Conclusions based on this data:

1. Based on the data, the only subgroup that maintained (with a +2.9 increase) are students with a disability and all other subgroups increased and were in the orange performance level.
2. English Learners need greater support as they were further from the standards, even compared to students with a disability. Scaffolding strategies to problem solving are necessary to support ELs
3. The students with disabilities require scaffolding, practice test-taking strategies using the interim assessment as a formative assessment tool to help students and teachers guide their learning.

School and Student Performance Data

Academic Performance English Learner Progress

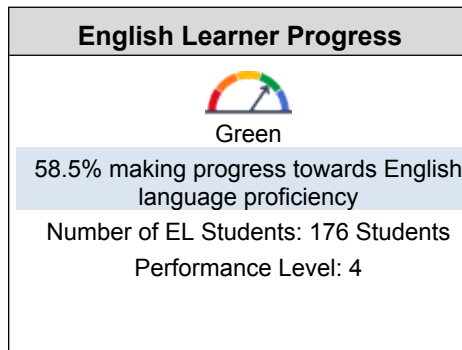
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25	46	7	93

Conclusions based on this data:

1. Approximately 53% of our ELs progressed at least one level. which could be the result of our ELD, ELO class
2. The English Learners scored 58.5 points above standards which is growth from the 2021 school year when their progress was medium with 51.9% making progress.
3. While the number of students remained the same, the progress for the ELs increased from 2021.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

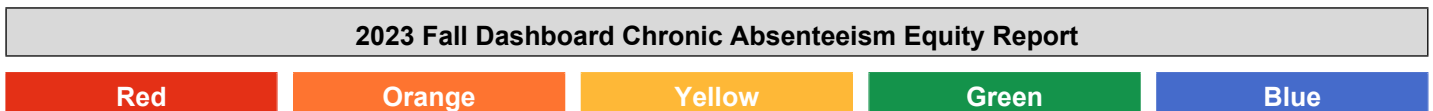
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 26.1% Chronically Absent Declined Significantly -7.1 714 Students	English Learners Yellow 30.7% Chronically Absent Declined Significantly -4.1 199 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Yellow 28.8% Chronically Absent Declined Significantly -5.7 629 Students	Students with Disabilities Orange 34.7% Chronically Absent Declined -12.9 118 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.7% Chronically Absent Declined Significantly -6.2 643 Students	21.4% Chronically Absent 0 14 Students	Less than 11 Students 1 Student	 Orange 23.8% Chronically Absent Declined -18.6 42 Students

Conclusions based on this data:

1. Students with disabilities have the most chronically absent students followed by English Learners.
2. Students may feel that school is difficult, or that they don't have as many friends and therefore may not want to attend as their general education peers.
3. Having more inclusive practices may lessen chronic absence.

School and Student Performance Data

Conditions & Climate Suspension Rate

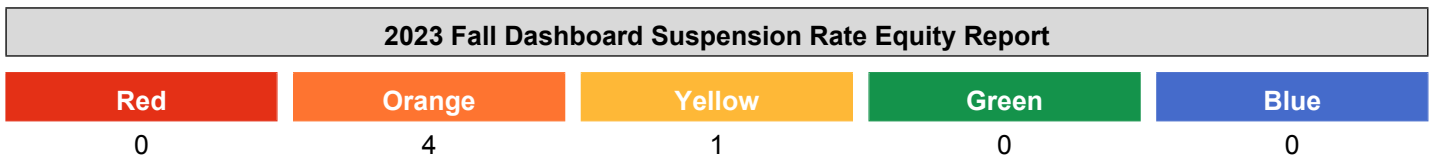
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5% suspended at least one day</p> <p>Increased 1.1 734 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>4.8% suspended at least one day</p> <p>Maintained 0 208 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 8 Students</p>
<p>Homeless</p> <p>Less than 11 Students 7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>5.4% suspended at least one day</p> <p>Increased 1.5 646 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>5.6% suspended at least one day</p> <p>Increased 1.1 124 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5% suspended at least one day Increased 1.2 659 Students	0% suspended at least one day 14 Students	Less than 11 Students 1 Student	 Orange 4.5% suspended at least one day Increased 4.5 44 Students

Conclusions based on this data:

1. Students with disabilities have the highest suspension followed by socioeconomically disadvantaged students.
2. Pushing in social-emotional support through advisory classes may help students manage their impulsivity to act inappropriately.
3. Having restorative circles and practice may help students express their feelings without resorting to aggression will improve the school climate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will be college and career ready.

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The data dashboard indicates that the overall group performance for Math was in the red (very low) due to 109.4 distance below standards. While each significant subgroup was in the orange category, the students with disabilities were in the red category.

Students with disabilities maintained their math scores from the previous year, which were 109.4, which was below standards. The subgroup, students with disabilities, was in the red with a very low-status level, and the three subgroups (socioeconomically disadvantaged students, English learners, and Hispanic students) were in the orange (low status).

To provide math support for all of our students, the following implementations will occur:

1. Teachers will collaborate and discuss which Math IAB/FIAB to give to students.
2. Teachers will discuss the results of the IAB/FIAB. What does the data tell us? How do we proceed with the data?
3. Provide students opportunities to become assessment-capable learners (What does the data mean to me? How can I improve? Where are my gaps in math learning?)
4. Ensure through walk-throughs that Quality Teaching of English Learners (QTEL) strategies are implemented in the classroom.
5. Provide Extended Learning Opportunities (ELO) in math.
6. Provide Math support each Thursday morning from 9:00 am to 10:30 am.
7. Provide parents with test-taking tips through parent meetings (coffee and conversations).
8. Ensure that special education teachers are aligning the math curriculum with standards-based instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students: -53.5 Socioeconomically Disadvantaged: -58.7 English Learners: -95.4 Students with Disabilities: -117 Foster Youth: NA	All Students: -43.5 Socioeconomically Disadvantaged: -48.7 English Learners: -85.4 Students with Disabilities: -107 Foster Youth: NA

	Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -56.8 Pacific Islander: NA Two or More Races: NA White: -23.7	Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -46.8 Pacific Islander: NA Two or More Races: NA White: -13.7
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -109.4 Socioeconomically Disadvantaged: -116.2 English Learners: -150.6 Students with Disabilities:-159.7 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic:-111.0 Pacific Islander: NA Two or More Races: NA White: -97.8	All Students: -99.4 Socioeconomically Disadvantaged: -106.2 English Learners: -140.6 Students with Disabilities:-149.7 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic:-101.0 Pacific Islander: NA Two or More Races: NA White: -87.8
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: Status Level: 58.5%	Current Percentage of English Learners making progress: Status Level: 61.5%
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 12.31%	Percentage of English Learners Reclassified: 15.31%
LCFF Priority 8: Other Student Outcomes - 1st Semester Grades	Percentage of students passing with a C or better on Semester 1 report card: ELA: 80.63% Math: 76.95% Social Science: 89.68% Integrated Science: 79.89%	Percentage of students passing with a C or better on Semester 1 report card: ELA: 83.63% Math: 79.95% Social Science: 92.68% Integrated Science: 82.89%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	CCSS IMPLEMENTATION A. Provide a standards-aligned curriculum and high-quality classroom instruction to prepare students to become college and career-ready. B. To continue providing Thursday morning time for teachers to collaborate with their grade level	All students with an emphasis on ELs and Students with disability.	42,324 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies

	<p>teams focusing on our targeted groups (Students on an IEP, English learners, and struggling students).</p> <p>C. To continue providing professional development such as Quality Teaching for English Learners (QTEL) training to support ELs.</p> <p>D. To continue providing collaborative classes to support students on an IEP.</p> <p>E. Provide teachers opportunities to attend professional development (training, substitutes, etc.) to support student learning.</p> <p>F. Provide teachers time to collaborate on the Interim Assessment</p>		<p>Materials and Supplies for the implementation of CCSS in all subject matters.</p> <p>199454 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Counselor #1 and #2 Salaries</p> <p>1000.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print Shop</p> <p>106978 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Library Technician Salary</p>
1.2	<p>STANDARDS-ALIGNED RESOURCES Provide resources that are standards-aligned to support student learning.</p>	All students with an emphasis on ELs and Students with disability.	<p>5000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Subscriptions</p>
1.3	<p>INTERVENTIONS</p> <p>A. Continue to provide all students with Extended Learning Opportunities (before/after school tutoring) and Think-Together for additional support intervention.</p> <p>B. Continue providing support classes such as Read-180, Math Support, STEAM support, and Lion's Den support.</p> <p>C. Continue to provide academic counseling services to improve student learning (6-week meetings, lunch-and-learn, parent-teacher conferences).</p> <p>D. Continue to hold Parent, Teacher, and Student meetings.</p> <p>E. Continue offering collaborative classes by pushing in support (by an education specialist or an education para-professional).</p> <p>F. Continue providing Translator Clerk Typist Services for the translation of:</p> <ol style="list-style-type: none"> 1. Printed material 2. Phone Calls 3. Meetings (Coffee and Conversations, Back to School Night, Incoming 7th Grade Night 4. Website and Social Media 	All students with an emphasis on ELs and Students with disability.	<p>4300 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Teacher Hourly (ELO)</p> <p>5000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Professional Development</p> <p>139989 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Counselor #2 Salary</p> <p>29624 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Counselor #2 Salary</p> <p>322484 LCFF Sec Int -- 0046 1000-1999: Certificated Personnel Salaries Intervention Teachers Salaries</p> <p>794 Title III LEP -- 4203 4000-4999: Books And Supplies</p>

			Materials needed for ELD classes to provide support to ELs 200.00 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Printing Materials
1.4	<p>EL INTERVENTIONS</p> <p>A. Continue providing English Learners with interventions, resources, and support to ensure ELs have access to the Common Core curriculum.</p> <p>B. Bilingual Tutor will provide intensive support to ELs</p> <p>C. Support teachers and BLT to attend conferences/workshops relating to best practices for ELs, such as QTEL.</p> <p>D. Provide technology apps to support the acquisition of the academic language.</p> <p>E. Provide EL students with ELO (after-school support).</p> <p>F. Provide 2 ELD-3 to support EL students in addition to 1 ELD1/2.</p>	All students with an emphasis on ELs and Students with disability.	42,752 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Bilingual Language Tutor (3-hours) Salary
1.5	<p>TECHNOLOGY</p> <p>A. Continue to provide elective classes (Dell-Tech, Robotics, Video Production).</p> <p>B. Continue providing ongoing technology updates and training during staff meetings.</p> <p>C. Provide Common Sense Media Lessons to all students.</p>	All students with an emphasis on ELs and Students with disability.	3200 LCFF VAPA -- 0763 5800: Professional/Consulting Services And Operating Expenditures Maintenance Contracts for Band Equipment 1000.00 LCFF VAPA -- 0763 4000-4999: Books And Supplies Materials/Supplies to VAPA program
1.6	<p>AVID</p> <p>A. Continue the AVID program.</p> <p>B. Ensure school-wide implementations of one or more of the AVID WICOR strategies: Writing, Inquiry, Collaboration, Organization, and Reading.</p> <p>C. Increase College/Career Awareness for our MLMS families through Gallery Walks and Staff</p> <p>D. Continue to recommend and place qualified students in the AVID program.</p> <p>E. Continue to provide AVID tutors for tutorials.</p> <p>F. Continue training teachers with AVID strategies.</p>	All students	9215.00 LCFF AVID – 0765 2000-2999: Classified Personnel Salaries AVID Tutors 2000.00 LCFF AVID – 0765 4000-4999: Books And Supplies AVID Materials/Supplies to support CCSS 6000.00 LCFF AVID – 0765

			5000-5999: Services And Other Operating Expenditures AVID Field Trips- Transportation
1.7	<p>Students with Disabilities</p> <p>A. Provide training to all teachers to support students with disabilities in their classes (SEL and scaffolding techniques)</p> <p>B. Provide resources and materials to help support students learning.</p> <p>C. Provide staff training on disabilities, accommodations, and support to better support students with disabilities.</p>	Students with disabilities	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The following implementations have been conducted to allow all of our students to be College and Career Ready. During the 2022-2023 school year, there has been a significant increase and growth for students, as seen on the California school dashboard. Based on the California Assessment of Student Performance and Progress (CAASPP), all MLMS students increased 11.1 points on the English Language Arts assessment from the year prior (2021-2022). Additionally, all student subgroups have increased. English Learners increased by 14.9 points, students with disabilities increased by 14 points, and socio-economically disadvantaged increased by 13.1 points. For Mathematics, while all students maintained(+ 2.9 points) at the same level since last year, the following subgroups have increased. Our current English learners increased by 13.3 points, and our socioeconomically disadvantaged students increased by 3.2 points. The students with disabilities maintained an overall increase of 2.9 points. The English learners made significant progress, increasing by 6.6%, indicating that 58.5% of our students are progressing towards English Language Progress. The following are the implementations that supported MLMS students in achieving and growing in the area of college and career readiness.

1.1 CCSS Implementation, 1.3 Interventions, and 1.4 English Learners Interventions

Professional Development:

All core teachers were trained in Quality Teaching for English Learners (QTEL) to promote engagement, collaboration, and the acquisition of concepts through language development.

All math teachers were trained through Carnegie Math

All teachers were trained on infusing growth mindset and social-emotional learning into everyday lessons through Trauma-Informed Instruction.

There are ongoing Thursday late-start meetings. Two meetings per month are designated for collaborative team meetings to discuss best teaching practices, formative assessments, and district benchmarks (formative interim assessment benchmark).

The school provided new library books to offer students a greater and more diverse reading opportunity.

Student Supports

Academic and Social/Emotional supports were offered through the Lion's Den (formerly ROAR) intervention classroom.

Provided Extended Learning Opportunities (ELO)

First semester

4 days: Math 8 Support Class

1-day: ELD Support Class

1-day: Math 7 Support Class

2 days: ELA Support Class

Second Semester: Based on students' needs

Tuesday Before School: Math 7/8 Support

Wednesday After School: Math 7/8 Support

The counselors provided a 6-week Academic Check-In to review with the students their grades and available resources (ELO, lunch and learn, etc.).

The Bilingual Tutor provides push-in and pull-out support for students needing English language support.
1 ELD class for English Language Learners that are new to the country (EL1s).

1.2 Standards-Aligned Resources and 1.5 Technology

We provided Technology Applications (Rosetta Stone, READ 180, Flocabulary, Brain-Pop, NewsELA, Pear-Deck) to support all learners, especially English language learners and students with disabilities.

Provided ongoing support through the library, Elementary Media Center Clerk (EMCC).

We provided supplemental materials to enhance and support learning, such as individual whiteboards, markers, highlighters, flipcharts, dictionaries (Spanish-English), etc.

Provided a New Dell Tech Class to support students interested in the field of Technology.

1.6: AVID

AVID supports students through Writing, Inquiry, Reading, Organization, and Reading Strategies (WICOR) and also has opportunities to explore colleges through field trips, presentations, and research. All AVID students participated in College Gallery Walks at MLMS.

Provided 2 AVID 8-classes

Provided 2 AVID 7-classes

Adult Academic Tutors will support tutorials on Tuesday and Thursday in all four AVID classes.

1.7 Students with Disabilities

All teachers met with their students' case carriers to review and discuss the IEPs as they relate to the students: disability, supports, goals, and accommodations: Special Education Round Robin.

Incoming students on an IEP will have a transition IEP meeting to discuss the best way to support them as they transition into middle school.

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

Due to an adjustment in salaries for certificated and classified, the increase caused some budgeted items to be allocated through site discretionary.

Budgeted approximately \$5000 for travel/conferences for professional development; however, due to increased district professional development, the \$5000 was not used for outside professional development (only for Science).

Budgeted approximately 60,000 for BLT (LCFF and Title 1); a decrease in hours was necessary to compensate for the lack of funding.

The salary for the intervention counselor increased due to the salary adjustment.

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.

All collaborative team leaders will meet to support the team leads in facilitating meetings, sharing expectations, and sharing best practices using QTEL strategies, SEL/growth mindset, formative assessments, and trauma-informed practices.

Achieve 100% of the staff (certificated and classified) to be Trauma Based Retentional Intervention Trained.

Before the ELPAC testing, hold designated meetings for ELs to understand the importance of the ELPAC, the domains being tested, the criteria to reclassify, and where the students are currently with their overall levels and individual domain levels.

Redesign the Walkthrough/Treasure Hunt form to reflect and incorporate QTEL strategies and SEL implementations.

Streamline the Interim Assessments (IAB/FIAB) for ELA, Math, and Science to utilize the data results to inform their teaching and the student's learning.

Formative Assessments for ELA, Math, and Science will be implemented more regularly to prepare students for the rigor of the Smarter Balance/CAASPP.

Provide Lunch and Learn and Thursday morning homework support.

Next year, we will expand the dual language immersion program to 7th and 8th graders, which will increase the offerings for our social studies classes and Spanish elective classes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The data dashboard indicates that the overall group performance for the suspension rate was in the orange category, indicating an increase in suspension. All significant subgroups were in the orange category, ELs maintained in suspension.

1. Restorative Practices
2. Referral to Behavioral Health
3. Provide intervention/base lessons
4. Provide a safe place for students to de-escalate and receive social-emotional support,
5. Continue training staff on PBIS protocol and practices.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 99% Source: 2022-23 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2023-2024 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	7: 93.1679% 8: 92.9859 Source: Student Information System P-2 report	7: 96.1679% 8: 95.9859 Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 26.1% Socioeconomically Disadvantaged: 28.8% English Learners: 30.75 Students with Disabilities: 34.7% Foster Youth: NA Students experiencing Homelessness: NA	All Students: 23.1% Socioeconomically Disadvantaged: 25.8% English Learners: 27.75 Students with Disabilities: 31.7% Foster Youth: NA Students experiencing Homelessness: NA

	African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 26.7% Pacific Islander: Two or More Races: 21.4% White: 23.85%	African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 23.7% Pacific Islander: Two or More Races: 18.4% White: 20.85%
LCFF Priority 6: Pupil Suspension Rate	All Students:5% Socioeconomically Disadvantaged: 5.4% English Learners: 4.8% Students with Disabilities: 5.6 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 5% Pacific Islander: NA Two or More Races: NA White:4.5%	All Students: 3% Socioeconomically Disadvantaged: 4.4% English Learners: 3.8% Students with Disabilities: 3.6 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 3% Pacific Islander: NA Two or More Races: NA White: 2.5%
LCFF Priority 6: Pupil Expulsion Rate	All Students: .68	All Students: .50
LCFF Priority 6: School Climate Survey: School Safety (7th grade)	"How safe do you feel when you are at school? Safe/Very Safe: 59%"	"How safe do you feel when you are at school? Safe/Very Safe: 62%"
LCFF Priority 6: School Climate Survey: School Connectedness (7th grade)	"I feel connected to my school. Strongly Agree/Agree: 57%"	"I feel connected to my school. Strongly Agree/Agree: 60%"
LCFF Priority 6: School Climate Survey: Caring Relationships (7th grade)	"Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 58%"	"Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 61%"
P5: Middle School dropout rates	Percentage of students who dropped out: 0	Dropout rate: 0% (Source 22-23 School Accountability Report Card)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	SAFE, ORDERLY AND INVITING LEARNING ENVIRONMENT A. Continue Parent, Teacher/Counselor meetings for "at-promise" students to provide focused interventions at home and at school. B. Continue referring students to the Student Study Team (SST)	All students	5,000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Certificated Subs for trainings/conferences for staff 3000.00

<p>C. Continue providing students with PICO services (Behavioral Health Referrals).</p> <p>D. Create reward activities for students as incentives for behavior, attendance, improvement, and achievement.</p> <p>E. Increase anti-bullying (including cyber-bullying, and cyber safety) awareness via school-wide lessons as well as assemblies.</p> <p>F. As needed, purchase safety materials and emergency supplies.</p> <p>G. Provide professional development for teachers to attend meetings/training related to improving mental health (Behavioral Social Emotional Learning/BSEL) to provide a positive school culture, especially for English Learners and students with disabilities.</p> <p>H. Improve communication between parents and teachers through various means of communication (school website, school marquee, In Touch communication, Parent Connect, Parent/Teacher meetings).</p> <p>I. Parent Involvement is monitored via participation data, sign-ins, meeting agendas, meeting minutes, and survey responses.</p> <p>J. Provide parents an opportunity to be involved in ELAC, Booster Club, School Site Council, 7th Grade Parent Orientation, Taking Care Of Business (TCOB) registration day, Back to School Night, Before school relay races, Science Nights, Career Day, Parenting Classes, Business Partnership and Adult Education classes offered through The Learning Center.</p> <p>K. Continue providing after-school tutoring</p> <p>L. Provide zero-period classes for students to have room in the schedule to take elective classes (AVID, Project Lead The Way (PLTW)) or intervention classes (Read 180, Math Support).</p> <p>M. Continue providing support class-Lion's Den.</p> <p>N. Teachers implement lessons on internet safety-Common Sense Media.</p> <p>O. Purchase resources/supplies to support a positive school culture at MLMS</p> <p>P. Work collaboratively with the School Resource Officer to conduct home visits to ensure students attend school.</p> <p>Q. Update the school website and social media accounts to increase communication.</p>		<p>LCFF Suppl/Conc -- 0707 5800: Professional/Consulting Services And Operating Expenditures Subs for trainings</p> <p>500 Title I Basic -- 3010 4000-4999: Books And Supplies Materials to support student learning</p>
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	<p>R. Increase EL collaboration and quality interaction opportunities.</p> <p>S. Provide academic recognition and rewards to students for the building of a positive culture (such as Medals, Banners, Certificates, Awards, etc.)</p> <p>T. Provide students with Habits of the Mind and Heart posters.</p> <p>U. Provide classes with the new ROAR posters.</p> <p>V. Starting a new student welcoming and leadership group (Where Everyone Belongs- WEB, ie: link crew).</p> <p>W. Formalize and institute the Young Gentleman's Group (YG's).</p>		
2.2	<p>ANALYZING DATA</p> <p>A. Data from surveys (California Health Kids Survey -CHKS, Panorama, Community Needs Assessment, California Data Dashboard, Local data measures, etc.) and achievement scores and implementing rewards, incentives, and interventions.</p> <ol style="list-style-type: none"> 1. Staff feedback 2. Student feedback 3. Parent feedback 4. Discipline incidents 5. Attendance rates <p>B. Provide tiered interventions Social-Emotional Learning program (such as BASEWARE-Odysseyware to support at-risk (Tier 2/Tier 3) students (support class-ROAR, youth court, community services, check-in/check-out system, etc.)</p> <p>C. Purchase incentives as rewards to foster school culture and to recognize and to promote higher level academic achievement, good citizenship, and positive attitude.</p> <p>D. Continue to provide Advisory Class to teach Social Emotional Learning - Habits of the Mind and Habits of the Heart.</p> <p>E. Continue to provide Lion's Den support class for academic and social-emotional support.</p>	All students	
2.3	<p>HEALTH AND WELLNESS</p> <p>A. District nurse, health care aide and office staff monitor and maintain the health care needs of students.</p> <p>B. Review, Revise, and Adopt the MLMS Safee by the school safe site coordinator. The School Site Council adopts yearly.</p>	All students	<p>53962 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide (3 hrs) Salary</p>

C. Continue supporting elective classes that provide students to feel a sense of belonging.		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The following implementations have been conducted to provide all of our students with a safe, orderly, and inviting learning environment. During the 2022-2023 school year, a strategic focus has been on helping our chronically absent students. Based on the California school dashboard, there was a total of a 7.1% decline in chronically absent students. Particularly, students with disabilities decreased by 12.9%, English learners decreased by 4.1%, socioeconomically disadvantaged students decreased by 5.7%, Hispanic students decreased by 6.2%, and white students had a significant decline in chronic absenteeism by 18.6%. The suspension rate, however, increased by 1.1%. The socioeconomically disadvantaged increased by 1.5%, students with disabilities increased by 1.1%, and the white student population increased by 4.5%. The following are the implementations that supported MLMS students in declining chronic absenteeism and increasing (1.1%) suspensions.

2.1 Safe, Orderly, and Inviting Learning Environment

This year, we have had ongoing parent-teacher conferences to support our students and parents in supporting families, strategies, and on/off-site resources. Students who are not academically or social-emotionally successful are referred to the student study team (SST). Behavioral Health has expanded with the development of a community school. We started an anti-bullying campaign by creating a "discrete anti-bullying team" that meets with administrators to provide valuable input on "problem areas" and ways to decrease bullying on campus and to bring awareness to changing the culture of the dangers of bullying.

Riverside County District Attorney presented multiple presentations on the dangers of fentanyl, the dangers of gang affiliation, and bullying (cyber-bullying).

Parents are invited to join parent groups such as Booster Club, School-Site Council, English Language Advisory Council (ELAC), Coffee and Conversations, and Triple P (positive parenting program) classes. This year, we have increased the number of parent meetings and parent involvement. The average from last year increased from 5 parents to 20 parents per meeting.

The Lion's Den (formerly known as the ROAR class) has provided students with an opportunity to de-escalate their emotions and/or provide academic support. This class is offered to any student in periods 1, 2, 3, 5, and 6. The student may advocate for or the teacher may recommend that the student attend the lion's den to regulate emotions.

2.2 Analyzing Data

The Positive Behavior Intervention and Supports (PBIS) team has met at least 6 times to create a matrix that is school-wide for students and staff to follow. The matrix is developed and is based on the school's mascot, the mountain lion ROAR: Respect, Organization, Attitude, and Responsibility. The PBIS team has shared the results of the Panorama survey data with the leadership team and again with all staff. Additionally, the spring data will be reviewed with staff on Thursday, March 28th, and subsequent discussions will emerge from the analysis of the data.

During advisory class, students learn about the habits of mind and heart and reflect on their agenda regarding their goals, strengths, areas to work on, and the habits they want to expand upon.

For discipline, we have utilized various strategies, such as counseling, behavioral health, parent shadowing students, Y-Vape, restorative circles, on-campus intervention (utilizing base lessons), Saturday school, and off-campus suspension.

2.3: Health and Wellness

Students have the opportunity to visit the school nurse when feeling ill, needing resources, or needing to take approved medications.

Our Safe School Coordinator has conducted earthquake, fire, and evacuation drills to ensure that students know the procedures and protocol in case of an emergency or disaster.

The school site council shared the safe school plan on December 6th.

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

The PBIS team required full days of training with RCOE to fully and properly implement the PBIS program at MLMS. There was a \$5000 budgeted for books and supplies that were not used, and flexible seating was halted since there is a district-wide initiative to furnish the classroom in the future.

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.

We will offer a fully functioning community school program and resources next year. This current year, the community school is in development, with initial implementation and community outreach.

Encourage more parents to shadow students on campus.

Parents to join Watch D.O.G.S.

Develop a formal process for a monthly attendance team, including the perspectives of students, staff, and parents. Having a variety of perspectives will help us understand the root cause of chronically absent students and provide the appropriate resources to support them.

Create monthly attendance activities and create attendance challenges to help decrease chronic absenteeism.

We should have an ongoing and communicated schedule for the Mountain Lion Boutique, where students and families can pick up clothing and supplies to ensure that students have what they need to attend school.

The PBIS team would like to expand the discussion and collaboration on how to support Tier 2 students.

Formalize the Check-In and Check-Out process to provide behavioral support.

Update the QR code and Tipline to alert administrators of bullying or potential altercations.

Collaborate with the Teacher on Special Assignment (TSA) for community school (CS) and Behavioral Health staff to formalize Wellness Wednesdays, Mountain Lion Boutique, and various groups (tobacco/drug prevention, conflict mediation, kindness group).

Collaborate with the TSA CS to hold monthly meetings to identify students with social-emotional needs and connect them to school, district, and community resources.

Increase theme and spirit days to create a welcoming and inviting environment for students.

Collaborate with the administrative team to create a young gentleman's group to empower our student population.

Create more staff versus students events to bridge unity and fun between the staff and students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

One of the primary goals for MLMS is to ensure that the school community is safe and feels welcome and that the school is a positive place where everyone belongs.

1. Provide staff opportunities to connect with parents.
2. Continue soliciting feedback from educational partners
3. Continue providing opportunities for all parents and families to feel connected to school.
4. Provide parents and families learning opportunities, such as parenting classes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	"The percentage of parents who ""Strongly agree or agree"" with ""This school encourages me to be an active partner with the school in educating my child."" 91% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	"The percentage of parents who ""Strongly agree or agree"" with ""This school encourages me to be an active partner with the school in educating my child."" 94% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	"The percentage of staff who ""strongly agree or agree"" with ""School is welcoming to and facilitates parent involvement.""	"The percentage of staff who ""strongly agree or agree"" with ""School is welcoming to and facilitates parent involvement.""

	98% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	"The percentage of parents who ""Strongly agree or agree"" with ""Teachers communicate with parents about what students are expected to learn in class."" 73% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	"The percentage of parents who ""Strongly agree or agree"" with ""Teachers communicate with parents about what students are expected to learn in class."" 76% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	"The percentage of staff who ""strongly agree or agree"" with ""Teachers at this school communicate with parents about what their children are expected to learn in class."" 95% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"	"The percentage of staff who ""strongly agree or agree"" with ""Teachers at this school communicate with parents about what their children are expected to learn in class."" 97% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>PARENT ENGAGEMENT</p> <p>Increase communication to provide greater opportunities for parents to attend and participate in:</p> <ul style="list-style-type: none"> A. Back to School Night B. Parent Conferences C. School Site Council (SSC) D. Booster Meeting E. Registration Day F. 7th Grade Information Night G. Band/Choir Recitals H. English Language Advisory Council (ELAC) I. District Advisory Committee (DAC) J. Coffee and Conversation Meetings K. Community School Events: Day of Dead, parent/student fun events, expand mountain lion boutique 	All students	<p>1000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Hourly-Other Classified (Campus Supervisor/IA)</p> <p>3000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Extra Clerical Staff</p> <p>972 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies</p>

	L. Continue partnering with parents through Booster Club and Watch D.O.G.S		Refreshments
3.2	<p>COMMUNICATION TOOLS</p> <p>MLMS uses a variety of communication tools:</p> <p>A. School Website</p> <p>B. Parent Square Message</p> <p>C. School Marquee (bilingual)</p> <p>D. Newsletters</p> <p>E. Letters/flyers mailed home (dual languages)</p> <p>H. Face-to-face meetings</p> <p>I. Online meetings--Google Meet/Zoom</p> <p>J. Phone Calls/Emails</p> <p>K. Social Media, School Announcements, Daily Advisory Videos</p>	All students	<p>300.00</p> <p>Title I Parent Involvement -- 3010 1902</p> <p>4000-4999: Books And Supplies</p> <p>Materials/Books/Resources</p> <p>250</p> <p>Title I Parent Involvement -- 3010 1902</p> <p>4000-4999: Books And Supplies</p> <p>Printing</p> <p>2000</p> <p>Title III LEP -- 4203</p> <p>4000-4999: Books And Supplies</p> <p>Resources, materials books</p>
3.3	<p>STUDENT Engagement/Resources</p> <p>A. Provide Attendance awards and incentives</p> <p>B. Provide 4.0 GPA Lunch</p> <p>C. Provide Awards for Top Scholars/Distinguished Scholars for Semester 2</p> <p>D. Provide Awards/Incentives for positive behavior (ROAR Awards/ Habits of the Mind/Heart).</p> <p>E. Focus awards around days that have normally a high absence rate to attract students to come to school.</p> <p>F. Utilize 5-star student awards and incentives</p> <p>G. Provide support and resources through community school services.</p>	All students	<p>940</p> <p>Title III LEP -- 4203</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Babysitting for ELAC meetings</p>
3.4	<p>PARENT RESOURCES</p> <p>A. Providing translating services to parents.</p> <p>B. Provide refreshments for parents and children.</p> <p>C. Provide a Needs Assessment Survey to determine what topics parents would like to address to support their children. Through Coffee and Conversations, a variety of topics are covered based on the parents' needs.</p> <p>D. Provide parents (and students) with community school support.</p>	All parents with an emphasis on Parents of English Learners.	
3.5	<p>TRANSLATION SUPPORT</p> <p>A. Continue providing Translator Clerk Typist (TCT) services to parents to remove the language barriers when they walk into the office.</p>	English Learners	

	<p>B. Continue providing a translated website, videos, letters, flyers, and marquee.</p> <p>C. Continue providing Bilingual Language Translator services to students and parents.</p>		
3.6	<p>Spanish Resources</p> <p>Purchase Spanish library novels, and reading books to support English Learners as well as Dual Language Immersion students.</p>	English Learners	
3.7	<p>STUDENT SOCIO-EMOTIONAL SUPPORT</p> <p>A. Hold ongoing meetings with parents to discuss strategies and techniques that may be utilized at home to support student's social/emotional learning and provide resources to parents.</p> <p>B. Continue the Lion's Den support class</p> <p>C. Continue Behavioral Health Support</p> <p>D. Continue Baseware for students who attend On-Campus Intervention (OCI) class.</p> <p>E. Continue Reflections on Inspirational and Behavioral Videos</p> <p>F. Continue home visits</p> <p>G. Continue surveys to identify students' social-emotional needs.</p>	All students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Building a strong school community takes collaboration, respect, and support from all educational partners (our families, students, staff, district office, and community partners). On-site, we fostered a stronger relationship between the students and staff by holding more staff versus student games such as (volleyball, kickball, and basketball). During the staff meetings, there was a greater emphasis on training both certificated and classified staff on social-emotional learning, adverse childhood experiences (ACEs), and trauma-informed practices. Staff and students were encouraged to take part in restorative practices. The mindset, culture, and goal are to empower our students to become engaged in their school, kind, and have a growth mindset so that they can transfer those skills into high school and beyond. Additionally, providing opportunities for parents to feel supported by the school staff is of utmost importance during this transition from elementary school to high school. The following steps have been implemented to engage our school community and achieve greater student/family/community engagement. Parents are encouraged to get involved in our school by being part of the booster club, school site council (SSC), English Language Advisory Council (ELAC), District Advisory Committee (DAC), African American Parental Advisory Committee (AAPAC), Watch D.O.G.S (Dads of Great Students), etc.

3.1 Parent Engagement, 3.6 Parent-Teacher Conferences, 3.9 Parent Leadership, 3.9 Parent Resources, 3.12 Parent Volunteers

Booster Club was reestablished, and parents built a positive relationship with themselves and the school.

Monthly parent meeting (Coffee and Conversation) topics are selected by the parents through an interest survey. Based on the survey results, speakers are invited to present to our families.

Providing a welcoming environment to our incoming 7th graders by hosting an incoming family night that occurred on April 20, 2023

Parents are invited to visit their children's teachers and learn about what they will be learning during Back to School Night.

Parent-teacher conferences are encouraged, and any educational partner may advocate for a meeting.

Parents are encouraged to join SSC, DAC, and ELAC.

3.2 Parent Communication

The administrative team and staff encourage face-to-face meetings.

Phone calls to and from the school are used to share, discuss, and relay information.

Parent Square is a digital tool that allows parents to receive school information in multiple languages.

The school website is current and up-to-date.

A monthly newsletter will be sent home to inform parents about upcoming events, school highlights, and major announcements.

Print material (flyers, letters, other documentation) is sent home to ensure that students and parents have multiple methods of receiving information.

3.3 Student Engagement:

To encourage students to achieve academically and become successful, a school-wide activity or carnival is planned for eligible students. Students must meet grade, behavior, and attendance eligibility to become eligible.

Students may take an elective class of their choice, such as Art, ASB, AVID, BAND, CHOIR, PLTW, VSpanish, or Ideo Production.

Increasing incentives for good behavior and attendance.

A celebratory lunch for students who maintained a 4.0 each semester.

Awards ceremonies to recognize students of the year are broadcast so students can feel motivated to excel.

Second Step was purchased and piloted by campus supervisors and office staff.

Provide ROAR tickets to be entered in a weekly raffle for students who demonstrate ROAR's characteristics (respect, organization, attitude, and responsibility).

Student panorama survey results were reviewed and discussed with staff to make improvements.

Students are voted into the School Site Council.

Students are part of the PBIS team (Positive Behavior Intervention System)

3.4 Parent Resources

During parent meetings, such as coffee and conversations, the school provides babysitting services and resources so that parents can attend meetings while their children are cared for.

The school translator-clerk typist (TCT) provides translating services for parent-teacher conferences, IEPs, parent meetings, etc.

Provide refreshments for parents and children during meetings.

Provide books, supplies, and materials for parent meetings.

3.5 Social Media

The MLMS social media facilitator updates MLMS on Instagram and Facebook.

The TCT updates the school website.

3.11

Common Sense Media and Digital Citizenship lessons are provided to students through interactive lessons yearly. In addition, the school provides digital citizenship lessons to parents, as well as materials sent home through parent squares and placed on the website.

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

With the exception of light refreshments, baby-sitting, and print material, parents did not choose budget materials (such as books for a book study).

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.

The changes that will be made to this goal to produce greater school engagement are the following:

Continue distributing the monthly newsletter; however, make it more interactive with links to facilitate information for the parents. Also, the newsletter should be distributed to the staff so the entire community knows the shared message between home and school. ASB distributes monthly newsletters to the students.

Utilize the newly installed marquee with bilingual messages to improve communication and increase parental involvement.

Offer Dell Tech classes for students to be certified in fixing Chromebooks.

The implementation of a new community school will provide the students and their families with community resources, as well as social-emotional support. Behavioral health providers may push for support for students who need mentorship.

Mountain Lion Boutique offers students the opportunity to shop for free to pick up clothing, shoes, and other resources.

Work with our male students to start a "Young Gentlemen's" Team.

Work with chronically absent students to understand the root causes of their absence and provide positive reinforcement, support, and incentives for improving attendance.

Offer a variety of choice classes for Saturday School.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$176817
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$992,238.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
LCFF AVID -- 0765	\$17,215.00
LCFF District -- 500 0707	\$360,394.00
LCFF Sec Int -- 0046	\$322,484.00
LCFF Suppl/Conc -- 0707	\$137,700.00
LCFF VAPA -- 0763	\$4,200.00
Title I Basic -- 3010	\$144,989.00
Title I Parent Involvement -- 3010 1902	\$1,522.00
Title III LEP -- 4203	\$3,734.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$992,238.00

Total of federal, state, and/or local funds for this school: \$992,238.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	144989	0.00
Title I Parent Involvement -- 3010 1902	1522	0.00
Title III LEP -- 4203	3734	0.00
LCFF Suppl/Conc -- 0707	137700	0.00
LCFF District -- 500 0707	360394	0.00
LCFF Sec Int -- 0046	322484	0.00
LCFF VAPA -- 0763	4,200	0.00
LCFF AVID -- 0765	17,215	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	17,215.00
LCFF District -- 500 0707	360,394.00
LCFF Sec Int -- 0046	322,484.00
LCFF Suppl/Conc -- 0707	137,700.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	144,989.00
Title I Parent Involvement -- 3010 1902	1,522.00
Title III LEP -- 4203	3,734.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	700,851.00
2000-2999: Classified Personnel Salaries	217,847.00
4000-4999: Books And Supplies	50,140.00

5000-5999: Services And Other Operating Expenditures	17,200.00
5800: Professional/Consulting Services And Operating Expenditures	6,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF AVID – 0765	9,215.00
4000-4999: Books And Supplies	LCFF AVID – 0765	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID – 0765	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	199,454.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	160,940.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	322,484.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	34,624.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	46,752.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	42,324.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	3,000.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF VAPA -- 0763	3,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	144,289.00
4000-4999: Books And Supplies	Title I Basic -- 3010	500.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	200.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,522.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	940.00
4000-4999: Books And Supplies	Title III LEP -- 4203	2,794.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
921,314.00
62,462.00
8,462.00

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
Mary Boules	Principal
Melissa Ascencio	Classroom Teacher
Bernadette Lopez	Classroom Teacher
Susan Maturino	Classroom Teacher
Brandi Thomas	Classroom Teacher
Shannon Aviles	Other School Staff
Cynthia Clements	Parent or Community Member
Paloma Patton	Parent or Community Member
Turhan Davis	Parent or Community Member
Lexie Clements	Secondary Student
Jayde Reza	Secondary Student
Andrew Villalpando	Secondary Student

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




Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	Special Education Advisory Committee
	Departmental Advisory Committee
	Other: Classified Staff

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 05-14-2024.

Attested:

	Principal, Mary Boules on 5/14/2024
	SSC Chairperson, Susan Maturino on 5/14/2024

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023