

School Year:

2022-23



## 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**

Mira Loma Middle School

**Address**

5051 Steve Street  
Jurupa Valley, CA 92509

**County-District-School (CDS) Code**

33 67090 6112858

**Principal**

Mary Boules

**District Name**

Jurupa Unified School District

**SPSA Revision Date**

March 29, 2022

**Schoolsite Council (SSC) Approval Date**

May 9, 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.

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# School Vision and Mission

## Mission Statement:

Mira Loma Middle School (MLMS) values students as developing individuals in need of care, support, and opportunity in order to achieve academic excellence, reach their full potential, and expand their vision for the future. Our mission is to help support all of our students become empowered learners.

## School Vision and Collective Commitments:

The Mira Loma Middle School team consists of: dedicated staff, hardworking students, and parents as well as involved community members. The staff at MLMS understands that middle school aged students are transitioning academically, physically and emotionally. We strive to provide each student an opportunity to grow by addressing both the Habits of the Mind and the Habits of the Heart. The Habits (learning dispositions) have been extremely helpful during distance learning to promote students to reflect, and share their feelings (academic/social/emotional) after returning from 18 months of distance learning.

1. Create and maintain a positive and caring learning environment that promotes intellectual curiosity, encourages creativity, and gives each learning community member a sense of belonging.
2. Encourage open communication, respect, and mutual support.
3. Closely monitor student achievement and be proactive in our interventions when our students need extra support.
4. Provide opportunities to learn about and appreciate the unique and individual differences of our multi-cultural world.
5. Provide a safe, challenging, and supportive learning environment that ensures a positive and healthy atmosphere for our students.
6. Recognize students for striving toward academic success and exemplary citizenship.
7. Reward and recognize students who improve and progress toward their academic goals.
8. Make learning fun and celebrate accomplishments.

# School Profile

Describe The students and community and how school serves them.

## The Story

Mira Loma Middle School (MLMS), Home of the Mountain Lions, is one of three middle schools that opened in 1995 in the Jurupa Unified School District(JUSD) in the city of Jurupa Valley (Western Riverside County). JUSD consists of 16 elementary schools, 1-Kindergarten to eighth grade, 3 middle schools, 3 comprehensive high schools, a continuation high school, and an adult school. Jurupa Unified School District is committed to providing students an opportunity to Learn Without Limits. This year, 2021-2022, after returning to in person instruction, we have focused our energy in fostering a positive social emotional environment that will be responding to post-pandemic needs for student growth and learning. Empowering students is a school-wide expectation by giving each student a voice in their own learning by communicating the learning intentions and success criteria. A school-wide effort to empower all students to become partners with their teachers in the learning process. Students are empowered to answer the following three questions: 1. Where am I going with my learning?, 2. Where am I now in my learning? and 3. Where to next in my learning?

In addition, MLMS, through Advisory class, teach the Habits of Mind (first semester) and the Habits of the Heart (second semester). Each week a habit (learning disposition) is taught, modeled and fostered throughout the MLMS community.

MLMS sits on a large, well-landscaped campus. Our students come primarily from an area of low to moderate income that is semi-rural in nature. Mira Loma is in the city of Jurupa Valley. The MLMS community consists of both new single-family housing and new apartments being added to an older established residential community. Students may attend physically or virtually. This year, we have 696 students that are physically attending school and 39 are online learning.

Our student population this year is approximately comprised of 685 students. 635 students attend in person while 50 students attend virtually. Approximately, 93% Hispanic, 5% Anglo, 0.40% African American and 2.0% other. We receive students from six different elementary feeder schools. About 83% of our students receive free or reduced lunch and about 33% of our students are learning English as a second language. Of the population we serve and 12.5% are students with disabilities.

Mira Loma Middle School's staff consists of a total of 31 teachers. In addition to our teaching staff, MLMS employs two full-time school counselors, a full-time speech/language specialist, a full-time school psychologist, special education instructional aides, a bilingual language tutor, four secretaries, one half-time translator-clerk typist, and a full-time media clerk. In addition, we have four custodians, 2 full time campus supervisors, activity supervisors, cafeteria staff, and two administrators.

Students attending MLMS, have a great opportunity to find their passion and utilize their talents. MLMS offers a variety of elective courses for students to choose from. Some of the elective offerings are:

Art, ASB, AVID, Band, Choir, Robotics (Project Lead the Way), STEAM support, Video Production and yearbook. In addition to taking the core subjects (ELA, Math, PE, Science and Social Studies), each student makes their top pick of their elective class of choice. Please check our website and click on the the tab for elective videos. <https://jurupausd.org/schools/MiraLomaMiddleSchool/Pages/Elective%20Descriptions.aspx>

#### ART

Art/Introduction to Animation: This class is designed for students who are interested in learning and applying the principles of art. Students learn the color wheel, how to create designs using shapes and abstract objects. Students are also introduced to cartoon animations.

#### ASB

The ASB program is a vital student decision-making organization. Students will have the opportunity to promote student involvement and increase school spirit. 7th Grade ASB- learn leadership/character building, promote an eco-friendly environment and host school activities and dances.

8th Grade ASB-promote a positive culture on campus by greeting students at the front gate, providing lunch activities, posting positive signs around campus and facilitating discussions on the Habits of the Mind and Heart through Advisory class, The ASB students also celebrate each student and staff birthday, update the school's Instagram account and are student ambassadors for new students.

#### AVID

The program currently has 3-7th grade classes and 3-8th grade classes. This program is designed for students who have the potential to go to college, however may need some additional guidance and support. Students take multiple field trips (virtua 2020-2021) to colleges and universities, enjoy team building activities, and essentially use the WICOR strategies. WICOR stands for writing, inquiry, collaboration, organization and Reading. The students are taught to use Focused Notes in their core classes. The students have learned to peer tutor using the socratic method. All of our core teachers attended AVID Focused Note Taking training to incorporate these successful strategies in their classes.

#### Band/Choir

Students who are musically inclined, simply enjoy music or would like to learn how to play an instrument are encouraged to take Band and/or Choir. We currently offer both beginning and advanced classes. In Band, students will learn basic music theory and how to play and care for band instruments. In Choir, students will

learn basic music theory and how to sing. Both band and choir perform for the annual Christmas season.

#### Robotics

The robotics program- Project Lead the Way (PLTW) is designed for students who want to learn how to code, build and design. We offer 7th grade PLTW and 8th grade PLTW.

Some of the curriculum covered in 7th Grade PLTW:

Design and Modeling  
Automation and Robotics  
App Creator  
The Magic of Electrons  
Flight and Space

#### STEAM Support Classes

This class is designed to give students an opportunity to receive academic support in content classes (Math, ELA, Science and Social Studies) in a creative, supportive and fun environment. Students are taught how to check for their grades, email teachers, attend tutoring, create weekly academic goals, build academic vocabulary, maintain weekly grade checks and learn strategies and skills that enable them to become empowered learners.

#### Video Production

Video production is a class in which students learn everything from the function and utilization of teleprompters, video editing and casting. The students produce the daily-Live show on the school's morning announcements. They record students and staff, edit, and create a stories, short clips, commercials, and much more.

#### Yearbook

Yearbook captures student/campus life throughout the school year.

Our campus includes a large well stocked library open to all students before and after school as well as during lunch. This year, 2020-2021, the Library was remodeled with flexible seating, maker spaces, a gaming center, where student have an opportunity to become involved in the district-wide esports tournaments. MLMS has fully equipped science lab classrooms, physical education locker rooms, a large physical education field, a large multi-purpose room, food service facilities with a covered eating area, a separate administrative building and a covered basketball area. All classrooms are wired to a site/district file server with internet abilities. In addition, every classroom is equipped with an LCD projector and document camera.

We are proud of the flexibility, understanding and teamwork the Mira Loma Middle School Community have demonstrated during the reopening of the school, post COVID.

## SPSA Highlights

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

This year 2021-2022, Mira Loma Middle School staff has worked tirelessly to welcome students back to in-person instruction. At MLMS, there are systems in place to meet the academic, social/emotional and behavioral needs of our students.

1. Each student attend a 23 minute Advisory class that students attend four times per week. During this time, we provide a school-wide curriculum to empower our students. During the first semester, we teach the Habits of the Mind: Persisting, Managing Impulsivity, Listening with Understanding and Empathy, Thinking Flexibly, Thinking about your thinking, Striving for accuracy, etc. During the second Semester, students are taught the Habits of the Heart: Compassion, Love, Forgiveness, Trust, Generosity, Openness, Patience, Gratitude, etc.

2. Focused Supports for English Learners and Students on an Individualized Education Plan (IEP)
  - a. Bilingual Language Tutor -supports EL students in sheltered classes
  - b. Instructional Aides- supports students on an IEP in collaborative classes.
3. Provide Extended Learning Opportunities (Monday-Thursday, 3:30pm-4:30pm)
  - a. Academic Support (Homework/Support Class, Math Support Class and Science Class)
  - b. Social/Emotional Support (Garden Club, Spirit Club, Guitar class, Chess Club, Anime Club, Esports, etc)
4. Provide support to student and families:
  - a. Parent Teacher Conferences (PTC)
  - b. English Language Advisory Council (ELAC)
  - c. Back to School Night
  - d. Meetings with counselors and/or administrator
5. Provide Incentives for students to encourage positive behavior.
  - a. Respect, Organization, Attitude and Responsibility (ROAR) tickets. ROAR Tickets are then selected on the morning announcement and students receive a prize.
  - b. School Dance/Field Trips for eligible students
  - c. Early lunch dismissal
6. Provide behavioral/social/emotional support through the ROAR class.
  - a. Students who need to de-escalate for social/emotional needs may be sent to ROAR or may advocate to go to ROAR.
  - b. Students who need additional academic assistance may be sent to ROAR or may advocate to go to ROAR.
7. Provide Behavioral Health Referrals to students who are struggling post distance learning.
8. Continue expanding Inclusion practices for students on an IEP by increasing collaborative classes.

## 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

This year, 2021-2022, we have implemented the following to support the academic, behavioral and social/emotional support.

1. Continued the ROAR Class- an intervention classroom that provides academic/behavioral/social/emotional support.
  - A. Students may advocate to go to ROAR to de-escalate if they are having social/emotional challenges.
  - B. Students may go to ROAR to work in a quiet environment if they feel anxious or overwhelmed.
  - C. Students may go to ROAR to complete a test/assignment in a safe and welcoming environment.



2. At MLMS, we continually increased Inclusive practices for our students on an IEP, in doing so we continually increased collaborative classes. The collaborative classes have grown from 19 (2019-2020) to 25 (2020-2021) to 30 (2021-2022) classes which provided students access to the standard based curriculum with additional support.
3. At MLMS we continually provide English Learners academic support by providing a Bilingual Language Tutor in our 8 sheltered content classes (Sheltered Math 7/Math 8, Sheltered ELA 7/ELA 8, Sheltered Science 7/Science 8, Sheltered Social Studies 7/8).
4. This year all teachers have been trained to empower their students in their learning by having the students constantly think and answer the following three questions "What am I learning?", "Where am I in the learning process?" and "Where to next in my learning?" The teachers provide and communicate the Learning Intentions and the Success Criteria. This year, 2021-2022 is the 3rd year of training for our ELA 8, Science 7 and Science 8 teachers. Second year of training for our Math 7 and Math 8 teachers and for PE, Social studies 7 and Social Studies 8 this is their first year of training.
5. Many behavioral health referrals were provided to support our students and parents.
6. Many Extended Learning Opportunities were provided to support our students academic and social/emotional support. (Anime, Baking, Craft, Crochet, Gardening, Guitar level 1 and level 2, Homework Support, Math Support and Science Club).  
Monday-Thursday from 3:30pm to 4:30pm

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

### Growth/Needs

1. Continue providing students with social/emotional/academic support.
  - A. Habits of the Mind/Heart lessons
  - B. Recognizing and providing consistent incentives for achievement, behavior and improvement.
2. Continue providing professional development to all staff in socioemotional learning (SEL) in a Multi-tiered system of support MTSS.
3. Continue providing training for our teachers to support our English Learners and students on an IEP.
4. Continue providing training for our teachers in order to provide inclusive practices to support the students with an IEP to be successful academically, socially and emotionally.
5. Continue providing ongoing communication with parents regarding the progress of their child and the resources the school offers.

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

While there was some growth in academics this year (2021-2022) in comparison to online learning (2020-2021), the referrals for behavioral health increased. This year, the CAASPP scores will act as a baseline since the last CAASPP scores were from 2018-2019 (pre-COVID).

This year (post-covid) there were some behavioral challenges post covid.

This year (post-covid), our attendance declined a

## 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.

As a Title I Schoolwide program, we conduct 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, staff, SSC/ELAC, parent groups (coffee and conversations), 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

The SPSA/Annual Review is shared and reviewed with our School Site Council, English Language Advisory Council, Leadership Team and MLMS staff for the purpose of discussion, soliciting feedback and planning process. The goals are discussed with each group to provide an opportunity for reflection, feedback and a plan to provide the best education for each student meeting the needs of their academic, social-emotional needs.

# 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
Grade 7	355	369	349
Grade 8	367	374	378
<b>Total Enrollment</b>	<b>722</b>	<b>743</b>	<b>727</b>

### Conclusions based on this data:

1. The enrollment of 20-21 has slightly decreased from 2019-2020
2. The enrollment of 7th graders have slightly decreased from 2019-2020.
3. The enrollment of 8th graders has increased over the past two years.

# 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	209	247	237	28.9%	33.2%	32.6%
Fluent English Proficient (FEP)	249	232	222	34.5%	31.2%	30.5%
Reclassified Fluent English Proficient (RFEP)	39	23	46	16.4%	11.0%	18.6%

### Conclusions based on this data:

1. The number of English Learners has decreased from 2019-2020 to 2020-2021 by approximately 10 students.
2. The number of Fluent English Proficient Students has decreased over the last three years.
3. The number of reclassified students has doubled from 2019-2020 to 2020-2021.

# 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
<b>Grade 7</b>	436	367	340	432	359	0	432	359	0	99.1	97.8	0.0
<b>Grade 8</b>	429	367	373	422	361	0	420	361	0	98.4	98.4	0.0
<b>All Grades</b>	865	734	713	854	720	0	852	720	0	98.7	98.1	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
<b>Grade 7</b>	2495.7	2510.0		5.32	7.80		23.84	25.35		29.86	30.36		40.97	36.49	
<b>Grade 8</b>	2504.5	2522.6		4.05	6.09		22.38	25.48		31.19	29.92		42.38	38.50	
<b>All Grades</b>	N/A	N/A	N/A	4.69	6.94		23.12	25.42		30.52	30.14		41.67	37.50	

### 2019-20 Data:

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<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	9.49	13.93		42.13	41.78		48.38	44.29	
<b>Grade 8</b>	8.83	10.80		38.90	44.88		52.27	44.32	
<b>All Grades</b>	9.17	12.36		40.54	43.33		50.29	44.31	

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.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	11.11	14.21		50.93	51.81		37.96	33.98	
<b>Grade 8</b>	9.31	13.57		43.20	49.58		47.49	36.84	
<b>All Grades</b>	10.22	13.89		47.12	50.69		42.66	35.42	

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.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	6.48	6.13		56.02	61.84		37.50	32.03	
<b>Grade 8</b>	6.67	6.93		61.90	64.54		31.43	28.53	
<b>All Grades</b>	6.57	6.53		58.92	63.19		34.51	30.28	

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.

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	17.13	17.55		47.22	46.80		35.65	35.65	
Grade 8	15.27	16.90		47.73	43.77		36.99	39.34	
All Grades	16.22	17.22		47.47	45.28		36.31	37.50	

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. There are no CAASPP assessment results for 2020 and 2021 to compare due to COVID-19, school closure. However, the 7th graders increased in their mean score from 2495.7 to 2510.
2. There are no CAASPP assessment results for 2020 and 2021 to compare due to COVID-19, school closure. However, the 8th graders increased their mean score from 2504.5 to 2522.6
3. There are no CAASPP assessment results for 2020 and 2021 to compare due to COVID-19 school closure. However, 7th grade reading and 8th grade writing had the highest increase for % Above Standards.

# 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	435	367	340	433	365	0	433	365	0	99.5	99.5	0.0
Grade 8	427	368	373	425	364	0	425	364	0	99.5	98.9	0.0
All Grades	862	735	713	858	729	0	858	729	0	99.5	99.2	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	2457.7	2486.3		6.93	10.68		10.62	9.32		20.79	29.04		61.66	50.96	
Grade 8	2472.6	2498.5		8.00	9.62		11.29	9.89		18.59	25.27		62.12	55.22	
All Grades	N/A	N/A	N/A	7.46	10.15		10.96	9.60		19.70	27.16		61.89	53.09	

### 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.



<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	11.32	13.70		18.94	22.74		69.75	63.56	
<b>Grade 8</b>	10.12	12.09		22.82	24.73		67.06	63.19	
<b>All Grades</b>	10.72	12.89		20.86	23.73		68.41	63.37	

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.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	8.08	10.96		30.48	40.82		61.43	48.22	
<b>Grade 8</b>	8.71	10.99		39.29	36.26		52.00	52.75	
<b>All Grades</b>	8.39	10.97		34.85	38.55		56.76	50.48	

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.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	8.78	9.32		39.95	52.33		51.27	38.36	
<b>Grade 8</b>	9.41	10.71		40.71	49.18		49.88	40.11	
<b>All Grades</b>	9.09	10.01		40.33	50.75		50.58	39.23	

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. For the 2019-2020 and 2020-2021 there are no assessment results to compare due to COVID-19, school closure. However, based on the data, both 7th and 8th grade math scores increased from 2017-2018 to 2018-2019.
2. For the 2019-2020 and 2020-2021, there are no assessment results to compare due to COVID-19, school closure. However, based on the data, the greatest increase in both % Above Standard and % Below Standard were in the area of Concepts and Procedures.
3. For the 2019-2020 and 2020-2021, there are no assessment results to compare due to COVID-19, school closure. However, based on the data, there was an overall increase of % Above Standard in all 3 math sections.

# 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	1530.1	1527.9	1504.2	1530.0	1534.2	1507.7	1529.7	1521.1	1500.2	132	109	103
8	1531.7	1537.0	1521.8	1532.4	1541.0	1523.1	1530.5	1532.6	1520.0	103	83	123
<b>All Grades</b>										235	192	226

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			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	27.27	20.18	15.53	45.45	33.03	26.21	15.91	27.52	34.95	11.36	19.27	23.30	132	109	103
8	33.98	13.25	9.76	31.07	40.96	42.28	24.27	30.12	25.20	10.68	15.66	22.76	103	83	123
<b>All Grades</b>	30.21	17.19	12.39	39.15	36.46	34.96	19.57	28.65	29.65	11.06	17.71	23.01	235	192	226

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	57.58	36.70	29.13	27.27	35.78	33.01	*	13.76	24.27	8.33	13.76	13.59	132	109	103
8	53.40	33.73	26.83	28.16	39.76	43.09	10.68	16.87	16.26	*	9.64	13.82	103	83	123
All Grades	55.74	35.42	27.88	27.66	37.50	38.50	8.51	15.10	19.91	8.09	11.98	13.72	235	192	226

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	16.67	4.59	1.94	23.48	19.27	17.48	34.85	41.28	35.92	25.00	34.86	44.66	132	109	103
8	16.50	3.61	4.88	24.27	22.89	21.95	30.10	46.99	39.02	29.13	26.51	34.15	103	83	123
All Grades	16.60	4.17	3.54	23.83	20.83	19.91	32.77	43.75	37.61	26.81	31.25	38.94	235	192	226

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	30.30	9.17	10.68	56.06	58.72	61.17	13.64	32.11	28.16	132	109	103
8	31.07	9.64	11.38	52.43	62.65	69.11	16.50	27.71	19.51	103	83	123
<b>All Grades</b>	30.64	9.38	11.06	54.47	60.42	65.49	14.89	30.21	23.45	235	192	226

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	77.27	72.48	57.28	15.15	20.18	32.04	*	7.34	10.68	132	109	103
8	76.70	60.24	59.35	16.50	31.33	29.27	*	8.43	11.38	103	83	123
<b>All Grades</b>	77.02	67.19	58.41	15.74	25.00	30.53	7.23	7.81	11.06	235	192	226

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	18.18	8.26	5.83	21.97	37.61	29.13	59.85	54.13	65.05	132	109	103
8	18.45	12.05	15.45	22.33	39.76	30.08	59.22	48.19	54.47	103	83	123
All Grades	18.30	9.90	11.06	22.13	38.54	29.65	59.57	51.56	59.29	235	192	226

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	18.18	6.42	2.91	73.48	77.06	73.79	8.33	16.51	23.30	132	109	103
8	19.42	0.00	0.81	73.79	86.75	82.93	*	13.25	16.26	103	83	123
All Grades	18.72	3.65	1.77	73.62	81.25	78.76	7.66	15.10	19.47	235	192	226

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. There has been a decrease in both 7th and 8th graders overall ELPAC scores. Students took the ELPAC online which was more difficult to administer and for students to take.
2. The percentage of 8th graders improved in the overall language skills in level 3.
3. The percentage of 8th graders increased in level 4 for the Writing and Reading portion.

# 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
727	81.6	32.6	0.4

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	237	32.6
Foster Youth	3	0.4
Homeless	1	0.1
Socioeconomically Disadvantaged	593	81.6
Students with Disabilities	112	15.4

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	2	0.3
American Indian or Alaska Native		
Asian	5	0.7

**Enrollment by Race/Ethnicity**

<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>
<b>Filipino</b>	2	0.3
<b>Hispanic</b>	680	93.5
<b>Two or More Races</b>	4	0.6
<b>Native Hawaiian or Pacific Islander</b>	1	0.1
<b>White</b>	29	4.0

**Conclusions based on this data:**

1. 81.6 % of our students are socioeconomically disadvantaged.
2. 15.4% of our students are on an IEP.
3. 32.6 of our students are English Learners.



# 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

##### English Language Arts



Yellow

##### Mathematics



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Orange

#### Conditions & Climate

##### Suspension Rate



Green

**Conclusions based on this data:**

1. For the 2020-2021, there are no assessment results to compare due to COVID-19, school closure. Since the last CAASPP scores in 2018-2019, our ELA scores are in the yellow band. Our goal is to move towards the blue band. Math scores are in the yellow band. Our goal is to move towards the blue band.
2. For the 2020-2021, there are no assessment results to compare due to COVID-19, school closure. Since the last CAASPP scores in 2018-2019 Absenteeism is in the orange band. Our goal is to move towards the blue band.
3. For the 2020-2021, there are no assessment results to compare due to COVID-19, school closure. Since the last CAASPP scores in 2018-2019, our Suspension Rate is in the green band. Our goal is to move towards the blue band.

# School and Student Performance Data

## Academic Performance English Language Arts

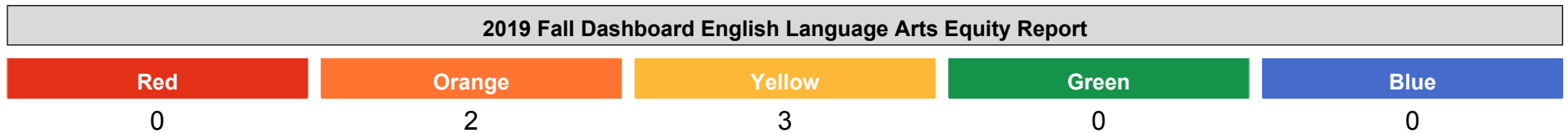
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:









This section provides number of student groups in each color.











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
 Yellow 40.2 points below standard Increased Significantly ++18.8 points 694	 Orange 72.4 points below standard Increased Significantly ++24.3 points 327	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Yellow 45.9 points below standard Increased Significantly ++20.5 points 565	 Orange 107.9 points below standard Increased Significantly ++24.4 points 97

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.7 points below standard Increased Significantly ++18.4 points 638	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Yellow 13.7 points below standard Increased Significantly ++26.7 points 38

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
113.2 points below standard Increased Significantly ++22.5 points 176	24.9 points below standard Increased Significantly ++20.4 points 151	29.5 points below standard Increased Significantly ++21.4 points 254

**Conclusions based on this data:**

- For the 2020-2021, there are no assessment results to compare due to COVID-19, school closure. Since the last CAASPP, ELA scores, our overall scores have increased by 18.8 points.

2. For the 2020-2021, there are no assessment results to compare due to COVID-19, school closure. Since the last CAASPP, our ELs and students with disabilities, have the greatest growth (+24.3 and +31.4, respectively)
3. For the 2020-2021, there are no assessment results to compare due to COVID-19, school closure. Since the last CAASPP, our socioeconomically disadvantaged students have increased by 20.5 points.

# 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



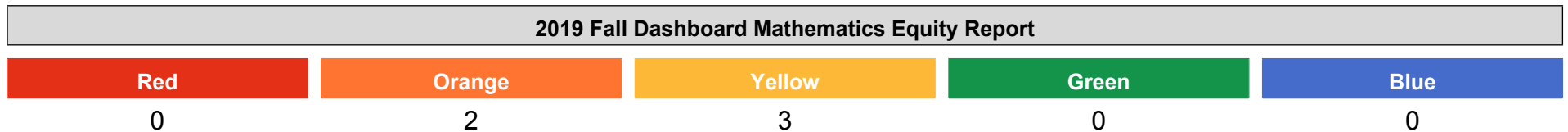
Green



Blue







Highest Performance

This section provides number of student groups in each color.










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
 Yellow 79.7 points below standard Increased Significantly +128.9 points 696	 Orange 116.1 points below standard Increased Significantly +136.4 points 327	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 85.5 points below standard Increased Significantly +120.6 points 567	 Orange 164.7 points below standard Increased Significantly +137.7 points 97



2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6</p>	<p><b>American Indian</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p><b>Asian</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p><b>Filipino</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p><b>Hispanic</b></p>  <p>Yellow 81.9 points below standard Increased Significantly ++28.7 points 639</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p><b>Pacific Islander</b></p>	<p><b>White</b></p>  <p>Yellow 54.2 points below standard Increased Significantly ++35.4 points 38</p>

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		
<p><b>Current English Learner</b></p> <p>156.5 points below standard Increased Significantly ++40.3 points 176</p>	<p><b>Reclassified English Learners</b></p> <p>68.9 points below standard Increased Significantly ++15 points 151</p>	<p><b>English Only</b></p> <p>73.1 points below standard Increased Significantly ++31.2 points 255</p>

**Conclusions based on this data:**

- For the 2020-2021, there are no assessment results to compare due to COVID-19, school closure. However based on the 2018-2019 CAASPP data, there was an overall increase in Math scores (+ 28.9 points)

2. For the 2020-2021, there are no assessment results to compare due to COVID-19, school closure. However based on the 2018-2019 CAASPP data, the students with disabilities had the greatest increase in math scores (+ 35.7)
3. For the 2020-2021, there are no assessment results to compare due to COVID-19, school closure. However based on the 2018-2019 CAASPP data, the students Reclassified English Learners had the highest points gained when comparing among English Learners.

# School and Student Performance Data

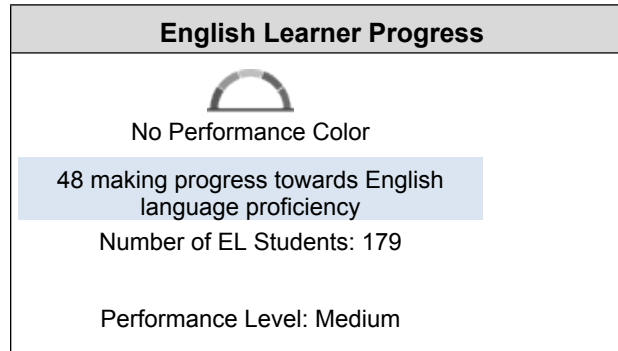
## Academic Performance English Learner Progress

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



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
19.5	32.4	3.9	44.1

#### Conclusions based on this data:

1. More students (44.1%) progressed at least one ELPI level
2. The second highest group of students (32.4%) maintained ELPI level 1, 2L, 2H, 3L, or 3H
3. For the 2020-2021, our performance level is Medium



# 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



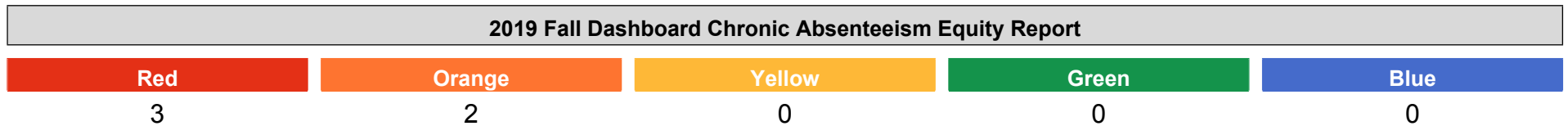
Green



Blue







Highest Performance

This section provides number of student groups in each color.











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	English Learners	Foster Youth
 Orange 13.8 Maintained +0.2 770	 Red 16.6 Increased Significantly +3.2 223	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Orange 15.2 Increased +1.2 632	 Red 22.5 Increased +2.7 111

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.9 Maintained -0.1 704	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 26.1 Increased +4.8 46

**Conclusions based on this data:**

1. Students with disabilities have the highest chronic absenteeism with a percentage of 22.5%
2. English Learners have the second highest chronic absenteeism with a percentage of 16.6%
3. Socio-economically disadvantaged students have the third highest chronic absenteeism with a percentage of 15.2%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

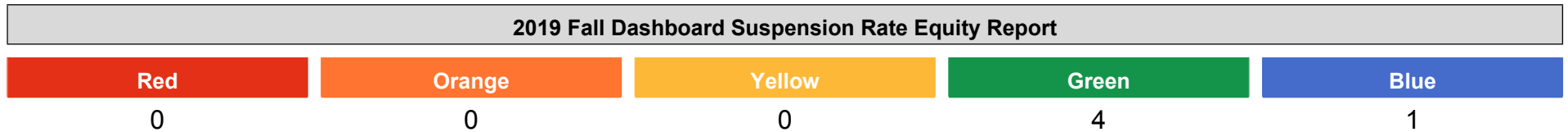
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



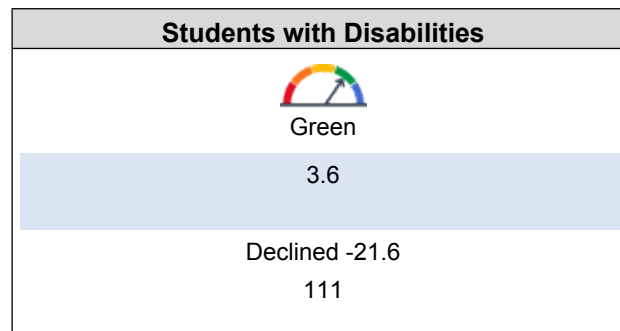
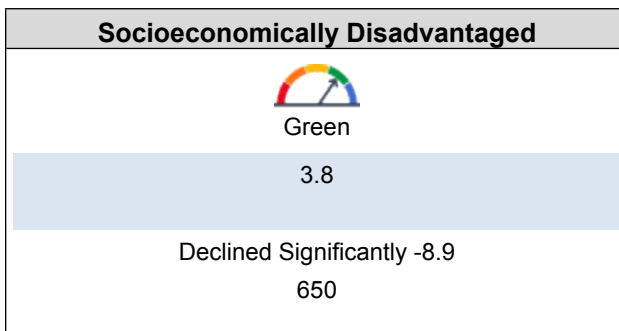
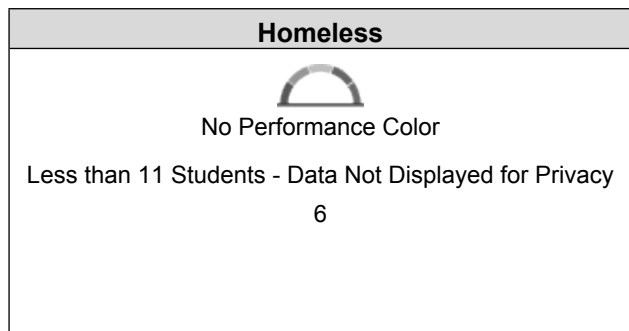
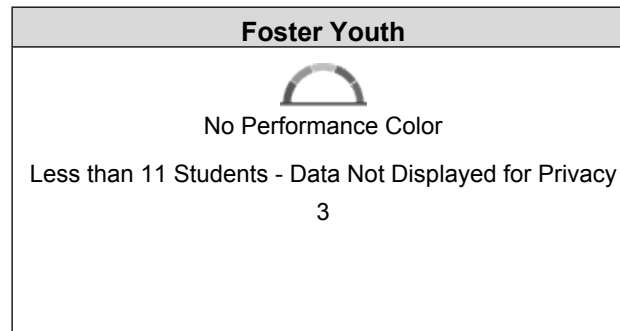
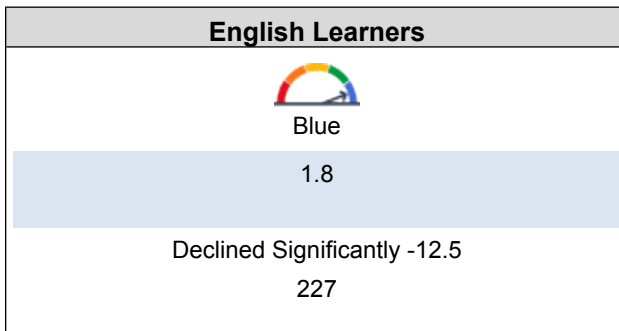
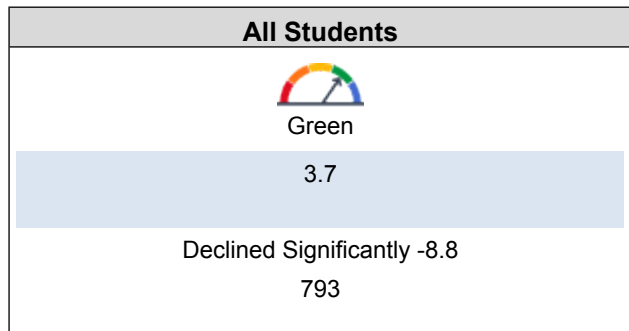
This section provides number of student groups in each color.










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**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p>  <p align="center">No Performance Color Less than 11 Students - Data Not 7</p>	<p align="center"><b>American Indian</b></p>  <p align="center">No Performance Color Less than 11 Students - Data Not 2</p>	<p align="center"><b>Asian</b></p>  <p align="center">No Performance Color Less than 11 Students - Data Not 3</p>	<p align="center"><b>Filipino</b></p>  <p align="center">No Performance Color Less than 11 Students - Data Not 1</p>
<p align="center"><b>Hispanic</b></p>  <p align="center">Green 3.3 Declined Significantly -8.2 723</p>	<p align="center"><b>Two or More Races</b></p>  <p align="center">No Performance Color Less than 11 Students - Data Not 8</p>	<p align="center"><b>Pacific Islander</b></p>	<p align="center"><b>White</b></p>  <p align="center">Green 4.1 Declined -17.8 49</p>

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

**2019 Fall Dashboard Suspension Rate by Year**

<b>2017</b>	<b>2018</b>	<b>2019</b>
	12.5	3.7

**Conclusions based on this data:**

1. There are no assessment results to compare due to COVID-19, school closure. However, based on the data, students with disabilities and white students had the greatest decline in suspension. (-21.6 and -17.8, respectively).
2. There are no assessment results to compare due to COVID-19, school closure. However, based on the data, students with greatest socioeconomic disadvantage had the least suspension decrease.
3. There are no assessment results to compare due to COVID-19, school closure. However, based on the data there was an overall decrease in suspension in the 2018-2019 school year (-8.8 points lower than previous year).

# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

State Priorities:        Priority 2: State Standards (Conditions of Learning)  
                                 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:        2

### Identified Need from the Annual Evaluation and Needs Assessment:

For the upcoming year,

1. With the Leadership Team, decide which AVID strategy and implement school-wide AVID WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies.
2. Train teachers in Behavioral Social Emotional Learning (BSEL) and Multi-Tiered System of Support (MTSS).
3. Provide time for Content Teachers to take the practice CAASPP scores.
4. Hold parent meetings regarding the importance of high stakes testing (ELPAC, CAASPP, CAST, etc.)
5. Provide trainings to paraprofessionals on how best to support students/teachers in collaborative classes.
6. Continue providing Bilingual Tutor support to English Learners in sheltered classes.
7. Continue providing Extended Learning Opportunities to provide Academic/Social/Emotional support.
8. Continue providing inclusion practices for students on an IEP.
9. Continue providing Academic and Social/Emotional Support in ROAR class.
10. Continue providing Reading Intervention Classes.
11. Continue providing Math Support classes.
12. Continue providing STEAM Support (study skills) classes.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide assessments--ELA % Standard Met/Exceeded based on 2018-19 CAASPP results</p>	<p>Increase ELA Academic Indicator on Fall 2019 Dashboard for all students by 3%</p> <p>7th ELA overall growth: 33.15% ; reached expected outcome 8th ELA overall growth: 31.48%; exceeded expected outcome</p> <p>Overall Growth: English Learners growth: + 24.3 points Students with disabilities: + 31.4 points Hispanics: + 18.4 points SED: + 20.5 points White: + 26.7 points</p> <p>All students 40.2 PBS (points below standard) English Learners: 72.4 PBS Students w/Disabilities: 107.9.9 PBS, Hispanic: 42.7 PBS, SDA: 45.9 PBS, White: 13.7 PBS</p>	<p>Maintain or Increase by 1-3% for Math on 2021-2022 CAASPP</p> <p>7th ELA overall growth: 33.15% ; reached expected outcome 8th ELA overall growth: 31.48%; exceeded expected outcome</p> <p>Overall Growth: English Learners growth: + 24.3 -27.3points Students with disabilities: + 31.4-34.4points Hispanics: + 18.4-21.4points SED: + 20.5-23.5 points White: + 26.7-29.7points</p> <p>All students 40.2 PBS (points below standard) English Learners: 72.4 PBS Students w/Disabilities: 107.9.9 PBS, Hispanic: 42.7 PBS, SDA: 45.9 PBS, White: 13.7 PBS</p>
<p>P4: Statewide assessments--Math % Standard Met/Exceeded based on 2018-19 CAASPP results</p>	<p>There was an increase in the assessment results for Math which changed our overall range from red to yellow by increasing 2% for 7th and 8th grade..</p> <p>7th Math: 20% (+2% from 17-18) 8th Math: 20% (+2% from 17-18))</p> <p>English Learners growth: +36.4 points Students with Disabilities: +37.7 points Hispanics: +28.7 points Socioeconomically Disadvantaged: + 29.6 points White: + 35.4 points</p> <p>All students 79.7 PBS (points below standard) English Learners: 116.1 PBS Students w/Disabilities: 164.7 PBS, Hispanic: 81.9 PBS, SDA: 85.5 PBS, White: 54.2 PBS</p>	<p>Maintain or Increase by 1-3% for Math on 2021-2022 CAASPP</p> <p>7th Math: 20% (+2% from 17-18) 8th Math: 20% (+2% from 17-18))</p> <p>English Learners growth: +36.4-39.4 points Students with Disabilities:+37.7-40.7 points Hispanics: +28.7-31.7 points Socioeconomically Disadvantaged: + 29.6 points White: + 35.4 points</p> <p>All students 79.7 PBS (points below standard) English Learners: 116.1 PBS Students w/Disabilities: 164.7 PBS, Hispanic: 81.9 PBS, SDA: 85.5 PBS, White: 54.2 PBS</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Percentage of English learner pupils who make progress toward English proficiency as measured by ELPAC Spring 2019	<p>48 % of students are making progress towards English Language Proficiency.</p> <p>32.4 % of ELs maintained ELPI 1, 2L, 2H, 3L 3H</p> <p>19.5 % of ELs decreased one level.</p>	<p>A continual increase of progression towards English Proficiency by 1-3% as measured by ELPAC.</p> <p>50% of students making progress towards English Language Proficiency.</p>
P8: 1st Semester Grades	<p>Students came back to school after school closure from March 2019 to August, 2021.</p> <p>FIRST SEMESTER GRADES: 2021-2022</p> <p>A: 39.5%</p> <p>B: 22.5%</p> <p>C: 16.9%</p> <p>D: 9.52%</p> <p>F: 9.44%</p> <p>7th Grade/1st Semester Grade Distribution</p> <p>A: 35.9%</p> <p>B: 25.4%</p> <p>C: 18.1%</p> <p>D: 9.23%</p> <p>F: 9.29%</p> <p>8th Grade/1st Semester Grade Distribution</p> <p>A: 42.9%</p> <p>B: 19.7%</p> <p>C: 15.8%</p> <p>D: 9.78%</p> <p>F: 9.62%</p>	<p>A continual increase in positive grades and decrease in D's/Fs.</p> <p>First Semester 2022-2023</p> <p>A: 42.5%</p> <p>B: 25.5%</p> <p>C: 20%</p> <p>D: 7.52%</p> <p>F: 6.5%</p> <p>7th Grade/1st Semester</p> <p>A: 39%</p> <p>B: 28.4%</p> <p>C: 21.5%</p> <p>D: 7.5%</p> <p>F: 6.5%</p> <p>8th Grade/1st Semester</p> <p>A: 45%</p> <p>B: 22%</p> <p>C: 19%</p> <p>D: 6.5%</p> <p>F: 6.5%</p>
P8: Read 180 Scores	<p>2021-2022 READ 180 Scores</p> <p>Advanced: 12% (73 students)</p> <p>Proficient: 16% (102 students)</p> <p>Basic: 34% (210 students)</p> <p>Below Basic: 38% (236 students)</p> <p>7th Grade</p> <p>Advanced: 11% (33 students)</p>	<p>For 2022-2023 READING Inventory: Increase 3% for Advanced and Proficient and decrease 3% for Basic and Below Basic.</p> <p>Advanced: 15%</p> <p>Proficient: 19%</p> <p>Basic: 31%</p> <p>Below Basic: 35%</p> <p>7th Grade</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Proficient: 15%.(46 students) Basic: 33% (101 students) Below Basic: 42% (128 students)  8th Grade Advanced: 13% (40 students) Proficient: 18%.(56 students) Basic: 35% (109 students) Below Basic: 35% (108 students)	Advanced: 14% Proficient: 18% Basic: 30% Below Basic: 39%  8th Grade Advanced: 16% Proficient: 21% Basic: 32% Below Basic: 32%
P8: MDTP Scores	8th Grade MDTP: ALL MLMS Students 22% Exceeded 17% Met 18% Nearly Met 42% Not Met	A continual increase in the average MDTP score > 42 for 7th grade MDTP.  A continual increase in the average MDTP score > 43 for 8th grade MDTP.
P8: Survey- Student, LCAP	2021 LCAP Survey Results 81.27 % of students reported they are very (30.66%) or moderately (50.61%) satisfied with the instruction at school.  80.88% of students reported that they are very (37.99%) or moderately (42.89%) satisfied with the math support service at school.  85.81% of students reported that they are very (34.47%) or moderately (51.34%) satisfied with reading supports at school.  80% of students feel that school is preparing you to be college/career ready.	Increase 1-3% percentage of students satisfied with the instruction at school  Increase 1-3% percentage of students satisfied with the math support at school  Increase 1-3% percentage of students satisfied with the reading supports at school  Increase 1-3% percentage of students feel that they are prepared college/career ready.
P8: Survey-Parent, LCAP	2021 LCAP Survey Results 85.72 % of parents reported they are very (40.82%) or moderately (44.90%) satisfied with the instruction at school  87.76% of parents reported that they are very (46.94%) or moderately (40.82%) satisfied with the math support service at school.	Increase 1-3% percentage of parents satisfied with the instruction at school.  Increase 1-3% percentage of parents satisfied with the math support services at school.  Increase 1-3% percentage of parents satisfied with the reading support services at school.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>87.76% of parents reported that they are very (42.86%) or moderately (44.90%) satisfied with reading supports at school.</p> <p>83% of parents feel that school is preparing your child to be college/career ready.</p>	<p>Increase 1-3% percentage of parents feeling prepared with their child being college/career ready.</p>

## Planned Strategies/Activities

### Action 1.1

#### 1.1 CCSS IMPLEMENTATION

	<p><u>X</u> Modified Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Provide a standards-aligned curriculum and high-quality classroom instruction to prepare students to be prepared for college and career ready.</p> <p>A. To continue providing Thursday morning time for teachers to collaborative with their grade level teams.</p> <p>B. To continue providing a variety of level classes to meet the needs of our students. (Sheltered, collaborative, AVID, honors, study skills, etc.)</p> <p>C. To provide elective classes that meet the needs of our students emphasizing the STEAM focus of our school.</p> <p>D. To provide Extended Learning Opportunities, Field Trips (colleges and universities, science, museums, etc.)</p> <p>E. To provide Library support to all staff and students.  1. encouraging students to utilize the library as a safe place to do work, be creative with new makerspaces and be engaged in esports.</p>	<p><u>X</u> All Students</p>	<p>Materials and Supplies for the implementation of CCSS in all subject matters.  4000-4999: Books And Supplies  Title I Basic -- 3010  \$11554</p> <p>Materials and Supplies for the implementation of CCSS in all subject matters.  4000-4999: Books And Supplies  LCFF Suppl/Conc -- 0707  \$20752</p> <p>Counselor#1 (Salary/Benefits)  1000-1999: Certificated Personnel Salaries  LCFF District -- 500 0707  \$153,412</p> <p>Travel/Conferences  5000-5999: Services And Other Operating Expenditures  Title I Basic -- 3010</p>

<p>2. managing library books and supplemental material distribution.</p> <p>3. managing all textbook checkouts (through the Destiny Program).</p> <p>4. managing chrome-book/technology support.</p> <p>5. managing research resource material.</p> <p>F. Classroom Setting</p> <p>1. Continue Provide flexible seating/ white board tables for increased collaboration and engagement.</p> <p>2. To provide a positive, growth mind-set classroom environment</p> <p>G. Continue to implement the newly integrated Common Core Units of Study materials.</p> <p>H. Continue to provide New Application/Tools that support student engagement and provide English Learners an opportunity to utilize these tools for the use, application and retention of academic vocabulary.</p> <p>I.. Provide students with after school tutoring.</p> <p>J. Provide on-going trainings to teachers and para-professionals for best teaching and SEL practices.</p>	<p>\$5000</p> <p>Print Shop</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>LCFF Suppl/Conc -- 0707</p> <p>\$1500.00</p> <p>Library Technician</p> <p>2000-2999: Classified Personnel Salaries</p> <p>LCFF District -- 500 0707</p> <p>\$84,919</p>
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## Action 1.2

### 1.2 STANDARDS-ALIGNED RESOURCES

	<u>X</u>	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Provide support and standards-aligned resources/technology to increase the quality and rigor of core curriculum and instruction.</p> <p>A. Provide digital programs, software and licenses to intervention classes (ie: Flocabulary, Read 180, Brain Pop, NewsELA, Pear-Deck)</p> <p>B. Provide students/teachers with supplemental materials for appropriate subgroups (EL, GATE, Special Education students):</p> <p>C. Provide instructional materials, supplies, technology support, and equipment to enhance the implementations of common core state standards in: ELA, Math, Science and Social Studies.</p>	<u>X</u> All Students	<p>Software Licenses</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Title I Basic -- 3010</p> <p>\$5000</p>



D. Provide resources/instructional materials for elective classes to enhance an inquiry for college and career awareness.

D. Provide students to engage with the lesson through the use of an interactive smart board in Special Education classes.

E. Provide technology support for teachers using our new Learning Management System (Canvas).

## Action 1.3

### 1.3 INTERVENTIONS

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Continue to provide all students with Extended Learning Opportunity (before/after school tutoring) and Think-Together for additional support/intervention.	<u>X</u> All Students	Teacher Hourly (ELO) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000
B. Continue READ-180 program to improve reading skills for identified students.		Counselor #2 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$104,174
C. Continue to implement the Common Core Units of Study materials and follow pacing guides that are appropriate for Standards-Based Instruction.		Counselor #2 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$34,725
D. Continue to provide counseling services to improve: academics, student attendance, and student behavior.		Intervention Teachers (3) 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$305,032
E. Continue to provide feeder elementary schools transition meetings to meet and discuss incoming 7th graders.		Materials needed for ELD classes to provide support to ELs 4000-4999: Books And Supplies Title III LEP -- 4203 \$500
F. Continue to provide 8th-grade students transitional information to MLMS feeder high school, JVHS.		
G. Continue to hold Parent, Teacher, Student meetings.		
H. Continue providing English Learners the support of the Bilingual Language Tutor through sheltered classes.		

- I. Continue providing Instructional Aides to assist in the collaborative classes.
- J. Continue providing Translator Clerk Typist Services:
  1. Interpretation of Student Assessments results
  2. Translation of all printed Information
  3. Spanish calls made by Telecommunication (In-Touch) system
  4. Parent Meetings with such as ELAC, SSC, Booster Meetings, Workshops, Parent Meetings/Conferences regarding student progress.
  5. Update Website.
- K. Continue providing designated and embedded supports in core content as well as ELD classes.
- L. Embed intervention classes for EL students in the area of Literacy and Math. Sustained reading time in ELA classes, ELD classes required for ELD 1 and ELD 2 levels.
- M. Continue the Communication Enhancement Program (CEP) at MLMS as 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.

Printing Materials  
 5000-5999: Services And Other Operating Expenditures  
 Title I Basic -- 3010  
 \$1000.00

## Action 1.4

### 1.4 ELD INTERVENTIONS

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
Continue providing interventions to students in ELD access to the Common Core curriculum through: <ul style="list-style-type: none"> <li>A. ELD class/Sheltered ELA and Math classes based on the English Language Proficiency Assessments for California.               <ol style="list-style-type: none"> <li>1. Supplemental Reading materials</li> </ol> </li> </ul>	<u>X</u> Other student group(s) English Learners	Bilingual Tutor 6 hour (75%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$40,632

- 2. Step Up To Writing
  - 3. Differentiated Instruction and Assessments
  - 4. ELD Curriculum and implementation of CCSS.
  - 5. Teacher Collaboration Time
  - 6. Digital programs to enhance the curriculum that will improve teaching and learning targeting our EL population.
- B. Bilingual Tutor will provide intensive support to ELs in core classes (sheltered)
- C. Support teachers and BLT to attend conferences/workshops relating to best practices for ELs.
- D. Technology (READ 180, Flocabulary, Brain-Pop, Pear-Deck) resources to be provided to support the acquisition of the academic language.

Bilingual Tutor 6 hour (25%)  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$13,544

## Action 1.5

### 1.5 TECHNOLOGY

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
A. Continue to provide elective classes (Computer Technology, Robotics, Video Production).	<input checked="" type="checkbox"/> All Students	
B. Provide on-going technical support and upgrades to maintain technology equipment.		Maintenance Contracts for Band Equipment
C. Purchase supplementary materials and school-wide resources to maintain technology equipment.		5800: Professional/Consulting Services And Operating Expenditures LCFF VAPA -- 0763 \$3200
D. Purchase technology hardware/software and supplies for all curricular and non-curricular areas as needed.		Materials/Supplies to VAPA program 4000-4999: Books And Supplies LCFF VAPA -- 0763
E. Continue providing ongoing technology training and providing release time to teachers.		\$1000.00

F. Provide resources to elective classes to support support to the Visual Arts and Performing Arts Program.

## Action 1.6

1.6 AVID

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Continue the AVID program.</p> <p>B. Ensure school-wide implementations of one or more of the AVID WICOR strategies: Writing, Inquiry, Collaboration, Organization and Reading.</p> <p>C. Increase College/Career Awareness for our MLMS families through SSC, ELAC, Coffee and Conversations.</p> <p>D. Continue to recommend and place qualified students in the AVID program.</p> <p>E. Continue to provide AVID tutors for tutorials.</p>	<p><u>X</u> All Students</p>	<p>AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$9215.00</p> <p>AVID Materials/Supplies to support CCSS 4000-4999: Books And Supplies LCFF AVID – 0765 \$2000.00</p> <p>AVID Field Trips- Transportation 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$6000.00</p>

# 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:        1

### Identified Need from the Annual Evaluation and Needs Assessment:

For the upcoming 2022-2023 school year, the following needs have been identified.

#### A. ASSEMBLIES

1. Anti-Bullying/Cyber-bullying
2. Safety (Gang Awareness/Drug Awareness/Human Trafficking)
3. College and Career.

#### B. INCENTIVES

1. Provide incentives for students who demonstrate:
  - A. Monthly Attendance
  - B. Academics/G.P.A/Class Awards
  - C. Positive Behavior: Respect, Organization, Attitude and Responsibility (ROAR)
2. Highlight students on video production
3. Provide certificates for 1st/2nd semester students to students
4. Provide Field Trips for eligible students (John's Incredible Pizza, Knott's, etc.)
5. Provide eligible students carnival and dances

#### C. INTERVENTION

1. Conduct Home Visits early on in the year.
2. Conduct Parent Teacher Conferences in the year.
3. Continue ROAR support.

#### C. HEALTH (PHYSICAL AND MENTAL)

1. Share LCAP data with staff and strategize on how to best support students in the class.
2. Provide additional flexible seating for more classes as collaborative classes are increasing.
3. Provide behavioral health referrals for students who need support.
4. Health Clerk continues to provide support.

**D. SCHOOL SAFETY/PROTOCOLS**

1. Show Disaster Drill Videos
2. Great Shake-Out/Earthquake Drills
3. Lock-down Drills

**Expected Annual Measurable Outcomes**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
<p>P1: School facilities are maintained in good repair: Serviceability of facilities with maintenance with 100% of Good or Better on Facility Inspection Tool (FIT)</p>	<p>Facility Reports for Mira Loma Middle indicate 100% Good or Better on FIT report area.</p>	<p>Continue maintaining the school facility as indicated by the Facility Inspection Tool (FIT) report as 100% Good or Better.</p>
<p>P5: School Attendance Rates based on 2020-2021 Student Information System Q data</p>	<p>Actual Present Percentage Enrollment 2021-2022                      First Semester                      7th Grade: 92.92% Non-Sped Students                      7th Grade: 88.73% Sped Students                       8th Grade: 93.65 Non-Sped Students                      8th Grade: 87.39 Sped Students</p>	<p>Continue improving Attendance Rates by 1-3%                      7th Grade: 93.92% (+1%) Non-Sped Students                      7th Grade: 89.73% (+1%) Sped Students                       8th Grade: 94.65 (+1%) Non-Sped Students                      8th Grade: 88.39 (+1%) Sped Students</p>
<p>P5: Data Dashboard Suspension Rate based on Fall, 2018 Data Dashboard</p>	<p>For 2021-2022: First Semester                       1.76 Suspension Rate                      4-7th graders suspended                      9- 8th graders suspended =                       15 total students suspended</p>	<p>Decrease suspension rate:                       Decrease from 1.76 to 1.25 Suspension Rate less than 4-7th graders less than 9-8th graders                       Less than 15 total students suspended</p>
<p>P6: Surveys of students, parents, staff on sense of safety based on District CHKS report from 2018-19 for 7th Graders and May, 2019 LCAP Survey for Parents, Students and Staff</p>	<p>This year (2021-2022),                       625 students responded in the survey. (319-7th graders and 306-8th graders)                       31 Staff Responded (17 classroom teachers, 14 other staff)</p>	<p>Increase participation of all stakeholders                       650 + students                       40+ staff members</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: Survey Results-Students	Panorama Survey 2021-2022 73% of students feel welcome at school.	Increase 5+ percentage (to 78%) of students feel that the school climate and learning environment is positive.
P6 Survey Results-Students	90% of students feel that adults at school communicate school rules.	Increase 1+ (to 91+) percentage of students feeling safe at school.
P5: Survey Results- Parents	82% of parents like the school.	Increase 1+ percentage (to 83%) of parents like their child's school
P8: Survey Results-Staff	74% of staff feel welcome at school.	Increase 5+ percentage (to 80%) of staff feeling that school/site is welcoming
P6: Survey Results- Parents	60% of students understand how assignments and tests are graded.	Increase 1+ (to 65%) percentage of students understand how assignments and tests are graded.

## Planned Strategies/Activities

### Action 2.1

SAFE, ORDERLY AND INVITING LEARNING ENVIRONMENT

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<ul style="list-style-type: none"> <li>A. Continue Parent, Teacher/Counselor meetings for "at-promise" students in order to provide focused interventions at home and at school.</li> <li>B. Continue referring students to Student Study Team (SST)</li> <li>C. Continue providing students with PICO services (Behavioral Health Referrals).</li> <li>D. Create reward activities for students as incentives.</li> <li>E. Increase anti-bullying (including cyber-bullying, cyber safety) awareness via school-wide lessons as well as assemblies.</li> <li>F. Upgrade and/or purchase safety materials and emergency supplies.</li> <li>G. Purchase and maintain furniture, fixtures, equipment and supplies.</li> <li>H. Provide professional development for teachers to attend meetings/training related to improving mental health (Behavioral Social Emotional Learning/BSEL) to provide a positive school culture, especially for English Learners and students with disabilities.</li> </ul>	<u>X</u> All Students	Classified hourly for parent meetings (back to school night, ELAC and PTC) for front office support and safe campus. 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$1500.00 Provide trainings/conferences for staff 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$9000 Maintenance/Contracts for Copy Machines and other equipments

- I. Improve communication between parent and teachers through various means of communications (school website, school marquee, In Touch communication, Parent Connect, Parent/Teacher meetings).
- J. Parent Involvement monitored via participation data, sign-ins, meeting agendas, meeting minutes and survey responses.
- K. Provide parents an opportunity to be involved in ELAC, Booster Club, School Site Council, 7th Grade Parent Orientation, Taking Care Of Business (TCOB) registration day, Back to School Night, Before school relay races, Science Nights, Career Day, Parenting Classes, Business Partnership and Adult Education classes offered through The Learning Center.
- L. Continue providing after-school tutoring
- M. Provide zero period classes in order for students to have room in the schedule to take elective classes (AVID, Project Lead The Way (PLTW)) or intervention classes (Read 180, Math Support).
- N. Continue providing ROAR-Intervention Support Class
- O. Teachers implement lessons on internet safety-Common Sense Media.
- P. Purchase resources/supplies to support positive school culture at MLMS (including flexible seating).
- Q. Work collaboratively with School Resource Officer for the positive intervention of student's attendance (Home Visits) and behavior.
- R. Update school website and social media accounts to increase communication.
- S. Provide all students (especially English LEarners) an opportunity to be heard.
- T. Provide academic recognition and rewards to students for the building of positive culture (such as Medals, Banners, Certificates, Awards, etc.)
- U. Provide a positive classroom setting with flexible seating.
- V. Provide a positive classroom setting with a positive and uplifting decor.
- W. Provide a positive school climate with murals, announcement boards, positive sayings and a place where students can feel welcome and positive.
- X. Provide students a digital curriculum that addresses social emotional, cultural and academic support.
- Y. Utilize interactive smart boards to help engage students with the learning process.
- Z. Purchase a new school marquee.

5000-5999: Services And Other Operating Expenditures  
 LCFF Suppl/Conc -- 0707  
 \$3000.00  
 Furniture/Flexible Seating  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$1500

## Action 2.2

### ANALYZING DATA

	<u>X</u>	Unchanged Action
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Data from surveys and achievement scores and implementing rewards, incentives, and interventions.</p> <ol style="list-style-type: none"> <li>1. Staff feedback</li> <li>2. Student feedback</li> <li>3. Parent feedback</li> <li>4. Discipline incidents</li> <li>5. Attendance rates</li> </ol> <p>B. Provide tiered interventions Social-Emotional Learning program (such as BASEWARE-Odysseyware to support at risk (Tier 2/Tier 3) students (support class-ROAR, youth court, community services, check-in/check-out system, etc.)</p> <p>C. Purchase incentives as rewards to foster school culture and to recognize and to promote higher level academic achievement, good citizenship, and positive attitude.</p> <p>D. Continue to provide Advisory Class to teach Social Emotional Learning - Habits of the Mind and Habits of the Heart.</p> <p>E. Continue to provide ROAR support class.</p>	<p><u>X</u> All Students</p>	

## Action 2.3

### HEALTH AND WELLNESS

	<p><u>X</u> Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. District nurse, health care aide and office staff monitor and maintain the health care needs of students.</p> <p>B. Review, Revise and Adopt MLMS Safety Plan by School Site Council, yearly.</p> <p>C. Continue supporting elective classes ASB, AVID, Art Band, Choir, Project Lead the Way (Robotics) Video production, and Yearbook.</p>	<p><u>X</u> All Students</p>	<p>Health Care Aide 3hrs. (1.0)  2000-2999: Classified Personnel Salaries  LCFF District -- 500 0707  \$24,777</p>



# 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:        P3 and P6

### Identified Need from the Annual Evaluation and Needs Assessment:

1. Continue monthly parent meetings (Coffee and Conversations)
2. Provide Parents
  - A. Digital Citizenship
  - B. CCR Presentations
  - C. Mental Health Awareness
  - D. Academics Night
  - E. Highway to High School
3. Two School-wide Parent/Student/Staff Events (1 Fall/ 1 Spring)

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Parent Engagement:LCAP Survey	Baseline 2021-2022 Parent LCAP Survey 82% of parents believe that their child like MLMS. Baseline.	An increase of parents satisfied with MLMS by 3% (82%--> 85%)
P3: Parent Engagement: LCAP Survey	Baseline: 2021-2022 Parent LCAP Survey 83% of parents would recommend MLMS other parents.	An increase of parents likely to recommend MLMS to other parents by 3% (83%--> 86%)
P3: Parent Engagement: LCAP Survey	Baseline: 2021-2022 Parent LCAP Survey 64% of parents feel welcome at MLMS.	An increase of parents feeling welcome at MLMS by 6% (64%-->70%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Parent Engagement: LCAP Survey	Baseline: 2021-2022 Parent LCAP Survey 72% of parents feel that they are part of their child's school community. Baseline	An increase of parents feeling that they are part of their child's school community by 3% (72%--> 75%)
P6: Staff Engagement: LCAP Survey	Baseline: 2021-2022 Staff LCAP Survey 70% of staff feels safe at school. Baseline.	An increase of staff that feel safe at school by 5% (70% to 75%)
P6: Staff Engagement: LCAP Survey	Baseline: 2021-2022 Staff LCAP Survey 74% of staff meel welcome at MLMS. Baseline (85% of staff and 65% of teachers)	An increase of staff feeling welcome among MLMS staff by 3% (74% to 77%)
P5: Student Engagement: LCAP Survey	Baseline: 2021-2022 Student LCAP Survey 73% of students feel welcome at MLMS.	An increase of students feeling welcome among MLMS students by 3% (73% to 76%)
P5: Student Engagement: LCAP Survey	Baseline: 2021-2022 Student LCAP Survey 80% of students feel that their family is involved in their education	An increase of students feeling their family is involved in their education by 3% (80% to 83%)
P5: Student Engagement: LCAP Survey	Baseline: 2021-2022 Student LCAP Survey 91% of students have access to extra-curricular activities	An increase of students participating in extracurricular activities (91% to 94%)
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## Planned Strategies/Activities

### Action 3.1

#### PARENT ENGAGEMENT

	X	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
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Parents have the opportunity to attend the following: A. Back to School Night B. Parent Conferences C. School Site Council (SSC) D. Booster Meeting E. Registration Day F. 7th Grade Information Night G. Band/Choir Recitals H. English Language Advisory Council (ELAC) I. District Advisory Committee (DAC) J. Coffee and Conversation Meetings	<input checked="" type="checkbox"/> All Students	Hourly-Other Classified (Campus Supervisor/IA) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500 Teacher Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$500.00 Refreshments 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$500
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### Action 3.2

#### COMMUNICATION TOOLS

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
MLMS uses a variety of communication tools: A. School Website B. Parent Square Message C. School Marquee (needs to be updated) D. Newsletters E. Letters/flyers mailed home F. Letters sent home with students. G. Parent Connect. H. Face to face meetings I. Online meetings--Google Meet/Zoom J. Phone Calls/Emails	<input checked="" type="checkbox"/> All Students	Materials/Books/Resources 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1,000.00 Printing 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$500 Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500

### Action 3.3

#### STUDENT AWARDS

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Provide awards for students that are involved in programs such as ASB, AVID, BAND, CHOIR, PLTW, STEAM and Students of the month and year awards in order for students to remain engaged, motivated and connected to school success.</p> <p>B. Provide Attendance awards and incentives.</p> <p>C. Provide Awards/Incentives for Semester 1 Principal's Honor Roll</p> <p>D. Provide Awards for Top Scholars/Distinguished Scholars for Semester 2</p> <p>E. Provide Awards/Incentives for positive behavior (ROAR Awards/ Habits of the Mind/Heart).</p>	<p><u>X</u> All Students</p>	

### Action 3.4

#### PARENT RESOURCES

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Provide babysitting services and resource needed, for parents to attend meetings while children are cared for.</p> <p>B. Providing translating services to parents.</p> <p>C. Provide refreshments for parents and children.</p> <p>D. Provide Books, Supplies, Materials, etc..</p>	<p><u>X</u> All Students</p>	<p>Materials and supplies for parents 4000-4999: Books And Supplies Title III LEP -- 4203 \$4033.00</p> <p>Printing Supplies MLMS workbooks 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$228</p> <p>Refreshments for parent meetings 5000-5999: Services And Other Operating Expenditures</p>

Title III LEP -- 4203  
 \$500  
 Books  
 5800: Professional/Consulting Services And  
 Operating Expenditures  
 Title III LEP -- 4203  
 \$500

**Action 3.5**

SOCIAL-MEDIA COMMUNICATIONS

	<u>X</u>	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Enhance effective two-way communication between the home and the school. Diligently work to communicate via social media: School Website, Facebook, Instagram and Twitter on a weekly basis for updated information.	<u>X</u> All Students	

**Action 3.6**

PARENT-TEACHER CONFERENCES

	<u>X</u>	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
Continue enhancing student achievement by holding Parent/Teacher conferences to discuss academics (CCSS, assessments, progress), Attendance and Social/Emotional Support (participation, discipline, and interventions).	<u>X</u> All Students	

**Action 3.7**

STUDENT SOCIO-EMOTIONAL SUPPORT

	<u>X</u>	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
Hold ongoing meetings with parents to discuss strategies, techniques that may be utilized at home to support student's social/emotional learning and providing resources to parents.  Continue ROAR class  Continue Behavioral Health Support  Continue Baseware  Continue Reflections on Inspirational and Behavioral Videos  Continue home visits  Continue surveys to identify student's social-emotional needs.	<input checked="" type="checkbox"/> All Students	

### Action 3.8

#### PARENT IN LEADERSHIP

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
Provide parents with opportunities to get involved on campus: School Site Council, English Language Advisory Council, Booster Club Parent Volunteers Coffee and Conversations meetings, etc.	<input checked="" type="checkbox"/> All Students	

### Action 3.9

#### PARENT RESOURCES

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Continue to provide parents with community resources such as Behavioral Health Referrals to support students social/emotional learning.	<u>X</u> All Students	
B. Provide Community Resources from PICO for Borrego Health		
C. Provide parents resources for their child to be academically successful (Paper.co, ELO opportunities).		

### Action 3.10

#### TRANSLATION SUPPORT

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Continue providing Translator Clerk Typist (TCT) services to parents to remove the language barriers when they walk in the office.	<u>X</u> All Students	
B. Continue providing translated website, letters and flyers.		Translator Clerk Typist (.50) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$30,759
B. Continue providing Bilingual Language Translator services to students and parents.		

### Action 3.11

#### COMMON-SENSE MEDIA

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Continue to implement and monitor appropriate use of Technology guidelines for parents/students.	<u>X</u> All Students	
B. Provide opportunities/resources for parents to monitor their child's technology devices.		

C. Continue providing digital citizenship lessons (by teachers and admin).

### Action 3.12

#### PARENT VOLUNTEERS

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
Parents attend school functions and volunteer for school functions such as SSC, Booster Club, ELAC, DAC, DELAC, Talent Show, Carnivals/Dances chaperones, etc.	<input checked="" type="checkbox"/> All Students	

# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 1

College and Career Readiness

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4: Statewide assessments--ELA % Standard Met/Exceeded based on 2018-19 CAASPP results</p>	<p>Increase ELA Academic Indicator on Fall 2019 Dashboard for all students by 3%</p> <p>7th ELA overall growth: 33.15% ; reached expected outcome 8th ELA overall growth: 31.48%; exceeded expected outcome</p> <p>Overall Growth: English Learners growth: + 24.3 points Students with disabilities: + 31.4 points Hispanics: + 18.4 points SED: + 20.5 points White: + 26.7 points</p> <p>All students 40.2 PBS (points below standard) English Learners: 72.4 PBS Students w/Disabilities: 107.9.9 PBS, Hispanic: 42.7 PBS, SDA: 45.9 PBS, White: 13.7 PBS</p>	<p>Maintain use of 2019 ELA CAASPP Data Dashboard.</p> <p>Increase ELA Academic Indicator on Fall 2019 Dashboard for all students by 3%</p> <p>7th ELA overall growth: 33.15% ; reached expected outcome 8th ELA overall growth: 31.48%; exceeded expected outcome</p> <p>Overall Growth: English Learners growth: + 24.3 points Students with disabilities: + 31.4 points Hispanics: + 18.4 points SED: + 20.5 points White: + 26.7 points</p> <p>All students 40.2 PBS (points below standard) English Learners: 72.4 PBS Students w/Disabilities: 107.9.9 PBS, Hispanic: 42.7 PBS, SDA: 45.9 PBS, White: 13.7 PBS</p>
<p>P4: Statewide assessments--Math % Standard Met/Exceeded based on 2018-19 CAASPP results</p>	<p>Increase Math Academic Indicator on Fall 2019 Dashboard for all students by 3%.</p>	<p>Maintain use of 2019 Math CAASPP Data Dashboard.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>There was an increase in the assessment results for Math which changed our overall range from red to yellow by increasing 2% for 7th and 8th grade..</p> <p>7th Math: 20% (+2% from 17-18) 8th Math: 20% (+2% from 17-18))</p> <p>English Learners growth: +36.4 points Students with Disabilities: +37.7 points Hispanics: +28.7 points Socioeconomically Disadvantaged: + 29.6 points White: + 35.4 points</p> <p>All students 79.7 PBS (points below standard) English Learners: 116.1 PBS Students w/Disabilities: 164.7 PBS, Hispanic: 81.9 PBS, SDA: 85.5 PBS, White: 54.2 PBS</p>	<p>There was an increase in the assessment results for Math which changed our overall range from red to yellow by increasing 2% for 7th and 8th grade..</p> <p>7th Math: 20% (+2% from 17-18) 8th Math: 20% (+2% from 17-18))</p> <p>English Learners growth: +36.4 points Students with Disabilities: +37.7 points Hispanics: +28.7 points Socioeconomically Disadvantaged: + 29.6 points White: + 35.4 points</p> <p>All students 79.7 PBS (points below standard) English Learners: 116.1 PBS Students w/Disabilities: 164.7 PBS, Hispanic: 81.9 PBS, SDA: 85.5 PBS, White: 54.2 PBS</p>
<p>P4: Percentage of English learner pupils who make progress toward English proficiency as measured by ELPAC Spring 2019</p>	<p>A continual increase of progression towards English Proficiency by 3-5% as measured by ELPAC.</p>	<p>For the 2020-2021 School Year, English Language Proficiency for Summative ELPAC</p> <p>12.39% of our student are Proficient/Well Developed and Level 4</p> <p>34.96% of our students are Moderately Developed, Level 3</p> <p>29.65% of our students are Somewhat Developed, Level 2</p> <p>23.0% of our students are Minimally Developed, Level 1</p>
<p>P8: 1st Semester Grade Distribution</p>	<p>Students were on Distance Learning.</p> <p>FIRST SEMESTER GRADES: 2020-2021</p> <p>A: 33.62% B: 17.38% C: 13.57% D: 14.37%</p>	<p>Students came back to school after school closure from March 2019 to August, 2021.</p> <p>FIRST SEMESTER GRADES: 2021-2022</p> <p>A: 39.5% B: 22.5% C: 16.9% D: 9.52%</p>

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

	<p>F: 19.12%</p> <p>7th Grade/1st Semester Grade Distribution  A: 32.3%  B: 20.1%  C: 14.6%  D: 15.9%  F: 15.1%</p> <p>8th Grade/1st Semester Grade Distribution  A: 35.2%  B: 14.8%  C: 12.6%  D: 12.2%  F: 22.9%%</p>	<p>F: 9.44%</p> <p>7th Grade/1st Semester Grade Distribution  A: 35.9%  B: 25.4%  C: 18.1%  D: 9.23%  F: 9.29%</p> <p>8th Grade/1st Semester Grade Distribution  A: 42.9%  B: 19.7%  C: 15.8%  D: 9.78%  F: 9.62%</p>
<p>P8: Read 180 Scores</p>	<p>READ 180 Scores for 2020-2021</p> <p>OVERALL 7th and 8th Grade:  Advanced: 14% (77 students)  Proficient: 15%.(85 students)  Basic: 31% (168 students)  Below Basic: 40% (219 students)</p> <p>7th Grade  Advanced: 10% (28 students)  Proficient: 13%.(37 students)  Basic: 34% (95 students)  Below Basic: 42% (118 students)</p> <p>8th Grade  Advanced: 18% ( 49 students)  Proficient: 18%. (48 students)  Basic: 27% (73 students)  Below Basic: 37% (101 students)</p>	<p>Due to CAASPP flexibility, a local assessment was used. The Reading inventory results as CAASPP level equivalent are as follows:</p> <p>READ 180 Scores for 2021-2022</p> <p>OVERALL 7th and 8th Grade:  Comparison 2021/2022  Advanced: 12% (73 students) : -2% of students scored Advanced  Proficient: 17%.(103 students): +2% of students scored Proficient  Basic: 35% (216 students): +4% of students scored Basic  Below Basic: 38% (224 students): -2% of students scored Below Basic</p> <p>7th Grade  Advanced: 11% (33 students): +1% of students scored Advanced  Proficient: 15%.(47 students): + 2% of students scored Proficient  Basic: 34% (104 students): 0 % of students scored Basic  Below Basic: 36% (121 students): -6% of students scored Below Basic</p> <p>8th Grade</p>

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

Advanced: 13% (40 students): -5% of students scored Advanced  
Proficient: 18%.(56 students): \*\* No Change of percentage  
Basic: 36% (112 students): +8% of students scored Basic  
Below Basic: 33% (103 students): -4% of students scored Below

P8: MDTP Scores

A continual increase in the average MDTP score > 42 for 7th grade MDTP.  
  
A continual increase in the average MDTP score > 43 for 8th grade MDTP.

Due to CAASPP flexibility, a local assessment was used. For math, MDTP was utilized.

7th Grade MDTP: 2020-2021  
25% Exceeded  
17% Met  
21% Nearly Met  
37% Not Met

7th Math SED  
23% Exceeded  
16% Met  
20% Nearly Met  
41% Not Met

7th Math EL  
2% Exceeded  
12% Met  
14% Nearly Met  
72% Not Met

8th Grade MDTP: 2020-2021  
ALL MLMS Students  
22% Exceeded  
17% Met  
18% Nearly Met  
42% Not Met

8th Math SED  
19% Exceeded  
18% Met  
19% Nearly Met  
43% Not Met

Metric/Indicator	Expected Outcomes	Actual Outcomes
		8th Math EL 5% Exceeded 12% Met 22% Nearly Met 61% Not Met

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CCSS IMPLEMENTATION Provide a standards-aligned curriculum and high-quality classroom instruction to prepare students to be prepared for college and career ready.</p> <p>A. To provide IMPACT trainings to all teachers:            1. ELA 8/Math 8- Year 3            2. ELA 7/Math 7 and Science 7 and 8- Year 2            3. Social Studies, PE and Electives- Year 1</p> <p>B. To continue providing a variety of level classes to meet the needs of our students. (Sheltered, collaborative, AVID, honors, study skills, etc.)</p> <p>C. To provide elective classes that meet the needs of our students emphasizing the STEAM focus of our school.</p> <p>D. To provide Extended Learning Opportunities, Field Trips (colleges and universities, science, museums, etc.)</p>	<p>1.1 CCSS IMPLEMENTATION:</p> <p>A. Continued IMPACT Training to all teaches.            1. ELA 7/ELA 8 and Science 7/8: Year 3            2. Electives, Math, PE, Social Studies: Year 1</p> <p>B. 8 sheltered classes, AVID, Honors, STEAM Support (study skills) and Collaborative Classes</p> <p>C. Elective classes (Art, ASB, Band, Choir, PLTW, STEAM Support, Video Production and Yearbook,)</p> <p>D. ELO classes after school: Monday-Thursday            3:30pm-4:30pm (Anime class, Chess class, Craft class, Guitar class, Homework class, Math Support, Science Class)</p> <p>E. Library Support opened for all students before school and at lunch.            1. Makerspaces furniture remodeled/updated</p>	<p>Materials and Supplies for the implementation of CCSS in all subject matters.            4000-4999: Books And Supplies Title I Basic -- 3010            \$5000</p> <p>Materials and Supplies for the implementation of CCSS in all subject matters.            4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707            \$19,836</p> <p>Counselor#1 (Salary/Benefits)            1000-1999: Certificated Personnel Salaries            LCFF District -- 500 0707            \$145,462</p> <p>Print Shop            5000-5999: Services And Other Operating Expenditures            LCFF Suppl/Conc -- 0707            \$1500.00</p> <p>Library Technician            2000-2999: Classified Personnel Salaries            LCFF District -- 500 0707            \$80,904</p>	<p>Materials and Supplies for the implementation of CCSS in all subject matters.            4000-4999: Books And Supplies Title I Basic -- 3010            \$23,515</p> <p>Materials and Supplies for the implementation of CCSS in all subject matters.            4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707            \$24,654</p> <p>Counselor#1 (Salary/Benefits)            1000-1999: Certificated Personnel Salaries            LCFF District -- 500 0707            \$145,462</p> <p>Print Shop            5000-5999: Services And Other Operating Expenditures            LCFF Suppl/Conc -- 0707            \$3,100</p> <p>Library Technician            2000-2999: Classified Personnel Salaries            LCFF District -- 500 0707            \$80,904</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>E. To provide Library support to all staff and students.</p> <ol style="list-style-type: none"> <li>1. encouraging students to utilize the library as a safe place to do work, be creative with new makerspaces and be engaged in esports.</li> <li>2. managing library books and supplemental material distribution.</li> <li>3. managing chrome-book/technology support.</li> </ol> <p>F. Classroom Setting: Continue Provide flexible seating/ white board tables for increased collaboration and engagement.</p> <p>G. Continue to implement the newly integrated Common Core Units of Study materials.</p> <p>H. Continue to provide New Application/Tools that support student engagement and provide English Learners an opportunity to utilize these tools for the use, application and retention of academic vocabulary.</p> <p>I. Provide students with after school tutoring.</p> <p>J. Provide on-going trainings to teachers and para-professionals for best teaching and SEL practices.</p>	<p>2. Managed textbook checkouts/reading books/supplemental materials.</p> <p>3. Managed chromebook/technology support.</p> <p>F. 3 special education classroom and 2 ELA classrooms were furnished with whiteboard tables and wobbly stools.</p> <p>G. NGSS materials purchased per science teacher.</p> <p>H. PearDeck, Brainpop, NewsELA, Flocabulary used to support student learning.</p> <p>I. Extended Learning Opportunities provided (HW support M-Th, 3:30-4:30, Math Support T and W, 3:30pm-4:40pm)</p> <p>J. Provided IMPACT Team Trainings to Team leaders. SEL practices taught through Staff Meeting by Advisory Coordinator.</p>		
<p><b>1.2 STANDARDS-ALIGNED RESOURCES</b> Provide support and standards-aligned resources/technology to increase the</p>	<p><b>1.2 STANDARDS-ALIGNED RESOURCES</b> Provide support and standards-aligned resources/technology to</p>	<p>Supplemental Materials (e-sports, peardeck, NewsELA, BrainPop) 4000-4999: Books And Supplies Title I Basic -- 3010</p>	<p>Supplemental Materials (e-sports, peardeck, NewsELA, BrainPop) 4000-4999: Books And Supplies Title I Basic -- 3010</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>quality and rigor of core curriculum and instruction.</p> <p>A. Provide digital programs, software and licenses to intervention classes (ie: Flocabulary, Read 180, Brain Pop, NewsELA, Pear-Deck)</p> <p>B. Provide students/teachers with supplemental materials for appropriate subgroups (EL, GATE, Special Education students):</p> <p>C. Provide instructional materials, supplies, technology support, and equipment to enhance the implementations of NGSS, ELA, Math, Digital Citizenship, and College and Career Readiness.</p> <p>D. Provide students to engage with the lesson through the use of an interactive smart board in Special Education classes.</p> <p>E. Provide technology support to teachers.</p>	<p>increase the quality and rigor of core curriculum and instruction.</p> <p>A. Continued to provide digital programs such as Flocabulary, Brain Pop, NewsELA, IXL Site License, Pear Deck and Reading Intervention Program (Read-180)</p> <p>B. Supplemental materials purchased to support student learning such as: Headsets for Read 180, Transparent Reading Rulers, Construction paper, markers, scissors, colored pencils, crayons, etc. for scaffolding strategies,</p> <p>C. Materials purchased to support NGSS, Math, ELA, Digital Citizenship and CCR. Students decorated their college shirt with "#future_____</p> <p>D. 4 interactive smart boards purchased to support students in special education classes.</p> <p>E. Technology coordinator provides support each staff meeting as well as district offers alludo support.</p>	<p>\$6800</p> <p>Technology Integration in the Classroom 4000-4999: Books And Supplies Title I Basic -- 3010 \$24,218</p>	<p>\$8,885</p> <p>Technology Integration in the Classroom 4000-4999: Books And Supplies Title I Basic -- 3010 \$5,550</p>
<p>1.3 INTERVENTIONS</p> <p>A. Continue to provide all students with Extended Learning Opportunity (before/after school tutoring) and Think-Together for additional support//intervention.</p>	<p>1.3 INTERVENTIONS.</p> <p>a. ELO opportunities for fall and spring semesters to provide academic and social/emotional support.HW support, Math Support, Esports, Anime Club, Guitar Club, Chess Club, Craft Club, SPirit Club, Baking Club.</p>	<p>Teacher Hourly (ELO) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1567</p> <p>Counselor #2 (65%)</p>	<p>Teacher Hourly (ELO) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1567</p> <p>Counselor #2 (65%)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Continue READ-180 program to improve reading skills for identified students.	ELO provided M-Th from 3:30pm-4:30pm.	1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$88,078	1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$88,078
C. Continue to implement the Common Core Units of Study materials and follow pacing guides that are appropriate for Standards-Based Instruction.	B. Continued Reading Intervention class (READ-180). Currently operating 6 classes (5 collaborative and 1 general).	Counselor #2 (32%) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$43,361	Counselor #2 (32%) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$43,361
D. Continue to provide counseling services to improve: academics, student attendance, and student behavior.	C. Implementation of Common Core/UOS materials. Teams meet approximately 2xs/month to align pacing guides, formative assessments and best teaching practices.	Counselor #2 (3%) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$4,065	Counselor #2 (3%) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$4,065
E. Continue to provide feeder elementary schools transition meetings to meet and discuss incoming 7th graders.	D. Referral to Behavioral Health continued. In addition, Behavioral Health Peer Specialist meeting with at promise students.	Intervention Teachers (3) 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$236,787.00	Intervention Teachers (3) 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$236,787.00
F. Continue to provide 8th-grade students transitional information to MLMS feeder high school, JVHS.	E. Transition Meeting will be held on April 19, 2022 at 6pm, virtually.	Sub Clerical 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,090.00	Sub Clerical 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$17,835
G. Counselors will continue to hold Parent, Teacher, Student meetings.	F. 8th graders registered for HS through 8th grade social studies class. JVHS Counselor attended virtually to answer any students questions.	Materials needed for ELD classes to provide support to ELs 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$890.00	Materials needed for ELD classes to provide support to ELs. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0
H. Continue providing English Learners the support of the Bilingual Language Tutor through sheltered classes.	G. Approximately 2-3 PTC/weekly. Held in the morning from 8:30am to 8:55am.	Hourly (Clerical/Classified) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$500.00	Hourly (Clerical/Classified) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$14,967
I. Continue providing Instructional Aides to assist in the collaborative classes.  J. Continue providing Translator Clerk Typist Services: 1. Interpretation of Student Assessments results 2. Translation of all printed Information	H. Currently, we have 8 sheltered classes (ELA 7sh, ELA 8sh, Math 7sh, Math 8sh, Science 7sh, Science 8sh, Social Studies 7sh and Social Studies 8sh). BLT in ELA 7 and 8 100% of time and 2-3/week in the other core classes.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3. Spanish calls made by Telecommunication (In-Touch) system</p> <p>4. Parent Meetings with such as ELAC, SSC, Booster Meetings, Workshops, Parent Meetings/Conferences regarding student progress.</p> <p>5. Update Website.</p> <p>K. Continue providing designated and embedded supports in core content as well as ELD classes.</p> <p>L. Embed intervention classes for EL students in the area of Literacy and Math. Sustained reading time in ELA classes, ELD classes required for ELD 1 and ELD 2 levels.</p> <p>M. Continue the Communication Enhancement Program (CEP) at MLMS as designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>I. Currently, we have 31 collaborative classes to increase inclusive practices.</p> <p>J. Translator Clerk Typist this year has:</p> <ol style="list-style-type: none"> <li>1. Interpreted student and parent printed information.</li> <li>2. Translated spanish calls to parents for Admin and through parent square.</li> <li>3. Translates parent meetings (PTC, IEPs, Parent Meetings)</li> <li>4. Updates website</li> </ol> <p>K. This year, we have 1 ELD class with 12 students (7-7th graders and 5-8th graders). BLT also pushes in support.</p> <p>L. ROAR class to support student's academic/behavioral support. All ELA classes start with 10 minutes of reading.</p> <p>M. Not used this year.</p>		
<p>1.4 ELD INTERVENTIONS Continue providing interventions to students in ELD access to the Common Core curriculum through:</p>	<p>1.4 ELD INTERVENTIONS Continue providing interventions to students in ELD access to common core curriculum</p> <p>A. Support Classes for ELs: ELD/Sheltered</p>	<p>Bilingual Tutor 6 hours (75%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$36,428</p> <p>Bilingual Tutor 6 hour (25%)</p>	<p>Bilingual Tutor 6 hours (75%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$36,428</p> <p>Bilingual Tutor 6 hours (25%)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. ELD class/Sheltered ELA and Math classes based on the English Language Proficiency Assessments for California.</p> <ol style="list-style-type: none"> <li>1. Supplemental Reading materials</li> <li>2. Step Up To Writing</li> <li>3. Differentiated Instruction and Assessments</li> <li>4. ELD Curriculum and implementation of CCSS.</li> <li>5. Teacher Collaboration Time</li> <li>6. Digital programs to enhance the curriculum that will improve teaching and learning targeting our EL population.</li> </ol> <p>B. Bilingual Tutor will provide intensive support to ELs in core classes (sheltered)</p> <p>C. Support teachers and BLT to attend conferences/workshops relating to best practices for ELs.</p> <p>D. Technology (READ 180, Flocabulary, Brain-Pop, Pear-Deck) resources to be provided to support the acquisition of the academic language.</p>	<ol style="list-style-type: none"> <li>1. Library purchased supplemental reading materials</li> <li>2. Step Up To Writing Available</li> <li>3. Teachers collaborate (2 times/month) on best practices to support integration of ELD standards in core classes through differentiated instruction and scaffolding techniques.</li> <li>4. Brain-Pop, Flocabulary and NewsELA used in ELA classes as well as other core classes.</li> </ol> <p>B. Bilingual tutor provides intensive support to ELs in ELD and ELA (100% of time) and 50% of time in other sheltered core classes.</p> <p>C. This year, JUSD offered many opportunities for teachers to attend language services workshops, training and professional development.</p> <p>D. Online student support: Flocabulary, Brain-Pop, Pear-Deck, IXL and Read 180 utilized this year.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$12,143</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$12,143</p>
<p>1.5 TECHNOLOGY</p> <p>A. Continue to provide elective classes (Computer Technology, Robotics, Video Production).</p> <p>B. Provide on-going technical support and upgrades to maintain technology equipment.</p>	<p>1.5 TECHNOLOGY</p> <p>A. This year, 3 Robotics classes and 1 video production class provided as elective.</p> <p>B. Computer Support Technician (Elisa Norman) provides staff technology support. Our Library</p>	<p>Maintenance Contracts (ie: copy machines) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,000.00</p>	<p>Maintenance Contracts (ie: copy machines) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$11,278</p>
		<p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707</p>	<p>Maintenance Contracts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C. Purchase supplementary materials and school-wide resources to maintain technology equipment.</p> <p>D. Purchase technology hardware/software and supplies for all curricular and non-curricular areas as needed.</p> <p>E. Continue providing ongoing technology training and providing release time to teachers.</p> <p>F. Provide resources to elective classes to support support to the Visual Arts and Performing Arts Program.</p>	<p>Technician provides student with technology support.</p> <p>C. None this year</p> <p>D. Individual earbuds purchased for each student.</p> <p>E. This year, our technology training (pd) has been online through alludo or during the staff meeting.</p> <p>F. Materials purchased for students to have the opportunity to learn animation in their art class.</p>	<p>\$1000.00</p> <p>Materials/Supplies to VAPA program 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$3569.00</p>	<p>\$2,645</p> <p>Materials/Supplies to VAPA program 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$3,485</p>
<p>1.6 AVID</p> <p>A. Continue the AVID program and provide ongoing PD/Trainings to teachers.</p> <p>B. Ensure school-wide implementations of the use of AVID WICOR strategies.</p> <p>C. Increase College Awareness-through EL, GATE, and Parental Meetings (SSC, ELAC, Coffee and Conversations).</p> <p>D. Continue to recommend and place qualified students in the AVID program.</p> <p>E. Continue to provide AVID tutors for tutorials.</p>	<p>1.6 AVID:</p> <p>A. This year, we currently have: 2-7th grade AVID classes and 2-8th grade AVID classes. New Teachers attending 6C - May 11th and May 12th</p> <p>B. Some WICOR strategies were implemented in some classes. Note-taking strategies, goal setting, Reading (ELA) and organizational Fridays.</p> <p>C. AVID students put on College Kick Off - showcasing College/University. All students went to MPR to do a gallery walk.</p> <p>D. Applications for AVID given to incoming 7th as part of the recruitment process.</p>	<p>AVID Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$2,000.00</p> <p>AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$7215.00</p> <p>AVID Materials/Supplies to support CCSS 4000-4999: Books And Supplies LCFF AVID – 0765 \$3,500.00</p> <p>AVID Conferences/Travel 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$4000.00</p> <p>AVID Transportations</p>	<p>AVID Tutors 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p> <p>AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$0</p> <p>AVID Materials/Supplies to support CCSS 4000-4999: Books And Supplies LCFF AVID – 0765 \$3,800</p> <p>AVID Conferences/Travel 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$3,235</p> <p>AVID Transportations</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	E. College AVID tutors were not available this year. Cross-Tutoring were used instead.	2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$2,500.00	2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$925

## Analysis

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

- Returning to in-person, post-covid, school-wide interventions/strategies were put in place at MLMS to provide the most academic/social-emotional support.
1. Increased 3 additional READ-180 classes from 3 Collaborative READ 180 classes to 6 (5-Collaborative and 1 General )READ 180 classes
  2. Increased 1 additional 4 STEAM support (Study Skills) classes from 3 STEAM support (Study Skills Class)
  3. Added 2 Math Support Classes (1-Math 7 Support and 1-Math 8 Support)
  4. Continued ROAR Support Class Periods 1, 2, 3, 5 and 6 to provide academic/social-emotional support.
  5. Added Extended Learning Opportunities
    - A. Homework Support Class: Monday-Thursday, 3:30pm-4:30pm
    - B. Math Support Class: Tuesday and Wednesday, 3:30pm-4:30pm
    - C. Science Club: Wednesday, 3:30pm-4:30pm
  6. Ongoing Parent-Teacher Conferences for students that need academic/behavioral support
  7. Ongoing Teacher Collaboration Thursday morning (2Xs/month) to discuss best teaching practices, common formative assessments and plan
  8. Provided Bilingual Tutor Support to ELD, ELA 7 and ELA 8 (full time) and Math 7/Math 8, Science 7/8 and Social Studies 7 and Social Studies 8 (50% of time)
  9. Increased Collaborative Classes to 31 (2021-2022) (in all core subjects) from 25 collaborative classes in 2020-2021.
  10. Provided focused support for our students on an IEP to have their advisory teacher, their case manager to review IEP goals and grades.

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

Grades have improved this year as students attended in person school in comparison to online learning. Below is the grade distribution between two years (2020-2021, online and 2021-2022 in-person instruction). The difference shows that in each category, there was a significant improvement this year in comparison to last year.

### FIRST SEMESTER GRADES:

2020-2021.	2021-2022.	Difference
7th and 8th.	7th and 8th	
A: 33.62%.	A: 39.5%.	+5.88%
B: 17.38%.	B: 22.5%	+5.12%
C: 13.57%.	C: 16.9%	+3.33%
D: 14.37%.	D: 9.52%	-9.68%
F: 19.12%	F: 9.44%	-9.68%
7th Grade.	7th Grade	
A: 32.3%	A: 35.9%	+3.6%

B: 20.1%	B: 25.4%	+5.3%
C: 14.6%	C: 18.1%	+3.5%
D: 15.9%	D: 9.23%	-6.67%
F: 15.1%	F: 9.29%	-5.81%

8th Grade	8th Grade	
A: 35.2%	A: 42.9%	+7.7%
B: 14.8%	B: 19.7%	+4.9%
C: 12.6%	C: 15.8%	+3.2%
D: 12.2%	D: 9.78%	-2.42%
F: 22.9%	F: 9.62%	-13.28%

Due to CAASPP flexibility, a local assessment was used. The Reading inventory results as CAASPP level equivalent are as follows:

#### READ 180 Scores for 2021-2022

#### OVERALL 7th and 8th Grade:

##### Comparison 2021/2022

Advanced: 12% (73 students) : -2% of students scored Advanced  
 Proficient: 16% (102 students): +1% of students scored Proficient  
 Basic: 34% (210 students): +3% of students scored Basic  
 Below Basic: 38% (236 students): -2% of students scored Below Basic

#### 7th Grade

Advanced: 11% (33 students): +1% of students scored Advanced  
 Proficient: 15% (46 students): + 2% of students scored Proficient  
 Basic: 33% (101 students): -1% of students scored Basic  
 Below Basic: 42% (128 students): \*\*No change of percentage

#### 8th Grade

Advanced: 13% (40 students): -5% of students scored Advanced  
 Proficient: 18% (56 students): \*\* No Change of percentage  
 Basic: 35% (109 students): +8% of students scored Basic  
 Below Basic: 35% (108 students): -2% of students scored Below Basic

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

There have been some significant proposed expenditures and the estimated actual expenditures for the 2021-2022 school year.

1. More materials were purchased for the implementation of common core state standards. Items such as whiteboard tables, whiteboard markers, 4 smart boards, etc.
2. Less resources for AVID were used due to the Pandemic. Only one college field trip was conducted instead of the usual 3 field trips.
3. More funding was allocated for substitute classified personnel.

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

1. Provide ELO-Homework Support Class early on the year (by the second week of the start of school)
2. Provide ELO- Math Support Class early on the year (by the second week of the start of school)
3. Continue to provide STEAM Support (Study Skills) to provide organizational, note-taking, test-taking, study skills class to at promise students.
4. Continue to provide ROAR support classes including 4th period.
5. Continue providing teachers collaboration time to discuss best teaching practices, scaffolding techniques,
6. Start PTC as soon as possible (first six week of school)



# 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: Serviceability of facilities with maintenance with 100% of Good or Better on Facility Inspection Tool (FIT)	Continue maintaining the school facility as indicated by the Facility Inspection Tool (FIT) report as 100% Good or Better.	100% Good or Better on FIT reports.
P5: School Attendance Rates based on 2020-2021 Student Information System Q data	Continue improving Attendance Rates by 1-3%	Actual Present Percentage Enrollment 2021-2022 7th Grade: 92.92% Non-Sped Students 7th Grade: 88.73% Sped Students  8th Grade: 93.65 Non-Sped Students 8th Grade: 87.39 Sped Students
P5: Chronic Absenteeism Rate (Data Quest)	Chronic Absenteeism (2018-2019): 13.9%	Chronic Absenteeism (2020-2021): 8.2%
P5: Data Dashboard Suspension Rate based on Fall, 2018 Data Dashboard	Decrease suspension rates from 2018-2019: Decrease suspensions for: Hispanics: 3-5% White: 3-5% Socioeconomically Disadvantaged: 3-5% English Learners: 3-5% Students with Disability: 3-5% Socioeconomically Disadvantaged.: 3-5%	Over the past three years, students suspended first semester has decreased:  2018-2019 2.14 Suspension Rate 8- 7th graders suspended and 9- 8th graders suspended = 17 total students suspended /first semester  2019-2020 2.15 Suspension Rate 7- 7th graders suspended and 10- 8th graders suspended = 17 total students suspended /first semester  2020-2021: 0% Suspension Rate  2021-2022

Metric/Indicator	Expected Outcomes	Actual Outcomes
		1.76 Suspension Rate 4-7th graders suspended and 9- 8th graders suspended = 15 total students suspended/first semester
P6: Surveys of students, parents, staff on sense of safety based on District CHKS report from 2018-19 for 7th Graders and May, 2019 LCAP Survey for Parents, Students and Staff	<p>Increase participation of all stakeholders by 1-3% completing the survey.for 2021-2022</p> <p>428 students participated in the survey. (214-7th graders and 214-8th graders)</p> <p>59 Parents, 3 community and 3 other stakeholders completed the survey.</p> <p>23 Certificated, 8 Classified</p>	<p>This year (2021-2022),</p> <p>625 students responded in the survey. (319-7th graders and 306-8th graders)</p> <p>31 Staff Responded (17 classroom teachers, 14 other staff)</p>
P6: Survey Results-Students	Increase 1+ percentage of students feel that the school clime and learning environment is positive.	<p>New Panorama Survey 2021-2022</p> <p>73% of students feel welcome at school.</p>
P6 Survey Results-Students	Increase 1+ percentage of students feeling safe at school.	90% of students feel that adults at school communicate school rules.
P5: Survey Results- Parents	Increase 1+ percentage of parents recommending their child's school to other parents.	82% of parents like the school.
P8: Survey Results-Staff	<p>Increase 1+ percentage of staff feeling that school/site is welcoming.</p> <p>86.21% staff feel that the school/site is welcoming.</p>	74% of staff feel welcome at school.
P5: Survey Results- Parents	Increase 1+ percentage of parents feeling that their child's school is safe.	64% of parents feel welcome at school.
P6: Survey Results-Students	NA: New Panorama Survey 2021-2022	<p>New Panorama Survey 2021-2022</p> <p>90% of students feel that the teachers help students feel confident that student can do well in school.</p>
P6: Survey Results-Students	NA:New Panorama Survey 2021-2022	<p>New Panorama Survey 2021-2022</p> <p>60% of students understand how assignments and tests are graded.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6:Survey Results-Students	NA:New Panorama Survey 2021-2022	70% of students feel like they are part of the school community.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 SAFE, ORDERLY AND INVITING LEARNING ENVIRONMENT</p> <p>A. Continue Parent, Teacher/Counselor meetings for "at-promise" students in order to provide focused interventions at home and at school.</p> <p>B. Continue referring students to Student Study Team (SST)</p> <p>C. Continue utilizing intervention programs/resources such as Cognitive Behavior Intervention for Trauma in School (CBITS) to guide our interventions steps.</p> <p>D. Create reward activities for students as incentives.</p> <p>E. Increase anti-bullying (including cyber-bullying, cyber safety) awareness via school-wide lessons as well as assemblies.</p> <p>F. Upgrade and/or purchase safety materials and emergency supplies.</p> <p>G. Purchase and maintain furniture, fixtures, equipment and supplies.</p> <p>H. Provide professional development for teachers to attend meetings/training related to improving mental health (Behavioral Social Emotional Learning/BSEL) to provide a positive school culture, especially for English Learners and students with disabilities.</p>	<p>2.1 SAFE, ORDERLY AND INVITING LEARNING ENVIRONMENT</p> <p>A. This year, we continued to have PTC (either virtual or in-person) for at promise students. Either the teacher, counselor, student or parent may request PTC.</p> <p>B. Referral of students to SST (thus far, 2 students have been referred to SST).</p> <p>C. This year, we continued used CBITS survey to provide interventions to students with trauma.</p> <p>D. Provided incentives: Cookies, ice-cream, ROAR awards and a dance (up to March, 2022)</p> <p>E. Principal provided cyber bullying assembly to all PE classes. District Attorney, August Sage presented Gang Awareness to all students on Monday, March 14 and will be coming again on August 29 for Drug Awareness.</p> <p>F. On-going.</p> <p>G. Purchased whiteboard tables, wobbly stools, 4 smart boards</p> <p>H. BSEL coordinator (Christine Fanous) and BSEL team provided</p>	<p>Classified hourly for parent meetings (back to school night, ELAC and PTC) for front office support and safe campus. 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$2,000.00</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$201.00</p> <p>Maintenance/Contracts for Copy Machines and other equipment 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$4160.00</p> <p>Furniture/Flexible Seating 4000-4999: Books And Supplies Title I Basic -- 3010 \$8,034</p> <p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1099.00</p> <p>Engagement-Habits of Heart/Mind Rewards 4000-4999: Books And Supplies Title I Basic -- 3010</p>	<p>Classified hourly for parent meetings (back to school night, ELAC and PTC) for front office support and safe campus. 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$2,000.00</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$982</p> <p>Maintenance/Contracts for Copy Machines and other equipment 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,129</p> <p>Furniture/Flexible Seating 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$982</p> <p>Engagement-Habits of Heart/Mind Rewards 4000-4999: Books And Supplies Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>I. Improve communication between parent and teachers through various means of communications (school website, school marquee, In Touch communication, Parent Connect, Parent/Teacher meetings).</p> <p>J. Parent Involvement monitored via participation data, sign-ins, meeting agendas, meeting minutes and survey responses.</p> <p>K. Provide parents an opportunity to be involved in ELAC, Booster Club, School Site Council, 7th Grade Parent Orientation, Taking Care Of Business (TCOB) registration day, Back to School Night, College/Career Day, and Parenting Classes</p> <p>L. Continue providing after-school tutoring</p> <p>M. Provide zero period classes in order for students to have room in the schedule to take elective classes (AVID, Project Lead The Way (PLTW)) or intervention classes (Read 180, Math Support).</p> <p>N. Continue providing ROAR-Intervention Support Class</p> <p>O. Teachers implement lessons on internet safety-Common Sense Media.</p> <p>P. Purchase resources/supplies to support positive school culture at MLMS (including flexible seating).</p> <p>Q. Work collaboratively with School Resource Officer for the positive intervention of student's attendance (Home Visits) and behavior.</p> <p>R. Update school website and social media accounts to increase communication.</p>	<p>staff meeting and solicited Check-In/Check-Out mentors</p> <p>I. Communication to parents has been through: Parent Square, School Website, phone calls, meetings. ***NEED TO PURCHASE NEW MARQUEE.</p> <p>J. This year, we had the following parents participating in:</p> <p>A. Back to School Night</p> <p>B. School Site Council</p> <p>B. ELAC</p> <p>C. Gang Awareness Training</p> <p>D. PTC</p> <p>K. Parents are involved and participate in:</p> <p>A. SSC,</p> <p>B. 7th grade parent orientation night (April 19, 2022),</p> <p>C. TCOB day (August 5, 2021)</p> <p>L. Provided Extended Learning Opportunities (Homework support, math support, etc.)</p> <p>M. Provided 2-0 period PE classes for students to be have room in their schedules to take AVID or an intervention class and an elective class.</p> <p>N. ROAR class was available for teacher to send a student who needs immediate social/emotional or academic assistance.</p> <p>O. All teachers presented cyber-bullying assembly.</p> <p>P. Purchased posters, garden materials, flexible seating to promote a positive culture.</p>	\$5,000.00	\$2,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>S. Provide academic recognition and rewards to students for the building of positive culture (such as Medals, Banners, Certificates, Awards, etc.)</p> <p>T. Provide a positive classroom setting with flexible seating.</p> <p>U. Provide a positive classroom setting with a positive and uplifting decor.</p> <p>V. Provide a positive school climate with murals, announcement boards, positive sayings and a place where students can feel welcome and positive.</p> <p>W. Provide students a digital curriculum that addresses social emotional, cultural and academic support.</p> <p>X. Utilize interactive smart boards to help engage students with the learning process.</p> <p>Y. Continue supporting elective classes ASB, AVID, Art Band, Choir, Project Lead the Way (Robotics) Video production, and Yearbook. These elective classes area niche for students that help them stay connected to school in a positive manner.</p>	<p>Q. At least 15 home visits have been conducted thus far.</p> <p>R. The translator clerk- typist updates the school website. Mrs. Fletcher update Facebook, Mrs. Wells and ASB class update Instagram and Mrs. Boules updates Twitter.</p> <p>S. ROAR incentives given throughout the year. At the end of the year; Awards, Medals and Certificates will be presented for being Top Scholar, Distinguished Scholar and earning 3.5 GPA or higher.</p> <p>T. Surveyed teacher who wanted flexible seating. ALL teachers who responded received flexible seating (whiteboard tables and wobbly chairs).</p> <p>U. Purchased positive/uplifting posters.</p> <p>V. We have not created any murals this year.</p> <p>W. Currently we are using BASE. We use BASE when students have an On-Campus Intervention class.</p> <p>X. 4 special education classes received smart boards. Stephanie Hernandez, Todd Martin, AnnMarie McCoy and Aleen Sepetjian.</p> <p>Y. Materials and Equipment have been purchased to keep the elective classes an attraction for students.</p>		
<p>2.2 ANALYZING DATA</p> <p>A. Data from surveys and achievement scores and implementing rewards, incentives, and interventions.</p> <ol style="list-style-type: none"> <li>1. Staff feedback</li> <li>2. Student feedback</li> </ol>	<p>2.2 ANALYZING DATA</p> <p>A. This year, surveys have been used to solicit feedback from the MLMS stakeholders.</p>	<p>Student Incentives for MTSS/Academic Achievement and ROAR rewards. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p>	<p>Student Incentives for MTSS/Academic Achievement and ROAR rewards. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3. Parent feedback 4. Discipline incidents 5. Attendance rates</p> <p>B. Provide tiered interventions Social-Emotional Learning program (such as BASEWARE-Odysseyware to support at risk (Tier 2/Tier 3) students (support class-ROAR, youth court, community services, check-in/check-out system, etc.)</p> <p>C. Purchase incentives as rewards to foster school culture and to recognize and to promote higher level academic achievement, good citizenship, and positive attitude.</p> <p>D. Continue to provide Advisory Class to teach Social Emotional Learning - Habits of the Mind and Habits of the Heart.</p> <p>E. Continue to provide ROAR support class.</p>	<p>1. Panorama Survey given to students (Fall and Spring) 2. LCAP Survey given to parents, students and staff through Panorama 3. students and staff were surveyed regarding tardy issues on campus.</p> <p>B. Early on this year, the Behavioral Social Emotional Learning Team met to design a plan to support our Tier 2 and 3 students. 1. Daily Check-in/Check-out 2. Incentives 3. ROAR class with BASE session 4. PTC 5. Community service on campus</p> <p>C. Mentors asked their students what incentives they would like and based on that, students received incentives at the end of the week (goodie, front of the line pass, ROAR ticket, MLMS pencil, etc.)</p> <p>D. This year, Advisory focused on the Habits of the Mind and Heart. Each day (except Thursday), teachers have the choice to either select the presentation mode (teachers themselves goes over the Habit of the week lesson or play a video that includes classroom discussion or activity (community circle).</p> <p>E. This year, we held the ROAR support class periods 1, 2, 3, 5 and 6. Students may advocate to go to ROAR and/or Teacher may decide that the student needs to go to ROAR</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	(for academic support or de-escalation of behavior).		
<p>2.3 HEALTH AND WELLNESS</p> <p>A. District nurse, health care aide and office staff monitor and maintain the health care needs of students.</p> <p>B. Review, Revise and Adopt MLMS Safety Plan by School Site Council, yearly.</p>	<p>2.3 HEALTH AND WELLNESS</p> <p>A. This year in addition to having a new district nurse that oversees our school, our health care aide had additional support for monitoring and maintaining the health care needs of students post-covid.</p> <p>B. Each year, the SSC reviews, revises and adopts the MLMS Safety Plan by the School Site Council. The Safety Plan was approved by SSC on February 9, 2022. We have a new safety coordinator: Mr. Tim Palmer.</p>	<p>Band/Choir materials. 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$631</p> <p>Health Care Aide 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$23,513</p> <p>Emergency Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>Band/Choir materials. 5000-5999: Services And Other Operating Expenditures LCFF VAPA -- 0763 \$206</p> <p>Health Care Aide 3 hours (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$23,513</p> <p>Emergency Supplies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$566</p>

## Analysis

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

As challenging as this year was, the MLMS community did the very best to provide all types of supports/incentives to students. Systems were put in place to provide students with behavioral/social/emotional supports.

1. Advisory classes played a huge role in being the "hub" for students to have a small cohort of grade specific students for:
  - A. Share/Teach the Habits of the Mind and Habits of the Heart
    - a. First semester: 16 Habits of the Mind (Managing Impulsivity, Thinking about your Thinking, Finding Humor, Listening with Understanding and Empathy, etc.)
    - b. Second semester 15 Habits of the Heart (Compassion, Forgiveness, Humility, Love, Intuition, Courage, etc..)
  - B. Goal Setting Each Monday and Goal Reflection Each Friday
  - C. Community Circle based on the Habit of the week
  - D. School Announcements
  - E. Digital Citizenship Lessons
  - F. School/District Surveys
2. ROAR-Intervention classes were provided for any student that needs academic or behavioral/social/emotional support.
  - A. Student may advocate to attend ROAR for academic or social/emotional support
  - B. Teacher may recommend student to attend ROAR for academic or social/emotional support

3. Behavioral/Social-Emotional Learning Team collaborated early on in the 2021-2022 school year to identify at promise students.
  - A. At promise student was given a mentor
  - B. Mentor and student had daily check in, then weekly, then monthly then graduate from mentor program
  - C. Student was given incentives when students were showing improvements in grades and/or behavior.
  
4. ROAR Tickets provided to students for showing: Respect, Organization, good Attitude and Responsibility.
  - A. Awarded student is announced on morning announcement
  - B. Awarded student goes to ASB room to choose prize.
  
5. ASB class helps cultivate the culture at MLMS:
  - A. Greets students at the school entrance on Friday mornings at 8:30am (with positive signs, music and a cheery "hello")
  - B. Provides each student/staff with a birthday card on the day of their birthday.
  - C. Provides prizes for students awarded for ROAR (each week) after the morning announcement.
  - D. Posts positive signs and banners along the school halls/windows/doors.
  - E. Organize ROAR Incentive Days:
    1. Cookies for 1st semester Grades
    2. Dance for all eligible students (ineligible students- were given support through intervention class)
  - F. Lunch Time Activities (Every Friday)
    1. ASB students play music,
    2. Bring out games (Giant-Jenga, Mega-Connect 4, jump ropes, hoola hoops, etc.)

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

The strategies listed above prove to be effective because they support the whole child. We at MLMS, understand that if a student is not doing well social/emotionally will have a difficult time learning academics.

Over the past three years, students suspended first semester has decreased:

2018-2019

2.14 Suspension Rate 8- 7th graders suspended and 9- 8th graders suspended = 17 total students suspended /first semester

2019-2020

2.15 Suspension Rate 7- 7th graders suspended and 10- 8th graders suspended = 17 total students suspended /first semester

2020-2021: NA Distance Learning

2021-2022

1.76 Suspension Rate 4-7th graders suspended and 9- 8th graders suspended = 15 total students suspended/first semester

Attendance for first semester 2021-2022: This year serves as baseline for next year.

2022(T)Mira Loma Middle School Regular	7 88 0 330 23 307 27209 1864 63 25282 92.92%
2022(T)Mira Loma Middle School Special Education (SDC,FS,TRN)	7 88 0 17 2 15 1287 145 0 1142 88.73%
2022(T)Mira Loma Middle School Regular	8 88 0 339 25 314 27601 1687 66 25848 93.65%
2022(T)Mira Loma Middle School Special Education (SDC,FS,TRN)	8 88 0 17 1 16 1380 174 0 1206 87.39%

Baseline for 2021-2022:



Chronic Absenteeism: 8.2% Overall  
8.1% Hispanics (56/694)  
6.7% White (2/30)

MLMS Dropout:  
0.27% 2 dropouts/752

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

The proposed expenditure and estimated actual were fairly similar.

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.

At MLMS we will continue to provide the interventions and supports with an emphasis on Chronic Absenteeism.

We would like to:

1. Monitor student attendance early on as month 1
2. Communicate with parents/Home Visits
3. Hold SART/SARB meetings
4. Provide Interventions for students
5. Provide Resources for parents/students
6. Camfel Assembly

Continue to provide behavioral and social/emotional learning to students and parents through PICO, SRO, Youth Court, BASE/Odyssey-ware, etc.

# 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: Parent Engagement:LCAP Survey	An increase of parents satisfied with MLMS by 3-5%	82% of parents believe that their child like MLMS. Baseline.
P3: Parent Engagement: LCAP Survey	An increase of parents likely to recommend MLMS to other parents by 3-5%	83% of parents would recommend MLMS other parents. Baseline Outcome.
P3: Parent Engagement: LCAP Survey	An increase of parents feeling welcome at MLMS by 3-5%.	64% of parents feel welcome at MLMS. Baseline
P3: Parent Engagement: LCAP Survey	An increase of communication regarding school-wide activities at MLMS by 3-5%.	72% of parents feel that they are part of their child's school community. Baseline
P6: Staff Engagement: LCAP Survey 2021	A 1-3% increase of staff feeling that their school is safe and welcoming.	70% of staff feels safe at school. Baseline.
P6: Staff Engagement: LCAP Survey	A 3-5% increase of staff feeling welcome at school.	74% of staff meel welcome at MLMS. Baseline (85% of staff and 65% of teachers)
P5: Student Engagement: LCAP Survey	A 3-5% increase of students feeling that the school environment is a welcoming environment.	73% of students feel welcome at MLMS. Baseline
P5: Student Engagement: LCAP Survey	A 3-5% increase of communication among students of school-wide activities.	80% of students feel that their family is involved in their education. Baseline.
P5: Student Engagement: LCAP Survey	A 1-3% increase of participation of students in school-wide activities.	91% of students have access to extra-curricular activities.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>PARENT ENGAGEMENT</b> Parents have the opportunity to become involved/volunteer in the following school events:</p> <ul style="list-style-type: none"> <li>A. Back to School Night</li> <li>B. Parent Conferences</li> <li>C. School Site Council (SSC)</li> <li>D. Booster Meeting</li> <li>E. Registration Day/Taking Care of Business (TCOB)</li> <li>F. Technology Updates/Common Sense Media</li> <li>G. 7th Grade Information Night</li> <li>H. Band/Choir Recitals</li> <li>I. Science Nights/STEAM Informational nights</li> <li>J.. English Language Advisory Council (ELAC)</li> <li>K. District Advisory Committee (DAC)</li> <li>L. Art show open to the MLMS Community</li> </ul>	<p><b>Parent Engagement</b> This year, due to the pandemic, we did our best to support parent/community engagement:</p> <ul style="list-style-type: none"> <li>A. Virtual Back to School Night on 8/19/2021</li> <li>B. Ongoing Parent Conferences (virtual but mostly in-person)</li> <li>C. SSC meetings held on: 2/26, 11/30, 2/15, 3/1, 3/29 and 4/25</li> <li>D. No Booster Meetings were held this year.</li> <li>E. Registration Day (TCOB day) was held in person on 8/5</li> <li>F. Common Sense Education was on website for parents</li> <li>G. 7th Grade information night 4/19/2022 held virtually</li> <li>H. One recital -Spring instead of two</li> <li>I. No Science Night/STEAM informational nights held</li> <li>J. ELAC meetings ongoing</li> <li>K. District Advisory Committee ongoing.</li> <li>L. Art Show- pending</li> </ul>	<p>Hourly-Other Classified (Campus Supervisor/IA) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$300.00</p>	<p>Hourly-Other Classified (Campus Supervisor/IA) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$300</p>
<p><b>COMMUNICATION TOOLS</b> MLMS uses a variety of communication tools:</p> <ul style="list-style-type: none"> <li>A. School Website</li> <li>B. Q-Communication Message</li> <li>C. School Marquee</li> <li>D. Newsletters</li> <li>E. Letters mailed home.</li> <li>F. Letters sent home with students.</li> </ul>	<p><b>Communication Tools</b> MLMS uses a variety of communication tools:</p> <ul style="list-style-type: none"> <li>A. School Website- updated by our Translator Clerk Typist</li> <li>B. JUSD currently uses Parent Square as a tool for communication instead of parent square.</li> </ul>	<p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1,000.00</p>	<p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>
		<p>Flyers/Letters/Newsletter for parent communication 4000-4999: Books And Supplies</p>	<p>Flyers/Letters/Newsletter for parent communication 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G. Parent Connect. H. Face to face meetings I. Online meetings--Google Meet/Zoom J. Phone Calls/Emails</p>	<p>C. School Marquee has been broken. Would like to replace school marquee. D. School Newsletter ongoing via ASB class. E. Letters mailed home has been replaced by letters send via parent square. F. Letters sent home with students (LEAP) G. Parents are encouraged to use parent connect, the student information system (showing grades, assignments and attendance) H. Ongoing face to face meetings I. Online meetings for parents who can not come in to school. J. Ongoing parent calls and emails.</p>	<p>Title I Parent Involvement -- 3010 1902 \$1438</p>	<p>Title I Parent Involvement -- 3010 1902 \$235</p>
<p><b>STUDENT AWARDS</b> A. Provide awards for students that are involved in programs such as ASB, AVID, BAND, CHOIR, PLTW, STEAM and Students of the month and year awards in order for students to remain engaged, motivated and connected to school success.  B. Provide Attendance Awards/Incentives  C. Provide Awards/Incentives for Principal's Honor Roll  D. Provide Awards/Incentives for positive behavior (ROAR Awards/ Habits of the Mind/Heart).  E. Provide Awards/Incentives for improvements.</p>	<p><b>Student Awards</b> A. This year, we will continue to provide awards for students who were involved in programs (ASB, AVID, BANC, CHOIR, etc.). B. This year, we held off on providing incentives and awards for attendance due to COVID. C. Providing incentives and awards for eligible students: 1. Cookies and extra long lunch 2. ROAR dance on March 18 3. ROAR dance on May 9 4. Knott's Berry Farm for eligible 8th graders 5. Promotion for eligible students  D. Each student received a Habit of the Heart Shirt - Feb, 2021</p>	<p>Awards/Rewards 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100</p>	<p>Awards/Rewards 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
<p>Postage 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$276</p>	<p>Postage 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$0</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	E. Students earning ROAR tickets from staff are entered into a raffle and 5 students are called out on the morning announcement. The winning students then go to ASB room to collect reward.		
<b>PARENT RESOURCES</b> Provide babysitting, if needed, for parents to attend meetings, such as SSC, Booster Meetings.	<b>Parent Resources</b> Due to COVID-19, resources such as babysitting did not occur due to minimizing foot traffic until mid February.	<b>Materials and supplies for parents</b> 4000-4999: Books And Supplies Title III LEP -- 4203 \$1694.00	<b>Materials and supplies for parents</b> 4000-4999: Books And Supplies Title III LEP -- 4203 \$0
<b>SOCIAL-MEDIA COMMUNICATIONS</b> Enhance effective two-way communication between the home and the school. Diligently work to communicate via social media: Facebook, Instagram and Twitter on a weekly basis for updated information.	<b>Social-Media Communications</b> This year, our ASB class updates the MLMS Instagram page (this was seen as the social media tool with the most student traffic) and Mrs. Fletcher posts on facebook (as this is the high traffic for parents).		
<b>PARENT-TEACHER CONFERENCES</b> Continue enhancing student achievement, teachers will hold conferences with parents to discuss academics (CCSS, assessments, progress) and Behavior (participation, discipline, and interventions).	<b>Parent Teacher Conferences (PTC)</b> PTC are ongoing at MLMS. At least 1-2 are held per week in the morning (8:30am) with the student, parent/guardian and the student's 6 teachers.		
<b>STUDENT SOCIO-EMOTIONAL SUPPORT</b> Continue meeting with parents to discuss strategies, techniques that may be utilized at home to support student's academics.	<b>Student Social/Emotional Health</b> This year, we met individually and provided resources to parents whose students needed social/emotional support.		
<b>PARENT IN LEADERSHIP</b> Provide supplies to accommodate parent's busy schedules.	<b>Parent in Leadership</b> This year we did not hold parent in leadership seminars.	<b>Awards/Books</b> 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707	<b>Awards/Books</b> 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		\$100.00	\$0
<b>PARENT RESOURCES</b> Continue to provide parents with community resources.	<b>Parent Resources</b> This year, we have provided many resources to meet their child's needs especially Behavioral Health Referral through our Parent Involvement Community Outreach (PICO) services.		
<b>TRANSLATION SUPPORT</b> Continue providing translation services to parents to remove the language barriers by the school's translator clerk typist (TCT) as well as the Bilingual Language Tutor (BLT)	<b>Translation Support.</b> Our Translator Clerk Typist (TCT) and Bilingual Language Tutor (BLT) provides translation support to parents to remove any language barriers.	Translator Clerk Typist (.50) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$30,280	Translator Clerk Typist (.50) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$30,280
<b>COMMON-SENSE MEDIA</b> Continue to implement and monitor appropriate use of Technology guidelines for parents/students.	<b>Common Sense Media</b> A. Go-guardian is the tool used to monitor student's appropriate use of their chromebook. If a student is searching self-harm content, notification is sent to admin and counselors. Admin and/or counselors notify parents, asap. B. In addition to the GoGuardian platform, Admin presented a common sense education lesson as well as each teacher provides at least 3 lessons.		
<b>PARENT VOLUNTEERS</b> Parents attend school functions and volunteer for functions	<b>Parent Volunteers</b> No parent volunteers were allowed until mid February.		

## Analysis

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

This year was challenging to have our "regular" activities that engage students, their parents and the community. However, we did our best to provide as many possible opportunities.

1. We held Parent Teacher Conferences that were ongoing throughout the year (digital and in person)
2. Back to School Night was held online.
3. Common Sense Education provided as an Assembly to all PE classes
4. Assembly by District Attorney, Mr. August Sage on gang awareness.
5. ROAR Incentives given to students for demonstrating Respect, Organization, good Attitude and Responsibility
6. Advisory Class provide daily (except Thursday) an opportunity to discuss good Habits of the Mind and Habits of the Heart.
  - a. Each student learns the 16 Habits of the Mind (learning dispositions) first semester (Managing Impulsivity, Thinking Flexibly, Finding Humor, Thinking about your Thinking, etc.)
  - b. Each student learns the 15 Habits of the Heart (Compassion, Courage, Love, Forgiveness, Intuition, Humility, Truthfulness, Presence, Openness, Generosity, etc.)
  - c. Each student received a Habit of the Heart T-shirt in Feb, 2022.
7. Extended Learning Opportunities (ELO) provided Monday - Thursday from 3:30pm-4:30pm
  - a. Anime Class (T)
    - i. Homework Support Class (M-Th)
  - b. Baking Class (Th)
    - j. Math Support Class (T and W)
  - c. Chess Class (W)
    - k. Science Club (W)
  - d. Craft Class (M)
    - l. Team Building/Spirit Club (W and Th)
  - e. Crochet Class (T)
  - f. Esports (M)
  - g. Gardening Class (Th)
  - h. Guitar class level 1 and 2 (T)
8. Parent Meeting on Drug Awareness
9. ELAC meeting held throughout the year.
10. School Site Council Meeting held throughout the year.
11. Library open before school at lunch and after school.

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

The data shows that while this was a challenging year, we at MLMS will continue to work on:  
making MLMS home away from home for our students and a place where parents feel that their child is safe, cared for and honored.

- 82% of parents ilike MLMS.
- 80% of students feel that their family is involved in their education.
- 91% of students have access to extra-curricular activities.
- 73% of students feel welcome at school.
- 74% of parents feel welcome at school.
- 64% of staff feel welcome at school.

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

The expenditures of the proposed and estimated were similar. An area that was less than the proposed expenditure was the postages, materials and supplies and newsletter.

This is due to the fact that electronic parent square was our method to send out communication. In addition- less materials and supplies were used due to the fact that first semester, there were minimal large parent meetings.

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.

For the 2022-2023 school year, we want to open our doors and promote more family involvement.

Here are some changes that may be implemented next year:

1. Back to School- in person
2. Coffee and Conversation- a monthly parent meeting:
  - A. Parent Connect/MLMS School Life
  - B. Social/Emotional Health/Behavioral Health
  - C. College and Career
  - D. Drug Awareness
  - E. Gang Awareness
  - F. Parent Involvement Community Outreach (PICO) Services
  - G. Common Sense Education
3. More ROAR activities/incentives
  - A. Carnival
  - B. Dances
  - C. Field Trips (John's Incredible Pizza)
  - D. Knott's Berry Farm
4. Kindness Campaign
5. Booster Club
6. Parent/Student Community Service Project



# 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	179,621
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	885,456.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	171,360	0.00
Title I Parent Involvement -- 3010 1902	2,228	0.00
Title III LEP -- 4203	6,033	0.00
LCFF Suppl/Conc -- 0707	116,280	0.00
LCFF District -- 500 0707	263,108	0.00
LCFF Sec Int -- 0046	305,032	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	263,108.00
LCFF Sec Int -- 0046	305,032.00
LCFF Suppl/Conc -- 0707	116,280.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	171,360.00
Title I Parent Involvement -- 3010 1902	2,228.00
Title III LEP -- 4203	6,033.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	599,343.00
2000-2999: Classified Personnel Salaries	207,346.00
4000-4999: Books And Supplies	42,339.00
5000-5999: Services And Other Operating Expenditures	26,728.00
5800: Professional/Consulting Services And Operating Expenditures	9,700.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF AVID -- 0765	9,215.00
4000-4999: Books And Supplies	LCFF AVID -- 0765	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF AVID -- 0765	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	153,412.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	109,696.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	305,032.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	34,725.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	45,803.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	22,252.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	13,500.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF VAPA -- 0763	3,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	106,174.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	42,132.00
4000-4999: Books And Supplies	Title I Basic -- 3010	11,554.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Basic -- 3010	5,000.00

4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,000.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement -- 3010 1902	228.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement -- 3010 1902	1,000.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	500.00
4000-4999: Books And Supplies	Title III LEP -- 4203	4,533.00
5000-5999: Services And Other Operating Expenditures	Title III LEP -- 4203	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III LEP -- 4203	500.00

# 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
Aragon, Jana	Classroom Teacher
Martin, Todd	Classroom Teacher
Maturino, Susan	Classroom Teacher
Thomas, Brandi	Classroom Teacher
Aviles, Shannon	Other School Staff
Changlee, Jamil	Parent or Community Member
Correa, Mariza	Parent or Community Member
Martinez, Julie	Parent or Community Member
Hernandez, Abraham	Secondary Student
Navarro, Yuridian	Secondary Student
Torres, Ruby	Secondary Student
Boules, Mary	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
	Special Education Advisory Committee
	Other: Library Tech School Site Member

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 05/09/2022.

Attested:

	Principal, Mary Boules on 05/09/2022
	SSC Chairperson, Susan Maturino on 05/09/2022



# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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](mailto: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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **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