School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Mission Middle School
Address	5961 Mustang Lane Jurupa Valley, CA 92509-4260
County-District-School (CDS) Code	33 67090 6061774
Principal	Alicia Heimer
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 20, 2022

Local Board Approval Date   June 13, 2022

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

Table of Contents

School Vision and Mission

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

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

School Profile

Describe The students and community and how school serves them.

The Story

Mission Middle School is a 7th-8th grade traditional calendar school, which serves approximately 744 students. The student population by ethnic groups consists of 94.1% Hispanic/Latino, 2.3% White, 2.3% African American, .3% Asian, .3% Pacific Islander, .1% Filipino, .4% two or more races, and .1% American Indian.

Approximately 34% of the students are English language learners. Approximately 14% of our students receive services in special education and approximately 6% of our students are identified as gifted and talented (GATE). Approximately 89.4% of our students are in the free or reduced lunch program (socioeconomically disadvantaged). There is a mobility rate of 17.6% & 44% of parents are not high school graduates.

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

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

Mission Middle School offers a variety of school programs. Students who are performing below the Proficient level on the California Assessment of Student Performance and Progress, district standardized assessments, or semester grades are provided with intervention classes such as reading and math tutorials as well as Extended Learning Opportunities (ELO) which is offered after-school. Elective classes such as AVID, Media Technology, Band, Strings, Choir, Robotics, Teacher Assistants, & Student Tech Team are also offered. Student behavior expectations are made clear through the implementation of Positive Behavior Intervention & Support (PBIS) social skills lessons and the Mustang Pride incentives for positive behavior. Extracurricular clubs and activities (currently over 20 active clubs) for student enrichment include Club Outreach, Art Club, Mustang Express (school newspaper), Yearbook Club, Baking Club, GAP Club, Keep it Confident Club, Book Club, Drama club, Club M.A.S., Science Club, Tech Club, Mustang Pride Days, Mustang Madness, and other reward assemblies. CAASPP and ELPAC chats are done to encourage and motivate students to perform to the best of their abilities. ELO session are implemented to support students in preparation for the ELPAC and CAASPP. Mission students can participate in the after school extended school program run by our after school partner Think Together.

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

Students and staff take pride in being part of Mission Middle School. You can find students and staff displaying "Mustang Pride" by wearing School Club shirts on Mondays, College Shirts on Wednesday, Kindness Matters staff shirts on Thursday, & Mission T-shirts and sweatshirts each Friday. College flags are proudly displayed outside of every classroom door. Motivational banners are also displayed along the hallways of the campus. Staff members and ASB students take part in "Feel Good Fridays" where they stand outside Mission and welcome students with positive messages written on signs and words of kindness as they enter the campus. We are proud of the many accomplishments students have achieved both in an out of school.

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

SPSA Highlights

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

Key features to this year's SPSA include:
1. Multi-Tiered System of Supports (MTSS), and Social Emotional Learning (SEL) will be a continued emphasis through Advisory, push-in support for students within the classroom, and continued expansion of inclusion through collaborative offerings.
2. An increase in student engagement, student incentives, and student opportunities for connectedness.
3. Family engagement opportunities and supports including SEL and medical services.
4. Continued implementation and expansion of best practices through collaborative teams.

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

The following school accountability indicators had positive movement:
- Suspension rate for students overall, Students with Disabilities, Hispanic/Latino, English Learner, and Socioeconomically Disadvantaged Students.
- As we continue to meet the needs of our students and families post-pandemic, we will continue to equip our teachers with tier I and tier II interventions geared towards keeping students engaged and in class. We also plan on utilizing our on campus intervention room with SEL focused software lessons as an alternative to suspension when appropriate.
- English Language Arts performance for Students with Disabilities

- We will continue to offer a variety of SPED placements to best fit the needs of our students, including a SPED Read 180 class as an ELA support.

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

Greatest Needs

The following school accountability indicators need improvement:
- School-wide chronic absenteeism rate
- While addressing chronic absenteeism was challenging during the COVID-19 pandemic we will continue to do home visits, SART and SARB contracts, and student recognitions and incentives for positive attendance.
- We plan to offer teacher incentives for attendance interventions as well as utilize district support for home visits.
- LCAP survey data showed a lack of student connectedness to adults on campus
- We will offer Mustang Madness twice a year and will continue to offer specialty advisories with the hope of connecting students to adults with similar interests.
- English Language Arts and mathematics performances for EL Students
- We will continue to offer a variety of ELD, sheltered, Reading Intervention, and math support placements for our students. We will also have targeted professional development on how to best support our EL students across content areas.

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

Performance Gaps

Due to the COVID-19 Pandemic, dashboard data is unavailable.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten			N/A
Grade 1			N/A
Grade 2			N/A
Grade3			N/A
Grade 4			N/A
Grade 5			N/A
Grade 6			N/A
Grade 7	387	347	340
Grade 8	423	397	348
Grade 9			N/A
Grade 10			N/A
Grade 11			N/A
Grade 12			N/A
Total Enrollment	810	744	688

Conclusions based on this data:

1. Mission Middle had an overall decline in student enrollment for the last three years.

2. Mission Middle's enrollment percentages have been consistent among subgroups.

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	275	253	228	34.0%	34.0%	33.1%
Fluent English Proficient (FEP)	312	269	250	38.5%	36.2%	36.3%
Reclassified Fluent English Proficient (RFEP)	36	26	30	14.2%	9.5%	11.9%

Conclusions based on this data:

1. The percentage of English Learners and FEP students has remained consistent over the past two years.

2. The percentage of Reclassified Fluent English Proficient (RFEP) decreased significantly during the 19-20 school year.

3. The percentage of Reclassified Fluent English Proficient (RFEP) students has increased over the last year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3												N/A
Grade 4												N/A
Grade 5												N/A
Grade 6												N/A
Grade 7	428	384	339	422	379	0	422	379	0	98.6	98.7	0.0
Grade 8	402	421	351	399	418	0	399	418	0	99.3	99.3	0.0
All Grades	830	805	690	821	797	0	821	797	0	98.9	99	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2481.5	2489.6		3.08	4.22		18.72	22.16		28.67	28.76		49.53	44.85	
Grade 8	2515.0	2505.8		4.51	4.31		26.32	20.81		29.82	32.30		39.35	42.58	
All Grades	N/A	N/A	N/A	3.78	4.27		22.41	21.46		29.23	30.61		44.58	43.66	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	7.35	7.92		36.97	37.47		55.69	54.62	
Grade 8	12.53	9.81		40.85	41.15		46.62	49.04	
All Grades	9.87	8.91		38.86	39.40		51.28	51.69	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	6.16	8.18		47.39	54.35		46.45	37.47	
Grade 8	8.27	9.33		50.38	47.85		41.35	42.82	
All Grades	7.19	8.78		48.84	50.94		43.97	40.28	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	4.74	4.22		51.18	53.03		44.08	42.74	
Grade 8	9.52	6.70		57.14	64.59		33.33	28.71	
All Grades	7.06	5.52		54.08	59.10		38.86	35.38	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 7	12.09	11.87		47.63	46.70		40.28	41.42	
Grade 8	16.04	11.00		48.62	47.85		35.34	41.15	
All Grades	14.01	11.42		48.11	47.30		37.88	41.28	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of all students meeting or exceeding in English Language Arts was maintained before the COVID pandemic.

2. The percentage of students below standard in writing has improved each of the last three years before the COVID pandemic.

3. The percentage of students at or above standard in reading was maintained before the COVID pandemic.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	428	383	339	424	381	0	424	381	0	99.1	99.5	0.0
Grade 8	402	421	351	402	419	0	401	419	0	100	99.5	0.0
All Grades	830	804	690	826	800	0	825	800	0	99.5	99.5	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2454.7	2446.2		2.59	1.84		10.38	8.14		25.24	23.36		61.79	66.67	
Grade 8	2479.7	2463.0		4.99	3.34		13.22	7.16		22.94	22.43		58.85	67.06	
All Grades	N/A	N/A	N/A	3.76	2.63		11.76	7.63		24.12	22.88		60.36	66.88	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	4.48	4.72		22.41	21.00		73.11	74.28	
Grade 8	8.48	4.77		26.18	22.91		65.34	72.32	
All Grades	6.42	4.75		24.24	22.00		69.33	73.25	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	3.54	3.67		37.03	35.17		59.43	61.15	
Grade 8	7.23	4.53		40.40	35.32		52.37	60.14	
All Grades	5.33	4.13		38.67	35.25		56.00	60.63	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	5.42	2.62		49.53	45.67		45.05	51.71	
Grade 8	7.73	4.30		48.13	44.63		44.14	51.07	
All Grades	6.55	3.50		48.85	45.13		44.61	51.38	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of all students not meeting the standard in mathematics increased the two years before the COVID pandemic.

2. The percentage of all students not meeting the standard in mathematics was similar in both grade levels before the COVID pandemic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	1536.5	1522.6	1519.0	1526.8	1513.5	1517.8	1545.7	1531.2	1519.6	156	128	114
8	1527.8	1530.3	1539.2	1516.0	1520.7	1540.9	1539.1	1539.3	1537.1	104	114	106
All Grades										260	242	220

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	33.33	6.25	10.53	38.46	40.63	30.70	21.15	42.19	39.47	7.05	10.94	19.30
8	30.77	7.02	16.98	38.46	36.84	35.85	20.19	42.98	30.19	10.58	13.16	16.98
All Grades	32.31	6.61	13.64	38.46	38.84	33.18	20.77	42.56	35.00	8.46	11.98	18.18

(Total Number of Students: Grade 7 — 156, 128, 114; Grade 8 — 104, 114, 106; All Grades — 260, 242, 220)

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	48.08	21.09	18.42	33.33	41.41	38.60	14.74	28.91	28.95	*	8.59	14.04	156	128	114
8	42.31	20.18	27.36	36.54	42.98	46.23	11.54	25.44	16.98	*	11.40	9.43	104	114	106
All Grades	45.77	20.66	22.73	34.62	42.15	42.27	13.46	27.27	23.18	6.15	9.92	11.82	260	242	220

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	21.79	2.34	6.14	31.41	21.09	19.30	28.85	53.91	35.09	17.95	22.66	39.47	156	128	114
8	22.12	7.02	7.55	25.96	19.30	31.13	34.62	45.61	29.25	17.31	28.07	32.08	104	114	106
All Grades	21.92	4.55	6.82	29.23	20.25	25.00	31.15	50.00	32.27	17.69	25.21	35.91	260	242	220

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	45.51	8.59	13.16	45.51	63.28	65.79	8.97	28.13	21.05	156	128	114
8	28.85	12.28	16.04	56.73	62.28	70.75	14.42	25.44	13.21	104	114	106
All Grades	38.85	10.33	14.55	50.00	62.81	68.18	11.15	26.86	17.27	260	242	220

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	54.49	38.28	42.98	42.95	55.47	46.49	*	6.25	10.53	156	128	114
8	58.65	34.21	52.83	32.69	53.51	38.68	*	12.28	8.49	104	114	106
All Grades	56.15	36.36	47.73	38.85	54.55	42.73	5.00	9.09	9.55	260	242	220

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	20.51	3.91	12.28	28.21	35.94	32.46	51.28	60.16	55.26	156	128	114
8	20.19	13.16	17.92	24.04	31.58	33.96	55.77	55.26	48.11	104	114	106
All Grades	20.38	8.26	15.00	26.54	33.88	33.18	53.08	57.85	51.82	260	242	220

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	28.21	7.03	7.89	68.59	84.38	71.05	*	8.59	21.05	156	128	114
8	29.81	0.88	6.60	67.31	93.86	75.47	*	5.26	17.92	104	114	106
All Grades	28.85	4.13	7.27	68.08	88.84	73.18	*	7.02	19.55	260	242	220

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of students at Level 1 increased from prior years.

2. The percentage of students in beginning level of Speaking was the lowest out of the four domains, suggesting a relative strength.

3. The reading domain continues to be an area of needed support.

School and Student Performance Data
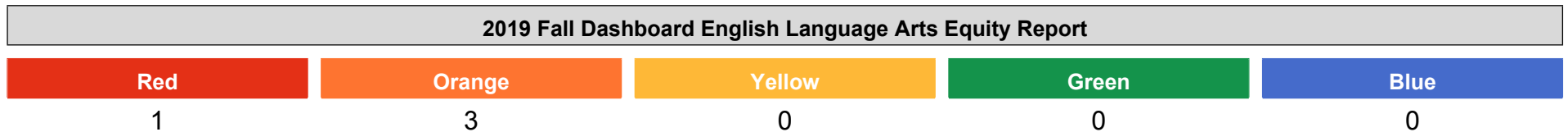
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
688	**89.2**	**33.1**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	228	33.1
Foster Youth	4	0.6
Homeless	2	0.3
Socioeconomically Disadvantaged	614	89.2
Students with Disabilities	99	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	2.3
American Indian or Alaska Native	3	0.4
Asian	2	0.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	2	0.3
Hispanic	631	91.7
Two or More Races	4	0.6
Native Hawaiian or Pacific Islander	2	0.3
White	23	3.3

Conclusions based on this data:

1. Student enrollment continues to decline each year.

2. The percentage of Hispanic student group increased slightly from the prior year.

3. The strategic supports of Foster Youth or Homeless continues to be expanded.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Red		

Conclusions based on this data:

1. Supporting students in ELA and Math continue to be a focus. Students declined in their math scores this year.

2. Bringing down the Chronic Absentee rate has been a priority. We held have held more SART meetings than prior years and continued this process through distance learning. We meet regularly with students who are on track to meet the threshold of chronically absent.

3. Mission Middle's suspension rate is lower than comparable schools in the district. We are focused on providing students with an SEL curriculum to modify behaviors and provide students with alternative to suspensions when appropriate.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
60.9 points below standard	85.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.6 points	Maintained ++2.6 points	
		1
761	429	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
92.3 points below standard	63.6 points below standard	159.2 points below standard
16	Maintained -2.4 points	Increased ++6.1 points
	695	91

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
9		4	1

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
61 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	46.1 points below standard
Maintained ++0.2 points			Declined Significantly -25.6 points
721	2	3	20

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.3 points below standard	34.7 points below standard	61.4 points below standard
Increased ++6.9 points	Increased ++7.1 points	Declined -5.7 points
229	200	201

Conclusions based on this data:

1. The performance by all students in ELA was maintained.

2. The performance by Students with Disabilities increased.

3. English Learners increased performance in ELA by 2.6%, but continued to show maintained during to 3% dashboard cutoff.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
120.4 points below standard	144 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -13.2 points	Declined -5.8 points	
760	429	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
154.1 points below standard	122.3 points below standard	218.6 points below standard
16	Declined -12.5 points	Increased ++7 points
	694	91

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
9		4	1

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	No Performance Color
120.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	99.7 points below standard
Declined -12 points			Declined Significantly -19.9 points
720	2	3	20

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
185.3 points below standard	96.6 points below standard	120.5 points below standard
Increased ++3.2 points	Declined -6.2 points	Declined Significantly -20.3 points
229	200	200

Conclusions based on this data:

1. The overall performance of students in mathematics declined from previous year.

2. Students with Disabilities increased performance in mathematics.

3. Current English Learners increased in performance in mathematics, while English Only students declined significantly.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
33.3 making progress towards English language proficiency
Number of EL Students: 234
Performance Level: Very Low
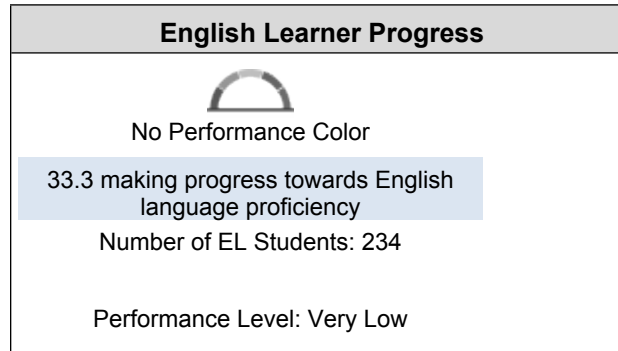
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
35.0	31.6	1.7	31.6

Conclusions based on this data:

1. 1/3 of English Learners are making progress towards English language proficiency.

2. The number of students who maintained or progressed an ELPI level was approximately 2/3.

School and Student Performance Data

Academic Engagement
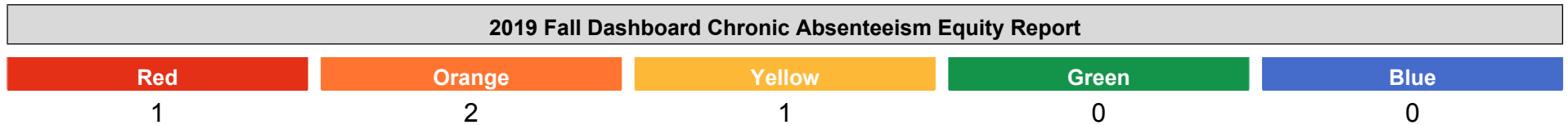## Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:
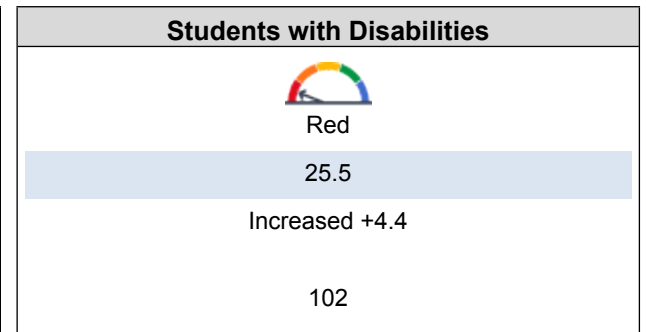
Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	0	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Orange

11.8

Maintained +0.4

848

English Learners

Orange

12.9

Increased +1.7

287

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

Homeless

No Performance Color

39.1

23

Socioeconomically Disadvantaged

Orange

12.4

Increased +0.7

777

Students with Disabilities

Red

25.5

Increased +4.4

102
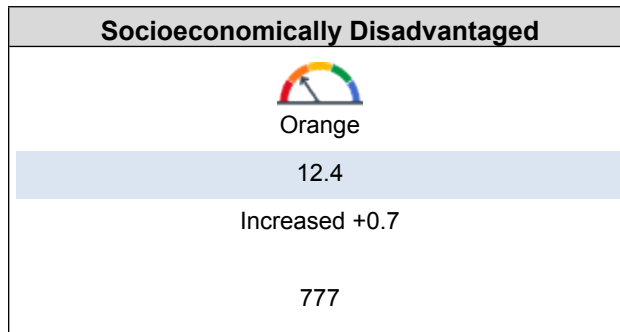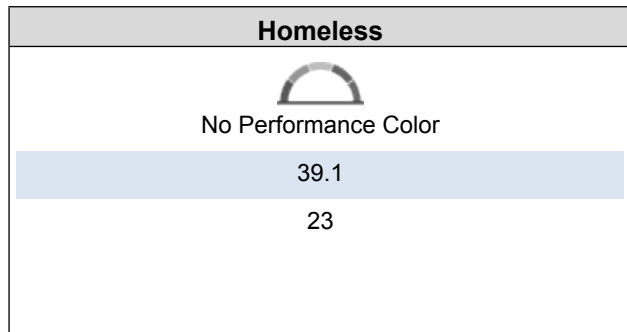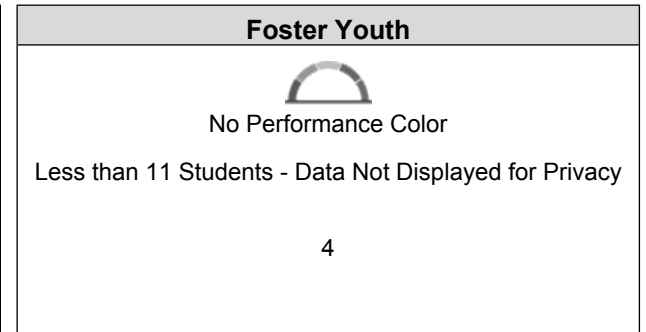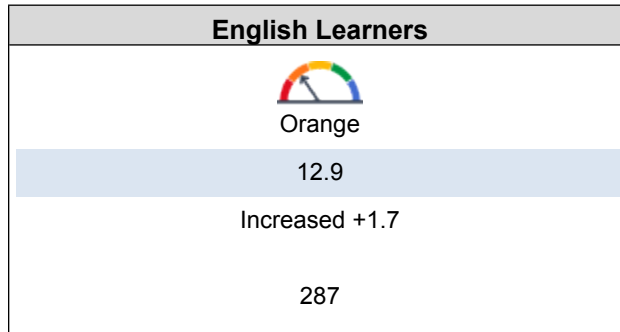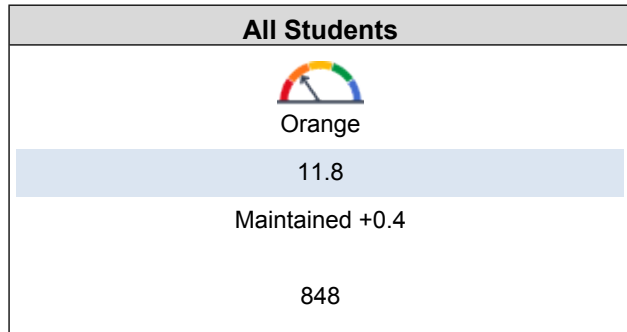
2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
35.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +17.1	0	4	1
17			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
10.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	28
Declined -0.5	3	4	Increased +15
794			25

Conclusions based on this data:

1. Overall, the chronic absenteeism rate for all students was maintained.

2. Students with Disabilities chronic absenteeism rate increased significantly, but accounts for a 1 student increase.

3. There was an increase in the chronic absenteeism rates of African American students while the rate of Hispanic chronic absenteeism students declined.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	3	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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Green

5

Declined -2.4

873

English Learners

Green

6.8

Declined -1.5

292

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

9

Homeless

No Performance Color

11.5

26

Socioeconomically Disadvantaged

Green

5.3

Declined -2.3

799

Students with Disabilities

Yellow

8.6

Declined -4

105
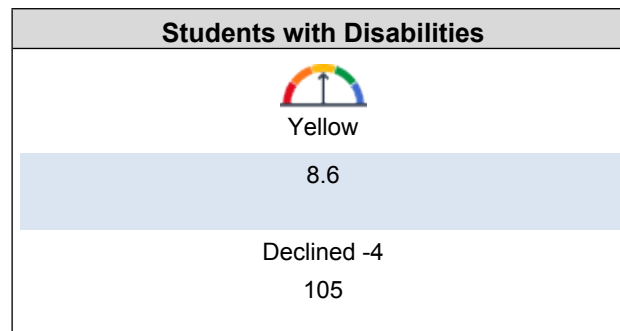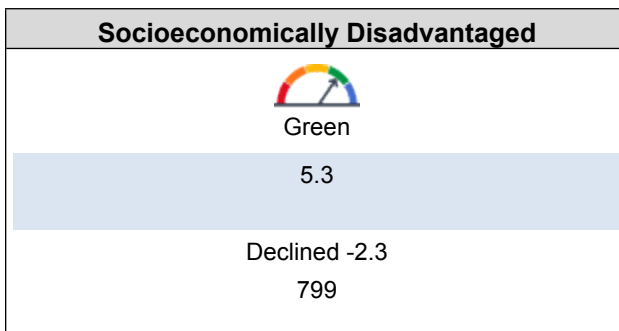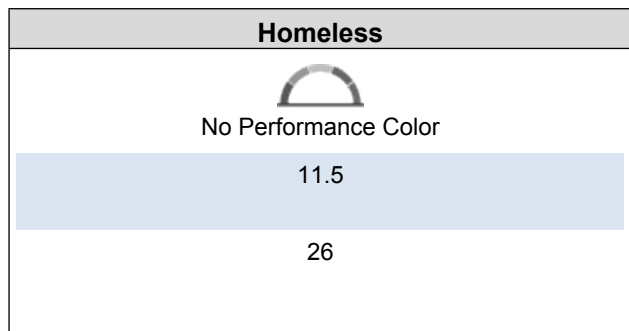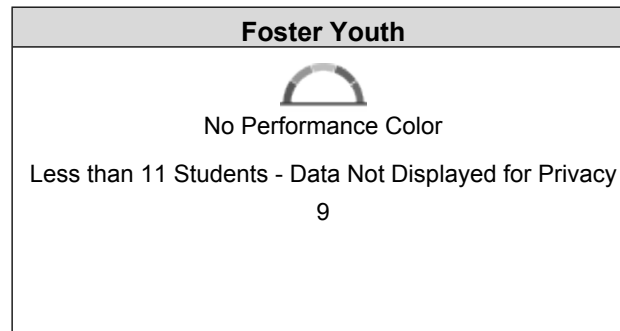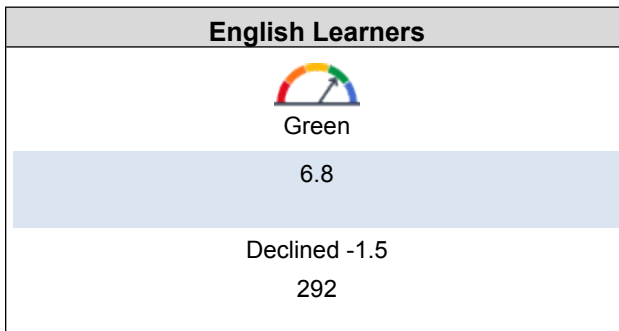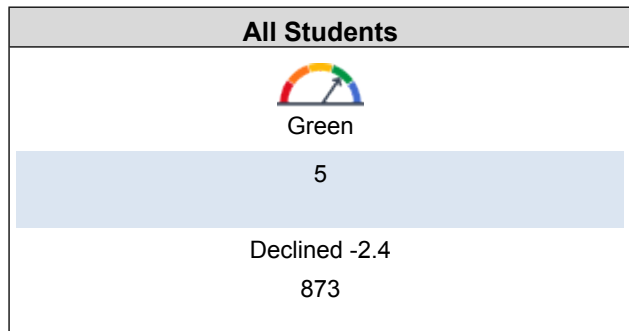
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
14.3		Less than 11 Students - Data Not 4	Less than 11 Students - Data Not 1
Declined -11.8			
21			

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	No Performance Color
4.7	Less than 11 Students - Data Not 3	Less than 11 Students - Data Not 4	8
Declined -1.9			Declined -7.4
815			25

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.4	5

Conclusions based on this data:

1. The suspension rate for all students declined, continuing a 3 year trend.

2. The suspension rate for African American and White students declined significantly.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

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

                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessments--ELA	Distance from Standard: All: 60.9 pts below (Maintained) SED: 63.6 pts below (Maintained) EL: 85.8 pts below (Maintained) SWD: 159.2 pts below (Increase 6.1 pts)	Distance from Standard: All: 60.9 pts below (Maintained) SED: 63.6 pts below (Maintained) EL: 85.8 pts below (Maintained) SWD: 159.2 pts below (Increase 6.1 pts) Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Statewide Assessments--Math	Distance from Standard: All: 120.4 pts below (decreased 13.2 pts) SED: 122.3 pts below (decreased 12.5 pts) EL: 144 pts below (decreased 5.8 pts) SWD: 218.6 pts below (Increase 7 pts)	Distance from Standard: All: 120.4 pts below (decreased 13.2 pts) SED: 122.3 pts below (decreased 12.5 pts) EL: 144 pts below (decreased 5.8 pts) SWD: 218.6 pts below (Increase 7 pts)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC	2020-21 ELPAC dashboard data: 13.64% Proficient *Level 1 (Minimally Developed) 18.18% *Level 2 (Somewhat Developed) 35% *Level 3 (Moderately Developed) 33.18% *Level 4 (Well Developed) 13.64%	2022-23 ELPAC dashboard data: 18% Proficient *Level 1 (Minimally Developed) 13% *Level 2 (Somewhat Developed) 35% *Level 3 (Moderately Developed) 34% *Level 4 (Well Developed) 18%
P8: Other Student Outcomes - CAASPP Reading Claim #1	Actual CAASPP (2018-19) % Above/Near: 48.3% 7th Grade - 50% 8th Grade - 46.9% EL: 14.7% SWD: 11.5%	Actual CAASPP (2018-19) % Above/Near: 48.3% 7th Grade - 50% 8th Grade - 46.9% EL: 14.7% SWD: 11.5% Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P8: Other Student Outcomes - CAASPP Writing Claim #2	CAASPP (2018-19) % Above/Near: 62.7% 7th Grade - 61.3% 8th Grade - 64% EL: 34.1% SWD: 20.8%	CAASPP (2018-19) % Above/Near: 62.7% 7th Grade - 61.3% 8th Grade - 64% EL: 34.1% SWD: 20.8% Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P8: Other Student Outcomes - CAASPP Listening Claim #3	CAASPP (2018-19) % Above/Near: 66.7% 7th Grade - 76.4% 8th Grade - 58.3% EL: 42.4% SWD: 30.2%	CAASPP (2018-19) % Above/Near: 66.7% 7th Grade - 76.4% 8th Grade - 58.3% EL: 42.4% SWD: 30.2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P8: Other Student Outcomes - CAASPP Research & Inquiry Claim #4	CAASPP (2018-19) % Above/Near: 63.3% 7th Grade - 67.6% 8th Grade - 59.6% EL: 33.6% SWD: 22.2%	CAASPP (2018-19) % Above/Near: 63.3% 7th Grade - 67.6% 8th Grade - 59.6% EL: 33.6% SWD: 22.2% Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P8: MDTP	MDTP (21-22) Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: 7th All Not Met: 55% Nearly Met: 27% Met: 12% Exceeded: 6% 8th All Not Met: 56% Nearly Met: 26% Met: 11% Exceeded: 7%	MDTP (22-23) 7th All N/A Due to CAASPP, the MDTP assessment will not be given to 7th grade students during the '22-'23 school year. 8th All Not Met: 56% Nearly Met: 26% Met: 11% Exceeded: 7%
P8: Read 180 Reading Inventory	Read180 (21-22) Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: 7th All Not Met: 41% Nearly Met: 33%	Read180 (22-23) 7th All Not Met: 36% Nearly Met: 33% Met: 16% Exceeded: 15% 8th All

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Met: 13% Exceeded: 13% 8th All Not Met: 56% Nearly Met: 26% Met: 11% Exceeded: 7%	Not Met: 51% Nearly Met: 26% Met: 11% Exceeded: 12%
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	2020-21 36.3% Fluent-English-Proficient Students	39% Fluent-English-Proficient Students

Planned Strategies/Activities

Action 1.1

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

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
1.1A. ELA/ELD Teachers will provide curriculum, instruction, and assessment aligned to CSS and CA ELD Standards and use the district 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. 1.1B. Math Teachers will provide curriculum, instruction, and assessment aligned to CSS/CA ELD Standards and use the district pacing guide/assessments to ensure high-quality instruction and students demonstrate mastery of mathematical and literacy skills needed to be college and career ready. 1.1C Science Teachers will provide curriculum, instruction, and assessment aligned to NGSS and CSS-ELA-Literacy/CA ELD Standards and use the	X All Students	Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 $243,835 Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $1500 Maintenance Contract for Copiers 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707

district pacing guides/assessments to ensure high-quality instruction and students demonstrate mastery of scientific and literacy skills needed to be college and career ready.

1.1D. History-Social Studies and Technical Subject Teachers will provide curriculum, instruction, and assessment aligned to CA content standards and CSS ELA- Literacy/CA ELD Standards to ensure high-quality instruction and students demonstrate mastery of the concepts and literacy skills needed to be and career ready.

1.1E. P.E. Teachers will provide curriculum, instruction, and assessment aligned to the Physical Education Model Content Standards for California and CSS ELA-Literacy/CA ELD standards to prepare students for health and well-being and support the development of literacy skills needed to be college and career ready.

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

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

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

$3700

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

Action 1.2

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

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Purchase supplemental ELA/Literacy instructional materials/supplies (informational/expository texts, novels, leveled readers) and digital tools and resources to support standards- based instruction, literacy, and technology integration.	X All Students	Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1985

B. Purchase supplemental Math instructional materials/supplies (hands-on manipulative, poster-board) resources to support standards-based instruction, numeracy, and technology integration.

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 in the Healthy Fitness Zone & 100-Mile Club.

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

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

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

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

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

Software License
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
$1364

Field Trips (VAPA)
5000-5999: Services And Other Operating Expenditures
LCFF VAPA -- 0763
$3000

Software License (VAPA)
5000-5999: Services And Other Operating Expenditures
LCFF VAPA -- 0763
$1200

Action 1.3

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

	X	Unchanged Action	

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

A. Teachers/Support Staff/Administrators/Counselors will participate in monthly professional sessions to strengthen their knowledge and understanding of the CSS ELA/Math/ELD/Social Studies/Science, and PE Model Content Standards, Teacher Clarity, effective instructional strategies/practices, collaborative teams, mindset practices, and technology integration to support and accelerate student learning. 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, Brain-based strategies, Mindsets, 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 district pacing guides and assessments & to support collaborative classes with General Education Teachers, Special Education Teachers, and Instructional Aides. G. Additional teacher collaboration time will be provided to support the process of planning lessons, designing learning experiences, create and grade Pre/Post Assessments/Performance Tasks, collaborative teams, analyze data, identify and share effective research-based instructional strategies, action, and implement and monitor the plan to determine the impact on student learning.	X All Students	AVID Membership 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 $2629 Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 $5586 Materials/Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 $1000 Collaborative Days - Substitute Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $4000

Action 1.4

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

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Teachers will differentiate instruction to provide multi-tiered academic support for English Learners, students with special needs and those designated as GATE. 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). C. Provide intervention teachers in ELA (i.e. READ 180) and math (i.e. Math Support) to ensure additional time and support for students to demonstrate mastery of CSS. D. AVID classes and tutors will be provided to support student learning and college and career readiness. E. Provide student planners as a means of communication between parents, students, and teachers to support classroom instruction and homework as assigned and promote organization and study skills. F. Promote and implement inclusive practices to support student (RSP/SDC) instruction in the Least Restrictive Environment (LRE). G. Teachers will provide before school and/or after-school tutoring (ELO) to those students in need of academic support. H. Implement the Think Together program to provide academic and behavioral support after-school. I. Provide a Librarian Technician to support students' acquisition of literacy, numeracy, and technological skills. J. The Communication Enhancement Program (CEP) at Mission Middle is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.	X̲ All Students	Counselor (1) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $144,452 Counselor (2) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $107,671 Counselor (2) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $35,890 AVID Tutor 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 $5000 Hourly, Classified - IA and BLT ELO Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 Library/Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $80,294 Print - Student Resources 4000-4999: Books And Supplies LCFF AVID – 0765 $3000

Action 1.5

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

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide an EL Facilitator to coordinate the ELPAC administration and monitoring of EL's progress. B. Professional development will be provided in the CA ELD standards including: language acquisition, literacy, differentiation, and multi-tiered academic support. C. Provide Bilingual Language Tutors (BLTs) and Instructional Aide to support language acquisition and inclusive practices in the classroom. D. Provide collaboration time for the EL Facilitator, EL Team to plan instruction, analyze assessment data, and identify and share effective strategies/practices to accelerate student learning. E. Intervention support for students will be provided before and/or after-school to support language acquisition and literacy (i.e. ELPAC Bootcamp, ELO). F. Purchase supplementary materials and resources to support language acquisition and literacy.	X All Students	BLT Salary; (one 6 hr and two 3 hr) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $70,921 BLT Salary 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $5,818 Overtime Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $250 Hourly Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $250 Materials/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $371 BLT Salary (one 6 hr and two 3 hr) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $25,580 Collaborative Days - Substitute for ELF 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 $400 Collaborative Days - Substitutes for EL Team 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1000

Action 1.6

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

| | X | New Action | |
| | X | Modified Action | |

Planned Actions/Services	Students to be served	Budget and Source
A. Collaborative Teams will work to: create and analyze standards-aligned common formative and summative assessments, identify areas of strengths and challenges, create a plan of action (i.e. identify researched-based strategies that will be used), implement and monitor the plan to determine the impact on student learning. 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.	X All Students	Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500

Action 1.7

| | X   All Students | $ |

		$
		$

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	MMS school facility report indicates 100% Good or Better on FIT report (2021-22 FIT Reports)	The MMS school facility report indicated 100% Good or Better on FIT report (2021-22 FIT Reports) - All school facility will be maintained as expected.
P5: School Attendance Rates	Attendance Rates - Actual Percent Enrollment: 7th Regular: 92.73% SWD: 88.45% 8th Regular: 91.72% SWD: 88.78%	Attendance Rates - Actual Percent Enrollment: 7th Regular: 96% SWD: 92% 8th Regular: 95% SWD: 92%
P6: Pupil Suspension Rates	21-22 Suspension Rate: All: 6.7% EL: 7% SED: 7.1% SWD (SPED-RSP): 8.42%	22-23 Suspension Rate: All: 4.7% EL: 5% SED: 5.1% SWD (SPED-RSP): 6.42%

Metric/Indicator	**Baseline/Actual Outcome**	**Expected Outcome**
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2022: "How often do you worry about violence at your school?" 52% responded "Almost Never" or "Once in a while" LCAP Teacher Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 86% responded "Not at all difficult" or "Slightly difficult". LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 64% responded "Quite Well" or "Extremely Well"	LCAP Student Survey, Spring 2023: "How often do you worry about violence at your school?" 66% responded "Almost Never" or "Once in a while" LCAP Teacher Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 90% responded "Not at all difficult" or "Slightly difficult". LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 75% responded "Quite Well" or "Extremely Well"
P6: Survey of pupils on sense of connectedness	Based on May 2021 LCAP Survey data: Students: 80.54% feel there's an adult they can go to for their social and emotional needs 19.46% say they do not feel they have a trusted adult they can go to	Based on 2021-2022 LCAP Survey data: Students: 90% feel there's an adult they can go to with their problems 10% disagree
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	Chronic Absenteeism Rate Overall: 14.4% EL: 14.7% SWD: 23.1% SED: 14.5%	Chronic Absenteeism Rate Overall: 11% EL: 11% SWD: 19% SED: 11%
P5: Middle School dropout rates	Mission Middle - .43% (3 dropouts / 705 students total)	Mission Middle - 0%
P6: Pupil expulsion rate	21-22 Expulsion Rate: All: .54% EL: .78% SED: .60% SWD (SPED-PAS): 33.33% (1 out of 3)	22-23 Expulsion Rate: All: 0% EL: 0% SED: 0% SWD (SPED-PAS): 0%

Planned Strategies/Activities

Action 2.1

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

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Health Care Aides (HCAs) B. Provide healthcare/first aid supplies for students (i.e. ice packs, bandages, feminine hygiene products, etc.). C. Provide hearing, vision, dental, scoliosis and other general health screenings for students. D. Provide nutrition services (i.e. breakfast and lunch that meet nutritional guidelines). E. Provide physical education and opportunities for exercise (i.e. Spring Run, Turkey Trot, lunch time). F. Provide information and health care referral services to students and their parents (i.e. counseling services, county mental health services, emergency assistance, social services resources, and healthy food choices). G. Hybrid Medi-Cal / Site Discretion Therapist will serve Mission students and have a dedicated office space. H. Provide community resources to parents for medical assistance programs. I. Provide health instruction through science class.	X All Students	Health Care Aide - 3 hours (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $14,572

Action 2.2

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

	X	Unchanged Action	

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

Action 2.3
2.3 Multi-Tiered System of Supports

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Social Skill instruction and implementation of a site-wide license for Second Step Social Emotional Learning curriculum to be utilized in each Advisory. B. Behavior incentives will be provided.	X All Students	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000 Transportation Services

C. All staff will enforce school rules by means of the progressive discipline plan (Code of Conduct, JUSD Parent Guide). D. Provide incentives and rewards for good citizenship and attendance (i.e. Praise Note winners, public recognition in school newspaper, Mustang TV, snacks, dances, field trips, positive reinforcement programs, etc.). E. Students will have access to Gang and Drug Awareness Assemblies, Anti Bullying Assemblies, etc. F. Counselors, Administrators, Behavioral Health Peer Specialist, and Resident Subs will provide push-in support to remediate classroom behaviors and support students in remaining in the classroom.		5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1000 Software License 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3000

Action 2.4

2.4 Prevention of Drug, Alcohol, Tobacco and Violence

	X	Unchanged Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
A. All staff will educate students on prevention of the use of drugs, tobacco, and violence. B. Develop and implement a Red Ribbon Week Program and Activities. C. Host an annual Riverside County District Attorney presentation for parents and students. D. Anti-Bullying and Kindness Assemblies, Activities, Parent Workshops will be offered through Riverside Community Hospital Charitable Foundation HERO Program.	X All Students	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $300

Action 2.5

2.5 Safe Schools

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Purchase equipment that is essential for disaster drills and disaster preparedness to ensure student safety. B. Staff will have access to attend conferences/workshops related to school safety plan, policies and procedures. C. All staff will be informed of the school-wide disaster plan, and receive information on the Safe Schools Plan.	X All Students	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $400 Travel and Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $400

Action 2.6
2.6 Student Attendance Support

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
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 meeting the attendance and tardy goals. G. Students will monitor their attendance and reflect during Student Reflection activity once each 6-weeks and set a goal for future attendance. H. Assistant Principal will hold meetings with Students with Disabilities who are at risk of meeting chronic absentee threshold.	X All Students	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500

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

Action 2.7
2.7 Targeted Staff Development

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. All staff will be trained on mandated suspected child abuse (CPS) reporting on an annual basis.	X All Students	
B. Teachers and staff will refer students to the school nurse when there are health/vision/hearing, hygiene, and welfare concerns.		
C. All staff will be trained on identifying early warning signs of behavioral and emotional problems in students.		
D. All staff will be informed of the school-wide disaster plan, and receive information on the Safe Schools Plan.		Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $250
E. All staff will be trained on MTSS.		
F. All staff will be trained on sexual harassment policies.		
G. Staff will have access to CPR and First Aid training.		
H. Staff will be provided with resources to identify bullying behaviors.		
I. Staff will be provided resources in substance abuse prevention.		

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 100% responded "Extremely Important" or "Quite Important"	LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 100% responded "Extremely Important" or "Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 100% responded "Extremely Important" or "Quite Important"	LCAP Parent/Family Survey, Spring 2023: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 100% responded "Extremely Important" or "Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Spring 2022: "On most days, how enthusiastic are the students about being at school?" 29% responded "Quite Enthusiastic" or "Extremely Important"	LCAP Teacher Survey, Spring 2023: "On most days, how enthusiastic are the students about being at school?" 40% responded "Quite Enthusiastic" or "Extremely Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Student Survey, Spring 2022: "Overall, how much do you feel like you belong at your school?" 48% responded "Belong quite a bit" or "Completely belong"	LCAP Student Survey, Spring 2023: "Overall, how much do you feel like you belong at your school?" 66% responded "Belong quite a bit" or "Completely belong"

Planned Strategies/Activities

Action 3.1

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

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
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. Teacher, counselors, parents, students and all other stakeholders will participate in Parent Teacher Conferences as needed in 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, information), e-mail, or in writing in the parents' primary language. F. Parents will be informed of their student's EL level via letter of ELPAC results and explain how they are used to measure annual growth in English proficiency. G. Teachers will update Q-Gradebook at a minimum of every 2-weeks to allow parents and students to monitor their progress. H. Special education teachers and case carriers will ensure that parents of students with special needs are notified in a timely manner of IEP meetings.	X All Students	Salary Clerk TCT 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $32,009 Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $300 Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $1300

I. Parents will attend and be active participants in the IEP meetings.

J. Parent involvement and participation in the IEP process/meetings will be facilitated by providing oral and written translation services in the parents' primary language.

K. Teachers will present information about various subjects to parent groups in order to provide support for student learning at Back to School Night and/or parent meetings

L. Staff will use Social Media, School website, Parent Connect, Q Communication, and Peach Jar as forms of communication to families.

Action 3.2

3.2 Parent/Family Involvement Opportunities

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. All parents will be invited and have leadership opportunities through advisory committees i.e., DAC, DELAC, ELAC, SSC, meeting will be held regularly B. All Parents will be invited to quarterly Coffee with the Principal. C. Parents will have access to review the School Safety Plan which is located in the school's main office. D. Provide training for parents in using Q Parent Connection to monitor students grades, behavior, test scores, and attendance records during Mustang Pride Day and throughout the year as needed. E. SSC, ELAC, and committees will review the School Safety Plan. F. Counselors will host a series of Parent Workshops covering a variety of educational topics.	X All Students	Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $943.00 Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Substitute, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $400 Conferences 5000-5999: Services And Other Operating Expenditures

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 annually.

J. Parents will be invited to student performances, semester awards, informational nights, EL recognitions, Science Fairs, etc.

K. All parents will be invited to participate in a parent survey.

L. MMS will host AVID and GATE Parent Night twice a year to increase parent involvement.

M. MMS will host an AVID Awards Night to recognize students exhibiting top AVID behaviors and achievements.

N. Provide training and information to parents and community about AVID program methodologies, mission, and goals.

O. Provide printed information to parents and community (handouts, flyers, resources, etc.) about AVID or AVID related topics.

P. Provide parent workshops on A-G college entrance requirements, financial aid, high school graduation requirements, etc.

Q. Additional parent/guardian/stakeholder conference/workshop opportunities may be provided (CABE, etc.)

Title I Parent Involvement -- 3010 1902
$300

Materials/Supplies
4000-4999: Books And Supplies
Title I Parent Involvement -- 3010 1902
$678

Action 3.3
3.3 Parent/Family Provided Resources

	X	Unchanged Action	

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

A. Provide parents with referral services for medical insurance, emergency assistance, counseling services, community resources, etc. and follow up when necessary.	X	All Students	

A. Provide parents with referral services for medical insurance, emergency assistance, counseling services, community resources, etc. and follow up when necessary.

X   All Students

B. Invite parents to community based health resources such as mobile health clinic, family counseling, 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 through the public library system.

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

Materials/Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
$200

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

H. Parents and students will be invited to participate in a substance abuse awareness parent meeting/assembly and will be provided resources on prevention and warning signs as well as information for support services.

I. Parents and students will be invited to participate in a bullying awareness parent meeting/assembly and will be provided resources on prevention and warning signs as well as information for support services. A partnership will be established with Riverside Community Hospital charity foundation to implement the HERO program to support students, parents and staff on bullying awareness, and also on different methods to show kindness.

Action 3.4
3.4 Student Engagement

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide incentives and field trips for EL students to promote a College-Going Culture, including students who meet reclassification requirements. B. Provide recognition/incentives to students who make positive movement on the ELPAC. C. Provide students with weekly incentives for positive behavior and demonstrating Mustang Pride. D. Provide semester incentives for positive behavior and demonstrating Mustang Pride. E. Provide rewards and incentives to students who meet Honor Roll and attendance criteria. F. Provide incentives and awards for academic achievement and Science Fair participants. G. Provide educational field trip opportunities for students. H. Invite students who meet academic and/or mustang point criteria to special assemblies. I. Mustang Madness- Incentive day for students earning no F's and no suspensions J. Purchase additional Five Star Student scanners to increase the number of opportunities student have to earn points. K. Mustang TV will continue to engage students and produce video announcements to be shown during Advisory. A dedicated studio space will begin to be established to support Video Production. L. Students clubs will be supported and a Club Rush will be provided to highlight the many offerings and activities.	X All Students	OT Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $796.00 Materials/Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $150 Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Transportation 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1500 Materials/Supplies-Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3527 Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessments--ELA	2019-20- Due to school closure there will be no data 2020-21 Expected outcome: Increase by 3 DFS points 2021-22 Expected outcome: Expected outcome will be established once the baseline is determined.	Maintain use of 2019 CAASPP Data Dashboard
P4: Statewide Assessments--Math	2019-20- Due to school closure there will be no data Increase by 3 DFS points 2021-22 Expected outcome: Expected outcome will be established once the baseline is determined.	Maintain use of 2019 CAASPP Data Dashboard
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC	2019-20- Due to school closure there will be no data Increase by 3% 2021-22 Expected outcome: Expected outcome will be established once the baseline is determined.	2020-21 ELPAC dashboard data: 13.64% Proficient *Level 1 (Minimally Developed) 18.18% *Level 2 (Somewhat Developed) 35% *Level 3 (Moderately Developed) 33.18% *Level 4 (Well Developed) 13.64%
P8: Other Student Outcomes - CAASPP Reading Claim #1	2019-20- Due to school closure there will be no data CAASPP (2020-21) % Above/Near: 50% 7th Grade - 53% 8th Grade - 54.3% EL: 18.9%	Maintain use of 2019 CAASPP Data Dashboard

Metric/Indicator	Expected Outcomes	Actual Outcomes
	SWD: 15.8% 2021-22 Expected outcome: Expected outcome will be established once the baseline is determined.	
P8: Other Student Outcomes - CAASPP Writing Claim #2	2019-20- Due to school closure there will be no data CAASPP (2020-21) % Above/Near: 64.3% 7th Grade - 64% 8th Grade - 68% (Impact Team) EL: 37.2% SWD: 25.7% 2021-22 Expected outcome: Expected outcome will be established once the baseline is determined.	Maintain use of 2019 CAASPP Data Dashboard
P8: Other Student Outcomes - CAASPP Listening Claim #3	2019-20- Due to school closure there will be no data CAASPP (2020-21) % Above/Near: 68.5% 7th Grade - 78.5%. 8th Grade - 68% EL: 44.9% SWD: 44.7% 2021-22 Expected outcome: Expected outcome will be established once the baseline is determined.	Maintain use of 2019 CAASPP Data Dashboard
P8: Other Student Outcomes - CAASPP Research & Inquiry Claim #4	2019-20- Due to school closure there will be no data CAASPP (2020-21) % Above/Near: 66.5% 7th Grade - 69.3% 8th Grade - 66.8% EL: 35.8% SWD: 28.9% 2021-22 Expected outcome: Expected outcome will be established once the baseline is determined.	Maintain use of 2019 CAASPP Data Dashboard
P8: MDTP	Increase MDTP average scores by 5%.	Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows:

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
		7th All Not Met: 55% Nearly Met: 27% Met: 12% Exceeded: 6% 7th SED Not Met: 55% Nearly Met: 27% Met: 11% Exceeded: 7% 7th EL Not Met: 82% Nearly Met: 12% Met: 5% Exceeded: 1% 7th FY Not Met: 50% Nearly Met: 50% Met: 0% Exceeded: 0% 8th All Not Met: 56% Nearly Met: 26% Met: 11% Exceeded: 7% 8th SED Not Met: 57% Nearly Met: 26% Met: 10% Exceeded: 8% 8th EL Not Met: 75% Nearly Met: 18% Met: 6% Exceeded: 2% 8th FY Not Met: 100%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Nearly Met: 0% Met: 0% Exceeded: 0%
P8: Read 180 Reading Inventory	Decrease our below basic scores by 5%	Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: 7th All Not Met: 41% Nearly Met: 33% Met: 13% Exceeded: 13% 7th SED Not Met: 42% Nearly Met: 33% Met: 12% Exceeded:12% 7th EL Not Met: 74% Nearly Met: 25% Met: 1% Exceeded: 1% 7th FY Not Met: 50% Nearly Met: 50% Met: 0% Exceeded: 0% 8th All Not Met: 56% Nearly Met: 26% Met: 11% Exceeded: 7% 8th SED Not Met: 35% Nearly Met: 28% Met: 20% Exceeded: 16%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		8th EL Not Met: 66% Nearly Met: 28% Met: 3% Exceeded: 3% 8th FY Not Met: 100% Nearly Met: 0% Met: 0% Exceeded: 0%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Implement the California State Standards (CSS), CA ELD Standards, NGSS-aligned curriculum and provide high-quality instruction. 1.1A. ELA/ELD Teachers will provide curriculum, instruction, and assessment aligned to CSS and CA ELD Standards and use the district Units of Study pacing guides/assessments to ensure high-quality instruction and students demonstrate mastery of the reading and writing skills needed to be college and career ready. 1.1B. Math Teachers will provide curriculum, instruction, and assessment aligned to CSS/CA ELD Standards and use the district Units of Study pacing guide/assessments and Balanced Math Program to ensure high-quality instruction and students demonstrate mastery of mathematical and literacy	A. ELA/ELD teachers provided curriculum, instruction, and assessment aligned to CSS and CA ELD Standards and use the district Units of Study pacing guides/assessments to ensure high-quality instruction and students demonstrate mastery of the reading and writing skills needed to be college and career ready. B. Math Teachers provided curriculum, instruction, and assessment aligned to CSS/CA ELD Standards and use the district Units of Study pacing guide/assessments and Balanced Math Program to ensure high-quality instruction and students demonstrate mastery of mathematical and literacy skills needed to be college and career ready.	Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $223419 Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $1500 Maintenance Contract for Copiers 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2500 Maintenance Contract for Copiers 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2137	Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $223419 Printing 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $1500 Maintenance Contract for Copiers 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2500 Maintenance Contract for Copiers 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $3600

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
skills needed to be college and career ready. 1.1C Science Teachers will provide curriculum, instruction, and assessment aligned to NGSS and CSS-ELA-Literacy/CA ELD Standards and use the district Units of Study pacing guides/assessments to ensure high-quality instruction and students demonstrate mastery of scientific and literacy skills needed to be college and career ready. 1.1D. History-Social Studies and Technical Subject Teachers will provide curriculum, instruction, and assessment aligned to CA content standards and CSS ELA- Literacy/CA ELD Standards to ensure high-quality instruction and students demonstrate mastery of the concepts and literacy skills needed to be and career ready. 1.1E. P.E. Teachers will provide curriculum, instruction, and assessment aligned to the Physical Education Model Content Standards for California and CSS ELA-Literacy/CA ELD standards to prepare students for health and well-being and support the development of literacy skills needed to be college and career ready. 1.1F. All Teachers will differentiate instruction to meet the needs of students designated as General Education, English Learners, Gifted and Talented Education, and Special Education.	C. Science Teachers provided curriculum, instruction, and assessment aligned to NGSS and CSS-ELA-Literacy/CA ELD Standards and use the district Units of Study pacing guides/assessments to ensure high-quality instruction and students demonstrate mastery of scientific and literacy skills needed to be college and career ready. D. History-Social Studies and Technical Subject Teachers provided curriculum, instruction, and assessment aligned to CA content standards and CSS ELA- Literacy/CA ELD Standards to ensure high-quality instruction and students demonstrate mastery of the concepts and literacy skills needed to be and career ready. E. P.E. Teachers provided curriculum, instruction, and assessment aligned to the Physical Education Model Content Standards for California and CSS ELA-Literacy/CA ELD standards prepared students for health and well-being and support the development of literacy skills needed to be college and career ready. F. All Teachers differentiated 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, and	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1G. Teacher clarity (i.e. Learning Intentions, Essential Questions, and Success Criteria) will be clearly articulated, reviewed, and posted to focus high-quality instruction and promote student learning, engagement, and self-assessment.

1.1H. Administrators and Teachers will collect and analyze student data to measure and monitor the effectiveness of instruction and improve student learning. | Success Criteria) were clearly articulated, reviewed, and posted to focus high-quality instruction and promote student learning, engagement, and self-assessment.

H. Administrators and Teachers collected and analyzed 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 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 | A. Opened POs for supplemental ELA/Literacy instructional materials/supplies (informational/expository texts, novels, leveled readers) and digital tools and resources to support standards- based instruction, literacy, and technology integration. Purchased "Unwind" books for ELA.

B. Opened POs for supplemental Math instructional materials/supplies (hands-on manipulative, poster-board) resources to support standards-based instruction, numeracy, and technology integration. Hosted Math Field Day for all math students.

C. Opened PO's for supplemental Science instructional materials/supplies (lab supplies/equipment) and resources to support standards-based instruction and technology integration. | Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000

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

Technology Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $500

Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500

Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 $1000

Technology Equipment (VAPA) 4000-4999: Books And Supplies | Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3985

Software License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1904

Technology Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $245

Technology Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $287

Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 $245

Technology Equipment (VAPA) 4000-4999: Books And Supplies |

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 in the Healthy Fitness Zone & 100-Mile Club. 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. 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.	D. Opened PO's for supplemental History-Social Studies instructional materials/supplies, resources, and digital tools to support standards-based instruction, literacy, and technology integration. E. Purchased supplemental PE equipment to support students meeting the standards in the Healthy Fitness Zone & 100-Mile Club. Purchased padlocks for locker room use, Opened PO to Amazon for PE equipment. F. Purchased 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. Opened JW Pepper PO, and Amazon Requisition for music/band equipment/supplies. G. Purchased digital tools and resources to increase instructional and leadership capacity. Purchased Robot Mesh for Robotics/Amazon PO for Robotics equipment. H. Purchased technological equipment to support technology integration on campus. I. Purchased additional materials and supplies (print, copier/laminator) to support standards-based instruction.	LCFF Suppl/Conc -- 0707 $3031 Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $500 Field Trips (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 $3000 Software License (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 $1200	LCFF Suppl/Conc -- 0707 $0 Software License 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $500 Field Trips (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 $3500 Software License (VAPA) 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	J. Purchased materials to support Makers Space in the library.		
1.3 Provide professional learning and collaboration time to support highly effective teachers, support staff, administrators, and counselors. A. Teachers/Support Staff/Administrators/Counselors will participate in regular professional sessions to strengthen their knowledge and understanding of the CSS ELA/Math/ELD/Social Studies/Science, and PE Model Content Standards, Teacher Clarity, effective instructional strategies/practices, IMPACT Team, mindset practices, and technology integration to support and accelerate student learning. 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, Brain-based	A. Teachers/Support Staff/Administrators/Counselors participated in regular professional sessions to strengthen their knowledge and understanding of the CSS ELA/Math/ELD/Social Studies/Science, and PE Model Content Standards, Teacher Clarity, effective instructional strategies/practices, IMPACT Team protocols, mindset practices, and technology integration to support and accelerate student learning. B. Due to the COVID-19 pandemic and return to in-person instruction with a district focus on Impact Teams and UoS, the AVID site team did not provide quarterly training sessions to support the implementation of AVID methodologies. This is planned PD for the 2022-2023 school year. C. Administrators conducted walkthroughs to gather evidence of and monitor learning on campus. D. Teachers/Administrators attended training sessions and conferences to support the instructional methodology and implementation of: CSS ELA/MATH/Social Studies, CA ELD Standards, NGSS, PE Model Content Standards, AVID, Brain-based strategies, Mindsets, IMPACT Teams,	Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $8000 AVID Membership 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 $2629 Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $5000 Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 $8686 Materials/Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 $500 Substitute Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2000 Hourly Teacher 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 $2400	Substitute Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $8000 AVID Membership 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 $2729 Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $0 Travel/Conferences 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 $970 Materials/Supplies 4000-4999: Books And Supplies LCFF AVID – 0765 $2500 Substitute Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $2000 Hourly Teacher 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 $2400

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
strategies, Mindsets, IMPACT 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 district UoS pacing guides and assessments & to support collaborative classes with General Education Teachers, Special Education Teachers, and Instructional Aides. G. Additional teacher collaboration time will be provided to support the process of planning lessons, designing learning experiences, create and grade Pre/Post UoS Assessments/Performance Tasks, IMPACT Teams, analyze data, identify and share effective research-based instructional strategies, action, and implement and monitor the plan to determine the impact on student learning.	Project Lead the Way, STEAM and technology integration to support and accelerate student learning. E. Teacher Leaders/Administrators/Counselors attended training sessions and conferences to increase leadership and organizational capacity. F. Teacher collaboration time was provided to support the implementation of CSS ELA/MATH/Social Studies, CA ELD Standards, NGSS, the usage of district UoS pacing guides and assessments & to support collaborative classes with General Education Teachers, Special Education Teachers, and Instructional Aides. G. Additional teacher collaboration time was provided to support the process of planning lessons, designing learning experiences, create and grade Pre/Post UoS Assessments/Performance Tasks, IMPACT Teams, analyze data, identify and share effective research-based instructional strategies, action, and implement and monitor the plan to determine the impact on student learning.		
1.4 Provide student learning support systems including multi-tiered	A. Teachers differentiated instruction to provide multi-tiered academic	Counselor (1)	Counselor (1)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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, Extended Learning Opportunities and Enrichment Programs (i.e. GATE). C. Provide intervention teachers in ELA (i.e. READ 180) and math (i.e. Math Support/AVID Math Tutorial) to ensure additional time and support for students to demonstrate mastery of CSS. D. AVID classes and tutors will be provided to support student learning and college and career readiness. AVID elective sections will be increased to serve as a primary support for students identified as needing additional intervention in mathematics. E. Promote and implement inclusive practices to support student (RSP/SDC) instruction in the Least Restrictive Environment (LRE). F. Teachers will provide before school and/or after-school tutoring (ELO) to those students in need of academic support.	support for English Learners, students with special needs and those designated as GATE. B. Middle School Counselors provided college and career readiness support, coordinate and monitor attendance, academic, and behavioral, interventions, Extended Learning Opportunities and Enrichment Programs (i.e. GATE). C. Provided intervention teachers in ELA (i.e. READ 180) and math (i.e. Math Support/AVID Math Tutorial) to ensure additional time and support for students to demonstrate mastery of CSS. D. Due to the COVID 19 pandemic and a lack of staffing, AVID tutors were not available to our students this year. However, AVID classes and peer tutors were provided to support student learning and college and career readiness. AVID elective sections were increased to serve as a primary support for students identified as needing additional intervention in mathematics. E. Promoted and implemented inclusive practices to support student (RSP/SDC) instruction in the Least Restrictive Environment (LRE). F. Teachers provided after-school tutoring (ELO) to those students in need of academic and SEL support.	1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $134,834 Counselor (2) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $132,364 Hourly Certificated 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $6000 AVID Tutor 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 $3000 Substitute, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $11500 Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 Substitute Clerk 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $250 Library/Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $73,239	1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $134,834 Counselor (2) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $132,364 Hourly Certificated 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 AVID Tutor 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 $0 Substitute, Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $11500 Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 Substitute Clerk 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $250 Library/Media Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $73,239

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G. Implement the Think Together program to provide academic and behavioral support after-school. H. Provide a Librarian Technician to support students' acquisition of literacy, numeracy, and technological skills. I. The Communication Enhancement Program (CEP) at Mission Middle is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.	G. Implemented the Think Together program to provide academic and behavioral support after-school. H. Provided a Librarian Technician to support students' acquisition of literacy, numeracy, and technological skills. I. The Communication Enhancement Program (CEP) was offered at Mission Middle to provide voice, fluency and/or articulation skill enrichment.		
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	A. Provided an EL Facilitator to coordinate the ELPAC administration and monitoring of EL's progress. B. Professional development was 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 were provided to support language acquisition and inclusive practices in the classroom. D. Provided collaboration time for the EL Facilitator, EL Team to plan	BLT Salary; 1 BLTs .50% 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $23,953 BLT Salary (25%) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $5,194 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $221 Overtime Classified 2000-2999: Classified Personnel Salaries	BLT Salary; 1 BLTs .50% 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $22,953 BLT Salary (25%) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $5,194 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $221 Overtime Classified 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
language acquisition and inclusive practices in the classroom. D. Provide collaboration time for the EL Facilitator, EL Team to plan instruction, analyze assessment data, and identify and share effective strategies/practices to accelerate student learning. E. Intervention support for students will be provided before and/or after-school to support language acquisition and literacy (i.e. ELPAC Bootcamp, ELO). F. Purchase supplementary materials and resources to support language acquisition and literacy.	instruction, analyze assessment data, and identify and share effective strategies/practices to accelerate student learning. E. Intervention support for students was provided after-school to support language acquisition and literacy (i.e. ELPAC Bootcamp, ELO). F. Purchased supplementary materials and resources to support language acquisition and literacy.	Title I Basic -- 3010 $500 Hourly Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $250 Hourly Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $500 Materials/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $1345 BLT Salary 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $63,940	Title I Basic -- 3010 $500 Hourly Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $250 Hourly Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $500 Materials/Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $1345 BLT Salary 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $63,940
1.6 Provide standards-aligned assessments with data analysis and monitoring support. A. Impact Teams will collaborate weekly to: create and analyze standards-aligned common formative and summative assessments, identify areas of strengths and challenges, create a plan of action (i.e. identify researched-based strategies that will be used), implement and monitor the plan to determine the impact on student learning. A minimum of 3 inquiry cycles will be implemented across all Impact Teams during the school year.	A. Impact Teams collaborated weekly to: create and analyze standards-aligned common formative and summative assessments, identify areas of strengths and challenges, create a plan of action (i.e. identify researched-based strategies that will be used), implement and monitor the plan to determine the impact on student learning. A minimum of 3 inquiry cycles will be implemented across all Impact Teams during the school year. B. Impact Team Leaders collaborated with Counselors and	Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500	Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Impact Team Leaders will collaborate with Counselors and Administrators monthly to identify students in need of additional time and support to demonstrate mastery of CA CCSS. C. Counselors will develop a progress monitoring system to ensure students receive the appropriate support classes and services. D. Progress Reports will be mailed home to support school-home connection E. Focused Interim Assessment Blocks will be utilized routinely to serve as a formative tool, along with Units of Study assessments, to monitor student progress.	Administrators monthly to identify students in need of additional time and support to demonstrate mastery of CA CCSS. C. Counselors developed a progress monitoring system to ensure students receive the appropriate support classes and services. D. Progress Reports were mailed home to support school-home connection. E. Focused Interim Assessment Blocks were not implemented in the 21-22 school year.		
1.7 Provide support for distance learning opportunities for students during a time of potential school closure.	Due to the reopening of schools in the 2021-2022 school year, distance learning opportunities were provided through the Virtual Program instead of the MMS campus.	$ $ $	$ $ $

Analysis

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

1.3 Admin Walkthroughs - Administrators used the district walkthrough form to determine the implementation of the formative assessment process and teacher clarity regarding learning intention and success criteria. This data was then analyzed at the district level to determine how best to support site level Impact Teams.

1.6 Impact Teams - Evidence, Analysis, and Action protocols continues to be an emphasis for our IMPACT teams. All departments, including a combined PE/Elective team, are proceeding with Impact Team implementation with both grade levels participating. The IMPACT teams have focused on looking at different sources of student evidence, analyzing student performance, and determining next action steps. The teams have also focused heavily on clear communication of learning intentions and success criteria, directly impacting students' understanding and ownership of their learning process.

1.4 Counselor Supports - MMS Counselors began student conversations regarding 6-year plans where they are providing academic monitoring and college and career readiness support. They 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.

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

1.3 C The data was collected and used to drive Impact Team meeting discussion and Formative Assessment Process (FAP) implementation.

1.6 A. The implementation of the formative assessment process helped to increase the clarity among students and teachers. Student gains are being observed and measured based on the success criteria through the EAA protocols. Teachers are reporting that they're understanding student misconceptions greater which we believe will directly impact student understanding. With the shift away from formal Impact Team protocols, the work to expand and equip the remainder of the data teams with Impact protocols is still being discussed.

1.4 B. The counselors have recorded 305 6-Year Plans, 177 attendance interventions, 505 SEL interventions, 883 contacts regarding college and career, 52 SART Contracts, and 28 SARB referrals. Their involvement and support on campus has been critical in helping our students transition back to in-person learning.

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

Money budgeted for materials and supplies out of LCFF funds was reallocated to cover increase in staffing. $3000 of the AVID funding that had been allocated for tutors, which were not provided due to staffing shortages, was reallocated and used for Math Field Day. The AVID Summer Institute Conference was paid for by the district office, so this money was reallocated to purchase school wide student planners and notebooks. $6000 that was allocated for hourly certificated for ELO was unused since ELO was paid for by the district.

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

We will be allocating monies for hourly certificated funds to provide collaboration time for staff with their collab teachers and/or collaboration teams. AVID funding will be set aside to provide school-wide student journals and planners. MMS will be expanding their elective offerings with ASB, Spanish, and publications. Title 1 monies will be set aside for Print Shop orders and to support the materials and supplies needed for the publications class. Math support for students will shift from "AVID math tutorial" to traditional math support due to concerns raised by the math department around students not fully understanding the AVID self-selection process.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: School facilities are maintained in good repair	21-22: Maintain 100% of Good or better on FIT reports.	MMS school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)
P5: School Attendance Rates	21-22: Chronic Absenteeism Rate post distance learning will decline by 2% overall and decline by 10% for SWD.	7th Regular - 92.73% SWD - 88.45% 8th Regular - 91.72% SWD - 88.78%
P6: Pupil Suspension Rates	21-22: Expected outcome will be established once the baseline is determined.	Due to COVID-19 Pandemic and distance learning, there were 0% student suspensions across all student groups.
P6: Survey of pupils, parents, teachers on sense of safety	Based on 2021-2022 LCAP Survey data: Reach/maintain 90% or higher for all three groups regarding feeling safe on campus	LCAP Student Survey, Spring 2022: "How often do you worry about violence at your school?" 52% responded "Almost Never" or "Once in a while" LCAP Teacher Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 86% responded "Not at all difficult" or "Slightly difficult". LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 64% responded "Quite Well" or "Extremely Well"

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
P6: Survey of pupils on sense of connectedness	Based on 2021-2022 LCAP Survey data: Students: 90% feel there's an adult they can go to with their problems 10% disagree	LCAP Student Survey, Spring 2022: "How connected do you feel to the adults at your school?" 24% responded "Quite connected" or "extremely connected".

Strategies/Activities for Goal 2

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
2.1 Provide a well maintained, orderly, and safe environment that will support students learning. A. Health Care Aides (HCAs) B. Provide healthcare/first aid supplies for students (i.e. ice packs, bandages, feminine hygiene products, etc.) C. Provide hearing, vision, dental, scoliosis and other general health screenings for students. D. Provide nutrition services (i.e. breakfast and lunch that meet nutritional guidelines) E. Provide physical education and opportunities for exercise (i.e. Spring Run, Turkey Trot, lunch time). 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).	A. Provided a Health Care Aides (HCAs) B. Provided healthcare/first aid supplies for students (i.e. ice packs, bandages, feminine hygiene products, etc.) C. Provided hearing, vision, dental, scoliosis and other general health screenings for students. D. Provided nutrition services (i.e. breakfast and lunch that meet nutritional guidelines) E. Provided physical education and opportunities for exercise (i.e. Spring Run, Turkey Trot, lunch time). F. Provided 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).	Health Care Aide - 3 hours (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $7,990	Health Care Aide - 3 hours (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $7990

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G. Hybrid Medi-Cal / Site Discretion Therapist will serve Mission students and have a dedicated office space. H. Provide community resources to parents for medical assistance programs I. Provide health instruction through science class	G. Provided hybrid Medi-Cal / Site Discretion Therapist to serve Mission students with a dedicated office space. H. Provided community resources to parents for medical assistance programs I. Provided health instruction through science class		
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 services will be provided for special campus events.	A. Provided appropriate campus supervision before, during, and after school B. An SRO (School Resource Officer) was available on campus every day, five days a week C. Distributed, collected and analyzed Student, Parent, & Staff Surveys D. Housed the Think Together after school program on site E. Due to the COVID19 Pandemic, after school experiences were limited. However, MMS was able to host multiple band and choir concerts open to students and their families. There was also a College and Career Readiness and 6th Grade Parent night held after school. Extra supervision and custodial services were provided. F. Administration and Counselors held a second semester Pride Chat.	Overtime, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $250.00 Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $200.00	Overtime, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $250.00 Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $200

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
F. Administration and Counselors will hold Pride Chats biannually or as needed G. Students will participate in an anti-bullying campaign H. Peer mentoring groups will support healthy relationships and serve as mentors for students struggling behaviorally and socially. I. Anti-bullying/Bullying awareness assemblies will be provided to students during the regular school day.	G. Students participated in an anti-bullying campaign. H. Due to training, staffing, and district resources, we did not host peer mentoring groups on site. I. Due to COVID-19 restrictions, we did not host student anti-bullying/bullying awareness assemblies for 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 C. All staff will enforce school rules by means of the progressive discipline plan (Code of Conduct, JUSD Parent Guide) D. Provide incentives and rewards for good citizenship and attendance (i.e. Praise Note winners, public recognition in school newspaper, Mustang TV, good guy activities, snacks, dances, field trips, positive reinforcement programs, etc.) E. Students will have access to Gang and Drug Awareness Assemblies, Anti Bullying Assemblies, etc.	A. Second Step Social Emotional Learning curriculum was utilized in each Advisory. B. Behavior Incentives were purchased for students. C. All staff enforced school rules by means of the progressive discipline plan (Code of Conduct, JUSD Parent Guide). D. Provided incentives and rewards for good citizenship and attendance (i.e. Praise Note winners, public recognition in school newspaper, Mustang TV, good guy activities, snacks, dances, field trips, positive reinforcement programs, etc.). E. Students had a Gang and Drug Awareness Assemblies, provided by	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000 Technology Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Transportation Services 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Software License 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707	Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000 Technology Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Transportation Services 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Software License 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
F. MMS administrators will refer students, when appropriate, to Student Youth Court as an intervention strategy. G. Counselors, Administrators and Resident Sub will provide push-in support to remediate classroom behaviors and support students in remaining in the classroom.	the Riverside County District Attorney's office. F. MMS administrators referred students, when appropriate, to Student Youth Court as an intervention strategy. G. Counselors, Administrators and Resident Subs provided push-in support to remediate classroom behaviors and support students in remaining in the classroom.	$3000	$3000
2.4 Prevention of Drug, Alcohol, Tobacco and Violence A. All staff will educate students on prevention of the use of drugs, tobacco, and violence. B. MMS administrators and counselors will refer at-risk students to the Youth Accountability Team (YAT) as an intervention strategy. C. Develop and implement a Red Ribbon Week Program and Activities D. Host an annual Riverside County District Attorney presentation for parents and students E. Anti-Bullying and Kindness Assemblies, Activities, Parent Workshops will be offered through Riverside Community Hospital Charitable Foundation HERO Program.	A. Staff educated students on prevention of the use of drugs, tobacco, and violence. B. This taskforce no longer exists. C. Due to an expanding program and the limits of not having an ASB class, there was no Red Ribbon Week this year. ASB will develop and implement a Red Ribbon Week Program and Activities during the 22-23 school year. D. Hosted an annual Riverside County District Attorney presentation for parents and students E. MMS was not part of the HERO program this school year. We are coordinating to receive the supports for the 22-23 school year.	Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $578	Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $578

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Safe Schools A. Purchase equipment that is essential for disaster drills and disaster preparedness to ensure student safety B. Staff will have access to attend conferences/workshops related to school safety plan, policies and procedures C. All staff will be informed of the school-wide disaster plan, and receive information on the Safe Schools Plan	A. Purchased equipment that is essential for disaster drills and disaster preparedness to ensure student safety B. Staff had access to attend conferences/workshops related to school safety plan, policies and procedures C. All staff was informed of the school-wide disaster plan, and receive information on the Safe Schools Plan	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1250	Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1250
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 meeting the attendance and tardy goals. G. Students will monitor their attendance and reflect during Student Reflection	A. Student attendance was measured and monitored by the Counseling Team, Attendance Secretary and Assistant Principal. B. SART meetings were scheduled and co-facilitated by the Counseling Team. C. The Counseling Team made referrals to SARB. D. Teachers promoted the benefits of positive attendance during Advisory. E. Staff had access to attend professional development related to attendance. F. Due to the COVID 19 pandemic and it's impact on student attendance, assemblies, recognition, and incentives were not provided for students meeting the attendance and tardy goals.	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
activity once each 6-weeks and set a goal for future attendance. H. Assistant Principal will hold meetings with Students with Disabilities who are at risk of meeting chronic absentee threshold. I. Student at risk of meeting chronic absentee threshold will be personally invited to attend Saturday School and will attempt to identify factors contributing to absences.	G. Due to the COVID 19 pandemic and it's impact on student attendance, students did not monitor their attendance and reflect during Student Reflection activity once each 6-weeks and set a goal for future attendance. H. Due to the COVID 19 pandemic and it's impact on student attendance, the Assistant Principal did not hold meetings with Students with Disabilities who are at risk of meeting chronic absentee threshold. I. Student at risk of meeting chronic absentee threshold were personally invited to attend Saturday School and will attempt to identify factors contributing to absences.		
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 there are health/vision/hearing, hygiene, and welfare concerns C. All staff will be trained on identifying early warning signs of behavioral and emotional problems in students D. All staff will be informed of the school-wide disaster plan, and receive information on the Safe Schools Plan	A. All staff was trained on mandated suspected child abuse (CPS) reporting on an annual basis B. Teachers and staff referred students to the school nurse when there are health/vision/hearing, hygiene, and welfare concerns C. All staff was trained on identifying early warning signs of behavioral and emotional problems in students D. All staff was informed of the school-wide disaster plan, and receive information on the Safe Schools Plan E. All staff was trained on MTSS.	Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $250	Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $250

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
E. All staff will be trained on MTSS F. All staff will be trained on sexual harassment policies G. Staff will have access to attend conferences/workshops related to school safety plan, policies and procedures H. Staff will have access to CPR and First Aid training I. Staff will be provided with resources to identify bullying behaviors J. Staff will be provided resources in substance abuse prevention	F. All staff was trained on sexual harassment policies G. Staff had access to attend conferences/workshops related to school safety plan, policies and procedures H. Staff had access to CPR and First Aid training I. Staff was provided with resources to identify bullying behaviors. J. Staff was provided resources in substance abuse prevention.		

Analysis

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

2.4 DA and Parent Group Presentations - MMS worked collaboratively with the Riverside County District Attorney's Office to provide the Gang Awareness and Prevention Presentation, which taught students about the realities of gang life and the severe legal penalties associated with gang-related criminal prosecutions. MMS parents were also invited to attend a Drug Awareness and Prevention presentation that was given by MFI Recovery Center. The presentation was given in both English and Spanish, and provided important information to help families protect their students from drug addiction.

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

2.3 MTSS - Our progressive discipline model has been modified to provide an initial layer of support for students to remediate behaviors and remain in the classroom. The push-in support offered by our Behavioral Health Peer Specialist (along with resident subs, counselors, and administration) is designed to confront issues that may have typically resulted in a student being sent out of the classroom and thus missing instruction. Push-in support may include redirecting the student in the classroom, providing the academic support needed to get them back on task, processing with students outside the classroom, sitting with students to focus on assignments, taking a quick break with a walk around the school, or facilitating next steps (i.e. apology to teacher, getting required materials, etc.). The continuum of discipline options remains in place but alternatives to suspension are strongly considered and provided when appropriate. Thus far over

100 different instances of push-in supports have been provided to students, with the majority successfully having the student remain in the classroom to continue their learning.

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

All students present in PE (584) attended the DA's presentation on Gang Awareness and Prevention where they learned about the realities of gang life and the severe legal penalties associated with gang-related criminal prosecutions. 12 parents attended the MFI Recovery Center presentation where they received important information to help families protect their students from drug addiction, and were able to get information on follow up services.

Administration, counselors, and our Behavioral Health Peer Specialist have a combined 812 Tardy Interventions including counseling, contracts, detentions, and parent contacts. SART contracts have been implemented for all eligible students. There are currently 52 students on SART contracts, which include parent contact and a one-on-one meeting with a counselor. We have been diligent in our SART follow up and monitoring and currently have 28 students who have been referred to SARB for higher level attendance interventions. Saturday School attendance is being promoted and all eligible students are invited monthly. 253 students have attended Saturday school from September-April in order to make up their unexcused absences.

With over 100 push-in supports, the amount of time a student has been outside of the classroom and missing instruction has been significantly minimized. Additionally, the number of conversations that are proactive and productive with students has increased, rather than being reactive and purely discipline based. Sometimes a student will revert back to prior negative behaviors after push-in and this has been a challenge for teachers. The alternatives to suspension and push-in model have continued to allow our suspension rate to remain lower than comparable schools in the district.

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

None

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

2.4 B will be removed, as the YAT taskforce no longer exists.   2.4 E - MMS will reach out to the HERO program to coordinate implementation and supports for the 22-23 school year.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Percentage of parents that take advantage of parent engagement opportunities inclusive of Special Education and Unduplicated students.	2021-2022 LCAP data: Parent Survey - Percentage of parents who participate in school-wide activities - All of the time: 10% Most of the time: 30% Sometimes: 50% Never: 10%	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 100% responded "Extremely Important" or "Quite Important"
P3: Percentage of parents that acknowledge opportunities for involvement in school and district decision making	2021-2022 LCAP data: Parent Survey - Percentage of parents that acknowledge opportunities for involvement in school - Yes: 80% No: 10% No personal knowledge: 10%	LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following areas: school leadership?" 55% responded "Extremely well" or "Quite well"
P5: Student engagement survey	2021-2022 LCAP data: Student Survey - Percentage of students who participate in school-wide activities - All of the time: 25% Most of the time: 50% Sometimes: 20% Never: 5%	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?" 100% responded "Extremely Important" or "Quite Important" LCAP Teacher Survey, Spring 2022: "On most days, how enthusiastic are the students about being at school?" 29% responded "Quite Enthusiastic" or "Extremely Important" LCAP Student Survey, Spring 2022: "Overall, how much do you feel like you belong at your school?"

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
		48% responded "Belong quite a bit" or "Completely belong"
P6: Surveys of pupil, teachers on sense of school connectedness	2021-2022 LCAP data: Maintain over 90% rating or better for welcoming environment and positive learning environment/satisfaction with instruction/collaborative culture	LCAP Student Survey, Spring 2022: "How connected do you feel to the adults at your school?" 24% responded "Quite connected" or "extremely connected".

Strategies/Activities for Goal 3

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
3.1 Provide improved opportunities for parents and community to partner and feel connected to their school through 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. Teacher, counselors, parents, students and all other stakeholders will participate in Parent Teacher Conferences as needed in 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	A. All Parents are informed about school events, student progress, behavior, attendance, etc. in their primary language via the phone message system, letters, and flyers. B. Teacher, counselors, parents, students and all other stakeholders participated in Parent Teacher Conferences as needed in parents' primary language. C. Increased parent awareness of school programs and student achievement through parent workshops, meetings, brochures, flyers, and the student newspaper. D. Provided parents with information about Digital Gateway, Digital Citizenship, Cyberbullying, etc. via parent meetings. E. Teachers communicated frequently with parents using the Q	Salary Clerk TCT 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $9915 Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $300 Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Materials/Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $699 Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707	Salary Clerk TCT 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $9915 Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $300 Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Materials/Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $818 Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Citizenship, Cyberbullying, etc. via parent meetings.

E. Teachers will communicate frequently with parents using the Q Communication message system (including academic, behavior, attendance, curriculum, information), e-mail, or in writing in the parents' primary language.

F. Parents will be informed of their student's EL level via letter of ELPAC results and explain how they are used to measure annual growth in English proficiency.

G. Teachers will update Q-Gradebook at a minimum of every 2-weeks to allow parents and students to monitor their progress.

H. Special education teachers and case carriers will ensure that parents of students with special needs are notified in a timely manner of IEP meetings.

I. Parents will attend and be active participants in the IEP meetings.

J. Parent involvement and participation in the IEP process/meetings will be facilitated by providing oral and written translation services in the parents' primary language.

K. Teachers will present information about various subjects to parent groups in order to provide support for student | Communication message system (including academic, behavior, attendance, curriculum, information), e-mail, or in writing in the parents' primary language.

F. Parents were informed of their student's EL level via digital notification of ELPAC results and explain how they are used to measure annual growth in English proficiency.

G. Teachers updated Q-Gradebook at a minimum of every 2-weeks to allow parents and students to monitor their progress.

H. Special education teachers and case carriers ensured that parents of students with special needs are notified in a timely manner of IEP meetings.

I. Parents attended and were active participants in the IEP meetings.

J. Parent involvement and participation in the IEP process/meetings was facilitated by providing oral and written translation services in the parents' primary language.

K. Teachers presented information about various subjects to parent groups in order to provide support for student learning at Back to School Night and/or parent meetings | $500

Postage
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
$1300 | $500

Postage
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
$1300 |

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
learning at Back to School Night and/or parent meetings L. Staff will use Social Media, School website, Parent Connect, Q Communication, and Peach Jar as forms of communication to families.	L. Staff used Social Media, School website, Parent Connect, Q Communication, and Peach Jar as forms of communication to families.		
3.2 Parent/Family Involvement Opportunities A. All parents will be invited and have leadership opportunities through advisory committees i.e., DAC, DELAC, ELAC, SSC, meeting will be held regularly B. All Parents will be invited to monthly Coffee with the Principal. C. Parents will have access to review the School Safety Plan which is located in the school's main office. D. Provide training for parents in using Q Parent Connection to monitor students grades, behavior, test scores, and attendance records during Mustang Pride Day and throughout the year as needed. E. SSC, ELAC, and committees will review the School Safety Plan. F. Counselors will host a series of Parent Workshops covering a variety of educational topics. G. Provide extra supervision (campus supervisors) and extra hourly custodial	A. All parents were invited and had leadership opportunities through advisory committees i.e., DAC, DELAC, ELAC, SSC, meeting will be held regularly B. All Parents were invited to quarterly Coffee with the Principal. C. Parents had access to review the School Safety Plan which is located in the school's main office. D. Provided training for parents in using Q Parent Connection to monitor students grades, behavior, test scores, and attendance records during Mustang Pride Day and throughout the year as needed. E. SSC, ELAC, and committees reviewed the School Safety Plan. F. Counselors hosted a Parent Workshops covering a variety of educational topics. G. Provided extra supervision (campus supervisors) and extra hourly custodial services for special campus events to ensure a positive experience	Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $943.00 Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Substitute, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $400 Conferences 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 $300	Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $943 Hourly, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Substitute, Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $400 Conferences 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 $300

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 annually. J. Parents will be invited to all student celebrations, honor roll, attendance, EL, Science Fair etc. K. All parents will be invited to participate in a parent survey. L. MMS will host AVID Parent Night twice a year to increase parent involvement. M. MMS will host an AVID Awards Night to recognize students exhibiting top AVID behaviors and achievements. N. Provide training and information to parents and community about AVID program methodologies, mission, and goals. O. Provide printed information to parents and community (handouts, flyers, resources, etc.) about AVID or AVID related topics. P. Provide parent workshops on A-G college entrance requirements, financial	for students and parents on our campus. H. Provided refreshments for parent workshops and academic achievement awards events for parents and community members in attendance. I. MMS hosted a virtual Back to School night in August of 2021. J. Due to the COVID 10 pandemic and it's restrictions, parents were not invited to all student celebrations, honor roll, attendance, EL, Science Fair etc., but were invited to the end of the year awards ceremony. K. All parents were invited to participate in a parent survey. L. Due to the COVID 19 pandemic, MMS did not host an AVID Parent Night. M. MMS did not host an AVID Awards Night to recognize students exhibiting top AVID behaviors and achievements, but these students were recognized during the Semester 2 progress report 2 awards ceremony. N. MMS did not provide training and information to parents and community about AVID program methodologies, mission, and goals. O. Provided printed information to parents and community (handouts,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
aid, high school graduation requirements, etc. Q. Additional parent/guardian/stakeholder conference/workshop opportunities may be provided (CABE, etc.)	flyers, resources, etc.) about AVID or AVID related topics. P. Provided a parent workshop on A-G college entrance requirements, financial aid, high school graduation requirements, etc. Q. Due to the COVID 19 pandemic, no 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 clinic, family counseling, 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 through the public library system.	A. Provided parents with referral services for medical insurance, emergency assistance, counseling services, community resources, etc. and follow up when necessary. B. Invited parents to community based health resources such as mobile health clinic, family counseling, mobile dental clinics. C. Provided information on physical fitness, child obesity, diabetes, and other health concerns among youth and its impact on student academic achievement. D. Contacted parents with information on student hygiene, medical and dental care and follow-up on referrals. E. Connected parents to community literacy resources such as programs and services offered through the public library system.	Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $216	Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $200

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
F. Increase parent awareness of high school graduation requirements and A-G college admissions requirements.

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

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

I. Parents and students will be invited to participate in a substance abuse awareness parent meeting/assembly and will be provided resources on prevention and warning signs as well as information for support services.

J. Parents and students will be invited to participate in a bullying awareness parent meeting/assembly and will be provided resources on prevention and warning signs as well as information for support services. A partnership will be established with Riverside Community Hospital charity foundation to implement the HERO program to support students, parents and staff on bullying awareness, and also on different methods to show kindness. | F. Increased parent awareness of high school graduation requirements and A-G college admissions requirements.

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

H. Parents were not provided with the We-Tip Hotline information and Bully Prevention contact information.

I. Parents and students were invited to participate in a substance abuse awareness parent meeting/assembly and were provided resources on prevention and warning signs as well as information for support services.

J. Due to COVID 19 restrictions, parents and students were not invited to participate in a bullying awareness parent meeting/assembly or provided resources. We will be continuing with the HERO program during the '22-'23 school year. | | |
| 3.4 Student Engagement
A. Provide incentives and field trips for EL students to promote a College-Going | A. Provided incentives and field trips for EL students to promote a College- | Overtime, Classified
2000-2999: Classified Personnel Salaries | Overtime, Classified
2000-2999: Classified Personnel Salaries |

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Culture, including students who meet reclassification requirements. B. Provide recognition/incentives to students who make positive movement on the ELPAC. C. Provide students with weekly incentives for positive behavior and demonstrating Mustang Pride. D. Provide semester incentives for positive behavior and demonstrating Mustang Pride. E. Provide rewards and incentives to students who meet Honor Roll and attendance criteria. F. Provide incentives and awards for academic achievement and Science Fair participants. G. Provide educational field trip opportunities for students. H. Invite students who meet academic and/or mustang point criteria to special assemblies. I. Mustang Madness- Incentive day for students earning no F's and no suspensions J. Purchase additional Five Star Student scanners to increase the number of opportunities student have to earn points.	Going Culture, including students who meet reclassification requirements. B. Provided recognition/incentives to students who make positive movement on the ELPAC. C. Provided students with weekly incentives for positive behavior and demonstrating Mustang Pride. D. Provided semester incentives for positive behavior and demonstrating Mustang Pride. E. Provided rewards and incentives to students who meet Honor Roll and attendance criteria. F. Due to COVID 19 restrictions, there was no Science Fair at the middle school level this year. G. Due to COVID 19 and transportation limitations, MMS did not provide educational field trip opportunities for students. H. Invited students who meet academic and/or mustang point criteria to special assemblies. I. Hosted Mustang Madness- Incentive day for students earning no F's and no suspensions J. We did not purchase additional Five Star Student scanners to increase the number of opportunities student have to earn points.	LCFF Suppl/Conc -- 0707 $500.00 Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $796.00 Materials/Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $150.00 Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Transportation 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1000 Materials/Supplies-Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3527 Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500	LCFF Suppl/Conc -- 0707 $500 Hourly, Classified 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $796 Materials/Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $150 Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500 Transportation 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1000 Materials/Supplies-Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000 Hourly, Classified 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
K. Mustang TV will continue to engage students and produce video announcements to be shown during Advisory. A dedicated studio will begin to be established to support Video Production. L. Students clubs will be supported and a Club Showcase Night will be provided to highlight the many offerings and activities.	K. Mustang TV will continued to engage students and produce video announcements to be shown during Advisory. A dedicated studio was not yet established to support Video Production. L. Students clubs were supported with a lunch time Club Rush but, due to COVID 19 restrictions, a Club Showcase Night was not provided to highlight the many offerings and activities.		

Analysis

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

3.4 Student Engagement - Student engagement is a priority on our campus and research has shown that students who are more engaged at school will have increased success. To support this, we have 23 active staff led clubs that meet during lunch and after school, ranging in topics from eSports to Science Club. Additionally, we provide a schoolwide incentive of Mustang Madness, where students who are academically and behaviorally eligible choose an activity room to participate in for the afternoon, hosted by a staff member. These activities have included making tie-dye t-shirts, air frying doughnuts, paint and snacks, making ice cream, rock painting, and playing nerf ball. Another effort to increase staff to student connectedness has been the introduction of Specialty Advisory classes where students can self-select a specialty advisory class hosted by a teacher with a similar interest. We currently have 369 students in a specialty advisory. In an additional effort to increase student connectedness and engagement, Mustang TV provides a student-run video-based morning announcement on Fridays that is shown in all advisories. On other days, Advisories volunteer to share the morning announcements and Pledge of Allegiance over the intercom.

3.3 Parent/Family Provided Resources - Support for families, and ultimately students, has continued to be an emphasis. The number of mental health services referrals through January of this year surpassed all of last years referrals, with 314 PICO contacts, students and families having directly received onsite mental health supports and resources from social worker interns and full time outreach worker. Along this line, 34.7% of all students screened using CBITS met the criteria for additional supports, meaning they have experienced the minimum number of designated traumas. Additionally, Counselors make routine contact with families to provide resources and potential supports for students, including community resources, such as food pantry locations, health clinics, and immigration services. We have a licensed clinician to provide on-site therapy through the Wylie Center.

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

A main focus this year has been to help students transition back to in-person instruction and feel more engaged at school. We continue to add student led clubs, with multiple being added this school year alone. While this year's percentage of eligible students for our incentives (field trips, Mustang Madness, promotion ceremony, etc.) cannot be compared to last year's (due to distance learning), we will be compare with next year's data to determine the levels of student engagement and academic success. Comments have been made this year by students such as "I have to raise my F so I can go to Knott's" and "I didn't want to

get into a fight because I want to participate in the promotion ceremony", so we believe the incentives and communication regarding expectations is working. The continuation and improvements of MustangTV has brought a new layer of student ownership over building school culture and continues to engage students.

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

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

Money budgeted for materials and supplies out of LCFF funds was reallocated to cover increase in staffing.

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

Next year we will set aside hourly certificated funds to cover the cost of field trip subs for our VAPA and AVID teachers.   We are also increasing our increase in FTE to increase our elective offerings to include ASB and publications in an effort to increase student engagement and connectedness on campus.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	195,483
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	822,221.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	186,470	0.00
Title I Parent Involvement -- 3010 1902	2,424	0.00
Title III LEP -- 4203	6,589	0.00
LCFF Suppl/Conc -- 0707	122,170	0.00
LCFF District -- 500 0707	239,318	0.00
LCFF Sec Int -- 0046	243,835	0.00
LCFF VAPA -- 0763	4,200	0.00
LCFF AVID – 0765	17,215	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID – 0765	17,215.00
LCFF District -- 500 0707	239,318.00
LCFF Sec Int -- 0046	243,835.00
LCFF Suppl/Conc -- 0707	122,170.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	186,470.00
Title I Parent Involvement -- 3010 1902	2,424.00
Title III LEP -- 4203	6,589.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	538,648.00
2000-2999: Classified Personnel Salaries	239,433.00
4000-4999: Books And Supplies	19,361.00
5000-5999: Services And Other Operating Expenditures	24,779.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF AVID – 0765	5,000.00
4000-4999: Books And Supplies	LCFF AVID – 0765	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID – 0765	8,215.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	144,452.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	94,866.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	243,835.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	41,290.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	60,589.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	11,327.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	8,964.00
5000-5999: Services And Other Operating Expenditures	LCFF VAPA -- 0763	4,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	108,671.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	71,864.00
4000-4999: Books And Supplies	Title I Basic -- 3010	2,835.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	3,100.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,296.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	828.00

5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement -- 3010 1902	300.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	400.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	5,818.00
4000-4999: Books And Supplies	Title III LEP -- 4203	371.00

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
Neftali Hernandez - Chairperson	Secondary Student
Liam Plascenia	Secondary Student
Tonya Arenas	Secondary Student
Ema Bautista	Parent or Community Member
Rosa Medina	Parent or Community Member
Maria Montes	Parent or Community Member
Blanca Preciado	Classroom Teacher
Marci McGray	Classroom Teacher
Sofia McCarthy	Classroom Teacher
Jacob Updegrove	Classroom Teacher
Yesenia Munoz	Other School Staff
Alicia Heimer	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/20/2022.

Attested:

Alicia Heimer	Principal, Alicia Heimer on 05/20/2022
Neftali Hernandez	SSC Chairperson, Neftali Hernandez on 05/20/2022

Addendum

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.
Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

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

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Evaluation and Update

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

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

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

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

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