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
Mission Middle School	33 67090 6061774	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 Mission Middle School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in the math and ELA proficiencies of our English Language Learners, Long-Term English Learners, and Students with Disabilities compared to 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 professional learning and collaboration time to support highly effective teachers, support staff, administrators, and counselors around Quality Teaching for English Learners (QTEL). Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent information meetings and workshops, empowering families to support their children's academic success.
We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members.
This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your Mission 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

As part of the planning process for the SPSA/Annual Review, six School Site Council (SSC) meetings throughout the year provided review and input on the School Plan for Student Achievement. In addition, input was sought from the Leadership Team, academic departments, elective programs, and the English Learners Advisory Council (ELAC). Furthermore, resources and input for the development of the School Plan for Student Achievement were gathered at SBCP meetings, Principal meetings, and DAC/DELAC & GATE Advisory groups. Various student/teacher/parent survey results were also used to identify the greatest needs and performance gaps. Ongoing conversations and data analysis were utilized as part of planning for improvement.

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.

All student groups were red or orange in CAASPP math, CAASPP ELA, and suspension rate.

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.

There were no red subgroups or subgroups who scored two or more performance levels below the "all student" performance for Chronic Absenteeism, suspension rate, or ELPI. English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged students were red in CAASPP ELA. Hispanic and Socioeconomically Disadvantaged students were red in CAASPP math.

Other Needs

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

D and F rates have been used to identify student progress within each grade level and department. Panorama data has been used to monitor students' perception of student supports and the school environment, as well as student competency and well being measures.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Mission 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%	0.16%	2	0	1
African American	1.01%	0.86%	1.58%	7	6	10
Asian	0.14%	0.72%	0.63%	1	5	4
Filipino	0.43%	0.29%	0.16%	3	2	1
Hispanic/Latino	93.10%	93.37%	92.74%	648	648	588
Pacific Islander	0.14%	0.29%	0%	1	2	0
White	3.30%	3.46%	3.63%	23	24	23
Multiple/No Response	0.72%	0.29%	0.47%	5	2	3
			Total Enrollment	696	694	634

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	354	337	304
Grade 8	342	357	330
Total Enrollment	696	694	634

Conclusions based on this data:

1. MMS had a decline in enrollment from the 22-23 to the 23-24 school year.
2. Our enrollment for the 23-24 to the 24-25 school year did maintain.

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	237	213	190	33.1%	34.1%	30.0%
Fluent English Proficient (FEP)	217	225	195	36.3%	31.2%	30.8%
Reclassified Fluent English Proficient (RFEP)	11	12	25	2%	5%	13.2%

Conclusions based on this data:

1. MMS has been steadily increasing the percentage of students who are reclassified each year.
2. The overall EL classification percentage declined between the 22-23 and 23-24 school years.

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	356	326	297	346	316	285	346	316	285	97.2	96.9	96
Grade 8	342	353	325	330	341	313	330	341	313	96.5	96.6	96.3
All Grades	698	679	622	676	657	598	676	657	598	96.8	96.8	96.1

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	2476.	2480.	2454.	3.47	3.16	2.11	19.36	22.78	14.74	29.77	27.85	22.46	47.40	46.20	60.70
Grade 8	2496.	2487.	2489.	4.85	4.11	2.88	18.79	20.82	20.77	32.73	22.58	29.07	43.64	52.49	47.28
All Grades	N/A	N/A	N/A	4.14	3.65	2.51	19.08	21.77	17.89	31.21	25.11	25.92	45.56	49.47	53.68

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	6.65	8.23	1.40	60.69	56.33	54.04	32.66	35.44	44.56
Grade 8	9.70	6.74	6.39	50.30	48.97	45.69	40.00	44.28	47.92
All Grades	8.14	7.46	4.01	55.62	52.51	49.67	36.24	40.03	46.32

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	3.76	4.11	3.86	48.84	51.58	33.68	47.40	44.30	62.46
Grade 8	5.15	4.40	4.79	42.12	44.57	44.41	52.73	51.03	50.80
All Grades	4.44	4.26	4.35	45.56	47.95	39.30	50.00	47.79	56.35

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	8.09	7.28	5.26	68.50	67.09	68.07	23.41	25.63	26.67
Grade 8	12.73	7.62	9.27	62.12	67.74	67.41	25.15	24.63	23.32
All Grades	10.36	7.46	7.36	65.38	67.43	67.73	24.26	25.11	24.92

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	4.62	7.28	6.32	63.58	59.81	55.44	31.79	32.91	38.25
Grade 8	10.30	9.09	10.54	63.64	58.06	63.26	26.06	32.84	26.20
All Grades	7.40	8.22	8.53	63.61	58.90	59.53	28.99	32.88	31.94

Conclusions based on this data:

1. Writing continues to be a relative weakness for our students, while listening is a relative strength.
2. The overall achievement of students meeting and exceeding standards decreased from the 22-23 to 23-24 school years.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	355	325	297	352	313	288	352	313	288	99.2	96.3	97
Grade 8	342	354	325	334	345	322	334	345	322	97.7	97.5	99.1
All Grades	697	679	622	686	658	610	686	658	610	98.4	96.9	98.1

* 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	2436.	2443.	2425.	0.57	1.92	1.39	7.39	6.71	5.90	21.31	23.96	19.44	70.74	67.41	73.26
Grade 8	2448.	2441.	2457.	1.80	3.19	1.55	5.09	4.93	9.01	20.66	17.97	22.67	72.46	73.91	66.77
All Grades	N/A	N/A	N/A	1.17	2.58	1.48	6.27	5.78	7.54	20.99	20.82	21.15	71.57	70.82	69.84

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	1.42	4.15	2.78	44.60	44.73	34.38	53.98	51.12	62.85
Grade 8	1.80	3.48	2.48	44.91	42.61	49.69	53.29	53.91	47.83
All Grades	1.60	3.80	2.62	44.75	43.62	42.46	53.64	52.58	54.92

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	0.85	2.56	1.74	57.95	59.74	54.17	41.19	37.70	44.10
Grade 8	2.69	3.48	1.55	52.69	48.99	59.63	44.61	47.54	38.82
All Grades	1.75	3.04	1.64	55.39	54.10	57.05	42.86	42.86	41.31

Conclusions based on this data:

1. The overall achievement of students meeting and exceeding standards increased slightly from 22-23 to 23-24.

2. Communicating reasoning is a relative strength, while applying mathematical concepts and procedures is a relative weakness.

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

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1521.2	1521.5	1517.7	1519.2	1518.2	1518.1	1522.8	1524.3	1516.8	124	85	83
8	1529.6	1536.8	1520.6	1530.6	1544.7	1521.9	1528.1	1528.5	1518.9	109	115	74
All Grades										233	200	157

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	9.68	16.47	7.23	41.13	27.06	34.94	33.06	37.65	38.55	16.13	18.82	19.28	124	85	83
8	7.34	14.04	13.51	42.20	38.60	32.43	33.03	32.46	24.32	17.43	14.91	29.73	109	114	74
All Grades	8.58	15.08	10.19	41.63	33.67	33.76	33.05	34.67	31.85	16.74	16.58	24.20	233	199	157

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	26.61	25.88	26.51	40.32	43.53	34.94	22.58	20.00	28.92	10.48	10.59	9.64	124	85	83
8	18.35	34.21	21.62	53.21	39.47	36.49	16.51	17.54	21.62	11.93	8.77	20.27	109	114	74
All Grades	22.75	30.65	24.20	46.35	41.21	35.67	19.74	18.59	25.48	11.16	9.55	14.65	233	199	157

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	4.84	9.41	1.20	16.13	18.82	16.87	50.81	31.76	37.35	28.23	40.00	44.58	124	85	83
8	4.59	2.63	1.35	15.60	22.81	17.57	52.29	38.60	36.49	27.52	35.96	44.59	109	114	74
All Grades	4.72	5.53	1.27	15.88	21.11	17.20	51.50	35.68	36.94	27.90	37.69	44.59	233	199	157

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	10.48	9.41	9.64	70.16	55.29	57.83	19.35	35.29	32.53	124	85	83
8	10.09	13.16	12.16	69.72	64.91	54.05	20.18	21.93	33.78	109	114	74
All Grades	10.30	11.56	10.83	69.96	60.80	56.05	19.74	27.64	33.12	233	199	157

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	43.55	55.29	59.04	46.77	35.29	32.53	9.68	9.41	8.43	124	85	83
8	34.86	59.65	51.35	54.13	33.33	27.03	11.01	7.02	21.62	109	114	74
All Grades	39.48	57.79	55.41	50.21	34.17	29.94	10.30	8.04	14.65	233	199	157

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	7.26	11.76	3.61	45.16	31.76	34.94	47.58	56.47	61.45	124	85	83
8	9.17	6.14	6.76	31.19	35.96	28.38	59.63	57.89	64.86	109	114	74
All Grades	8.15	8.54	5.10	38.63	34.17	31.85	53.22	57.29	63.06	233	199	157

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	3.23	11.76	6.02	83.06	70.59	83.13	13.71	17.65	10.84	124	85	83
8	0.92	1.75	2.70	80.73	82.46	78.38	18.35	15.79	18.92	109	114	74
All Grades	2.15	6.03	4.46	81.97	77.39	80.89	15.88	16.58	14.65	233	199	157

Conclusions based on this data:

1. The listening and speaking domains are relative strengths for our EL students.
2. Reading and writing are relative weaknesses for our EL students.
3. Overall scores indicate students are making positive progress though EL levels.

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**
634	**92.7%**	**30%**	**0.6%**
Total Number of Students enrolled in Mission Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	190	30%
Foster Youth	4	0.6%
Homeless	4	0.6%
Socioeconomically Disadvantaged	588	92.7%
Students with Disabilities	86	13.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.6%
American Indian	1	0.2%
Asian	4	0.6%
Filipino	1	0.2%
Hispanic	588	92.7%
Two or More Races	3	0.5%
Pacific Islander	0	0.0%
White	23	3.6%

Conclusions based on this data:

1. A majority of our campus is comprised of socioeconomically disadvantaged students.

2. Approximately one third of our campus are English Language Learners.

3. Our overall student population has declined over the last few years.

School and Student Performance Data

Overall Performance

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.

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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We have made positive progress with our chronic absenteeism rate, and English Learner progress.
2. We have opportunities for growth in mathematics and English performance.

School and Student Performance Data

Academic Performance
English Language Arts

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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
Lowest Performance

Orange

Yellow

Green

Blue
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
3	1	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**
Red	Red	Red
84.2 points below standard	131.5 points below standard	141.8 points below standard
Declined 9.0 points	Declined 4.7 points	Declined 9.1 points
563 Students	184 Students	140 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	85.8 points below standard
3 Students	5 Students	Declined 7.3 points
		524 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
163.9 points below standard	Less than 11 Students	Less than 11 Students
Increased 8.6 points	10 Students	1 Student
77 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	83.7 points below standard
3 Students	1 Student	Declined 8.8 points
		525 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	110.6 points below standard
3 Students		Declined 12.0 points
		17 Students

Conclusions based on this data:

1. While our students with disabilities have made enough positive progress to be categorized as orange, there performance is still well below standard.
2. There continue to be performance gaps for our English Language Learners.

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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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
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	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**
Red	Orange	Orange
132.1 points below standard	167.5 points below standard	176.5 points below standard
Maintained 0.9 points	Increased 10.9 points	Increased 8.9 points
569 Students	191 Students	140 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	133.3 points below standard
3 Students	6 Students	Maintained 0.4 points
		530 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
193.1 points below standard	Less than 11 Students	Less than 11 Students
Increased 4.3 points	10 Students	1 Student
76 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	132.2 points below standard
3 Students	1 Student	Maintained 0.5 points
		531 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	152.6 points below standard
3 Students		Declined 10.8 points
		17 Students

Conclusions based on this data:

1. There continue to be performance gaps for our English Language Learners and our students with disabilities.
2. All students are performing well below the state standards.

School and Student Performance Data

Academic Performance
English Learner Progress

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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.”

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**
Yellow	Orange
44.4% making progress.	43.9% making progress.
Number Students: 142 Students	Number Students: 123 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**
18.3%	37.3%	0%	44.4%

Conclusions based on this data:

1. English language learners are making positive progress towards English language acquisition during their time at Mission.
2. There is an opportunity to address the 18.3% of students who have decreased one ELPI level.

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.

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.

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

Lowest Performance

Orange

Yellow

Green

Blue

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	Orange
34% Chronically Absent	34% Chronically Absent	38.5% Chronically Absent
Declined 4.4	Declined 4.3	Declined 2.3
670 Students	203 Students	161 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	75% Chronically Absent	34.6% Chronically Absent
8 Students	Declined 6.8	Declined 3.9
	16 Students	627 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
46.9% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 1.5	10 Students	1 Student
96 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	33.4% Chronically Absent
4 Students	1 Student	Declined 5.4
		617 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	42.9% Chronically Absent
9 Students		Declined 1.1
		28 Students

Conclusions based on this data:

1. Mission has decreased our chronic absenteeism rate.
2. Students with disabilities and long term English Learners continue to be chronically absent at a higher rate that other students.

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.

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.

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

Lowest Performance

Orange

Yellow

Green

Blue

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	5	0	0	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
Orange	Orange	Orange
6.8% suspended at least one day	7.8% suspended at least one day	6.7% suspended at least one day
Increased 1.2%	Increased 3.4%	Increased 2.2%
690 Students	206 Students	163 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	11.1% suspended at least one day	7.1% suspended at least one day
10 Students	Declined 10.3%	Increased 1.1%
	18 Students	647 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
10.9% suspended at least one day	16.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 2%	Maintained 0%	1 Student
101 Students	12 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	6.7% suspended at least one day
4 Students	1 Student	Increased 1.6%
		631 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
9.1% suspended at least one day	0 Students	6.7% suspended at least one day
11 Students		Declined 4.4%
		30 Students

Conclusions based on this data:

1. Suspension rates experienced a slight increase between the 22-23 school year and the 23-24 school year.
2. Students with disabilities are suspended at a higher rate.

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.

English Learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged students were red in CAASPP ELA. Hispanic and Socioeconomically Disadvantaged students were red in CAASPP math. We will continue to offer a combination of ELD, and Read180 reading intervention placements for our students. We will also use our staff-led Second Teams (Instructional Leadership Team, and Inclusive Practices and Supports Team) to present targeted professional development on supporting our EL students and SWD across content areas. Our core content teachers will continue to be supported in implementing Quality Teaching for English Learners (QTEL), with a focus on academic rigor and quality student interactions, and QTEL strategies will be reinforced at the site level.

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: -84.2 English Learners: -131.5 Long-Term English Learners: -141.8 Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: -85.8 Students with Disabilities: -163.9 African American: N/A Asian: N/A Filipino: N/A Hispanic: -83.7 Native Hawaiian or Pacific Islander: N/A White: -110.6 Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: -74.2 English Learners: -111.5 Long-Term English Learners: -131.8 Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: -75.8 Students with Disabilities: -143.9 African American: N/A Asian: N/A Filipino: N/A Hispanic: -73.7 Native Hawaiian or Pacific Islander: N/A White: -100.6 Two or More Races: N/A
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students: 132.1 English Learners: -167.5 Long-Term English Learners: -176.5 Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: -133.3 Students with Disabilities: -193.1 African American: N/A Asian: N/A Filipino: N/A Hispanic: -132.2 Native Hawaiian or Pacific Islander: N/A White: -152.6 Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.	All Students: 122.1 English Learners: -147.5 Long-Term English Learners: -156.5 Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: -133.3 Students with Disabilities: -173.1 African American: N/A Asian: N/A Filipino: N/A Hispanic: -132.2 Native Hawaiian or Pacific Islander: N/A White: -152.6 Two or More Races: N/A
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: 44.4% Status Level: "Yellow"	Current Percentage of English Learners making progress: 46.4% Status Level: "Yellow"
P4: English Learner Reclassification Rate during 2023-24 School Year	Percentage of English Learners Reclassified: 4.89%	Percentage of English Learners Reclassified: 10%
LCFF Priority 8: Other Student Outcomes - 1st Semester Grades	Percentage of students passing with a C or better on Semester 1 report card: ELA: 78.45% Math: 76.49% Social Science: 87.73% Integrated Science: 88.25%	Percentage of students passing with a C or better on Semester 1 report card: ELA: 80.45% Math: 78.49% Social Science: 89.73% Integrated Science: 90.25%

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	Implement the California State Standards (CSS), CA ELD Standards, NGSS-aligned curriculum and provide high-quality instruction. A. ELA/ELD Teachers will provide curriculum, instruction, and assessment aligned to CSS and CA ELD Standards and use any applicable district pacing guides/assessments to ensure high-quality instruction and students demonstrate mastery of the reading and writing skills needed to be college and career-ready. B. Math Teachers will provide curriculum, instruction, and assessment aligned to CSS/CA ELD Standards and use any applicable district pacing guide/assessments to ensure high-quality instruction and students demonstrate mastery of mathematical and literacy skills needed to be college and career-ready. C Science Teachers will provide curriculum, instruction, and assessment aligned to NGSS and CSS-ELA-Literacy/CA ELD Standards and use any applicable pacing guides/assessments to ensure high-quality instruction and students demonstrate mastery of scientific and literacy skills needed to be college and career-ready. D. History-Social Studies and Technical Subject Teachers will provide curriculum, instruction, and assessment aligned to CA content standards and CSS ELA- Literacy/CA ELD Standards to ensure high-quality instruction and students demonstrate mastery of the concepts and literacy skills needed to be career-ready. E. P.E. Teachers will provide curriculum, instruction, and assessment aligned to the Physical Education Model Content Standards for California and CSS ELA-Literacy/CA ELD standards to prepare students for health and well-being and support the development of literacy skills needed to be college—and career-ready. F. All teachers will differentiate instruction to meet the needs of students designated as General Education, English Learners, Gifted and Talented Education, and Special Education. G. Teacher clarity (i.e., Learning Intentions, Essential Questions, Success Criteria, etc.) will be clearly articulated, reviewed, and posted to focus on high-quality instruction and promote student learning, engagement, and self-assessment.	All students	305,704 LCFF Sec Int -- 0046 1000-1999: Certificated Personnel Salaries Intervention Teachers Salaries 1000 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Print Shop 3219 Title I Basic -- 3010 4000-4999: Books And Supplies Materials/Supplies

	H. Administrators and Teachers will collect and analyze student data to measure and monitor the effectiveness of instruction and improve student learning.		
1.2	Provide CSS ELA, CA ELD Standards, CSS MATH, and NGSS-aligned instructional materials, curriculum, instruction, and assessment and integrate technology (i.e. Digital Gateway) to support and accelerate student learning. A. Purchase supplemental ELA/Literacy/ELD instructional materials/supplies (informational/expository texts, novels, leveled readers) and digital tools and resources to support standards-based instruction, literacy, and technology integration. B. Purchase supplemental Math instructional materials/supplies (hands-on manipulative, poster-board) resources to support standards-based instruction, numeracy, and technology integration. C. Purchase supplemental Science instructional materials/supplies (lab supplies/equipment) and resources to support standards-based instruction and technology integration. D. Purchase supplemental History-Social Studies instructional materials/supplies, resources, and digital tools to support standards-based instruction, literacy, and technology integration. E. Purchase supplemental PE equipment to support students meeting the standards. F. Purchase Visual and Performing Arts (VAPA) equipment and supplies (art, theatre, film/video, dance, electronic media, music/instruments, choir, etc.) to support students creating, performing, and participating in the Visual and Performing Arts and elective classes. G. Purchase digital tools and resources to increase instructional and leadership capacity. H. Purchase technological equipment to support technology integration on campus. I. Purchase additional materials and supplies (print, copier/laminator) to support standards-based instruction. J. Purchase materials to support Makers Space in the library.	All students	1985 Title I Basic -- 3010 4000-4999: Books And Supplies Materials/Supplies 1364 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Software License 3000 LCFF VAPA -- 0763 5000-5999: Services And Other Operating Expenditures Field Trips (VAPA) 1200 LCFF VAPA -- 0763 5000-5999: Services And Other Operating Expenditures Software License (VAPA)
1.3	Provide professional learning and collaboration time to support highly effective teachers, support staff, administrators, and counselors. A. Teachers, Support Staff, Administrators, and counselors will participate in monthly professional sessions to strengthen their knowledge and	All students	2629 LCFF AVID – 0765 5000-5999: Services And Other Operating Expenditures AVID Membership

	understanding of the CSS ELA/Math/ELD/Social Studies/Science, and PE Model Content Standards, Teacher Clarity, effective instructional strategies/practices, collaborative teams, mindset practices, and technology integration to support and accelerate student learning. B. The AVID Coordinator and team members will provide quarterly training sessions to support the implementation of AVID methodology/strategies school-wide (WICOR, focused note-taking, etc.). C. Administrators will conduct walkthroughs to gather evidence of and monitor learning on campus. D. Teachers/Administrators will attend training sessions and conferences to support the instructional methodology and implementation of CSS ELA/MATH/Social Studies, CA ELD Standards, NGSS, PE Model Content Standards, AVID, collaborative teams, Project Lead the Way, STEAM and technology integration to support and accelerate student learning. E. Teacher Leaders/Administrators/Counselors will attend training sessions and conferences to increase leadership and organizational capacity. F. Teacher collaboration time will be provided to support the implementation of CSS ELA/MATH/Social Studies, CA ELD Standards, NGSS, the usage of applicable district pacing guides and assessments & to support collaborative classes with General Education Teachers, Special Education Teachers, and Instructional Aides. G. Additional teacher collaboration time will be provided to support the process of planning lessons, designing learning experiences, creating and grading Pre/Post Assessments/Performance Tasks, collaborative teams, analyzing data, identifying and sharing effective research-based instructional strategies, action, and implementing and monitoring the plan to determine the impact on student learning.		5,143 LCFF AVID – 0765 5000-5999: Services And Other Operating Expenditures Travel/Conferences 3000 LCFF AVID – 0765 4000-4999: Books And Supplies Materials/Supplies 4,400 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Collaborative Days - Substitutes
1.4	Provide student learning support systems including multi-tiered intervention and career technical opportunities. A. Teachers will differentiate instruction to provide multi-tiered academic support for English Learners, students with special needs and those designated as GATE. B. Middle School Counselors to provide college and career readiness support, coordinate and monitor attendance, academic, and behavioral interventions, and Enrichment Programs (i.e. GATE).	All students	211,264 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Counselor (1) and (2) Salaries 137,885 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Counselor (2) Salary 22,062

	C. Provide intervention teachers in ELA (i.e. READ 180) to ensure additional time and support for students to demonstrate mastery of CSS. D. AVID classes will be provided to support student learning and college and career readiness. E. Provide student planners as a means of communication between parents, students, and teachers to support classroom instruction and homework as assigned and promote organization and study skills. F. Promote and implement inclusive practices to support student (RSP/SDC) instruction in the Least Restrictive Environment (LRE). G. Teachers will provide before school and/or after-school tutoring (ELO) to those students in need of academic support. H. Implement the Think Together program to provide academic and behavioral support after-school. I. Provide a Librarian Technician to support students' acquisition of literacy, numeracy, and technological skills. J. The Communication Enhancement Program (CEP) at Mission Middle is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.		LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Counselor (2) Salary 101,483 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Library Technician Salary 4000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print Shop - Student Planners
1.5	Provide professional and student learning support with an emphasis on English Language Arts and English Language Development for English Learners. A. Provide an EL Facilitator to coordinate the ELPAC administration and monitoring of EL's progress. B. Professional development will be provided in the CA ELD standards including: language acquisition, literacy, differentiation, and multi-tiered academic support. C. Provide Bilingual Language Tutors (BLTs) and Instructional Aide to support language acquisition and inclusive practices in the classroom. D. Provide collaboration time for the EL Facilitator, EL Team to plan instruction, analyze assessment data, and identify and share effective strategies/practices to accelerate student learning.	All students 1.5 A - E English Learners	12,467 Title I Basic -- 3010 2000-2999: Classified Personnel Salaries Bilingual Language Tutors Salary (one 6 hrs) Split Funded 3,193 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Bilingual Language Tutor Salary (one 3 hrs) Split Funded 80,753 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries

	E. Intervention support for students will be provided before and/or after-school to support language acquisition and literacy (i.e. ELPAC Bootcamp, ELO). F. Purchase supplementary materials and resources to support language acquisition and literacy.		Bilingual Language Tutors Salaries (one 6 hrs and one 3 hrs) 478 Title III LEP -- 4203 4000-4999: Books And Supplies Supplementary EL/ELD materials 1000 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Collaborative Days - Substitutes
1.6	Provide standards-aligned assessments with data analysis and monitoring support. A. Collaborative Teams will work to: create and analyze standards-aligned common formative and summative assessments, identify areas of strengths and challenges, create a plan of action (i.e. identify researched-based strategies that will be used), implement and monitor the plan to determine the impact on student learning. B. Collaborative Team Leaders will collaborate with Counselors and Administrators monthly to identify students in need of additional time and support to demonstrate mastery of CA CCSS. C. Counselors will develop a progress monitoring system to ensure students receive the appropriate support classes and services. D. Progress Reports will be mailed home to support school-home connection E. Focused Interim Assessment Blocks may be utilized routinely to serve as a formative tool, along with district assessments, to monitor student progress.	All students	750 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print Shop 1157 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Extra Hourly - Collaboration Time for Collaborative Teams

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.

1.3 Teacher-led PD cycles - Site leaders collaborated to plan valuable teacher and student-led professional development (PD) meetings that addressed areas of need, including introducing a site wide writing strategy.

1.6 Counselor Supports - MMS Counselors focused on student conversations regarding 6-year plans where they are providing academic monitoring and college and career readiness support. Counselors have also coordinated SART and

SARB contracts/meetings with our students to monitor attendance and contributed to the behavioral and SEL interventions logged in Q under Student Visits. We have also redesigned our 7th grade registration process to include two elementary site visits, one information presentation and then one classroom visit to facilitate the registration process. Their involvement and support on campus have been critical in helping our students experience success both academically and socially/emotionally. They have also facilitated 21 Parent Teacher Conferences, 5 Student Study Team meetings, and 6 504 plans.

1.6 CAASPP IAB/FIAB implementation - Grade-level teams worked collaboratively at the site and district levels to determine common assessments to implement across grade and content levels. Teams were able to review the data and use its findings to drive instruction. All English 7/8 and math 7/8 teachers administered at least three common Focused Interim Assessments. All common assessments were given prior to the beginning of our CAASPP testing to ensure student familiarity and support student success.

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

Increased staffing costs impacted many action items, proposed expenditures, and funding sources. AVID funds set aside for tutors and conferences were reallocated and used to purchase materials and supplies to promote school-wide implementation, including planners, notebooks, vertical non-permanent surfaces, etc. AVID funds were also used to support college field trips for 7th and 8th-grade students. Due to declining funding, AVID tutors will not be budgeted for during the 25-26 school year and there will be reductions made in the materials and supplies and the travel and conferences categories.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1.2 F. "Purchase Visual and Performing Arts (VAPA) equipment and supplies (art, theatre, film/video, electronic media, music/instruments, choir) to support students creating, performing, and participating in the Visual and Performing Arts and elective classes." will be updated to include "dance" in an effort to support our ballet folklorico team.
1.4 C. "Provide intervention teachers in ELA (i.e. READ 180) and math (i.e. Math Support) to ensure additional time and support for students to demonstrate mastery of CSS." will remove "math support" since it is no longer offered at MMS.
1.5 G. "West Ed training will be provided to prepare all core content areas with skills and strategies to support English Language Learners." was removed since the district provided the West Ed training the last two years and it is no longer being provided for all content areas.

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.

We have added attendance components to our promotion ceremony eligibility criteria (similar to the other JUSD middle schools) to address chronic absenteeism. We have also incentivised Saturday School, and we have seen unprecedented growth in Saturday School attendance. We have maintained student recognition and incentives for positive attendance. We have expanded advisory incentives for attendance and utilized district support for home visits through the Community Schools TSA program. To support with our English Learned connectedness, we allow EL students select specialty advisories of their choosing for 2nd semester.
Students with disabilities have been suspended at a higher rate than the site average. We have utilized the wellness center to provide our students with behavioral and social/emotional wellness support. We will continue to use Second Step as our school-wide SEL curriculum during Advisory, which our students with disabilities have with their case carriers. We have also implemented Behavior Goals and Behavior Support Plans (BSPs) through the IEP process at a higher rate to address specific student behaviors. We have continued to use JUSD's Student Youth Court as an alternative to suspension at a higher rate than in previous years.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 99% Source: 2024-25 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2025-26 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	7: 88.90% 8: 88.83% Source: Student Information System P-2 report	7: 90.90% 8: 90.83% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 34.0% English Learners: 34.0% Long-Term English Learners: 38.5% Foster Youth: N/A	All Students: 31.0% English Learners: 31.0% Long-Term English Learners: 35.5% Foster Youth: N/A

	Homeless: 75.0% Socioeconomically Disadvantaged: 34.6% Students with Disabilities: 46.9% African American: N/A Asian: N/A Filipino: N/A Hispanic: 33.4% Native Hawaiian or Pacific Islander: N/A White: 42.9% Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	Homeless: 50.0% Socioeconomically Disadvantaged: 31.6% Students with Disabilities: 40.9% African American: N/A Asian: N/A Filipino: N/A Hispanic: 30.4% Native Hawaiian or Pacific Islander: N/A White: 32.9% Two or More Races: N/A Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Suspension Rate	All Students: 6.8% English Learners: 7.8% Long-Term English Learners: 6.7% Foster Youth: N/A Homeless: 11.1% Socioeconomically Disadvantaged: 7.1% Students with Disabilities: 10.9% African American: 16.7% Asian: N/A Filipino: N/A Hispanic: 6.7% Native Hawaiian or Pacific Islander: N/A White: 6.7% Two or More Races: 9.1% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	All Students: 5.8% English Learners: 6.8% Long-Term English Learners: 5.7% Foster Youth: N/A Homeless: 9.1% Socioeconomically Disadvantaged: 6.1% Students with Disabilities: 8.9% African American: 14.7% Asian: N/A Filipino: N/A Hispanic: 5.7% Native Hawaiian or Pacific Islander: N/A White: 5.7% Two or More Races: 7.1% Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students: .58% Source: Data Quest 2023-24	All Students: .48% Source: Data Quest 2024-25
LCFF Priority 6: School Climate Survey: School Safety	Percent favorable perceptions of student physical and psychological safety at school: 50% Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school: 55% 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: 39% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community: 49% 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: 43% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom: 53% Source: Panorama Student Survey

P5: Middle School dropout rates	Percentage of students who dropped out: .49% Source: CALPADS Fall 1 2024	Percentage of students who dropped out: 0% 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	Provide a well maintained, orderly, and safe environment that will support students learning. A. Health Care Aides (HCAs) B. Provide students with healthcare/first aid supplies (i.e., ice packs, bandages, feminine hygiene products, etc.). C. Provide students with hearing, vision, dental, scoliosis, and other general health screenings. D. Provide nutrition services (i.e. breakfast and lunch that meet nutritional guidelines). E. Provide physical education and opportunities for exercise (i.e., Mustang Madness, staff vs. student games, after school sports, lunchtime activities, etc.). F. Provide information and health care referral services to students and their parents (i.e. counseling services, county mental health services, emergency assistance, social services resources, and healthy food choices). G. Provide community resources to parents for medical assistance programs. H. Provide health instruction through science class.	All students	54,791 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary - 6 hours (1.0)
2.2	Provide effective learning environments that develop positive social relationships, extracurricular support, and behavior intervention systems. A. Provide appropriate campus supervision before, during, and after school. B. An SRO (School Resource Officer) will be available on campus every day, five days a week. C. Distribute, collect, and analyze Student, Parent, & Staff Surveys. D. House the Think Together after-school program on-site. E. To ensure a positive experience for students and parents on our campus, extra supervision (campus supervisors) and extra hourly custodial	All students	292 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Overtime, Classified

	services will be provided for special campus events. F. Administration and Counselors will hold Pride Chats biannually or as needed. G. Students will participate in an anti-bullying campaign. H. PICO mentors will support healthy relationships and serve as mentors for students struggling behaviorally and socially. I. Anti-bullying/Bullying awareness opportunities will be provided to students during the regular school day.		
2.3	Multi-Tiered System of Supports A. Social Skill instruction and implementation of a site-wide license for Second Step Social Emotional Learning curriculum to be utilized in each Advisory. B. Behavior incentives will be provided. C. All staff will enforce school rules by means of the progressive discipline plan (Code of Conduct, JUSD Parent Guide). D. Provide incentives and rewards for good citizenship and attendance (i.e., Praise Note winners, public recognition in the school newspaper, Mustang TV, snacks, dances, field trips, positive reinforcement programs, etc.). E. Students will have access to Gang and Drug Awareness curriculum and/or assemblies, Anti Bullying curriculum and/or assemblies, etc. F. Counselors, administrators, behavioral health peer specialists, and resident subs will provide push-in support to remediate classroom behaviors and help students remain in the classroom.	All students	5000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials/Supplies 3000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Professional/Consulting Services
2.4	Prevention of Drug, Alcohol, Tobacco and Violence A. All staff will educate students on the prevention of the use of drugs, tobacco, and violence. B. Develop and implement a Red Ribbon Week Program and Activities. C. Anti-bullying and kindness assemblies and activities will be offered through various community partnerships.	All students	2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies
2.5	Safe Schools A. Purchase equipment that is essential for disaster drills and disaster preparedness to ensure student safety.	All students	400 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies

	B. Staff will have access to conferences/workshops related to school safety plans, policies, and procedures. C. All staff will be informed of the school-wide disaster plan and receive information on the Safe Schools Plan.		
2.6	Student Attendance Support A. Student attendance will be measured and monitored by the Counseling Team, Attendance Secretary, and Assistant Principal. B. SART meetings will be scheduled and co-facilitated by the Counseling Team. C. The Counseling Team will make referrals to SARB. D. Teachers will promote the benefits of positive attendance during Advisory. E. Staff will have access to attend professional development related to attendance. F. Assemblies, recognition, and incentives will be provided for students to meet attendance and tardy goals. G. Students will monitor their attendance and reflect during the Student Reflection activity once every 6-weeks and set a goal for future attendance. H. Counselors will hold meetings with Students with Disabilities who are at risk of meeting the chronic absentee threshold to attempt to identify factors contributing to absences. I. Students at risk of meeting the chronic absentee threshold will be personally invited to attend Saturday School and will attempt to identify factors contributing to absences.	All students	500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials/Supplies
2.7	Targeted Staff Development A. All staff will be trained on mandated suspected child abuse (CPS) reporting on an annual basis. B. Teachers and staff will refer students to the school nurse when they have health, vision, hearing, hygiene, or welfare concerns. C. Administration will collaborate with the Community Schools TSA and PICO staff to train our staff to identify early warning signs of behavioral and emotional problems in students. D. All staff will be informed of the school-wide disaster plan and receive information on the Safe Schools Plan. E. All staff will be trained on MTSS.	All students	250 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies

	F. All staff will be trained on sexual harassment policies. G. Staff will have access to CPR and First Aid training. H. Administration will work collaboratively with ASB and the Community Schools TSA to partner with community resources and support for our students, staff, and families regarding bullying identification and prevention. I. Administration will work collaboratively with ASB and the Community Schools TSA to partner with community resources and support for our students, staff, and families regarding substance abuse identification and prevention.		

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.

2.6 Student Attendance Support - The administration, counselors, TSAs, and wellness center support staff conducted interventions to increase attendance and decrease tardies, including counseling, contracts, detentions, and parent contacts. Saturday School attendance was promoted, and all eligible students are invited to address their unexcused absences and excuse their tardies. Administration, counselors, TSAs, and our wellness center staff have a combined 1,586 Tardy Interventions, including counseling, contracts, detentions, and parent contacts. Saturday School attendance is being promoted, and all eligible students are invited monthly. 331 (up from 178 last year) students attended Saturday school from September to April in order to make up their unexcused absences.

2.3 MTSS - Our progressive discipline model has been modified to provide an initial layer of support for students to remediate behaviors and remain in the classroom. The push-in support offered by our SMA TSA, Community Schools TSA, Resident Subs, Counselors, and Administration is designed to confront issues that may have typically resulted in a student being sent out of the classroom and thus missing instruction. Push-in support may include redirecting the student in the classroom, providing the academic support needed to get them back on task, processing with students outside the classroom, sitting with students to focus on assignments, taking a quick break with a walk around the school, or facilitating next steps (i.e., a seat change, an apology to teacher, getting required materials, notebook organization, etc.). The continuum of discipline options remains in place, but alternative suspension is strongly considered and provided when appropriate. Thus far, over 100 push-in support opportunities have been provided to students, with the majority of these incidents resulting in the students remaining in the classroom to continue their learning. With the push-in support model, the amount of time a student has been outside the classroom and missing instruction has been significantly minimized. Additionally, proactive and productive conversations with students have increased, rather than being reactive and purely discipline-based.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet our goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

2.1 E. "Provide physical education and opportunities for exercise (i.e., Spring Run, Turkey Trot, lunchtime)." was expanded to "E. Provide physical education and opportunities for exercise (i.e., Mustang Madness, staff vs. student games, after school sports, lunchtime activities, etc.)."
2.2 H. Peer mentoring groups will support healthy relationships and serve as mentors for students struggling behaviorally has been changed to PICO support staff providing mentoring services.
2.2 I. "Anti-bullying/Bullying awareness assemblies will be provided to students during the regular school day." was changed to "I. Anti-bullying/Bullying awareness opportunities will be provided to students during the regular school day." to incorporate Advisory lessons, school-wide campaigns, etc.
2.4 C. "C. Anti-Bullying and Kindness Assemblies, Activities, and Parent Workshops will be offered through the Riverside Community Hospital Charitable Foundation HERO Program" was changed to "Anti-bullying and kindness assemblies and activities will be offered through various community partnerships." This year's activities were offered through Rescue a Generation and AVID and we continued to work with our Community School's TSA to build partnerships with Random Acts of Kindness (RAK) Club.

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.

Panorama/LCAP survey data has shown a lack of student connectedness to adults on campus. We have expanded our 6-week and semester recognition assemblies to include academics, attendance, core values, and testing recognitions. We have also increased our incentive opportunities and our specialty advisory offerings, allowing students to connect with teachers who share similar interests. We have also implemented staff vs. student and advisory competitions to build community on campus. We will also work with student groups such as AVID and ASB to facilitate student and staff sport-oriented team-building opportunities during lunch and late start mornings.

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 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child.": 82.3% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child.": 90.3% Source: LCAP Parent Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.).": 92.1% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.).": 95.1% Source: LCAP Staff Survey Winter 2025-26

LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. ": 74.2% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. ": 79.2% Source: LCAP Parent Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress.": 94.7% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress.": 96.7% 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	Provide improved opportunities for parents and community to partner and feel connected to their school through professional support and increased communication. A. All Parents will be informed about school events, student progress, behavior, attendance, etc., in their primary language via the phone message system, letters, and flyers. B. Teachers, counselors, parents, students, and all other stakeholders will participate in Parent-Teacher Conferences as needed in the parents' primary language. C. Increase parent awareness of school programs and student achievement through parent workshops, meetings, brochures, flyers, and the student newspaper. D. Provide parents with information about Digital Gateway, Digital Citizenship, Cyberbullying, etc. via parent meetings. E. Teachers will communicate frequently with parents using the Q Communication message system (including academic, behavior, attendance, curriculum, and information), e-mail, or in writing in the parents' primary language. F. Parents will be informed of their student's EL level via letter of ELPAC results and explain how they are used to measure annual growth in English proficiency.	All students	300 Title I Basic -- 3010 5000-5999: Services And Other Operating Expenditures Print Shop

	G. Teachers will update the Q-Gradebook at least every two weeks to allow parents and students to monitor their progress. H. Special education teachers and case carriers will ensure that parents of students with special needs are notified promptly during IEP meetings. I. Parents will attend and be active participants in the IEP meetings. J. Parent involvement and participation in the IEP process/meetings will be facilitated by providing oral and written translation services in the parents' primary language. K. Teachers will present information about various subjects to parent groups in order to provide support for student learning at Back to School Night and/or parent meetings L. Staff will communicate with families through Social Media, the School website, Parent Connect, and Q Communication (ParentSquare).		
3.2	Parent/Family Involvement Opportunities A. All parents will be invited and have leadership opportunities through advisory committees i.e., DAC, DELAC, ELAC, and SSC meetings will be held regularly B. All parents will be invited to coffee with the principal quarterly. C. Parents will have access to review the School Safety Plan located in the school's main office. D. Provide training for parents in using Q Parent Connection to monitor student's grades, behavior, test scores, and attendance records during Mustang Registration and throughout the year as needed. E. SSC, ELAC, and committees will review the School Safety Plan. F. Counselors will host a series of Parent Workshops covering a variety of educational topics. G. Provide extra supervision (campus supervisors) and extra hourly custodial services for special campus events to ensure a positive experience for students and parents on our campus. H. Provide refreshments for parent workshops and academic achievement awards events for parents and community members in attendance. I. MMS will host Back to School Night and an incoming 7th grade welcome night annually.	All students	250 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Hourly, Classified 600 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Overtime, Campus Supervisor 600 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries Hourly, Teacher 400 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Substitute, Teacher 583 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials/Supplies

	J. Parents will be invited to student performances, semester awards, informational nights, EL recognitions, Science Fairs, etc. K. All parents will be invited to participate in a parent survey. L. MMS will host AVID and GATE Parent Nights to increase parent involvement. M. Provide training and information to parents and the community about AVID program methodologies, mission, and goals. N. Provide parent workshops on A-G college entrance requirements, financial aid, high school graduation requirements, etc. O. Additional parent/guardian/stakeholder conference/workshop opportunities may be provided (CABE, etc.)		
3.3	Parent/Family Provided Resources A. Provide parents with referral services for medical insurance, emergency assistance, counseling services, community resources, etc., and follow up when necessary. B. Invite parents to community-based health resources such as mobile health clinics, family counseling, and mobile dental clinics. C. Provide information on physical fitness, child obesity, diabetes, and other health concerns among youth and its impact on student academic achievement. D. Contact parents with information on student hygiene, medical and dental care, and follow-up on referrals. E. Connect parents to community literacy resources, such as programs and services offered by the district or the public library system. F. Increase parent awareness of high school graduation requirements and A-G college admissions requirements. G. Parents and students will be invited to a substance abuse awareness parent meeting/assembly and will be provided with resources on prevention, warning signs, and support services. H. Parents and students will be invited to participate in a bullying awareness parent meeting/assembly. They will be provided with resources on prevention and warning signs as well as information on support services. If the county	All students	643 Title I Basic -- 3010 4000-4999: Books And Supplies Materials/Supplies

	resource is available, a partnership will be established with Riverside Community Hospital charity foundation to implement the HERO program to support students, parents, and staff on bullying awareness and different methods to show kindness.		
3.4	Student Engagement A. Provide incentives and field trips for EL students to promote a College-Going Culture, including students who meet reclassification requirements. B. Provide recognition/incentives to students who make positive movement on the ELPAC. C. Provide students with weekly incentives for positive behavior and demonstrating Mustang Pride. D. Provide semester incentives for positive behavior and demonstrating Mustang Pride via award ceremonies, recognitions, and the Student Store. E. Provide rewards and incentives to students who meet Honor Roll and attendance criteria. F. Provide incentives and awards for academic achievement and Science Fair participants. G. Provide educational field trip opportunities for students. H. Offer student incentives such as Mustang Madness and glow parties each 6 weeks for eligible students - Incentive day for students earning no F's, no suspensions, no Student Youth Court, no OCIs, and no more than 10 tardies through the date of the activity. I. Purchase additional Five Star Student scanners as needed to increase the number of opportunities student have to earn points. J. Mustang TV and our school newsletter will continue to engage students and produce announcements to be shared/shown during Advisory. K. Students clubs will be supported and a Club Rush will be provided to highlight the many offerings and activities.	All students	4,394.00 LCFF Suppl/Conc -- 0707 5700-5799: Transfers Of Direct Costs Field Trips 1966 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials/Supplies-Incentives

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.

3.3 Parent/Family Provided Resources - Support for families and students has continued to be an emphasis. The tiered system of support from staff, counselors, our Community School's TSA, social worker interns, licensed clinicians, and outside agencies has created a more comprehensive system used to support our students and families. The number of mental health services referrals through April of this year surpassed all of last year's referrals with 252 PICO contacts. Students, and families having directly received onsite mental health support and resources from social worker interns and full-time outreach workers. Along this line, 55% of all students screened using CBITS met the criteria for additional support, meaning they have experienced the minimum number of designated traumas. Additionally, Counselors make routine contact with families to provide resources and potential support for students, including community resources, such as food pantry locations, health clinics, and immigration services.

3.4 Student Engagement - Student engagement is a priority on our campus, and research has shown that students who are more engaged at school will have increased success. This year, we continued our schoolwide incentives to include activities every 6 weeks for the students to meet behavior and academic expectations. These incentives included our Carnival Party, a Mustang Madness each semester, and Glow Pizza Party. Our percentage of S1P1 eligible students was 70.2%, while S1P2 was 67.55%, Semester 2 was 79.63%, and S2P1 was 60.17%. We will continue to compare eligibility data year to year to determine student engagement and academic success levels. Another effort to increase staff-to-student connectedness has been the maintenance and expansion of Specialty Advisory classes where students can self-select a specialty advisory class hosted by a teacher with a similar interest. We currently have 61.67% of our students in a specialty advisory. In an additional effort to increase student connectedness and engagement, Mustang TV provides a student-run video-based morning announcement on Fridays that is shown in all advisories. On other days, Advisories volunteer to share the morning announcements, campus reminders, and updates over the intercom. The continuation and improvements of MustangTV and our advisory programming have brought a new layer of student ownership to determining school culture.

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

No major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet our goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

"3.2 M. MMS will host an AVID Awards Night to recognize students exhibiting top AVID behaviors and achievements." is being removed because AVID awards are now incorporated into semester award assemblies in an effort to highlight the program and increase recruitment. Subsequent action items were re-lettered.
"3.2 N. Provide printed information about AVID or AVID-related topics to parents and the community (handouts, flyers, resources, etc.)." was removed - resources are shared digitally through ParentSquare, Q Communication, and Canvas/Google Classroom. Subsequent action items were re-lettered.
"3.4 H. Invite students who meet academic and/or mustang point criteria to special assemblies.". was removed due to an increase in 6-week incentive opportunities for our students. Subsequent action items were re-lettered.
3.4 I. Offer student incentives such as Mustang Madness and glow parties each 6 weeks for eligible students - Incentive day for students earning no F's, no suspensions, no Student Youth Court, no OCIs, and no more than 10 tardies through the date of the activity. - This goal has been expanded to include additional eligibility criteria (Student Youth Court and tardies).
3.4 J. "Mustang TV will continue to engage students and produce video announcements to be shown during Advisory." was expanded to include our publication class: "J. Mustang TV and our school newsletter will continue to engage students and produce announcements to be shared/shown during Advisory."

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	$172,466.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$985,105.00
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	$166,470.00
Title I Parent Involvement -- 3010 1902	$2,325.00
Title III LEP -- 4203	$3,671.00

Subtotal of additional federal funds included for this school: $172,466.00

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	$10,772.00
LCFF District -- 500 0707	$367,538.00
LCFF Sec Int -- 0046	$305,704.00
LCFF Suppl/Conc -- 0707	$124,425.00
LCFF VAPA -- 0763	$4,200.00

Subtotal of state or local funds included for this school: $812,639.00

Total of federal, state, and/or local funds for this school: $985,105.00

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	166,470	0.00
Title I Parent Involvement -- 3010 1902	2,325	0.00
Title III LEP -- 4203	3,671	0.00
LCFF Suppl/Conc -- 0707	124,425	0.00
LCFF District -- 500 0707	367,538	0.00
LCFF Sec Int -- 0046	305,704	0.00
LCFF VAPA -- 0763	4,200	0.00
LCFF AVID – 0765	10,772	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID – 0765	10,772.00
LCFF District -- 500 0707	367,538.00
LCFF Sec Int -- 0046	305,704.00
LCFF Suppl/Conc -- 0707	124,425.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	166,470.00
Title I Parent Involvement -- 3010 1902	2,325.00
Title III LEP -- 4203	3,671.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	684,472.00
2000-2999: Classified Personnel Salaries	253,829.00
4000-4999: Books And Supplies	20,024.00
5000-5999: Services And Other Operating Expenditures	22,386.00

5700-5799: Transfers Of Direct Costs	4,394.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF AVID – 0765	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID – 0765	7,772.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	211,264.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	156,274.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	305,704.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	22,062.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	80,753.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	9,466.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	7,750.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	4,394.00
5000-5999: Services And Other Operating Expenditures	LCFF VAPA -- 0763	4,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	144,842.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	12,467.00
4000-4999: Books And Supplies	Title I Basic -- 3010	6,497.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	2,664.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	600.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,142.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	583.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	3,193.00
4000-4999: Books And Supplies	Title III LEP -- 4203	478.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	909,136.00
Goal 2	66,233.00
Goal 3	9,736.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Alicia Heimer	Principal
Krystal Thiessen	Classroom Teacher
Cheryl Clark	Classroom Teacher
Marci McGray	Classroom Teacher
Valeria Delgado	Classroom Teacher
Yesenia Munoz	Other School Staff
Belem Zepeta Valle	Parent or Community Member
Diana Butler	Parent or Community Member
Erika Aguayo	Parent or Community Member
Johanna Flores	Secondary Student
Nicole Barrera	Secondary Student
Jessica Hernandez	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

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, Alicia Heimer on 5/13/25

SSC Chairperson, Johanna Flores on 5/13/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

- **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 (Se*ctions: 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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