School Year: **2025-26**

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	May 13, 2025	June 24, 2025

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.

Mira Loma Middle School conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a decline in ELA scores, especially for the English learners 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 Thursdays). 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 plans, progress updates, and outcomes with parents and community members.

Drawing from the LCAP and local funding streams, this integrated approach demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel academically, 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 for the 2023-2024 CAASPP indicated that
1. The overall ELA scores declined by 10.1 points from 53.5 points below standards to 63.6 points below standards-moving us from the yellow to the orange band.
2. The English Language Performance Index (ELPI) has declined by 6.8 %, indicating that 51.7% of English Learners are progressing moving
3. The Math scores increased by 8.6 points,

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.

English Learners declined by 16.2 points in ELA and students with disabilities declined by 7.1 points in English Language Arts.

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 ELA support for our English Learners and Students with disabilities:

1. Utilization of Focused Interim Assessment Block (FIAB) or Interim Assessment Block results to discuss the next teaching steps (scaffolding strategies).
2. Teacher walk-throughs that Quality Teaching of English Learners (QTEL) strategies are being implemented in the classroom.
3. Education Specialists are collaborating with their core content teams to unpack the standards, co-construct lessons, and utilize best scaffolding strategies for

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.29%	0.14%	0%	2	1	0
African American	0.14%	1.01%	0.97%	1	7	7
Asian	0.58%	0.43%	0.69%	4	3	5
Filipino	0.14%	0.29%	0.28%	1	2	2
Hispanic/Latino	93.51%	89.91%	89.32%	648	624	644
Pacific Islander	0%	0.14%	0.14%	0	1	1
White	4.04%	6.05%	6.93%	28	42	50
Multiple/No Response	0.43%	0.43%	0.28%	3	3	2
			Total Enrollment	693	694	721

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Grade 7	343	364	363
Grade 8	350	330	358
Total Enrollment	693	694	721

Conclusions based on this data:

1. Our enrollment has increased by 27 students, with a growth of 28 -8th grade students, yet a net loss of one student in 7th grade.

2. Our student population has increased in the following subgroups: White Population from 42 to 50 students, Asian American from to 3 to 5 and Hispanic/Latino from 624 to 644.

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	217	194	195	32.6%	31.3%	27.0%
Fluent English Proficient (FEP)	212	213	194	30.5%	30.6%	26.9%
Reclassified Fluent English Proficient (RFEP)	24	14	24	5%	11%	12.3%

Conclusions based on this data:

1. The total number of EL's has maintained (with an increase of 1 student),The percent of FEP students has decreased by 4% which is accounts to 19 less FEP students.There was an increase in the number of EL students that reclassified in 2023-2024 by 10 students.

2. The impact of teaching using the strategies from Quality Teaching for English learners (QTEL) has supported ELs and more were able to reclassify in 2023-2024.

3. Providing EL bootcamp prior to the ELPAC has helped students understand the purpose and importance of the ELPAC, and the reclassification criteria.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	335	348	365	325	348	355	325	346	355	97.0	100.0	97.3
Grade 8	345	323	352	341	322	347	341	322	347	98.8	99.7	98.6
All Grades	680	671	717	666	670	702	666	668	702	97.9	99.9	97.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2482.	2513.	2484.	4.00	7.80	7.61	19.38	28.90	20.00	28.92	25.72	23.38	47.69	37.57	49.01
Grade 8	2502.	2493.	2498.	4.99	4.35	5.48	25.22	19.57	18.44	26.10	27.95	31.41	43.70	48.14	44.67
All Grades	N/A	N/A	N/A	4.50	6.14	6.55	22.37	24.40	19.23	27.48	26.80	27.35	45.65	42.66	46.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	8.31	11.56	9.86	57.23	63.01	47.04	34.46	25.43	43.10
Grade 8	9.09	6.52	7.49	53.67	50.00	45.82	37.24	43.48	46.69
All Grades	8.71	9.13	8.69	55.41	56.74	46.44	35.89	34.13	44.87

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 7	5.54	15.32	12.96	46.46	47.11	45.92	48.00	37.57	41.13
Grade 8	6.45	5.59	6.63	44.57	43.48	49.28	48.97	50.93	44.09
All Grades	6.01	10.63	9.83	45.50	45.36	47.58	48.50	44.01	42.59

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 7	8.00	9.25	6.48	70.46	76.01	70.99	21.54	14.74	22.54
Grade 8	10.56	9.01	7.20	71.26	68.94	65.13	18.18	22.05	27.67
All Grades	9.31	9.13	6.84	70.87	72.60	68.09	19.82	18.26	25.07

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 7	9.23	9.25	8.73	56.00	69.65	59.72	34.77	21.10	31.55
Grade 8	11.14	9.01	10.37	65.69	65.53	62.82	23.17	25.47	26.80
All Grades	10.21	9.13	9.54	60.96	67.66	61.25	28.83	23.20	29.20

Conclusions based on this data:

1. For the ELA portion of CAASPP, the percentage of 7th graders slightly declined those who exceeded or met standards. For 8th graders, the percentage of students who exceeded the standards increased by 1.13% but slightly decreased by 1.13%; possibly indicating that those students moved from standard met to exceeded.

2. The 7th graders increased in the percentage of students that did not meet the standards by 11.44%. The 8th graders however, indicated a decrease in the percentage of students that did not meet standards (3.47). The data indicates that 7th graders need more supports as the English Learners, level 1s increased in 7th grade.

3. Based on the data, a need for continual language support and the utilization of QTEL strategies.

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.

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Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	335	348	365	326	348	364	325	348	364	97.3	100.0	99.7
Grade 8	346	323	352	341	322	349	341	322	348	98.6	99.7	99.1
All Grades	681	671	717	667	670	713	666	670	712	97.9	99.9	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2459.	2472.	2462.	4.00	5.17	6.87	10.15	11.49	13.19	22.46	27.87	18.68	63.38	55.46	61.26
Grade 8	2463.	2454.	2477.	6.16	6.21	6.61	8.21	7.76	8.91	21.41	17.39	22.13	64.22	68.63	62.36
All Grades	N/A	N/A	N/A	5.11	5.67	6.74	9.16	9.70	11.10	21.92	22.84	20.37	63.81	61.79	61.80

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	3.08	5.46	6.32	52.00	47.41	42.86	44.92	47.13	50.82
Grade 8	7.33	5.90	4.31	45.75	44.10	54.89	46.92	50.00	40.80
All Grades	5.26	5.67	5.34	48.80	45.82	48.74	45.95	48.51	45.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	3.38	6.03	5.77	66.15	62.64	56.04	30.46	31.32	38.19
Grade 8	4.40	4.04	6.32	51.91	47.83	58.05	43.70	48.14	35.63
All Grades	3.90	5.07	6.04	58.86	55.52	57.02	37.24	39.40	36.94

Conclusions based on this data:

1. CAASPP Math: The mean scale score for the overall achievement for 7th decreased from 2472.9 to 2462.5. The average score for 8th graders increased from 2454.2 to 2477.8, this was observed in showing a greater percentage of 8th graders exceeded the standards or met the standards.

2. Problem solving and modeling/data analysis indicated the greatest percentage of students below standards (50% 7th graders and 40.8% -8th graders).The percent of 7th graders that did not meet standards increased from 55.46% to 61.26% yet decreased for 8th graders to 62.36 from 66.83%.

3. Based on the data, math tutoring should start earlier in the year and more formative assessments should be incorporated throughout the math classes.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1527.7	1538.8	1516.7	1526.0	1541.1	1528.1	1529.0	1536.0	1504.7	100	78	111
8	1531.8	1564.4	1553.0	1532.3	1575.2	1572.4	1530.8	1553.1	1533.0	87	94	73
All Grades										187	172	184

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	12.00	20.51	16.22	42.00	38.46	33.33	33.00	29.49	27.93	13.00	11.54	22.52	100	78	111
8	11.49	28.72	26.03	33.33	39.36	42.47	40.23	26.60	17.81	14.94	5.32	13.70	87	94	73
All Grades	11.76	25.00	20.11	37.97	38.95	36.96	36.36	27.91	23.91	13.90	8.14	19.02	187	172	184

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	27.00	37.18	41.44	47.00	35.90	31.53	14.00	17.95	9.91	12.00	8.97	17.12	100	78	111
8	22.99	43.62	45.21	52.87	40.43	39.73	13.79	11.70	5.48	10.34	4.26	9.59	87	94	73
All Grades	25.13	40.70	42.93	49.73	38.37	34.78	13.90	14.53	8.15	11.23	6.40	14.13	187	172	184

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	1.00	6.41	0.00	24.00	25.64	11.71	54.00	46.15	38.74	21.00	21.79	49.55	100	78	111
8	4.60	13.83	0.00	13.79	26.60	26.03	54.02	38.30	41.10	27.59	21.28	32.88	87	94	73
All Grades	2.67	10.47	0.00	19.25	26.16	17.39	54.01	41.86	39.67	24.06	21.51	42.93	187	172	184

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	9.09	7.69	10.81	67.68	71.79	49.55	23.23	20.51	39.64	99	78	111
8	3.45	14.89	15.07	78.16	77.66	65.75	18.39	7.45	19.18	87	94	73
All Grades	6.45	11.63	12.50	72.58	75.00	55.98	20.97	13.37	31.52	186	172	184

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	55.00	64.10	74.55	36.00	30.77	10.00	9.00	5.13	15.45	100	78	110
8	48.28	76.60	80.82	42.53	20.21	10.96	9.20	3.19	8.22	87	94	73
All Grades	51.87	70.93	77.05	39.04	25.00	10.38	9.09	4.07	12.57	187	172	183

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	5.00	8.97	0.90	46.00	47.44	33.33	49.00	43.59	65.77	100	78	111
8	9.20	23.40	8.22	24.14	34.04	42.47	66.67	42.55	49.32	87	94	73
All Grades	6.95	16.86	3.80	35.83	40.12	36.96	57.22	43.02	59.24	187	172	184

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7	5.05	12.82	2.70	82.83	79.49	70.27	12.12	7.69	27.03	99	78	111
8	0.00	10.64	1.37	87.36	80.85	86.30	12.64	8.51	12.33	87	94	73
All Grades	2.69	11.63	2.17	84.95	80.23	76.63	12.37	8.14	21.20	186	172	184

Conclusions based on this data:

1. There was an influx of ELs in 7th and 8th graders that were new to the country (level 1s)
The number of level 1 ELs increased doubled (from 11.54% to 22.52%) for 7th graders and almost tripled (5.32% to 13.7%) for 8th graders.

2. The ELPAC overall scores have decreased for both 7th and 8th graders. 7th graders mean score decreased from 1538.8 (22-23) to 1516.7 (23-24). The 8th graders also decreased in their overall mean score from 1564.4 (22-23) to 1553.0 (23-24).

3. Utilizing QTEL strategies to support our new EL1s Increasing writing prompts, graphic organizers, and test-taking skills will be a focus for next year.

School and Student Performance Data
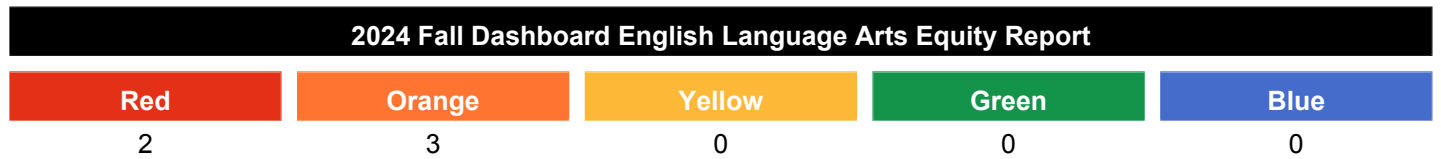
Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
721	**82.9%**	**27%**	**0.3%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	195	27%
Foster Youth	2	0.3%
Homeless	7	1%
Socioeconomically Disadvantaged	598	82.9%
Students with Disabilities	125	17.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1%
American Indian	0	0.0%
Asian	5	0.7%
Filipino	2	0.3%
Hispanic	644	89.3%
Two or More Races	2	0.3%
Pacific Islander	1	0.1%
White	50	6.9%

Conclusions based on this data:

1. 27% of the MLMS student population are English Learners which account to 195 students out of the 721 student population.17% of the MLMS student population are students with disabilities which accounts to 109 students out of

the 721 student population. 598 students are socioeconomically disadvantaged which accounts for 82.9% of the student population at MLMS. This is a 5% decrease from the 22-23 school year.

2. Ensuring that students are provided with targeted interventions such as scaffolding strategies and ensure that all teachers are following students IEPs.

3. Provide supplemental materials, and resources to support our ELs, SED and SWD.

School and Student Performance Data

Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The Academic Performance for math and ELA are in the orange band.

2. The progress of English learners declined indicated by the orange band (from yellow)

3. Suspension rate has maintained in the green due to conflict mediations, restorative circles, and other means of corrections.

School and Student Performance Data

Academic Performance
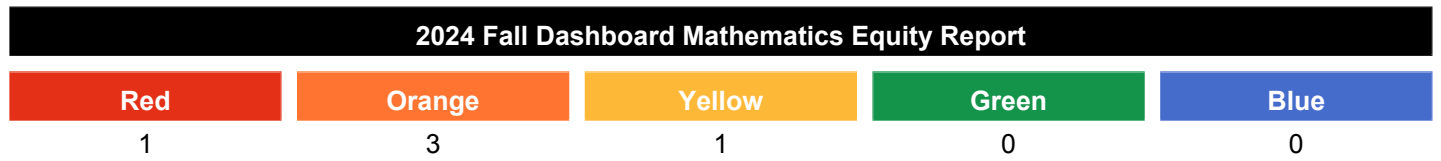## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	Red
63.6 points below standard	111.6 points below standard	123.6 points below standard
Declined 10.1 points	Declined 16.2 points	Declined 17.5 points
691 Students	223 Students	173 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	65.9 points below standard
		Declined 7.1 points
2 Students	5 Students	577 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
124.2 points below standard	Less than 11 Students	0 Students
Declined 7.1 points		
117 Students	7 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	67.4 points below standard
		Declined 10.6 points
5 Students	2 Students	618 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	44.0 points below standard
		Declined 20.3 points
2 Students	1 Student	47 Students

Conclusions based on this data:

1. Compared to the 2022-2023 all subgroups declined in ELA as there was an influx of EL level 1s.

2. The most significant decline was observed in students with a disability, followed by long-term English Learners.

3. Students that are socio-economically disadvantaged had the least significant decline and were the closest from the distance to standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	Orange
100.8 points below standard	144.5 points below standard	153.8 points below standard
Increased 8.6 points	Increased 6.1 points	Increased 7.6 points
694 Students	225 Students	173 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	103.6 points below standard
		Increased 12.6 points
2 Students	5 Students	579 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
161.3 points below standard	Less than 11 Students	0 Students
Maintained 1.6 points		
117 Students	7 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	104.3 points below standard
		Increased 6.8 points
5 Students	2 Students	620 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	84.1 points below standard
		Increased 13.7 points
2 Students	1 Student	47 Students

Conclusions based on this data:

1. Every subgroup increased from 6.1 points to 13.7 points. The only subgroup that maintained were students with a disability.

2. All students need support in math, while they are improving, are at least 84.1 points below standards.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	Orange
51.7% making progress.	53.5% making progress.
Number Students: 172 Students	Number Students: 159 Students

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.

2024 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**
11%	35.5%	1.2%	50%

Conclusions based on this data:

1. Over half (51%) of our English learners and (53.5%) of our LTELs are making progress towards English Language Proficiency.

2. 11% of our students decreased on the English Language Acquisition. 35.5% maintained in the same ELPI level as the year before. There needs to be a school-wide push on academic vocabulary, writing and reading.

3. The continuous push for QTEL strategies are necessary for students to continue reading, writing, and acquiring academic language with supports.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	Yellow
20.5% Chronically Absent	27.4% Chronically Absent	26.6% Chronically Absent
Declined 5.6	Declined 3.2	Declined 6
757 Students	215 Students	184 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	21.3% Chronically Absent
2 Students	7 Students	Declined 7.5
		638 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
27.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 7.1	9 Students	
130 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	21.4% Chronically Absent
5 Students	2 Students	Declined 5.4
		678 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
23.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy	14.3% Chronically Absent
Increased 1.6	1 Student	Declined 9.5
13 Students		49 Students

Conclusions based on this data:

1. All students in all subgroups with the exception of two or more races has decreased in chronic absenteeism. The 13 students in two or more races has seen an increase in chronic absenteeism.

2. Based on the root cause analysis that was conducted, rewards/incentives, attendance challenges, home visits and SART meetings has helped reduce chronic absenteeism.

3. Having more inclusive practices may lessen chronic absence.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.
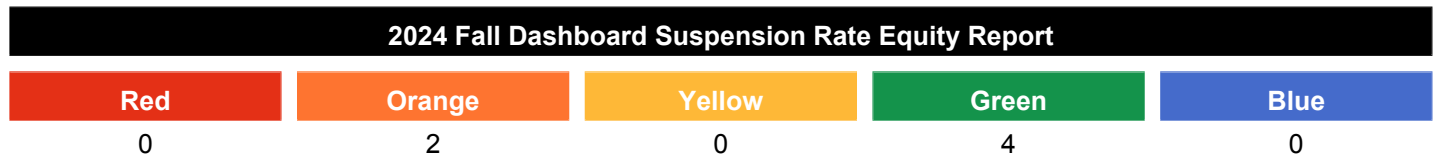
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	4	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	Green
2.8% suspended at least one day	4.1% suspended at least one day	4.3% suspended at least one day
Declined 2.2%	Declined 0.7%	Declined 0.6%
780 Students	220 Students	188 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	2.7% suspended at least one day
4 Students	7 Students	Declined 2.7%
		656 Students

Students with Disabilities	**African American**	**American Indian**
Orange	No Performance Color	No Performance Color
7.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 1.7%	10 Students	
137 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	2.6% suspended at least one day
5 Students	2 Students	Declined 2.4%
		695 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Orange
7.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	5.6% suspended at least one day
Increased 7.7%	1 Student	Increased 1%
13 Students		54 Students

Conclusions based on this data:

1. With the exception of students with a disability, white students and students with two or more races, all other subgroups have declined in suspensions.

2. A significant decline of suspensions were observed in students who are socioeconomically disadvantaged. This could be due to the resources we have provided our students from counseling to clothing through our community school.

3. Social-emotional supports (conflict mediation, restorative circles, reflective conversations, and other means of corrective action) will need to be pushed in for students with IEPs.

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. Formalize the Extended Leadership Team meetings (Dept. Chairs and counselors to 6 -8 times full days).
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: -63.5 Socioeconomically Disadvantaged: -65.9 English Learners: -111.6 Long Term English Learners: -123.6 Students with Disabilities: -124.2 Foster Youth: NA	All Students: -53.5 Socioeconomically Disadvantaged: -55 English Learners: -100 Long Term English Learners: -115 Students with Disabilities: -115 Foster Youth: NA

	Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -67.4 Pacific Islander: NA Two or More Races: NA White: -44	Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -55 Pacific Islander: NA Two or More Races: NA White: -34
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: -100.8 Socioeconomically Disadvantaged: -103.6 English Learners: -144.5 Long Term English Learners: -153.8 Students with Disabilities:-161.6 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic:-104.3 Pacific Islander: NA Two or More Races: NA White: -84,1	All Students: -90.8 Socioeconomically Disadvantaged: -90 English Learners: -135 Long Term English Learners: -145 Students with Disabilities:-150 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic:-95 Pacific Islander: NA Two or More Races: NA White: -75
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: 51.7%	Current Percentage of English Learners making progress: Status Level: 60%
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 13.02%	Percentage of English Learners Reclassified: 15.%
LCFF Priority 8: Other Student Outcomes - 1st Semester Grades	Percentage of students passing with a C or better on Semester 1 report card: ELA: 78.28% Math: 76.59% Social Science: 80.66% Integrated Science: 81.39%	Percentage of students passing with a C or better on Semester 1 report card: ELA: 82% Math: 80% Social Science: 83% Integrated Science: 85%

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.	12,000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitutes to cover for teacher professional

	teams focusing on our targeted groups (Students on an IEP, English learners, and struggling students).

C. To continue providing teacher professional development to support best teaching practices.

D. To continue providing collaborative classes to support students on an IEP.

E. Provide teachers opportunities to attend professional development (training, substitutes, etc.) to support restorative practices and social-emotional learning.

F. Provide teachers time to collaborate and create action steps by evaluating the student outcome data from the Interim Assessments.

G. Provide 6 to 8 times where the Extended Leadership Team collaborate, review data, and create a strategic action plan. | | development days, planning days, trainings and meetings.

41,952
LCFF Suppl/Conc -- 0707
4000-4999: Books And Supplies
Materials and Supplies for the implementation of CCSS in all subject matters.

203,315
LCFF District -- 500 0707
1000-1999: Certificated Personnel Salaries
Counselor #1 and #2 Salaries

1000.00
LCFF Suppl/Conc -- 0707
5000-5999: Services And Other Operating Expenditures
Print Shop

108,437
LCFF District -- 500 0707
2000-2999: Classified Personnel Salaries
Library Technician Salary |
| 1.2 | STANDARDS-ALIGNED RESOURCES AND TECHNOLOGY.
A. Provide resources that are standards-aligned to support student learning.
Brain-Pop
NewsELA
Visuals
Models
Calculators

B. Continue providing ongoing technology updates and training during staff meetings (digital citizenship and AI).

C. Provide Common Sense Media Lessons to all students.

D. Continue to provide elective classes (Dell-Tech, Video Production, Yearbook). | All students with an emphasis on ELs and Students with disability. | 5000
LCFF Suppl/Conc -- 0707
5000-5999: Services And Other Operating Expenditures
Subscriptions |
| 1.3 | INTERVENTIONS
A. Continue to provide all students with Extended Learning Opportunities (before/after school tutoring) and Think-Together for additional support intervention.

B. Continue providing ELD and Read-180 classes to support English learners and students with a low reading Lexile.

C. Continue to provide academic counseling services to improve student learning (grade check- | All students with an emphasis on ELs and Students with disability. | 3000
Title I Basic -- 3010
1000-1999: Certificated Personnel Salaries
Teacher Hourly (ELO)

2000
LCFF Suppl/Conc -- 0707
5000-5999: Services And Other Operating Expenditures
Professional Development

132,369 |

	ins, lunch-and-learn, parent-teacher conferences, etc.). D. Continue offering collaborative classes by pushing in support (by an education specialist or an education para-professional). E. Continue providing targeted support to ELs by pushing in the bilingual tutor (BLT) to general education classes. F. Provide EL students with ELO (after-school support). G. Provide ELD classes to support EL1s/EL2s.		Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Counselor #2 Salary 44,123 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Counselor #2 Salary 305,704 LCFF Sec Int -- 0046 1000-1999: Certificated Personnel Salaries Intervention Teachers Salaries 20,325 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Bilingual Language Tuto (3-hours) Salary 3500 Title III LEP -- 4203 4000-4999: Books And Supplies Materials needed for ELD classes to provide support to ELs
1.4	Students with Disabilities A. Provide training to all teachers to support students with disabilities in their classes (following the IEP, meeting the student's individual IEP goal, SEL, and scaffolding techniques) B. Provide resources and materials to help support students' learning.	Students with disability.	
1.5	AVID A. Continue the AVID program. B. Ensure school-wide implementations of one or more of the AVID WICOR strategies: Writing, Inquiry, Collaboration, Organization, and Reading. C. Increase College/Career Awareness for our MLMS families through Gallery Walks and Staff D. Continue to recommend and place qualified students in the AVID program. E. Continue to provide AVID tutors for tutorials. F. Continue training teachers with AVID strategies.	All students	3000 LCFF VAPA -- 0763 5000-5999: Services And Other Operating Expenditures Repairing instruments 1200.00 LCFF VAPA -- 0763 4000-4999: Books And Supplies Materials/Supplies to VAPA program
1.6	Visual and Performing Arts Provide students with an opportunity to		2000 LCFF AVID – 0765

A. Take a band or choir class. B. Conduct performances C. Go on Field Trips that enhance the VAPA program..		1000-1999: Certificated Personnel Salaries Subs for AVID field trips 10000.00 LCFF AVID – 0765 2000-2999: Classified Personnel Salaries AVID Tutors 1785 LCFF AVID – 0765 4000-4999: Books And Supplies AVID Materials/Supplies to support CCSS 12584 Title I Basic -- 3010 4000-4999: Books And Supplies Supplemental materials to support student learning 4000.00 LCFF AVID – 0765 5000-5999: Services And Other Operating Expenditures AVID Field Trips- Transportation

Annual Review

SPSA Year Reviewed: 2024-25

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 our students to be College and Career Ready. During the 2023-2024 school year, there has been an increase of English Learners, with a level 1 requiring intensive language acquisition and social-emotional support. Naturally, there was a decline in the ELA and ELPI scores due to the nature of the tests. However, there was a slight increase in math for all subgroups (except students with disabilities- maintained).

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 and implementing Math-ia.
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 monthly meetings are designated for collaborative team meetings to discuss best teaching practices, formative assessments, and interim assessments (IABs/FIAB)

100% of the staff (certificated and classified) to be Trust-Based Relaional Intervention Trained at the beginning of the 2024-2025 school year.

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
1 day/week: Math 8 Support Class
1 day/week: Math 7 Support Class

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

After winter break, ELs were given practice ELPAC test, counselor met with each EL to discuss score and purpose of ELPAC, principal met with all ELs to discuss language journey and ELPAC, and Behavioral health staff met with ELD students to discuss stress management and test-taking tips.

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 (EL1/2s).

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 Technology.

Utilizing the results of assessment data (NWEA, CAASPP, and formative assessments) will be used to instruct teaching practices.

1.6: AVID
AVID supports students through writing, inquiry, reading, organization, and reading strategies (WICOR). It 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.

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).

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

Retroactive pay for certificated staff.

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.

Continue holding designated meetings for ELs to understand the ELPAC's importance, the domains being tested, the criteria for reclassification, and where the students are currently with their overall and individual domain levels.

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

Conduct walkthroughs with teachers to observe QTEL strategies among their peers.

Streamline the Interim Assessments (IAB/FIAB) for ELA, Math, and Science so that teachers can utilize the data results to inform their teaching and students' 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.

Department Focus:
Science-reaching out to industry professionals for more resources (Stemivate, Health Corps, etc.)
ELA-Share information regarding Career Pathways (CTE) aligned with feeder high school.Newcomer support groups
Social Studies: Work on providing QTEL strategies for level 1/2 students, WICOR AVID strategies
Math: Push in CAASPP review/Elective CAASPP.
Counselors: Success Plans/ EL CICO

More staff school-wide training and awareness on disabilities, accommodations, and support -provide an End of 1st semester or 2nd semester Round Robin

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: 100; Exemplary Source: 2024-2025 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2025-2026 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	7: 92.8716% 8: 90.1817% Source: Student Information System P-2 report	7: 95% 8: 95% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 20.5% Socioeconomically Disadvantaged: 21.3% English Learners: 27.4% Long Term English Learners: 26.6% Students with Disabilities: 27.7% Foster Youth: NA	All Students: 15% Socioeconomically Disadvantaged: 20% English Learners: 22% Long Term English Learners: 25% Students with Disabilities: 22% Foster Youth: NA

	Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 21.4% Pacific Islander: NA Two or More Races: 23.1% White: 14.3%	Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 19% Pacific Islander: Two or More Races: 20% White: 10%
LCFF Priority 6: Pupil Suspension Rate	All Students: 2.8% Socioeconomically Disadvantaged: 2.7% English Learners: 4.1% Long Term English Learners: 4.3% Students with Disabilities: 7.3% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 2.6% Pacific Islander: NA Two or More Races: NA White: 5.6%	All Students: 1% Socioeconomically Disadvantaged: 1.5% English Learners: 2.0% Long Term English Learners: 3.5% Students with Disabilities: 5% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 1% Pacific Islander: NA Two or More Races: NA White: 2.5%
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0.26% Source: Data Quest 2023-24	All Students: 0.15%
LCFF Priority 6: School Climate Survey: School Safety	Percent favorable perceptions of student physical and psychological safety at school 56% Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school 62% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Sense of Belonging	Percent favorable of how much students feel they are valued members of the school community. 42% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community. 60% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 48% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 55% Source: Panorama Student Survey
P5: Middle School dropout rates	Percentage of students who dropped out: 0.28% Source: CALPADS Fall 1 2024	Percentage of students who dropped out: 0.00% Source: CALPADS Fall 1 2025

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) C. Continue providing students with PICO services (Behavioral Health Referrals). D. Create reward activities for students as incentives for behavior, attendance, improvement, and achievement. E. Increase anti-bullying (including cyber-bullying, and cyber safety) awareness via school-wide lessons as well as assemblies. F. As needed, purchase safety materials and emergency supplies. 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. H. Improve communication between parents and teachers through various means of communication (school website, school marquee, In Touch communication, Parent Connect, Parent/Teacher meetings). I. Parent Involvement is monitored via participation data, sign-ins, meeting agendas, meeting minutes, and survey responses. 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. K. Continue providing after-school tutoring L. Provide zero-period classes for students to have room in the schedule to take elective classes	All students	2000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Subs for teachers to attend SEL/MTSS professional development 2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and resources needed to be used to create a positive school culture, including safety materials. 5000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly for Extended Learning Opportunities

	(AVID, VAPA or intervention classes (Read 180, Math Support). M. Continue providing support class-Lion's Den. N.Teachers implement lessons on internet safety-Common Sense Media. O. Purchase resources/supplies to support a positive school culture at MLMS P. Work collaboratively with the School Resource Officer to conduct home visits to ensure students attend school. Q. Update the school website and social media accounts to increase communication. R. Increase EL collaboration and quality interaction opportunities. S. Provide academic recognition and rewards to students for the building of a positive culture (such as Medals, Banners, Certificates, Awards, etc.) T. Provide students with Habits of the Mind and Heart posters. U. Provide classes with the new ROAR posters. V. Starting a new student welcoming and leadership group (Where Everyone Belongs- WEB, ie: link crew).		
2.2	ANALYZING DATA 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. 1. Staff feedback 2. Student feedback 3. Parent feedback 4. Discipline incidents 5. Attendance rates 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.) C. Purchase incentives as rewards to foster school culture and to recognize and to promote higher level academic achievement, good citizenship, and positive attitude.	All students	

	D. Continue to provide Advisory Class to teach Social Emotional Learning - Habits of the Mind and Habits of the Heart. E. Continue to provide Lion's Den support class for academic and social-emotional support.		
2.3	HEALTH AND WELLNESS A. District nurse, health care aide and office staff monitor and maintain the health care needs of students. B. Review, Revise, and Adopt the MLMS Safety Plan by the school safe site coordinator. The School Site Council adopts yearly. C. Continue supporting elective classes that provide students to feel a sense of belonging.	All students	58,534 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide (6 hrs) Salary

Annual Review

SPSA Year Reviewed: 2024-25

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 our students with a safe, orderly, and inviting learning environment. During the 2023- 2024 school year, a strategic focus has been on helping our chronically absent students. Based on the California school dashboard, there was a 5.6% decline in chronically absent students. Remarkably, students with disabilities decreased by 7.1 %, English learners decreased by 3.2 %, socioeconomically disadvantaged students decreased by 7.5%, Hispanic students decreased by 5.4 %, and white students had a significant decline in chronic absenteeism by 9.5 %. The suspension rate was also reduced by 2.2 % overall. The socioeconomically disadvantaged decreased by 2.7%, students with disabilities increased by 1.7% %, and the white student population increased by 1.0%. The following implementations supported MLMS students in declining chronic absenteeism and declining suspension by implementing the following:

2.1 Safe, Orderly, and Inviting Learning Environment
This year, we have had parent-teacher conferences to support our students and parents in helping 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 provide every student an opportunity to be heard and express their opinion on what is bothering themby implementing restorative circles and conflict mediation sessions. This has helped our students become aware of their dispositions and their mannerisms.

Riverside County District Attorney presented multiple presentations on the dangers of fentanyl, gang affiliation, and bullying (cyber-bullying).
Parents can join parent groups such as the 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 the ROAR class) has allowed students to de-escalate their emotions and/or receive academic support. This class is offered to students in periods 1, 2, 3, 5, and 6. The student may advocate for it, 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 school-wide matrix for students and staff to follow. The matrix is developed 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. MLMS was awarded the silver award for the Tier 1 implementation. This year, we are entering into the Tier 2 and are applying for the gold award.

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 can 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. The community school is in development this year, with initial implementation and community outreach.
Encourage more parents to shadow students on campus.

We will continue conducting monthly attendance team meetings, 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 attendance challenges to help decrease chronic absenteeism.

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, has been opened monthly. However, based on demand, it can be opened twice a month.

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

Create a new student intervention form for parents, students, or staff to fill out if intervention is needed.

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 student environment.

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

Have staff trained to recognize gang-affiliated attire and concerns around the community, keep current, constant communication between SRO and staff during staff meetings

Analyze data of students who go to college vs career pathways to align course offerings to student needs

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."" 96.3% Source: LCAP Parent Survey Winter 2024-25	"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."" 98% Source: LCAP Parent Survey Winter 2025-26
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."" 93.5%	"The percentage of staff who ""strongly agree or agree"" with ""School is welcoming to and facilitates parent involvement."" 100%

		Source: LCAP Staff Survey Winter 2024-25	Source: LCAP Staff Survey Winter 2025-26
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."" 90.7% Source: LCAP Parent Survey Winter 2024-25	"The percentage of parents who ""Strongly agree or agree"" with ""Teachers communicate with parents about what students are expected to learn in class."" 94% Source: LCAP Parent Survey Winter 2025-26	
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."" 91.3% Source: LCAP Staff Survey Winter 2024-25	"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: LCAP Staff Survey Winter 2025-26	

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	PARENT ENGAGEMENT Increase communication to provide greater opportunities for parents to attend and participate in: 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 L. Continue partnering with parents through Booster Club and Watch D.O.G.S	All students	5000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Extra Clerical Staff , campus supervisors, Instructional Aides 594 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Babysitting for parent meetings
3.2	COMMUNICATION TOOLS MLMS uses a variety of communication tools: A. School Website B. Parent Square Message C. School Marquee (bilingual) D. Newsletters	All students	1750 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials/Books/Resources

	E. Letters/flyers mailed home (dual languages) H. Face-to-face meetings I. Online meetings--Google Meet/Zoom J. Phone Calls/Emails K. Social Media, School Announcements, Daily Advisory Videos			250 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Printing 250 Title III LEP -- 4203 5000-5999: Services And Other Operating Expenditures Printing of Materials
3.3	STUDENT Engagement/Resources A. Provide Attendance awards and incentives B. Provide 4.0 GPA Lunch C. Provide Awards for Top Scholars/Distinguished Scholars for Semester 2 D. Provide Awards/Incentives for positive behavior (ROAR Awards/ Habits of the Mind/Heart). E. Focus awards around days that have normally a high absence rate to attract students to come to school. F. Utilize 5-star student awards and incentives G. Provide support and resources through community school services.	All students		540 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Babysitting for ELAC meetings
3.4	PARENT RESOURCES A. Providing translating services to parents. B. Provide refreshments for parents and children. 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. D. Provide parents (and students) with community school support.	All parents with an emphasis on Parents of English Learners.		
3.5	TRANSLATION SUPPORT A. Continue providing Translator Clerk Typist (TCT) services to parents to remove the language barriers when they walk into the office. B. Continue providing a translated website, videos, letters, flyers, and marquee. C. Continue providing Bilingual Language Translator services to students and parents.	English Learners		
3.6	Spanish Resources Purchase Spanish library novels,and reading books to support English Learners as well as Dual Language Immersion students.	English Learners		
3.7	STUDENT SOCIO-EMOTIONAL SUPPORT 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. B. Continue the Lion's Den support class C. Continue Behavioral Health Support D. Continue Baseware for students who attend On-Campus Intervention (OCI) class.	All students		

	E. Continue Reflections on Inspirational and Behavioral Videos F. Continue home visits G. Continue surveys to identify students' social-emotional needs.		

Annual Review

SPSA Year Reviewed: 2024-25

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 and 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), and our community school council.

3.1 Parent Engagement, 3.6 Parent-Teacher Conferences, 3.9 Parent Leadership, 3.9 Parent Resources, 3.12 Parent Volunteers
The Booster Club was reestablished, and parents built a positive relationship with themselves and the school.
The parents select the topics for the monthly parent meeting (Coffee and Conversation) 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 learn during Back to School Night.
Parent-teacher conferences are encouraged, and any educational partner may advocate for a meeting.
Parents are encouraged to watch their children play intramural sports.
Think-Together hosted a parent/student basketball game.
Staff and Students basketball game on Thursday morning.
Through Community School Partnership:
Web Leaders, SBX, and the Success Club have partnered with the school to provide mentorship to students.
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 significant announcements.
Print material (flyers, letters, other documentation) is sent home to ensure that students and parents have multiple methods of receiving information.
Social Media accounts are updated with school news, celebrations, and upcoming 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, such as Art, ASB, AVID, BAND, CHOIR, Dell Tech (new) Spanish, Video Production, and/or Yearbook.
Increasing incentives for good behavior and attendance.
A celebratory lunch for students who maintained a 4.0 GPA each semester.
Awards ceremonies to recognize students of the year are broadcast so students can feel motivated to excel.
5-Star was purchased and piloted by campus supervisors and office staff.
Provide ROAR tickets for students who demonstrate ROAR's characteristics (respect, organization, attitude, and responsibility) to be entered in a weekly raffle.
Student panorama survey results were reviewed and discussed with staff to make improvements.
Students are voted into the School Site Council.
5-Star Intervention lessons through PE classes.
Students are part of the PBIS team (Positive Behavior Intervention System)
Pep-Rally for state testing.
Attendance incentives all year and for state testing (raffle prizes such as yearbook, air-buds, tickets, etc.)

3.4 Parent Resources
During parent meetings, such as coffee and conversations, the school provides babysitting services and resources so parents can attend meetings while their children are cared for.
The school translator-clerk typist (TCT) provides translation 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.
English Language Advisory Council (ELAC)-motivate parents to attend breakfast and raffle prizes.

3.5 Translation Support
The TCT provides translation services to parents during meetings, parent-teacher conferences, and phone calls.
The TCT updates the school website, social media, and print material.
Coffee and Conversations, Back to School, IEPs, PTC, and ELAC meeting translation.

3.6 Spanish Resources
Spanish novels in the library
English Language Launch Program for Newcomers.

3.7 Social-Emotional Support
Posters in all classrooms with a QR code for support
Agenda/Planner-QR code in the agenda to meet with the counselor
New Staff, Parent, and Student Referral Form for referring a student for S/E support.

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:

Begin a digital 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.

Continue providing resources from mentorship to workshops to our school families.

Continue Mountain Lion Boutique allows students to shop for free to pick up clothing, shoes, and other resources. Increase duration twice per month.

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

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

Offer a variety of choice classes for Saturday School.

Create a principal's weekly highlight sent to parents, a message or a video

Advertise the school's social media accounts

Create a committee for student recognition and achievement
-Increase student recognition

During ROAR Carnival days, incorporate Spanish music and posters to also cater to ELs

Hold school-wide SEL Days to boost morale, non-academic days where the students have social-emotional learning.

Provide Q training to parents early on in the year.

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	$154,837.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$993,212.00
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 ($)
Title I Basic -- 3010	$147,953.00
Title I Parent Involvement -- 3010 1902	$2,594.00
Title III LEP -- 4203	$4,290.00

Subtotal of additional federal funds included for this school: $154,837.00

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

State or Local Programs	Allocation ($)
LCFF AVID – 0765	$17,785.00
LCFF District -- 500 0707	$370,286.00
LCFF Sec Int -- 0046	$305,704.00
LCFF Suppl/Conc -- 0707	$140,400.00
LCFF VAPA -- 0763	$4,200.00

Subtotal of state or local funds included for this school: $838,375.00

Total of federal, state, and/or local funds for this school: $993,212.00

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	147,953	0.00
Title I Parent Involvement -- 3010 1902	2,594	0.00
Title III LEP -- 4203	4,290	0.00
LCFF Suppl/Conc -- 0707	140,400	0.00
LCFF District -- 500 0707	370,286	0.00
LCFF Sec Int -- 0046	305,704	0.00
LCFF VAPA -- 0763	4,200	0.00
LCFF AVID – 0765	17,785	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID – 0765	17,785.00
LCFF District -- 500 0707	370,286.00
LCFF Sec Int -- 0046	305,704.00
LCFF Suppl/Conc -- 0707	140,400.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	147,953.00
Title I Parent Involvement -- 3010 1902	2,594.00
Title III LEP -- 4203	4,290.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	709,511.00
2000-2999: Classified Personnel Salaries	203,430.00
4000-4999: Books And Supplies	65,021.00
5000-5999: Services And Other Operating Expenditures	15,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF AVID – 0765	2,000.00
2000-2999: Classified Personnel Salaries	LCFF AVID – 0765	10,000.00
4000-4999: Books And Supplies	LCFF AVID – 0765	1,785.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID – 0765	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	203,315.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	166,971.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	305,704.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	63,123.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	25,325.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	43,952.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	8,000.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	1,200.00
5000-5999: Services And Other Operating Expenditures	LCFF VAPA -- 0763	3,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	135,369.00
4000-4999: Books And Supplies	Title I Basic -- 3010	12,584.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	594.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	2,000.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	540.00
4000-4999: Books And Supplies	Title III LEP -- 4203	3,500.00
5000-5999: Services And Other Operating Expenditures	Title III LEP -- 4203	250.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1		917,294.00
Goal 2		67,534.00
Goal 3		8,384.00

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
	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee
	Other: Classified Employee

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2025.

Attested:

	Principal, Mary Boules on 05-13-2025
	SSC Chairperson, Susan Maturino on 05-13-2025

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

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:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

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/

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