

School Year:

2023-24



## 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**

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**Principal**

Mary Boules

**District Name**

Jurupa Unified School District

**SPSA Revision Date**

May 10, 2023

**Schoolsite Council (SSC) Approval Date**

May 10, 2023

**Local Board Approval Date**

June 26, 2023

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).

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, 1-continuation high school, and 1-adult school. Jurupa Unified School District is committed to providing students an opportunity to Learn Without Limits. At MLMS, 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, teaches 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 resides 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.

This year, our student population this year is approximately comprised of 710 total students. 693 (360-7th graders and 333-8th graders) students that attend physically as well as 17 (6-7th graders, 11-8th graders) that attend virtual learning.

Mira Loma Middle School's staff consists of a total of 33 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, two administrators, and one teacher on special assignment.

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/Yearbook, AVID, Band, Choir, Robotics (Project Lead the Way), STEAM support, and Video Production. 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 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. The yearbook class is part of the ASB class. The yearbook captures student/campus life throughout the school year.

#### AVID

The program currently has 2-7th grade classes and 2-8th grade classes. This program is designed for students who have the potential to go to college, however, may need some additional guidance and support. The AVID students attend field trips 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

## Spanish 1 and 2:

Students are encouraged to take a foreign language in middle school and receive high school credits.

## 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/Yearbook

Video production is a class in which students learn everything from the function and utilization of teleprompters to 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 story, short clips, commercials, and much more. The yearbook class will be integrated into the video production class.

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, and a gaming center, where students have an opportunity to become involved in 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.

# SPSA Highlights

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

This year 2022-2023, Mira Loma Middle School staff has worked tirelessly to ensure academic, and social-emotional success for all of our students.

The following support systems are in place to meet the needs of our diverse learners and their families.

1. Each student attends 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 Support for English Learners and Students on an Individualized Education Plan (IEP)

- a. Bilingual Language Tutors to support English learners (ELs)
  - b. Instructional Aides- support students on an IEP in their specialized academic class or collaborative class.
3. Provide Extended Learning Opportunities (Monday-Thursday, 3:30 pm-4:30 pm)
    - 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 students and families:
    - a. Coffee and Conversations (parent/community meetings)
    - b. Parent Teacher Conferences (PTC)
    - c. English Language Advisory Council (ELAC)
    - d. Back to School Night
    - e. 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
    - d. ROAR days (carnivals, choice activities)
    - e. Motivational assembly for at-promise students
    - f. CAASPP testing incentives
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 going to ROAR class.
    - b. Students who need additional academic assistance may be sent to ROAR or may advocate going 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

The greatest progress has been made with our EL students.

Out of 181 EL students, 51.9% EL students are making progress toward English proficiency.

In addition, our climate data indicates that 3.9% of our students have been suspended at least once. No student groups were in the very high or high band, with 4 of the 5 (ELs, socio-economically disadvantaged, students on an IEP, and hispanics) groups in the medium band and 1 group (white) in the very low band.



This year, we have implemented to support all students especially, students on an IEP and ELs.

ROAR class- an intervention classroom for students that need additional academic or socio-emotional support.  
Instructional Aides support students in their Specialized Academic Instruction (SAI) classes or collaborative classes.

Extended Learning Opportunity (ELO) class designed to meet the needs of ELs and meet the needs of students on an IEP.

M and Th 3:30 pm - 4:30 pm ELO to support students on an IEP

Thursday 3:30 pm - 4:30 pm ELO to support ELs

Mon.-Thurs. 3:30 pm - 4:30 pm ELO Math support

Wed and Th. 3:30 pm - 4:30 pm ELO ELA support

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

## Greatest Needs

Based on the California Data Dashboard, the greatest academic need for MLMS is for students to excel in mathematics. The students are currently 112 points below standards and ranked in the very low band.

This year, we have created a math support class with one teacher to communicate with the Math 7 and Math 8 teachers to provide focused and targeted support to students struggling in math. In addition, we have offered ELO classes in Math M-Th for any 7th or 8th-grade student as well as Wednesday for grade-specific math support.

All student groups were identified as chronically absent students. 33.1% of students(ELs, Hispanics, White, socio-economically disadvantaged and students with disabilities).

This year, we have developed an attendance committee that meets monthly to discuss and create an action plan for our chronically absent students. The committee is composed of counselors, an assistant principal, a behavioral health counselor, an attendance secretary, teacher on special assignment. Student reports are reviewed to discuss action plans: home visits, resources needed, incentives, student attendance review team (SART) meetings, and district communication for student attendance review board (SARB) meetings.

Review Panorama data promptly after data is achieved.

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

For ELA, the students ranked comparable to the state average with a low rank. Students ranked in the low average (64.6 points below standards) ELs, students on an IEP and students with a disability ranked very low while Hispanics ranked in the low category.

Action Plan for 2022-2023 to address the data

Increased reading intervention classes from 7 Read-180 classes to 8 read-180 classes

Added ELA support ELO class open to support any 7th or 8th grader (T, W from 3:30pm-4:30pm)

Added ELA support ELO class designed to support EL students (Thursday from 3:30pm to 4:30pm)

Added ELA support ELO classes to support students on an IEP (Monday and Thursday from 3:30pm to 4:30pm)

For Math, the students ranked in the very low average ranking one band lower than the state average (of low).

ELs, students on an IEP, students with a disability and Hispanic students all ranked in the very low range.

Action Plan for 2022-2023 to address the data

Doubled the amount of Math support classes from 2 math support (1-Math 7 support class and 1-Math 8 support class) to 4 math support classes (2-Math 7 support classes and 2-Math-8 classes).

Added Math support ELO classes; Mon., Tues. and Thurs. (from 3:30pm-4:30pm) 7th and 8th grade support

Designated Math 7 support Wednesday from 3:30pm - 4:30pm

Designated Math 8 support Wednesday from 3:30pm - 4:30pm

## 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

Additional Targeted Support and Improvement

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, 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. Ongoing meeting with our ELAC parents to discuss ways to support their families as well as their students. In our School Site Council, we have a District Advisory Committee member and also a special education Community Advisory Committee (CAC) member. 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.

## Educational Partner 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. An emphasis is always to target and improve the all students academic, behavior and attendance rates with a special focus on our special education students and English learners.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The following inequity-chronic absenteeism as an area of need and will focus resources to improve attendance for all students and specifically in:

Subgroups targeting: English learner, students with disabilities (SWD), and socioeconomically disadvantaged students

1. We will provide a parent workshop to review the importance of attendance.
2. We will create a newsletter that will address "success
3. Start attendance committee within the first two weeks of school.
4. Expand the attendance committee to include general and special education teachers.
5. Create needs assessments for students (what resources do they need?)
6. Provide incentives for attendance improvement.

The following inequity was found in the area of academics in mathematics (very low) and English language arts (low))

1. Have a pep rally for students prior to the SBAC.
2. Provide students with an opportunity to take the practice CAASPP
3. Train all teachers on how to administer the practice CAASPP to students using the designated supports.
4. Hold a parent meeting addressing the upcoming CAASPP test- provide parents with resources
5. Provide students opportunities to take the IAB and FIAB.
6. Provide Extended Learning Opportunities specifically for EL and SWD
7. Review with staff, parents and students the California dashboard.
8. All core content teachers will be trained in Quality Teaching for English Learners (QTEL) through West-Ed.
9. Increase special education round robin one/year to two/year.
10. Support teachers by providing EL newsletter. Train teachers utilizing elevation.
11. Provide EIs and students on an IEP through Focused Extended Learning opportunities.
12. We will be adding two ELD 3 classes to support our English learners.

# 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		
	20-21	21-22	22-23
Grade 7	349	343	364
Grade 8	378	350	330
<b>Total Enrollment</b>	<b>727</b>	<b>693</b>	<b>694</b>

### Conclusions based on this data:

1. The number of students have declined post pandemic
2. 7th grade has seen a decline
3. 8th grade students increased in 2020-2021 but decreased in 2021-2022

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	237	217	194	32.60%	31.3%	28.0%
Fluent English Proficient (FEP)	222	212	213	30.50%	30.6%	30.7%
Reclassified Fluent English Proficient (RFEP)	29			12.2%		

### Conclusions based on this data:

1. The percentage of ELs have been declining by approximately one percent over the past three years.
2. The percentage of FEP students have remained consistent the last two years.
3. Based on data quest data, 28.1% of our ELs reclassified (26.9% (94)7th graders and 29.1% 8th (110) graders)

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	340	335		0	325		0	325		0.0	97.0	
Grade 8	373	345		0	341		0	341		0.0	98.8	
All Grades	713	680		0	666		0	666		0.0	97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2482.1			4.00			19.38			28.92			47.69	
Grade 8		2502.8			4.99			25.22			26.10			43.70	
All Grades	N/A	N/A	N/A		4.50			22.37			27.48			45.65	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.31			57.23			34.46	
Grade 8		9.09			53.67			37.24	
All Grades		8.71			55.41			35.89	

<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>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		5.54			46.46			48.00	
<b>Grade 8</b>		6.45			44.57			48.97	
<b>All Grades</b>		6.01			45.50			48.50	

<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>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		8.00			70.46			21.54	
<b>Grade 8</b>		10.56			71.26			18.18	
<b>All Grades</b>		9.31			70.87			19.82	

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		9.23			56.00			34.77	
<b>Grade 8</b>		11.14			65.69			23.17	
<b>All Grades</b>		10.21			60.96			28.83	

**Conclusions based on this data:**

1. Both 7th and 8th grade students decreased in the mean scale score from 2018-2019. There was a dip post-pandemic.
2. Writing had the greatest decline from 2018-2019.
3. Listening had an increase from 2018-2019 of approximately 3%.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	340	335		0	326		0	325		0.0	97.3	
Grade 8	373	346		0	341		0	341		0.0	98.6	
All Grades	713	681		0	667		0	666		0.0	97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2459.2			4.00			10.15			22.46			63.38	
Grade 8		2463.8			6.16			8.21			21.41			64.22	
All Grades	N/A	N/A	N/A		5.11			9.16			21.92			63.81	

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



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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		3.38			66.15			30.46	
Grade 8		4.40			51.91			43.70	
All Grades		3.90			58.86			37.24	

**Conclusions based on this data:**

1. There was a slight decrease in the mean scale score from 2018-2019 (pre-covid).
2. Student percentages decreased from the above standard in each math category.
3. Student percentages increased in the area of % at or near standard.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1504.2	1527.7		1507.7	1526.0		1500.2	1529.0		103	100	
8	1521.8	1531.8		1523.1	1532.3		1520.0	1530.8		123	87	
<b>All Grades</b>										226	187	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	15.53	12.00		26.21	42.00		34.95	33.00		23.30	13.00		103	100	
8	9.76	11.49		42.28	33.33		25.20	40.23		22.76	14.94		123	87	
<b>All Grades</b>	12.39	11.76		34.96	37.97		29.65	36.36		23.01	13.90		226	187	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	29.13	27.00		33.01	47.00		24.27	14.00		13.59	12.00		103	100	
8	26.83	22.99		43.09	52.87		16.26	13.79		13.82	10.34		123	87	
<b>All Grades</b>	27.88	25.13		38.50	49.73		19.91	13.90		13.72	11.23		226	187	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1.94	1.00		17.48	24.00		35.92	54.00		44.66	21.00		103	100	
8	4.88	4.60		21.95	13.79		39.02	54.02		34.15	27.59		123	87	
All Grades	3.54	2.67		19.91	19.25		37.61	54.01		38.94	24.06		226	187	

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

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

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

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

**Conclusions based on this data:**

1. For 2021-2022, the average mean scale has slightly increased (+10 points) from 2020-2021.
2. For 2021-2022, the writing domain has increased approximately 1% from 2020-2021.
3. More students in all areas, have increased in the somewhat/moderately range.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>693</b>	<b>82.8</b>	<b>31.3</b>	<b>0.4</b>
Total Number of Students enrolled in Mira Loma Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	217	31.3
Foster Youth	3	0.4
Homeless	2	0.3
Socioeconomically Disadvantaged	574	82.8
Students with Disabilities	93	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1
American Indian	2	0.3
Asian	4	0.6

**Enrollment by Race/Ethnicity**

<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>
<b>Filipino</b>	1	0.1
<b>Hispanic</b>	648	93.5
<b>Two or More Races</b>	3	0.4
<b>Pacific Islander</b>		
<b>White</b>	28	4.0

**Conclusions based on this data:**

1. For 2021-2022, 31.3% (217) of our student population designated as English learners.
2. For the 2021-2022, 82.8% (574) of our student population designated as socio-economically disadvantaged.
3. For the 2021-2022, 13.4% (93) of our student population are students with disability.

# School and Student Performance Data

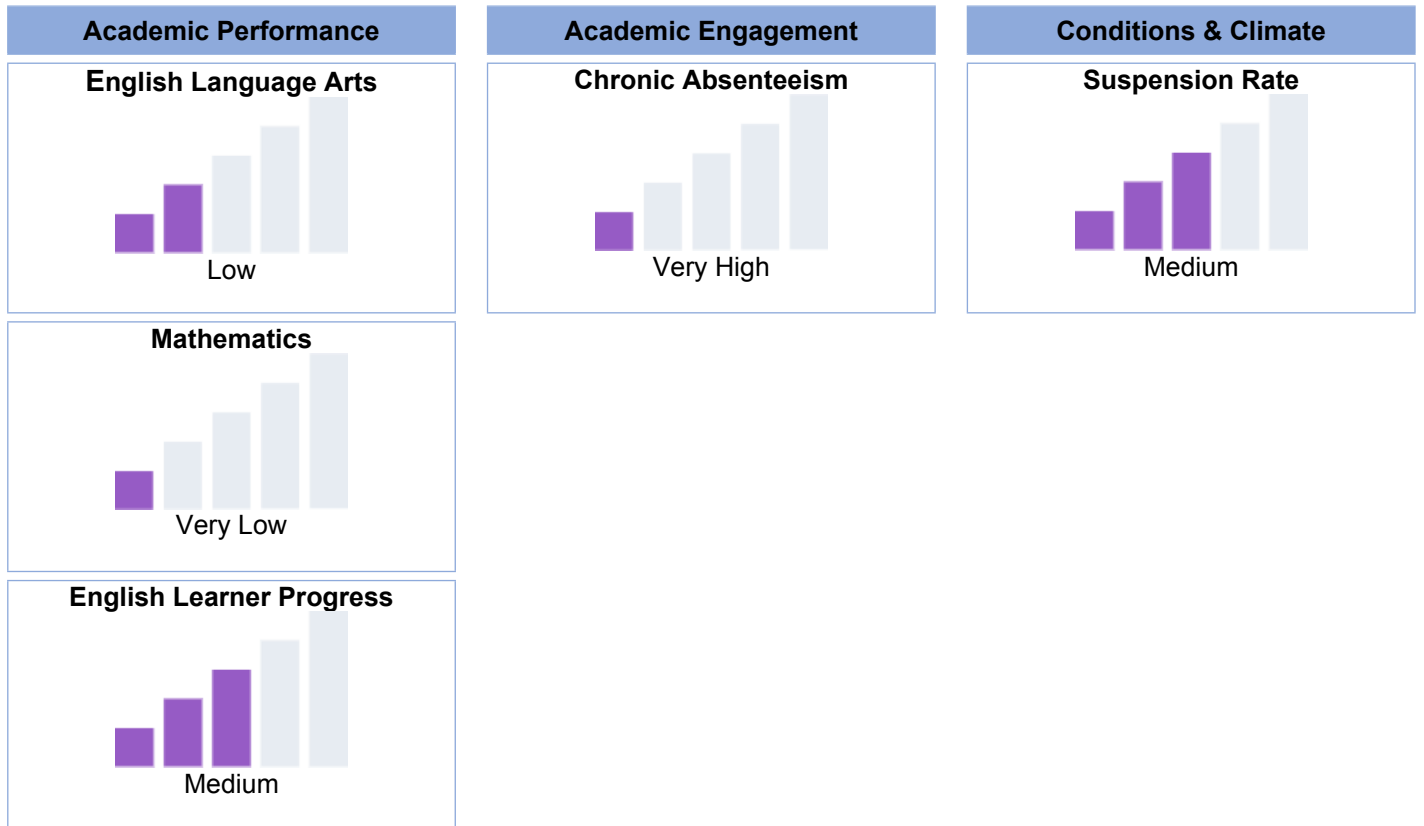
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. The academic target area as a focus for 2023-2024 is to provide targeted intervention to support Math students that ranked in the very low band.
2. The academic target area as a focus for 2023-2024 is to provide targeted intervention to support ELA student that ranked in the low band.

3. Chronic Absenteeism is an area of focus for 2023-2024 is to provide targeted intervention for chronic absenteeism.

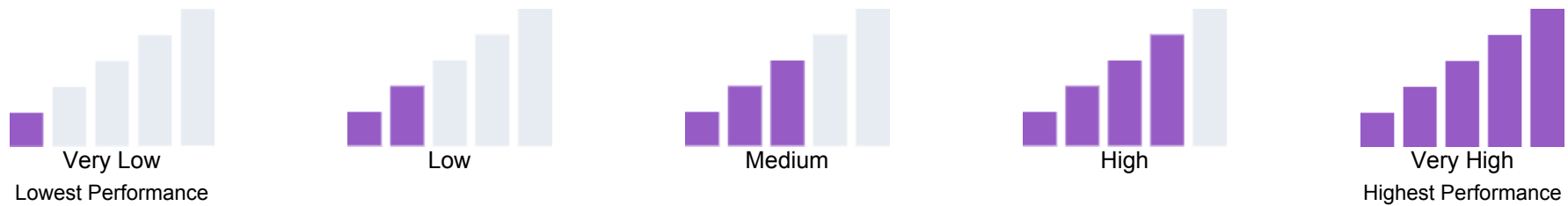


# School and Student Performance Data

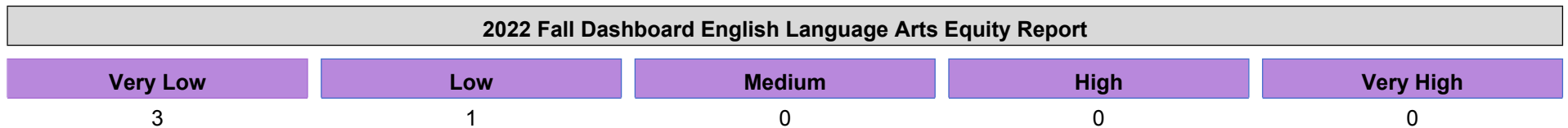
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

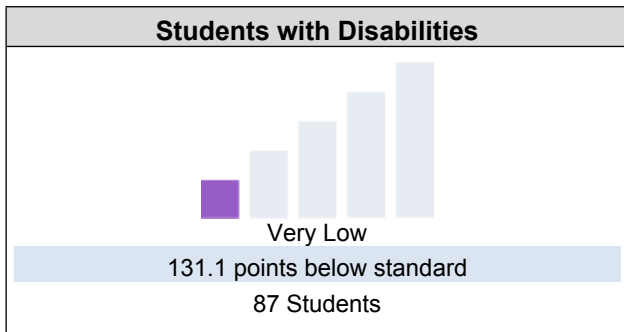
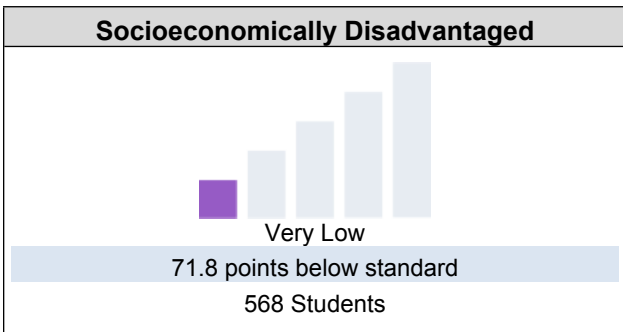
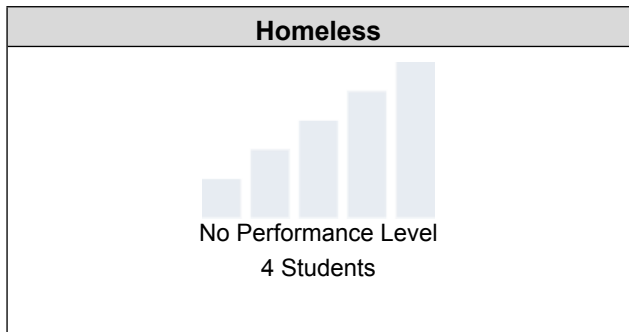
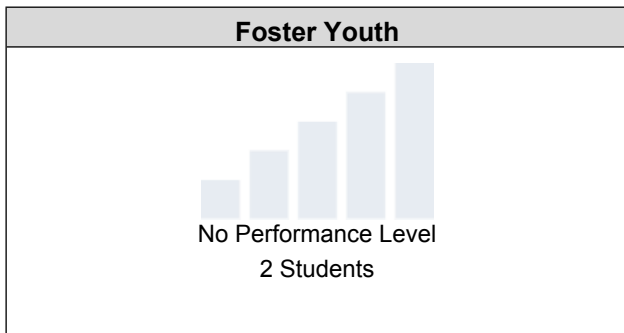
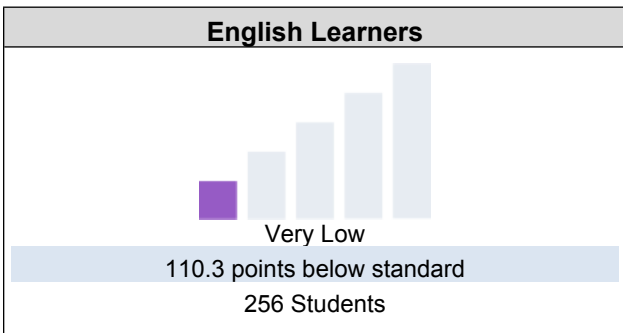
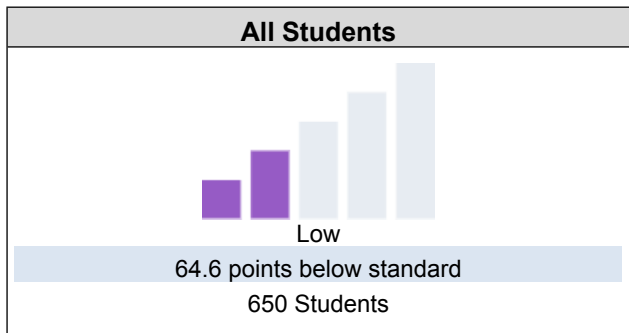


This section provides number of student groups in each level.

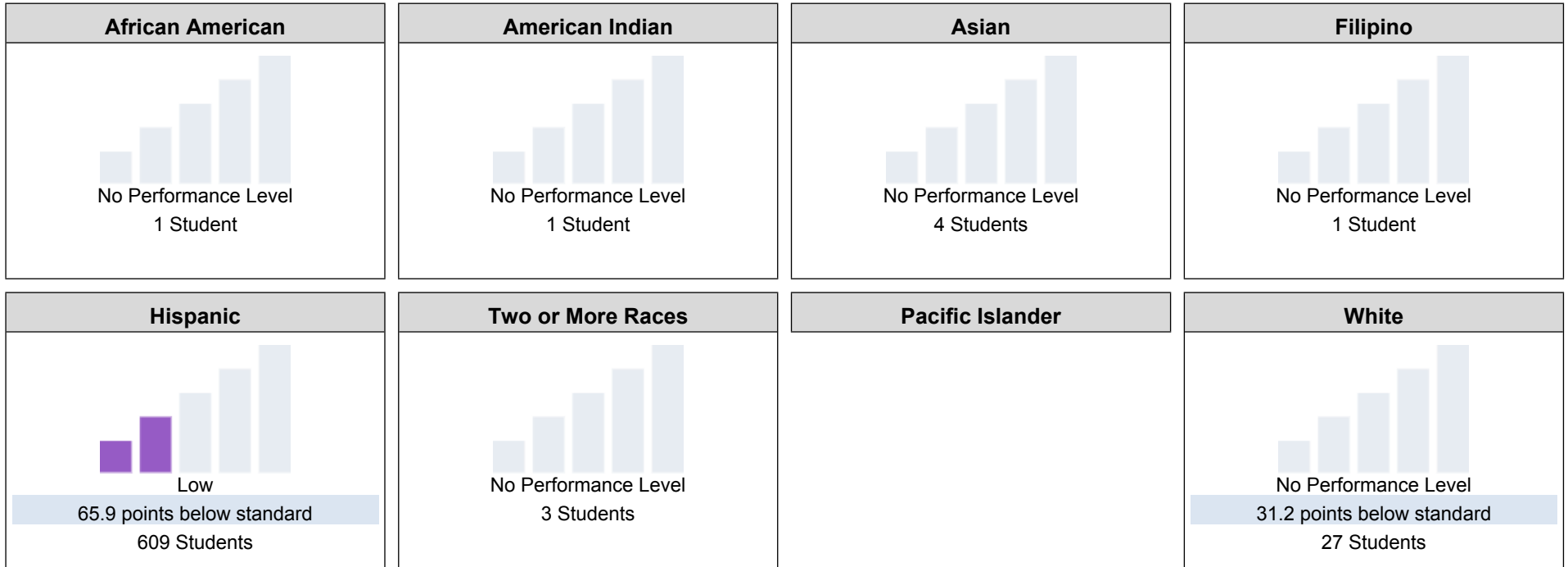


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
137.8 points below standard	46.4 points below standard	53.8 points below standard
179 Students	77 Students	245 Students

**Conclusions based on this data:**

- While ELA was in the low category, the subgroups ELs, socio-economically disadvantaged and students on an IEP ranked in the very low category.
- The hispanic student population ranked in the low category for ELA.

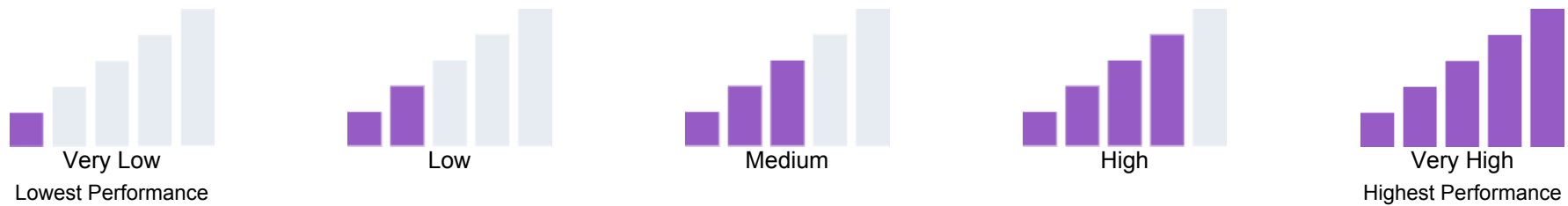
3. The reclassified ELs were closest to points (46.4) below standard (unlike EO (53.8) and their EL (137.8) counterparts).

# School and Student Performance Data

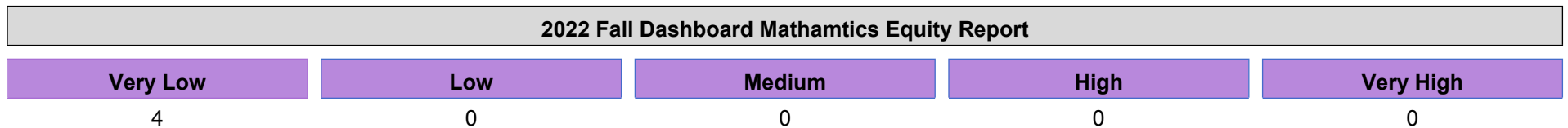
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

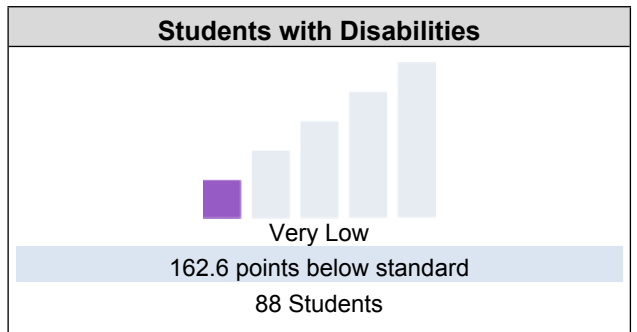
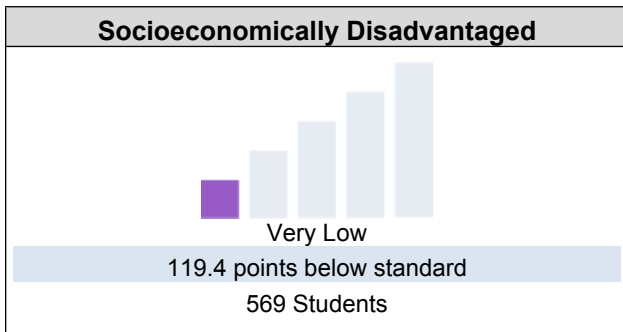
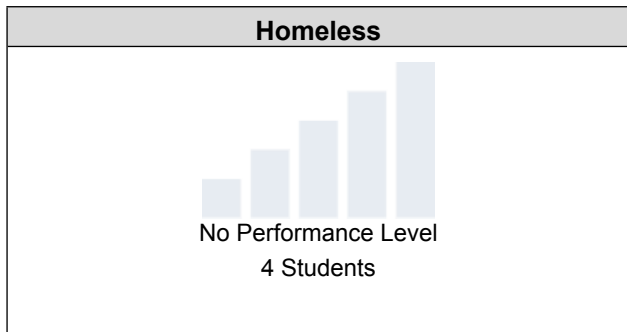
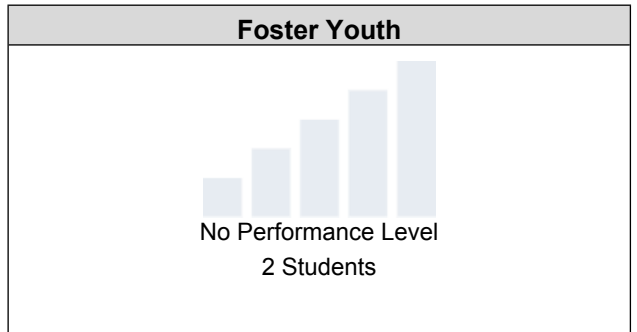
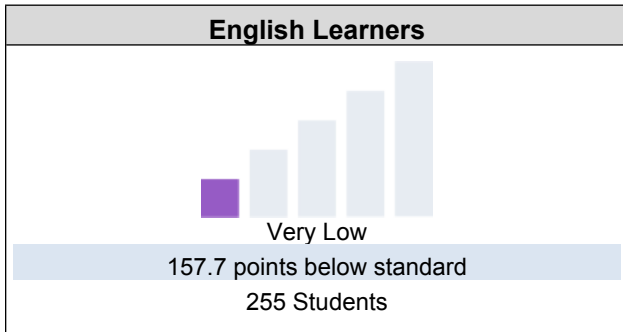
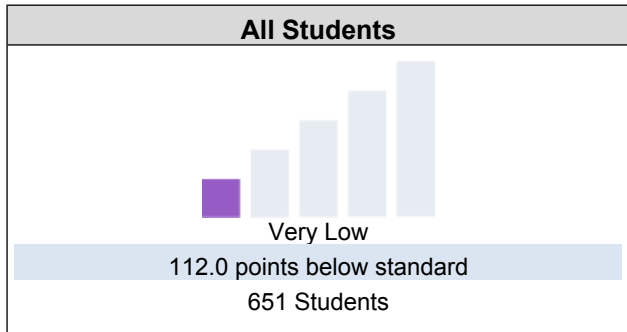


This section provides number of student groups in each level.

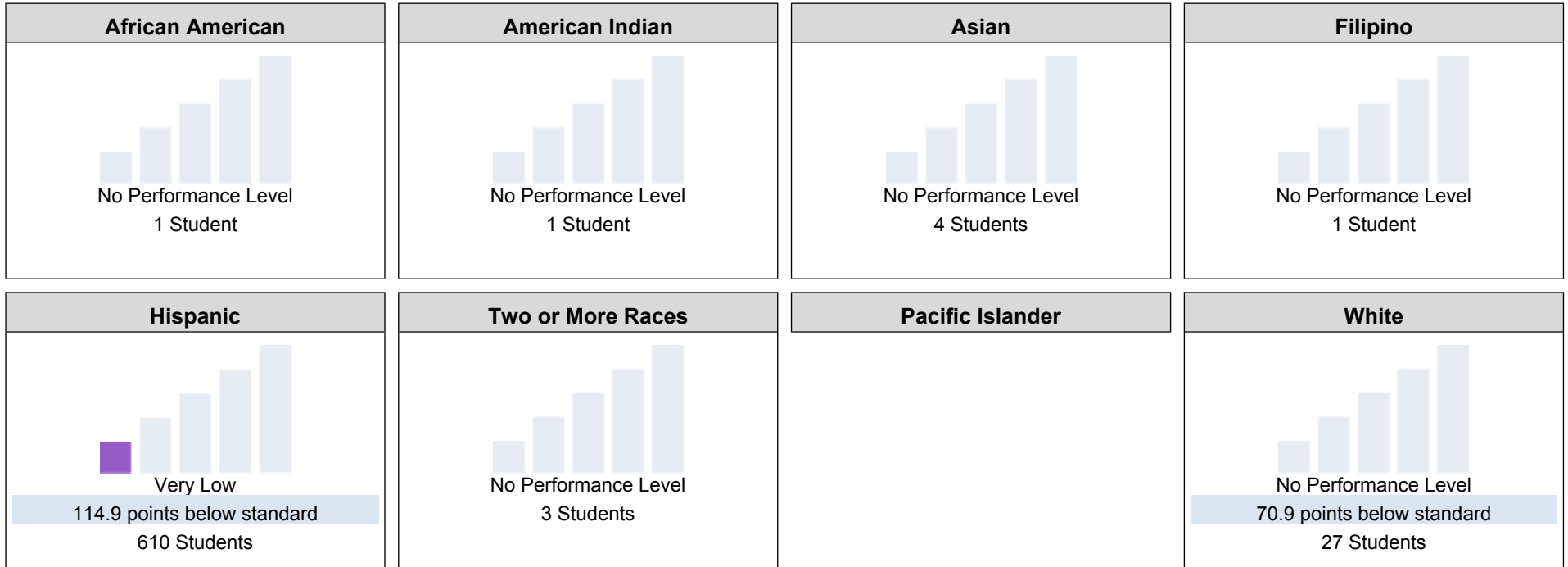


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



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

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
183.8 points below standard 178 Students	97.5 points below standard 77 Students	100.1 points below standard 247 Students

**Conclusions based on this data:**

1. All student groups ranked in the very low band ranging in the points below standard.
2. Students with disabilities were the furthest away from the standards with 162.6 points below standars.

3. Reclassified ELs had the least points (97.5) below standards unlike the current ELs (183.8pbs) and EO (100.1pbs).



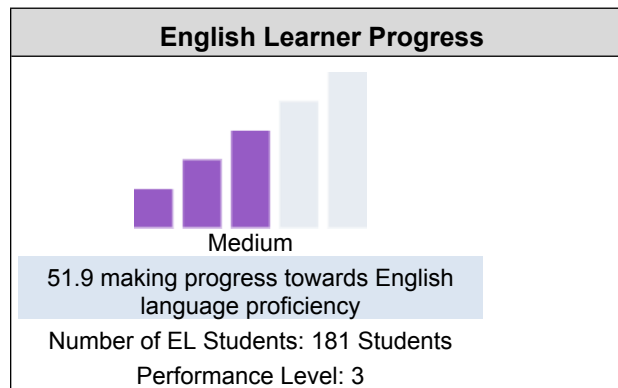
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
14.9%	33.1%	0.6%	51.4%

#### Conclusions based on this data:

- 51.9% of students are making progress towards English language proficiency.
- 0.6% of students maintained ELPI maintained a level 4 while 33.1% maintained a ELPI level 1, 2L, 2H, 3L or 3H

3. 14.9% of students decreased one ELPI level

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

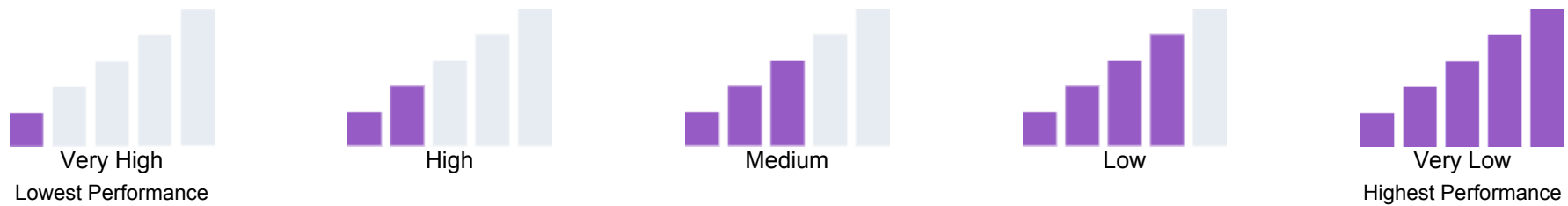
- 1. N/A
- 2. N/A
- 3. N/A

# School and Student Performance Data

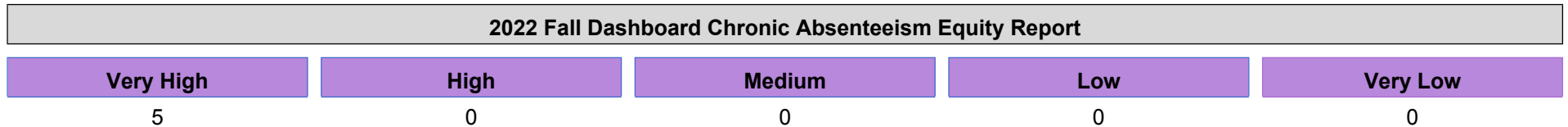
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

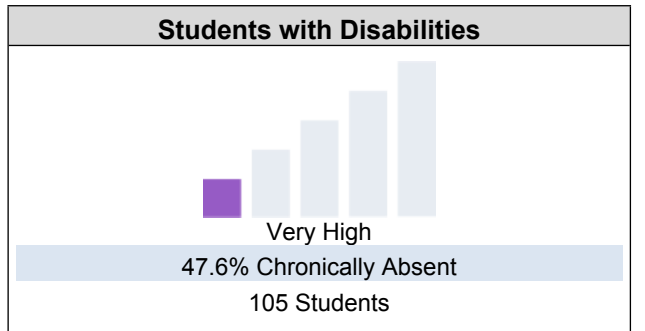
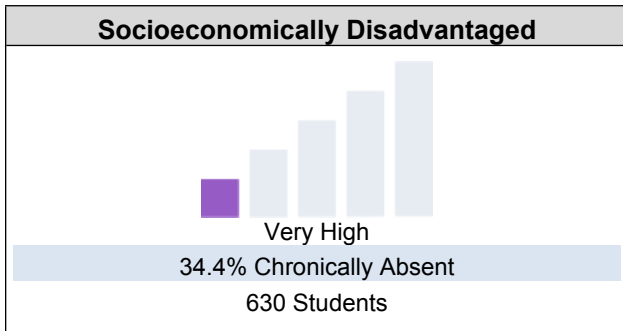
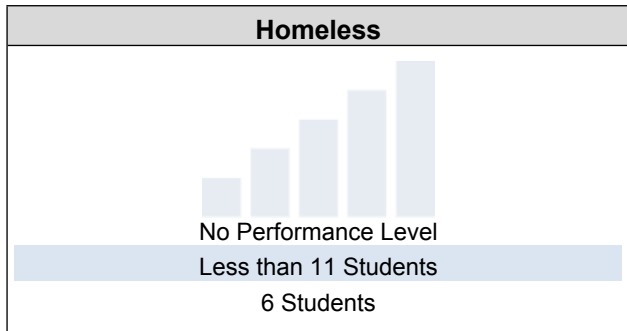
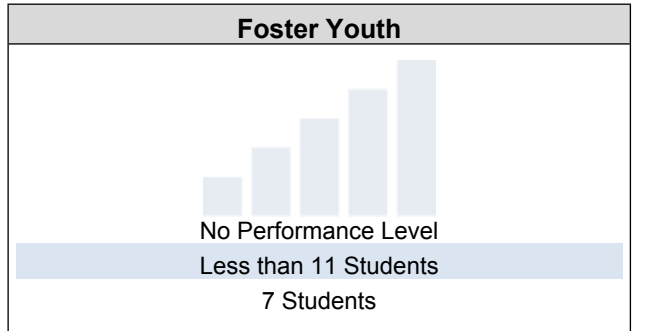
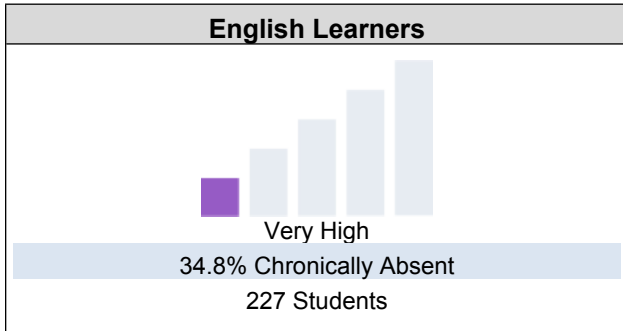
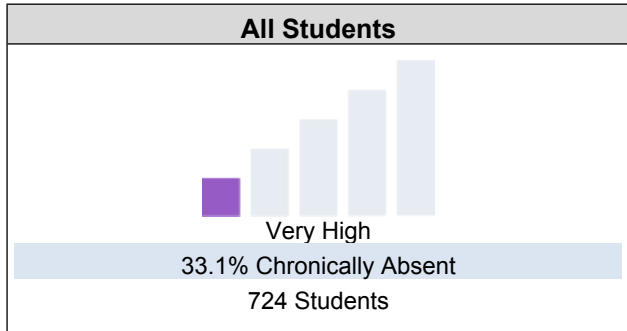


This section provides number of student groups in each level.

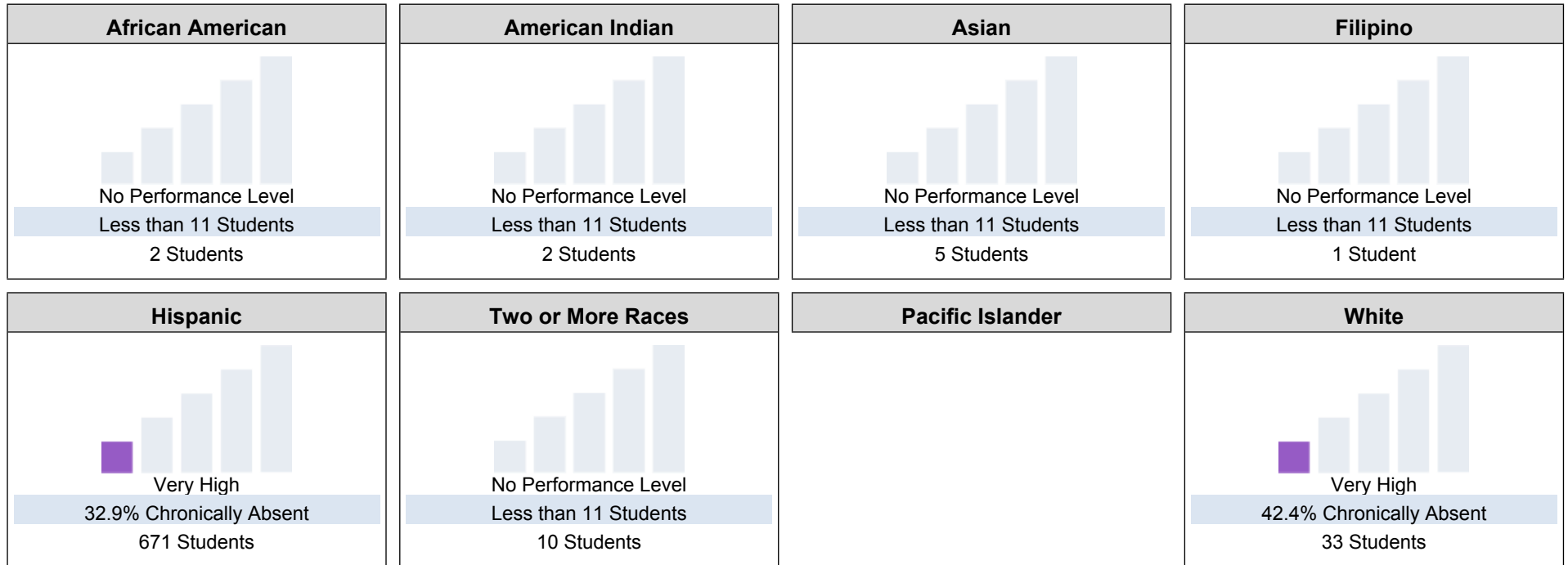


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group**



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Chronic absenteeism is an area of focus as it is in the very low band with a total of 33.1%.
2. All subgroups were in the very high category for chronically absent.
3. The hispanic student population had the least percentage with 32.9% chronically absent.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low  
Lowest Performance

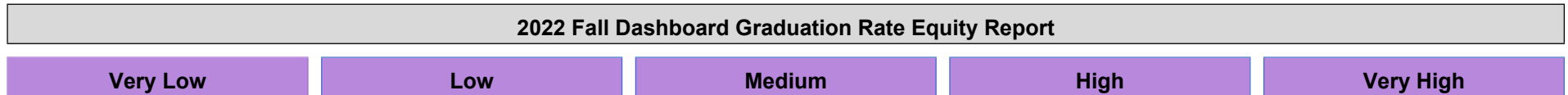
Low

Medium

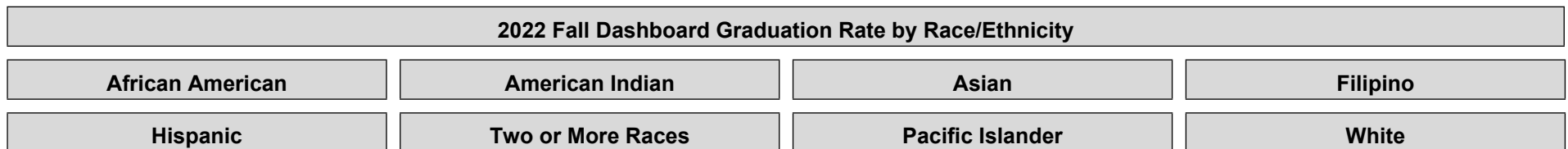
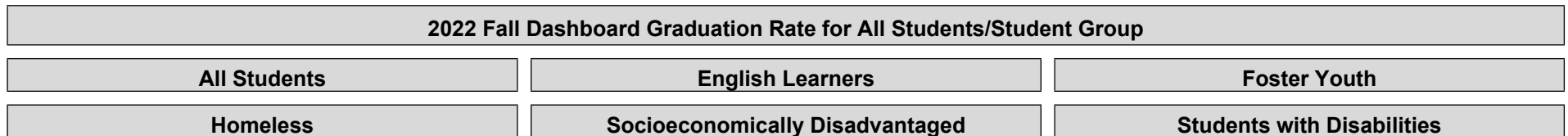
High

Very High  
Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



### Conclusions based on this data:

1. N/A
2. N/A
3. N/A



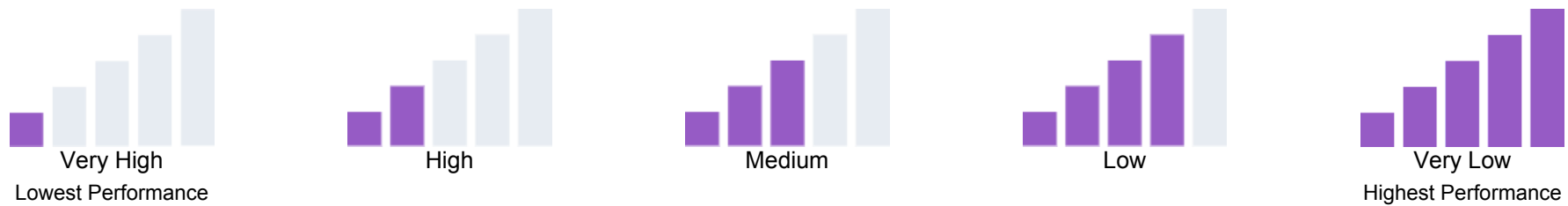


# School and Student Performance Data

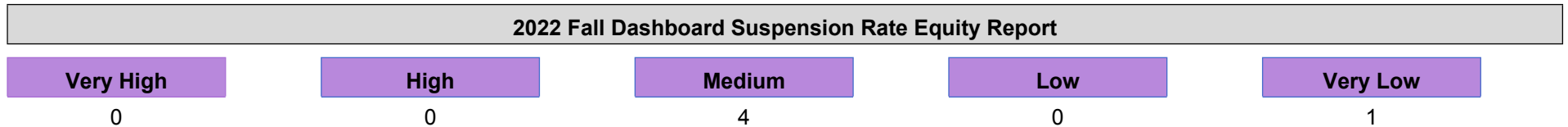
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

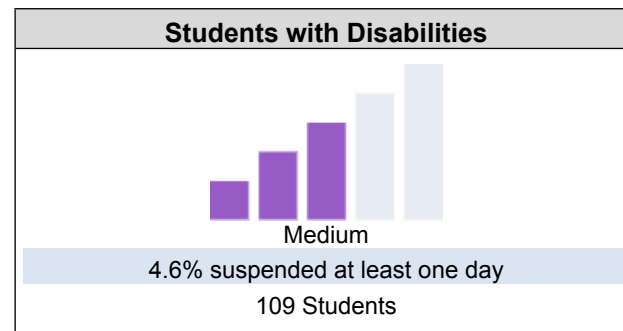
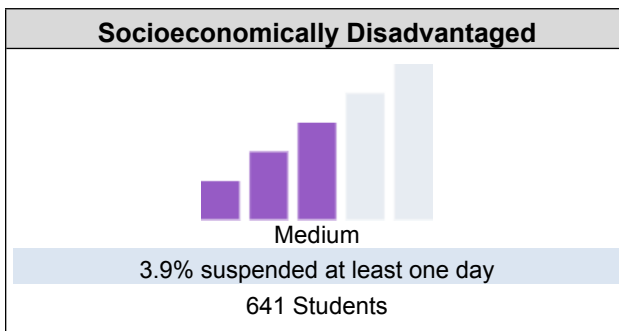
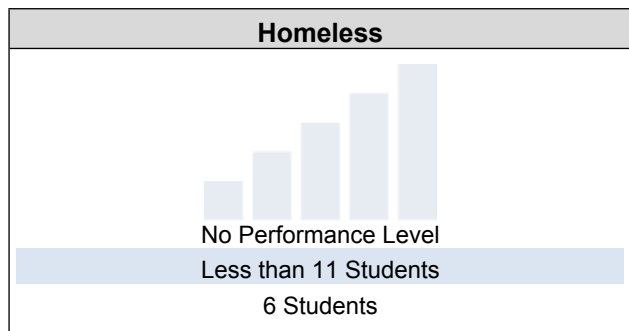
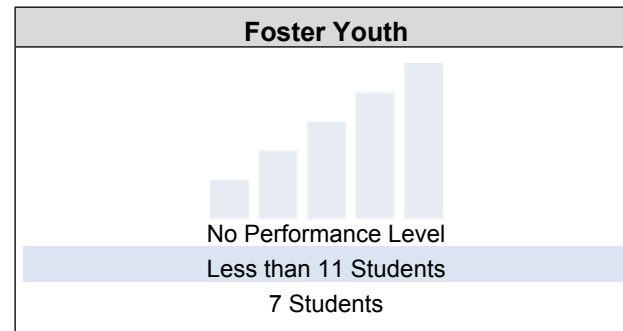
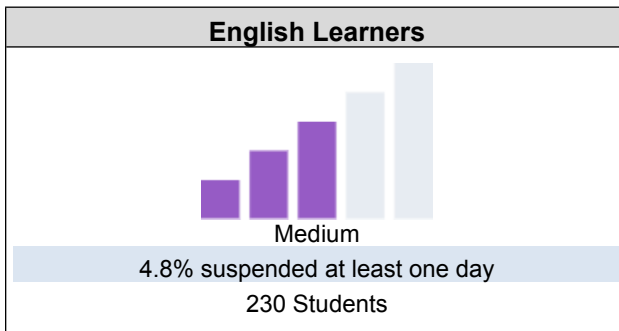
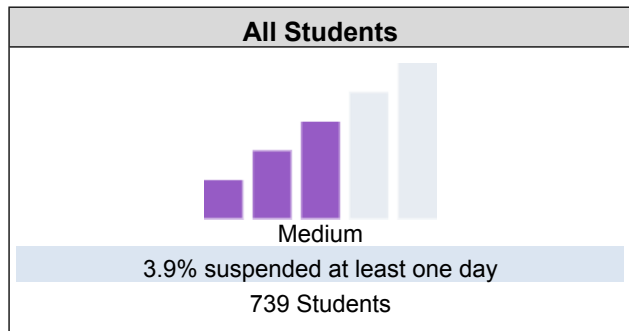


This section provides number of student groups in each level.

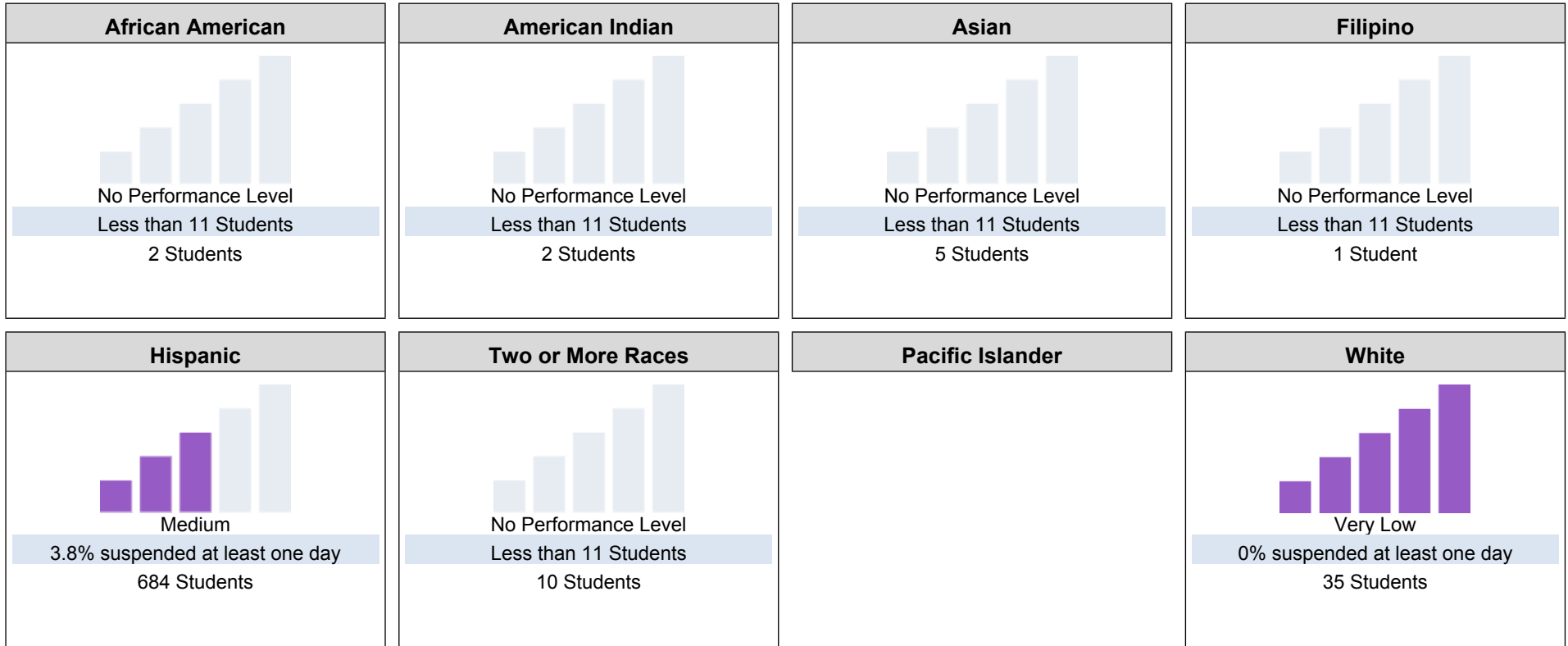


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. The white population had a very low with 0% suspension (35 students).
2. The overall student population had a 3.9% suspension rate.
3. The EL student population had the highest suspension of 4.8% followed by 4.6% of students with disability.

# 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 2023-2024 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 training to paraprofessionals on how best to support students/teachers in collaborative classes.
6. Continue providing Bilingual Tutor support to English Learners.
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.
13. Provide professional development for all teachers to support our English learners in core classes.

14. Provide 2 additional ELD classes (ELD3)

## 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>The 2021-2022 actual outcomes indicate the following:</p> <p>7th grade: 23% Met or exceeded standards 8th grade: 29% Met or exceeded standards</p> <p>Overall change: English Learners growth:: Very Low Students with disabilities: Very Low Hispanics Low SEDL: Very Low White: No performance level</p> <p>All students standard) 64.6 pbs (points below standard)</p> <p>English Learners: 110.3 pbs Students with disabilities: 131.1 pbs Hispanics 65.9 pbs SDA: 71.8 pbs White: 31.2 pbs</p>	<p>For the 2022-2023, with the interventions, the following are the expected outcomes:</p> <p>2021-2022 2022-2023</p> <p>7th grade: 23% Met or exceeded standards )----- ---&gt; (+ 2%) 25% 8th grade: 29% Met or exceeded standards ----- ---&gt; (+ 2%) 31%</p> <p>Overall change: 2021-2022 2022-2023</p> <p>English Learners growth:: Very Low ----&gt; Low Students with disabilities: Very Low-----&gt; Low Hispanics Low -----&gt; Medium SEDL: Very Low-----&gt; Low White: No performance level</p> <p>2021-2022 2022-2023</p> <p>All students 55pbs 64.6 pbs</p> <p>English Learners: 110.3 pbs 100 pbs Students with disabilities: 131.1 pbs 115 pbs Hispanics 65.9 pbs 60pbs SDA: 71.8 pbs 66.8pbs White: 31.2 pbs 27.2 pbs</p>
<p>P4: Statewide assessments--Math % Standard Met/Exceeded based on 2018-19 CAASPP results</p>	<p>The 2021-2022 actual outcomes indicate the following:</p> <p>7th grade: 14% Met or exceeded standards 8th grade: 14% Met or exceeded standards</p>	<p>For the 2022-2023, with the interventions, the following are the expected outcomes:</p> <p>2021-2022 2022-2023</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																											
	<p>Overall change:  English Learners growth:: Very Low  Students with disabilities: Very Low  Hispanics Very Low  SEDL: Very Low  White: No performance level</p> <p>All students 112 pbs (points below standard)</p> <p>English Learners: 157.73 pbs  Students with disabilities: 162.6 pbs  Hispanics 114.9 pbs  SDA: 119.4 pbs  White: 70.2 pbs</p>	<p>7th grade: 14% Met or exceeded standards-----  -&gt; (+2 %) 16%  8th grade: 14% Met or exceeded standards-----  -&gt; (+2%) 16%</p> <p>Overall change: 2021-2022 2022-2023  English Learners growth:: Very Low -----&gt; Low  Students with disabilities: Very Low-----&gt; Low  Hispanics Very Low -----&gt; Low  SEDL: Very Low -----&gt;Low  White: No performance level</p> <table border="0"> <tr> <td>2021-2022</td> <td>2022-2023</td> <td></td> </tr> <tr> <td>All students</td> <td>112 pbs (pbs)</td> <td>105 pbs</td> </tr> <tr> <td>English Learners:</td> <td>157.73 pbs</td> <td></td> </tr> <tr> <td>150pbs</td> <td></td> <td></td> </tr> <tr> <td>Students with disabilities:</td> <td>162.6 pbs</td> <td></td> </tr> <tr> <td>155pbs</td> <td></td> <td></td> </tr> <tr> <td>Hispanics</td> <td>114.9 pbs</td> <td>110 pbs</td> </tr> <tr> <td>SDA:</td> <td>119.4 pbs</td> <td>115 pbs</td> </tr> <tr> <td>White:</td> <td>70.2 pbs</td> <td>65pbs</td> </tr> </table>	2021-2022	2022-2023		All students	112 pbs (pbs)	105 pbs	English Learners:	157.73 pbs		150pbs			Students with disabilities:	162.6 pbs		155pbs			Hispanics	114.9 pbs	110 pbs	SDA:	119.4 pbs	115 pbs	White:	70.2 pbs	65pbs
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<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 1-3% as measured by ELPAC.</p> <p>51.9% of students making progress towards English Language Proficiency.</p>	<p>A continual increase of progression towards English Proficiency by 1-3% as measured by ELPAC.</p> <p>2021-2022  2022-2023  51.9% of students making progress  55% of students making progress</p>																											
<p>P8: 1st Semester Grades</p>	<p>For the 2022-2023 School year,  S1 (2022-2023) Percentage of D/F  ELA: 21.95% (less D/Fs 11.72%)</p>	<p>For the 2022-2023 School year,  S1 (2022-2023) Percentage of D/F  S1 2023-2024</p>																											

**Metric/Indicator**

**Baseline/Actual Outcome**

**Expected Outcome**

Math: 28.38% (slightly increase of D/Fs of 1.42%)  
 Social Studies: 12.9% (less D/Fs 5.28%)  
 Science: 27.47% (increase of D/Fs 4.9%)

ELA: 21.95%  
 ELA 15% D/F  
 Math: 28.38%  
 Math 25% D/F  
 Social Studies: 12.9%  
 SS: 10%D/F  
 Science: 27.47%  
 Science: 25%D/F

P8: Read 180 Scores

For 2022-2023 READING Inventory: Increase 3% for Advanced and Proficient and decrease 3% for Basic and Below Basic.  
 Advanced: 11%  
 Proficient: 17%.  
 Basic: 39%  
 Below Basic: 33%

7th Grade  
 Advanced: 8%  
 Proficient: 15%  
 Basic: 39%  
 Below Basic: 38%

8th Grade  
 Advanced: 13%  
 Proficient: 19%  
 Basic: 38%  
 Below Basic: 30%

For 2023-2024: Reading Lexile Scores

2022-2023 Reading Lexile Scores  
 2023-2024  
 Advanced: 11% (+4%)  
 A dvanced: 15%  
 Proficient: 17%. (+8%)  
 Proficient: 25%  
 Basic: 39% (-14%)  
 Basic: 25%  
 Below Basic: 33% (-8%)  
 Below Basic: 25%

7th Grade  
 7th Grade  
 Advanced: 8% (+7%)  
 Advanced: 15%  
 Proficient: 15% (+5%)  
 Proficient: 20%  
 Basic: 39% (-4%)  
 Basic: 35 %  
 Below Basic: 38% (-3%)  
 Below Basic: 35%

8th Grade  
 8th Grade  
 Advanced: 13% (+5%)  
 Advanced 18%  
 Proficient: 19% (+6%)  
 Proficient 25%  
 Basic: 38% (+8%)  
 Basic 45%  
 Below Basic: 30% (-18%)  
 Below Basic 12%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P8: MDTP Scores	321 eighth graders completed the MDTP for Math.  Percentage of students that are at or above critical level: The results are as follows: Section 1: 35.91% Section 2: 23.55% Section 3: 16.99% Section 4: 10.04% Section 5: 7.34% Section 6: 1.06% Section 7: 3.09% Section 8: 1.93%	Math Diagnostic Test (MDTP)  2022-2023 Spring 2023-2024 Percentage of students Section 1: 35.91% (+5%) Section 1: 40% Section 2: 23.55% (+5%) Section 2: 28.55% Section 3: 16.99% (+5%) Section 3: 21.99% Section 4: 10.04% (+5%) Section 4: 15% Section 5: 7.34% (+5%) Section 5: 20% Section 6: 1.06% (+5%) Section 6: 6.06% Section 7: 3.09% (+5%) Section 7: 8.09% Section 8: 1.93% (+5%) Section 8: 6.93%
P8: Survey- Student, LCAP	Panorama Survey Fall 2022: 53% of students valued school	Panorama Survey Fall 2022-2023 Panorama Survey 2023-2024 53% of students valued school (+12%) 65% of students value school
P8: Survey-Parent, LCAP	A report was not able to be generated due to low participation rate in the survey.	IA report was not able to be generated due to low participation rate in the survey. A significant push to have more parents complete the survey.

## Planned Strategies/Activities

### Action 1.1

#### 1.1 CCSS IMPLEMENTATION



X

Modified Action

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 focusing on our targeted groups (Students on an IEP and English learners).</p> <p>B. To continue providing a variety of level classes to meet the needs of our students. (collaborative, AVID, honors, study skills, math support, etc.)</p> <p>C. To provide elective classes that meet the needs of our students emphasizing the STEAM focus of our school (PLTW, Art, Band, Video Production, Yearbook)</p> <p>D. To provide Extended Learning Opportunities (academic and social-emotional support), Field Trips (colleges and universities, science, museums, etc.)</p> <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 all textbook checkouts (through the Destiny Program).</li><li>4. managing chrome-book/technology support.</li><li>5. managing research resource material.</li></ol> <p>F. Classroom Setting</p> <ol style="list-style-type: none"><li>1. Continue Provide flexible seating/ white board tables for increased collaboration and engagement.</li><li>2. To provide a positive, growth mind-set classroom environment</li><li>3. To provide students with a more collaborative setting for students to readily dialogue with their peers.</li></ol> <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</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 \$5832</p> <p>Materials and Supplies for the implementation of CCSS in all subject matters. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$30,000</p> <p>Counselor #1 Salary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$171979</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$4878</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1500.00</p> <p>Library Technician Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$97079</p>

for the use, application and retention of academic vocabulary (such as Rotetta Stone, Flocabulary, Brain-pop, NewsELA).

I.. Provide students with after-school tutoring (ELO opportunities) especially in the area of English language support for ELs and support for students on an IEP.

J. Provide on-going trainings to teachers and para-professionals for best teaching and SEL practices.

K. All core teachers will be attending Quality Teaching for English Learning (QTEL) through West-Ed to support our English Learners in their classes. Summer and Fall. 5 training days for 2023-2024.

L. Continue with Special Education Round Robin first semester and add second semester.

M. Provide training to teachers for SEL to support students learning in the classroom.

## 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>	<p><u>X</u> All Students</p>	<p>Software Licenses 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$15,000</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 Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$124040
C. Continue to implement the Common Core Units of Study materials and follow pacing guides that are appropriate for Standards-Based Instruction.		Counselor #2 Salary 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$41347
D. Continue to provide counseling services to improve: academics, student attendance, and student behavior.		Intervention Teachers Salaries 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$267956
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 \$794
F. Continue to provide 8th-grade students transitional information to MLMS feeder high school, JVHS.		Printing Materials
G. Continue to hold Parent, Teacher, Student meetings.		
H. Continue providing English Learners the support of the Bilingual Language Tutor.		

- 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.
- N. Provide Equity Training to teachers and build on grading practices.

5000-5999: Services And Other Operating Expenditures  
 Title I Basic -- 3010  
 \$706.00

## Action 1.4

### 1.4 EL INTERVENTIONS

	<u>X</u>	Unchanged Action
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#### Planned Actions/Services

Continue providing interventions to students in ELD access to the Common Core curriculum through:

#### Students to be served

X Other student group(s) English Learners

#### Budget and Source

Bilingual Language Tutor (6 hours) Salary  
 2000-2999: Classified Personnel Salaries  
 Title I Basic -- 3010  
 \$29678

- A. Provide resources (dictionary, digital apps, reading maps:agenda, highlighter, pencils, colored Pens) for English learners to support the acquisition of academic vocabulary.
- B. Bilingual Tutor will provide intensive support to ELs
- C. Support teachers and BLT to attend conferences/workshops relating to best practices for ELs.
- D. Technology (Rosetta stone, READ 180, Flocabulary, Brain-Pop, Pear-Deck) resources to be provided to support the acquisition of the academic language.
- E. Provide EL students with ELO (after-school support).
- F. Provide 2 ELD-3 to support EL students in addition to 1 ELD1/2.

Bilingual Language Tutor (6 hours) Salary  
 2000-2999: Classified Personnel Salaries  
 LCFF Suppl/Conc -- 0707  
 \$29678

## 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 5800: Professional/Consulting Services And Operating Expenditures
C. Purchase supplementary materials and school-wide resources to maintain technology equipment.		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

A. Continue the AVID program.

X All Students

AVID Tutors  
2000-2999: Classified Personnel Salaries  
LCFF AVID – 0765  
\$9215.00

B. Ensure school-wide implementations of one or more of the AVID WICOR strategies: Writing, Inquiry, Collaboration, Organization and Reading.

C. Increase College/Career Awareness for our MLMS families through SSC, ELAC, Coffee and Conversations.

AVID Materials/Supplies to support CCSS  
4000-4999: Books And Supplies  
LCFF AVID – 0765  
\$2000.00

D. Continue to recommend and place qualified students in the AVID program.

AVID Field Trips- Transportation  
5000-5999: Services And Other Operating  
Expenditures  
LCFF AVID – 0765  
\$6000.00

E. Continue to provide AVID tutors for tutorials.

## Action 1.7

Students with Disabilities

X

New Action

### Planned Actions/Services

### Students to be served

### Budget and Source

A. Provide training to all teachers to support students with disabilities in their classes (SEL and scaffolding techniques)

X Other student  
group(s) Students with  
disabilities

B. Provide resources for students with disabilities to keep organized: Agenda, backpacks, highlighter, pencils, and colored pens to support their organization skills.

C. Continue providing ROAR classes for academic and social-emotional support.

D. Provide ELO classes with an educational specialist.

# 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 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.
4. Motivational assemblies for at-risk students
5. CAMFEL

#### 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 with carnival and dances
  6. 4.0 GPA luncheon (two times/year)
  7. Provide instant incentives for a student who has earned a ROAR slip.
  8. ROAR tickets enter into a raffle for a larger reward/incentive.

#### C. INTERVENTION

1. Conduct Home Visits early on in the year.
2. Conduct Parent Teacher Conferences during the year.
3. Continue ROAR support.
4. Continue holding monthly attendance meetings.



5. Continue working with District support staff such as behavioral health services to provide resources to our families.

**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
4. New Anti-bullying Team
5. New Teacher on Special Assignment position to support students attendance, social-emotional needs and behavior.

**Expected Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair: Serviceability of facilities with maintenance with 100% of Good or Better on Facility Inspection Tool (FIT)	Facility Reports for Mira Loma Middle indicate 100% Good or Better on FIT report area.	Continue maintaining the school facility as indicated by the Facility Inspection Tool (FIT) report as 100% Good or Better.
P5: School Attendance Rates based on Panorama Data.	Actual Present Percentage Enrollment Panorama Data for Attendance  For Semester 1 (2022-2023) 40% Excelling (+19) 30% On Track (+18) 19% At Risk (+13) 8% Critical (+5)	Continue improving Attendance Rates by 1-3%  For Semester 1 (2023-2024) 40% Excelling +3: 43% 30% On Track +3: 46% 19% At Risk -5: 8% 8% Critical -2: 3%
P5: California Data Dashboard Suspension Rate based on Fall,	Suspension Rate  Decreased from 1.75 to 1.64 Suspension Rate 6-7th graders 6-8th graders  First Semester 2022-2023 12 students suspended	Decrease suspension rate:  Decrease from 1.75 to 1.25 Suspension Rate less than 6-7th graders less than 6-8th graders  Less than 10 total students: suspended the first semester (2023-2024)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: Panorama Survey Results-Students	Behavior: 67% of students are on track for college/career 22% of students had one incident during 1st semester 5% of students had 3-5% incidents in behavior 4% of students had more than 5% of incidents in behavior	Behavior: 67%-->70% of students are on track for college/career 22% -->25%of students had one incident during 1st semester 5% --> 3%of students had 3-5% incidents in behavior 4% --> 2%of students had more than 5% of incidents in behavior
P6: Panorama Survey Results-Students	Panorama Survey  84% of students stated that they have supportive relationships	Increase students feeling of having a supportive relationship from 84% to 85%.
P6 Panorama Survey Results-Students	Panorama Survey  59% of students feel safe at school.	Increase percentage of students feeling safe at school (from 59% to 66%)
P5: Panorama Survey Results-Parents	A report was not able to be generated due to low participation rate in the survey.	An increase of parent providing feedback more than 5 parents participating in the LCAP survey.
P8: Panorama Survey Results-Staff	A report was not able to be generated due to low participation rate in the survey.	An increase of staff providing feedback more than 5 staff participating in the LCAP survey.
P6: Panorama Survey Results-Students	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

	X	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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<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 providing students with PICO services (Behavioral Health Referrals).</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>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, Before school relay races, Science Nights, Career Day, Parenting Classes, Business Partnership and Adult Education classes offered through The Learning Center.</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>S. Provide all students (especially English LEarners) an opportunity to be heard.</p> <p>T. Provide academic recognition and rewards to students for the building of positive culture (such as Medals, Banners, Certificates, Awards, etc.)</p> <p>U. Provide a positive classroom setting with flexible seating.</p> <p>V. Provide a positive classroom setting with a positive and uplifting decor.</p> <p>W. Provide a positive school climate with murals, announcement boards, positive sayings and a place where students can feel welcome and positive.</p>	<p><u>X</u> All Students</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 \$1206.00</p> <p>Provide trainings/conferences for staff 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$12,000</p> <p>Maintenance/Contracts for Copy Machines and other equipments 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000.00</p> <p>Furniture/Flexible Seating 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4965</p>
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- 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.

## Action 2.2

### ANALYZING DATA

	X 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>X All Students</p>	

## Action 2.3

### HEALTH AND WELLNESS

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
A. District nurse, health care aide and office staff monitor and maintain the health care needs of students.  B. Review, Revise and Adopt MLMS Safety Plan by School Site Council, yearly.  C. Continue supporting elective classes ASB, AVID, Art Band, Choir, Project Lead the Way (Robotics) Video production, and Yearbook.	<u>X</u> All Students	Health Care Aide (3 hrs) Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$15623

# 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. Provide interventions such as resources to make sure EL and students with disabilities have equitable resources to come to school.  
 Match EL students and SWD a mentor within the first six weeks of school to discuss needs assessment (with students and families)  
 Review socio-emotional progress from years past to put in place appropriate behaviors.
2. Continue monthly parent meetings (Coffee and Conversations)
  - A. Digital Citizenship
  - B. College and Career Ready (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)
4. New bilingual marquee for students and families.
5. More prominent presence of parent groups.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Parent Engagement:LCAP Survey	A report was not able to be generated due to low participation rate in the survey.	An increase of parents providing feedback more than 5 parents participating in the LCAP survey.
P3: Parent Engagement: LCAP Survey	A report was not able to be generated due to low participation rate in the survey.	An increase of parents providing feedback more than 5 parents participating in the LCAP survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Parent Engagement: LCAP Survey	A report was not able to be generated due to low participation rate in the survey.	An increase of parents providing feedback more than 5 parents participating in the LCAP survey.
P3: Parent Engagement: LCAP Survey	A report was not able to be generated due to low participation rate in the survey.	An increase of parents feeling that they are part of their child's school community by 3% (72%--> 75%)
P6: Staff Engagement: LCAP Survey	A report was not able to be generated due to low participation rate in the survey.	An increase of staff providing feedback more than 5 parents participating in the LCAP survey.
P6: Staff Engagement: LCAP Survey	A report was not able to be generated due to low participation rate in the survey.	An increase of staff providing feedback more than 5 parents participating in the LCAP survey.
P5: Student Engagement: LCAP Survey	79% of students felt that they have a teacher or adult from school that can help	An increase of students feeling welcome among MLMS students by 3% (73% to 82%)
P5: Student Engagement: LCAP Survey	91% of students feel that they have a family member or other adult outside of school who you can count on to help you, no matter what.	An increase of students feeling their family is involved in their education by 3% (91% to 95%)
P5: Student Engagement: LCAP Survey	45% of our student feel that they belong at school.	An increase of students participating in extracurricular activities (45% to 50%)
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## Planned Strategies/Activities

### Action 3.1

#### PARENT ENGAGEMENT

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
Increase communication to provide greater opportunities for parents to attend and participate in: A. Back to School Night B. Parent Conferences C. School Site Council (SSC) D. Booster Meeting E. Registration Day	<u>X</u> 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

- F. 7th Grade Information Night
- G. Band/Choir Recitals
- H. English Language Advisory Council (ELAC)
- I. District Advisory Committee (DAC)
- J. Coffee and Conversation Meetings
- K. Career Days

Title III LEP -- 4203  
 \$203  
 Refreshments  
 4000-4999: Books And Supplies  
 Title I Parent Involvement -- 3010 1902  
 \$500

### Action 3.2

#### COMMUNICATION TOOLS

Modified Action

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 (bilingual) 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 \$1000.00 Printing 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$895 Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500

### Action 3.3

#### STUDENT Engagement Activities

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
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	<input checked="" type="checkbox"/> All Students	



awards in order for students to remain engaged, motivated and connected to school success.

B. Provide Attendance awards and incentives.

C. 4.0 GPA luncheon per semester

D. Provide Awards for Top Scholars/Distinguished Scholars for Semester 2

E. Provide Awards/Incentives for positive behavior (ROAR Awards/ Habits of the Mind/Heart).

F. Focus awards around days that have normally a high absence rate to attract students to come to school.

G. Conduct yearly Art show for parents and students and connect it with Dia De Los Muertos

H. Give students who earn a ROAR ticket a small prize and a chance to enter the weekly raffle drawings

I. Add folklore dance (ELO)

### Action 3.4

#### PARENT RESOURCES

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
A. Provide babysitting services and resources needed, for parents to attend meetings while children are cared for.	<u>X</u> All Students	Materials and supplies for parents 4000-4999: Books And Supplies Title III LEP -- 4203 \$3736
B. Providing translating services to parents.		Printing Supplies MLMS workbooks
C. Provide refreshments for parents and children.		4000-4999: Books And Supplies
D. Provide Books, Supplies, Materials, etc..		Title I Parent Involvement -- 3010 1902
		\$228
		Refreshments for parent meetings

E. Provide a Needs Assessment to determine what topics parents would like to address to support their children

4000-4999: Books And Supplies  
 Title III LEP -- 4203  
 \$121  
 Books  
 4000-4999: Books And Supplies  
 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 for students who attend On-Campus Intervention (OCI) class.  Continue Reflections on Inspirational and Behavioral Videos  Continue home visits  Continue surveys to identify students' social-emotional needs.	<u>X</u> All Students	

### Action 3.8

#### PARENT IN LEADERSHIP

	<u>X</u> 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.	<u>X</u> All Students	

### Action 3.9

#### PARENT RESOURCES

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

### Action 3.10

#### TRANSLATION SUPPORT

	<p><u>X</u> Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Continue providing Translator Clerk Typist (TCT) services to parents to remove the language barriers when they walk in the office.</p> <p>B. Continue providing a translated website, videos, letters, flyers and marquee.</p> <p>C. Continue providing Bilingual Language Translator services to students and parents.</p> <p>D. Provide Saturday parent Meetings.</p>	<p><u>X</u> Other student group(s) English Learners</p>	

### Action 3.11

#### COMMON-SENSE MEDIA

	<p><u>X</u> Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Continue to implement and monitor appropriate use of Technology guidelines for parents/students.</p> <p>B. Provide opportunities/resources for parents to monitor their child's technology devices.</p> <p>C. Continue providing digital citizenship lessons to students and parents</p> <p>D. Provide parents with QR code before, during and after school for easy access to LCAP surveys.</p>	<p><u>X</u> All Students</p>	

### Action 3.12

#### PARENT VOLUNTEERS

	<p><u>X</u> Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Parents attend school functions and volunteer for school functions such as SSC, Booster Club, ELAC, DAC, DELAC, Talent Show, Carnivals/Dances chaperones, etc.</p> <p>Provide parents/booster club to host career day.</p>	<p><u>X</u> All Students</p>	

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## 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>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 change: English Learners growth: + 24.3 Students with disabilities: + 31.4 Hispanics: + 18.4 SED: + 20.5 White: + 26.7</p> <p>All students 40.2 pbs (points below standard)</p> <p>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>The 2021-2022 actual outcomes indicate the following:</p> <p>7th grade: 23% Met or exceeded standards 8th grade: 29% Met or exceeded standards</p> <p>Overall change: English Learners growth:: Very Low Students with disabilities: Very Low Hispanics Low SEDL: Very Low White: No performance level</p> <p>All students 64.6 pbs (points below standard)</p> <p>English Learners: 110.3 pbs Students with disabilities: 131.1 pbs Hispanics 65.9 pbs SDA: 71.8 pbs White: 31.2 pbs</p>
<p>P4: Statewide assessments--Math % Standard Met/Exceeded based on 2018-19 CAASPP results</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>The 2021-2022 actual outcomes indicate the following:</p> <p>7th grade: 14% Met or exceeded standards 8th grade: 14% Met or exceeded standards</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<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)</p> <p>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>Overall change:            English Learners growth: Very Low            Students with disabilities: Very Low            Hispanics Low            SEDL: Very Low            White: No performance level</p> <p>All students 112 pbs (points below standard)</p> <p>English Learners: 157.73 pbs            Students with disabilities: 162.6 pbs            Hispanics 114.9 pbs            SDA: 119.4 pbs            White: 70.2 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 1-3% as measured by ELPAC.</p> <p>50% of students making progress towards English Language Proficiency.</p>	<p>A continual increase of progression towards English Proficiency by 1-3% as measured by ELPAC.</p> <p>51.9% of students making progress towards English Language Proficiency.</p>
<p>P8: 1st Semester Grades</p>	<p>A continual increase in positive grades and decrease in D's/Fs.</p> <p>S1 (2021-2022) Percentage of D/F</p> <p>ELA: 33.67%            Math: 26.96%            Social Studies: 18.18%            Science 22.57%</p>	<p>For the 2022-2023 School year,            S1 (2022-2023) Percentage of D/F</p> <p>ELA: 21.95% (less D/Fs 11.72%)            Math: 28.38% (slightly increase of D/Fs of 1.42%)            Social Studies: 12.9% (less D/Fs 5.28%)            Science: 27.47% (increase of D/Fs 4.9%)</p>
<p>P8: Read 180 Scores</p>	<p>2021-2022 READING Inventory: Increase 3% for Advanced and Proficient and decrease 3% for Basic and Below Basic.</p> <p>Advanced: 15%            Proficient: 19%.            Basic: 31%</p>	<p>For 2022-2023 READING Inventory: Increase 3% for Advanced and Proficient and decrease 3% for Basic and Below Basic.</p> <p>Advanced: 11%            Proficient: 17%.            Basic: 39%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Below Basic: 35%</p> <p>7th Grade  Advanced: 14%  Proficient: 18%  Basic: 30%  Below Basic: 39%</p> <p>8th Grade  Advanced: 16%  Proficient: 21%  Basic: 32%  Below Basic: 32%</p>	<p>Below Basic: 33%</p> <p>7th Grade  Advanced: 8%  Proficient: 15%  Basic: 39%  Below Basic: 38%</p> <p>8th Grade  Advanced: 13%  Proficient: 19%  Basic: 38%  Below Basic: 30%</p>
P8: MDTP Scores	<p>A continual increase in the average MDTP score &gt; 42 for 7th grade MDTP.</p> <p>A continual increase in the average MDTP score &gt; 43 for 8th grade MDTP.</p>	<p>321 eighth graders completed the MDTP for Math.</p> <p>Percentage of students that are at or above critical level:  The results are as follows:  Section 1: 35.91%  Section 2: 23.55%  Section 3: 16.99%  Section 4: 10.04%  Section 5: 7.34%  Section 6: 1.06%  Section 7: 3.09%  Section 8: 1.93%</p>
P8: Survey- Student, LCAP	Panorama Survey Fall 2021: 53% of students valued school	Panorama Survey Fall 2021: 53% of students valued school
P8: Survey-Parent, LCAP	<p>Increase 1-3% percentage of parents satisfied with the instruction at school.</p> <p>Increase 1-3% percentage of parents satisfied with the math support services at school.</p> <p>Increase 1-3% percentage of parents satisfied with the reading support services at school.</p>	A report was not able to be generated due to low participation rate in the survey.



Metric/Indicator	Expected Outcomes	Actual Outcomes
	Increase 1-3% percentage of parents feeling prepared with their child being college/career ready.	

## 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 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. (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</p>	<p>A. Provided Thursday morning time for teachers to collaborate with their grade-level teams (20 X year)</p> <p>B. 36 Collaborative classes, 4 AVID classes, 19 Honors, 7 Reading intervention, 3 study-skills classes provided 2022-2023.</p> <p>C. Art (4), ASB (2), AVID (4), Band (1), PLTW(3), Video production (1)</p> <p>D. Math, ELA, Science, ELD classes provided as ELO to support all students.</p> <p>E. The MLMS library is open and available from 8:30am (before school), at lunch. The students have the opportunity to conduct STEAM projects with the maker spaces. In addition, the students can receive technology support.</p> <p>F. Classroom Setting 10 additional white board table were purchased for Math support class.</p> <p>G. NA</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 \$5000</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1500.00</p> <p>Library Technician</p>	<p>Materials and Supplies for the implementation of CCSS in all subject matters. 4000-4999: Books And Supplies Title I Basic -- 3010 \$11373.22</p> <p>Materials and Supplies for the implementation of CCSS in all subject matters. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$20577.21</p> <p>Counselor#1 (Salary/Benefits) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$177,741</p> <p>Travel/Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$8717.00</p> <p>Print Shop 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$782.18</p> <p>Library Technician</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>creative with new makerspaces and be engaged in esports.</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 mindset 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>H. Flocabulary, Brainpop, Newsela and other subscriptions are used to help support students academic vocabulary acquisition.</p> <p>I.. Many offerings of ELO provided.</p> <p>J. Behavioral Health Mentors provided two presentations to staff during the 2022-2023 school year.</p>	<p>2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$84,919</p>	<p>2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$100,132</p>
<p>1.2 STANDARDS-ALIGNED RESOURCES</p>	<p>A. Subscriptions for software and licenses to intervention classes (ie: Flocabulary, Read 180, Brain Pop,</p>	<p>Software Licenses</p>	<p>Software Licenses</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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> <p>D. Provide resources/instructional materials for elective classes to enhance an inquiry for college and career awareness.</p> <p>E. Provide students to engage with the lesson through the use of an interactive smart board in Special Education classes.</p> <p>F. Provide technology support for teachers using our new Learning Management System (Canvas).</p>	<p>NewsELA ixl-, Pear-Deck) were purchased for student intervention.</p> <p>B. Supplemental materials (materials) were purchased for ELs, students on an IEPs, and GATE students.</p> <p>C. Instructional materials, supplies, technology support, and equipment to enhance the implementations of common core state standards in: ELA, Math, Science and Social Studies were purchased to support all content classes.</p> <p>D. Instructional materials were purchased to support Art, ASB, PLTW, and Video production (elective) classes to enhance an inquiry for college and career awareness.</p> <p>E. 3 smartboards were purchased to support students on an IEP in three specialized academic instruction classes.</p> <p>F. Teachers have been using CANVAS as the new learning management system (LMS).</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$5000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$7980.00</p>
<p><b>1.3 INTERVENTIONS</b> A. Continue to provide all students with Extended Learning Opportunity</p>	<p>A. Academic and Social-Emotional ELO classes provided for all of our students.</p>	<p>Teacher Hourly (ELO) 1000-1999: Certificated Personnel Salaries</p>	<p>Teacher Hourly (ELO) 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(before/after school tutoring) and Think-Together for additional support/intervention.	B. Currently supporting our struggling readers with 7- Reading Intervention classes.	Title I Basic -- 3010 \$2000	Title I Basic -- 3010 \$0.00
B. Continue READ-180 program to improve reading skills for identified students.	C. Grade Team Meetings to discuss common core standards on Thursdays.	Counselor #2 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$104,174	Counselor #2 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$129,404
C. Continue to implement the Common Core Units of Study materials and follow pacing guides that are appropriate for Standards-Based Instruction.	D. PICO services have allocated 1-Behavioral Health Mentor and 1-Behavioral Health Therapist to provide support social-emotional needs of students.	Counselor #2 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$34,725	Counselor #2 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$43,135
D. Continue to provide counseling services to improve: academics, student attendance, and student behavior.	E. MLMS Students and staff went to elementary schools to describe the different programs MLMS has to offer. Also, the Incoming 7th-grade night will take place on April 20, 2023.	Intervention Teachers (3) 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$305,032	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.	F. Outgoing 8th-grade class had a 1/2 day at JVHS for transitioning to high school on January 31st. HS counselors visited and discussed with 8th graders regarding academic courses.	Materials needed for ELD classes to provide support to ELs 4000-4999: Books And Supplies Title III LEP -- 4203 \$500	Materials needed for ELD classes to provide support to ELs 4000-4999: Books And Supplies Title III LEP -- 4203 \$0.00
F. Continue to provide 8th-grade students transitional information to MLMS feeder high school, JVHS.	G. Parent-Teacher Conferences (PTC) are ongoing. Coffee and Conversations for parents are monthly.	Printing Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1000.00	Printing Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$108.32
G. Continue to hold Parent, Teacher, Student meetings.	H. BLT provides support to English Learners.		
H. Continue providing English Learners the support of the Bilingual Language Tutor through sheltered classes.	I. Instructional Aides are placed in collaborative classes to provide support to students on an IEP (and all students).		
I. Continue providing Instructional Aides to assist in the collaborative classes.			
J. Continue providing Translator Clerk Typist Services:			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Interpretation of Student Assessments results</p> <p>2. Translation of all printed Information</p> <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>J. TCT works from 8:30 am-12:30 pm. Additional clerical time has been needed to support parents in the afternoon.</p> <p>K. Provided training for teachers to support our ELD students.</p> <p>L. Currently providing 3-Study Skills Classes, 7-Reading Intervention Classes, 1-ELD class, and 4- math support classes.</p> <p>M. Students received differentiated instruction based upon a tiered pyramid of interventions.</p>		
<p>1.4 ELD INTERVENTIONS</p> <p>Continue providing interventions to students in ELD access to the Common Core curriculum through:</p>	<p>A. 1 ELD Class provided to support language learners. All content core teachers will be trained over the</p>	<p>Bilingual Tutor 6 hour (75%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010</p>	<p>Bilingual Tutor 6 hour (75%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010</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 (</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>	<p>summer to support ELs through academic vocabulary acquisition.</p> <p>B. BLT has supported ELs in the ELD classes.</p> <p>C. ELA classes have been trained this year through West Ed.</p> <p>D. Technology resources provided to support language acquisition.</p>	<p>\$40,632</p> <p>Bilingual Tutor 6 hour (25%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$13,544</p>	<p>\$45,867</p> <p>Bilingual Tutor 6 hour (25%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$15,289</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>A. 2-7th grade PLTW, 1-8th grade PLTW provided, 1-Video production provided this year.</p> <p>B. Ongoing technical support and upgrades for equipment.</p> <p>C. Earbuds and other supplemental technological resources purchased.</p>	<p>Maintenance Contracts for Band Equipment 5800: Professional/Consulting Services And Operating Expenditures LCFF VAPA -- 0763 \$3200</p> <p>Materials/Supplies to VAPA program 4000-4999: Books And Supplies</p>	<p>Maintenance Contracts for Band Equipment 5800: Professional/Consulting Services And Operating Expenditures LCFF VAPA -- 0763 \$0.00</p> <p>Materials/Supplies to VAPA program 4000-4999: Books And Supplies</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 to the Visual Arts and Performing Arts Program.</p>	<p>D. NA District funded</p> <p>E. Teachers may continue with alludo training, elevation training and other in-house technology training.</p> <p>F. Elective classes were provided opportunities to visit performances, and resources for art classes.</p>	<p>LCFF VAPA -- 0763 \$1000.00</p>	<p>LCFF VAPA -- 0763 \$2553.69</p>
<p>1.6 AVID</p> <p>A. Continue the AVID program.</p> <p>B. Ensure school-wide implementations of one or more of the AVID WICOR strategies: Writing, Inquiry, Collaboration, Organization and Reading.</p> <p>C. Increase College/Career Awareness for our MLMS families through 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>A. This year, we have 2-7th AVID and 2-8th AVID</p> <p>B. In Advisory class, each week, students set a goal each Monday and reflect on the goal each Friday.</p> <p>C. College and Career Lesson was discussed with parents in our coffee and conversation. More work needs to be conducted with ELAC and SSC.</p> <p>D. Ongoing meetings with AVID coordinators to discuss placement for next year.</p> <p>E. This year we have had 1 tutor and 2-work study tutors. Goal is to increase consistent tutors to support AVID classes.</p>	<p>AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$9215.00</p>	<p>AVID Tutors 2000-2999: Classified Personnel Salaries LCFF AVID – 0765 \$1250.00</p>
		<p>AVID Materials/Supplies to support CCSS 4000-4999: Books And Supplies LCFF AVID – 0765 \$2000.00</p>	<p>AVID Materials/Supplies to support CCSS 4000-4999: Books And Supplies LCFF AVID – 0765 \$4015.11</p>
		<p>AVID Field Trips- Transportation 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$6000.00</p>	<p>AVID Field Trips- Transportation 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$884.96</p>

## Analysis

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

The following has occurred to provide college and career readiness to our 7th and 8th-grade students:

1. This year, 2022-2023, teachers have collaborated with their grade teams to ensure that zELs, students with IEPs, and struggling students are supported.
2. Formative Interim Assessment Block (FIAB) and Interim Assessment Block (IAB) have been conducted in math and ELA.
3. Leadership team discussed how to best calendar the collaboration time.
4. College and Career Kickoff- 1 month this year:
  - A. AVID 8 classes created college presentations
  - B. AVID 7 classes created college pennants
  - C. Students decorated college shirts
  - D. Gallery walk for College Presentations for all students
  - E. QR code for staff college story
5. ROAR class provided periods 1-6 (except period 4) to support academic and socio-emotional support.
6. Each day in advisory, students set a goal on Monday and reflect on the goal on Friday.
7. 36 collaborative classes to support our students on an IEP. Each collaborative class has an additional staff member.
8. 7-READ 180 classes provided as an intervention to struggling readers.
9. 4 Math supports provided (2, 7-math support and 2, 8-math support classes).
10. Extended Learning Opportunities (Math 7/8: M, T, Th, Math 8: W, Math 7: W, ELD support: Th, ELA: T and W, HW support: M-Th).
11. Counselors conducted a 6-year plan with all 7th and 9th-grade students.
12. The use of paper.co an online tutoring platform has been routine for student use. MLMS has been the greatest consumer of the online tutoring platform.

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

While there has been a concerted effort to push for support and strategies, the data indicates that additional support and time are needed to address the challenges facing our students post-covid. In terms of grades, there has been a decrease in D/Fs this year in comparison to the previous year:

S1 (2021-2022) Percentage of D/F

ELA: 33.67%

Math: 26.96%

Social Studies: 18.18%

Science 22.57%

S1 (2022-2023) Percentage of D/F

ELA: 21.95% (less D/Fs 11.72%)

Math: 28.38% (slightly increase of D/Fs of 1.42%)

Social Studies: 12.9% (less D/Fs 5.28%)

Science: 27.47% (increase of D/Fs 4.9%)

As CAASPP scores declined from the 2018-2019 school year- it was anticipated after the school closure and distance learning. We are working on providing all the resources necessary to close the achievement gap that resulted in the decline in scores



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

The difference from the proposed to the estimated actual comes from software licenses which were due to an increase in price for renewal.  
The other difference is there has been less need to print as we use more digital communication and social media.

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.

In addition to progress reports that are sent home every six weeks, there will be a push to review students' progress every six weeks and provide students feedback and resources for improvement.

In addition to progress reports, which are sent home every six weeks, review students' progress with parents and provide information and resources to parents in order to work as a team supporting their child and closing the achievement gap.

Train teachers to hold a 6-week progress grade check for students to monitor and track progress.

Train teachers on EL Strategies.

Train teachers on understanding IEPs and resources/supports students with disabilities need (academically and social-emotionally).

Continue training and discussion on Equity (teaching, resources, and grading)

Work with English Language Facilitators to expand EL Newsletter to include parents (not just teachers).

Increase the Special Education Round-Robin to the second semester.

Increase ELO classes for targeted focus groups (English learners and well as students with a disability).

Have a pep rally prior to testing to get all stakeholders aware and involved.

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## Goal 2

Safe, Orderly and Inviting Learning Environment

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<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>Continue maintaining the school facility as indicated by the Facility Inspection Tool (FIT) report as 100% Good or Better.</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>Continue improving Attendance Rates by 1-3%</p> <p>For Semester 1 (2022-2023)</p> <p>21% Excelling 12% On Track 6% At Risk 3% Critical</p>	<p>Panorama Data for Attendance</p> <p>For Semester 1 (2022-2023)</p> <p>40% Excelling (+19) 30% On Track (+18) 19% At Risk (+13) 8% Critical (+5)</p>
<p>P5: Data Dashboard Suspension Rate based on Fall, 2018 Data Dashboard</p>	<p>Decrease suspension rate and improve behavior</p> <p>Decrease Suspension Rate of 1.75 less than 4-7th graders less than 9-8th graders</p> <p>First Semester:13 total students suspended</p> <p>Panorama Data for Behavior For Semester 1 (2021-2022)</p> <p>32% Excelling 8% On Track 1% At Risk 1% Critical</p>	<p>Suspension Rate</p> <p>Decreased from 1.75 to 1.64 Suspension Rate 6-7th graders 6-8th graders</p> <p>First Semester 2022-2023 12 students suspended (1 less than 2021-2022)</p> <p>Panorama Data for Behavior For Semester 1 (2021-2022)</p> <p>67% Excelling (+35) 22% On Track (+14) 5% At Risk (+4) 4% Critical (+3)</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6: Increase student survey participation.	Increase participation of all stakeholders 650 + Students	There was an increase in participation for students: 673 students took the survey 351 - 7th graders 322 - 8th graders
P6: Survey Results-Students	Panorama Data for Academics:  For semester 1 (2021-2022) 11% Excelling 8% On Track 9% At Risk 15% Critical	Panorama Data for Academics  For Semester 1 (2022-2023) 34% Excelling 21% On Track 22% At Risk 21% Critical
P6 Survey Results-Students	Panorama Data for Fall (2021)  61% of students feel safe at school 53% of students value school 44% of students feel a sense of belonging	Panorama Data for Fall (2022)  66% of students feel safe at school (+5%) 53% of students value school (0%) 42% of students feel a sense of belonging (-2%)
P5: Survey Results- Parents	Increase 1+ percentage (to 83%) of parents like their child's school	"A report was not able to be generated due to low participation rate in the survey."
P8: Survey Results-Staff	Increase 5+ percentage (to 80%) of staff feeling that school/site is welcoming	"A report was not able to be generated due to low participation rate in the survey."
P6: Survey Results- Parents	Increase 1+ (to 65%) percentage of students understand how assignments and tests are graded.	"A report was not able to be generated due to low participation rate in the survey."

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SAFE, ORDERLY AND INVITING LEARNING ENVIRONMENT A. Continue Parent, Teacher/Counselor meetings for "at-promise" students in order to provide focused interventions at home and at school.	A. Parent-Teacher Conferences (PTC) have been ongoing for students with their teachers and counselors throughout the year.	Classified hourly for parent meetings (back to school night, ELAC and PTC) for front office support and safe campus. 2000-2999: Classified Personnel Salaries	Classified hourly for parent meetings (back to school night, ELAC and PTC) for front office support and safe campus. 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Continue referring students to Student Study Team (SST)</p> <p>C. Continue providing students with PICO services (Behavioral Health Referrals).</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>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, Before school relay races, Science Nights, Career Day, Parenting</p>	<p>B. SST coordinator continues to meet with parents and students for students referred to SST.</p> <p>C. We currently have a behavioral health therapist and a behavioral health mentor.</p> <p>D. Created every 6 weeks incentives and interventions for students.</p> <p>E. Deputy DA assembly on cybercrimes</p> <p>F. New safety materials came from DO.</p> <p>G. Flexible seating purchased for new teachers (Saldivar)</p> <p>H. Ongoing professional development on equity in grading practices. All teachers are encouraged to attend.</p> <p>I. Parent square is utilized school-wide.</p> <p>J. Sign-In sheets document parent involvement</p> <p>K. Parents are involved in ELAC, Booster Club, School Site Council, 7th Grade Parent Orientation, Taking Care Of Business (TCOB) registration day, Back to School Night, Before school relay races, Science Nights, Career Day, Parenting Classes, Business Partnership and Adult Education classes offered through The Learning Center.</p> <p>L. Extended Learning Opportunity classes offer a variety of academic and social-emotional learning.</p> <p>M. This year, 2-zero period classes are offered in order for students to have room in the schedule to take elective classes (AVID, Project Lead</p>	<p>Title I Basic -- 3010 \$1500.00</p> <p>Provide trainings/conferences for staff 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$9000</p> <p>Maintenance/Contracts for Copy Machines and other equipments 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000.00</p> <p>Furniture/Flexible Seating 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p>	<p>Title I Basic -- 3010 \$0.00</p> <p>Provide trainings/conferences for staff 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5455.50</p> <p>Maintenance/Contracts for Copy Machines and other equipments 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3615.00</p> <p>Furniture/Flexible Seating 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Classes, Business Partnership and Adult Education classes offered through The Learning Center.</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>S. Provide all students (especially English LEarners) an opportunity to be heard.</p> <p>T. Provide academic recognition and rewards to students for the building of positive culture (such as Medals, Banners, Certificates, Awards, etc.)</p> <p>U. Provide a positive classroom setting with flexible seating.</p> <p>V. Provide a positive classroom setting with a positive and uplifting decor.</p> <p>W. Provide a positive school climate with murals, announcement boards, positive</p>	<p>The Way (PLTW)) or intervention classes (Read 180, Math Support).</p> <p>N. ROAR class is offered every period as an-Intervention Support Class</p> <p>O. Teachers implemented lessons on internet safety-Common Sense Media.</p> <p>P. Purchased resources/supplies to support positive school culture at MLMS T-shirts for Habits of Mind/Heart and cinch bags</p> <p>Q. Home visits, conferences and visibility has been a priority this year with the SRO.</p> <p>R. The TCT updates all social media accounts as well as the marquee and school websites.</p> <p>S. Provide all students (especially English Learners) an opportunity to be heard.</p> <p>T. Provide academic recognition and rewards to students for the building of positive culture (such as Medals, Banners, Certificates, Awards, etc.)</p> <p>U. Provide a positive classroom setting with flexible seating in the classroom and library</p> <p>V. Provide a positive classroom setting with a positive and uplifting decor.</p> <p>W. Provide a positive school climate with murals, announcement boards, positive sayings and a place where students can feel welcome and positive.</p> <p>X. Provide students a digital curriculum that addresses social emotional, cultural, and academic support.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>sayings and a place where students can feel welcome and positive.</p> <p>X. Provide students a digital curriculum that addresses social emotional, cultural and academic support.</p> <p>Y. Utilize interactive smart boards to help engage students with the learning process.</p> <p>Z. Purchase a new school marquee.</p>	<p>Y. Utilize interactive smart boards to help engage students with the learning process.</p> <p>Z. Purchase a new school marquee</p>		
<p><b>ANALYZING DATA</b></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> <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>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. Provided tiered interventions Social-Emotional Learning program (such as second step and 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. Purchased 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. Continued to provide Advisory Class to teach Social Emotional Learning - Habits of the Mind and Habits of the Heart.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
E. Continue to provide ROAR support class.	E. Continued to provide ROAR support class.		
<p>HEALTH AND WELLNESS</p> <p>A. District nurse, health care aide and office staff monitor and maintain the health care needs of students.</p> <p>B. Review, Revise and Adopt 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>A. District nurse, new health care aide and office staff monitor and maintain the health care needs of students and provide assistance to our student population.</p> <p>B. Reviewed, Revisde and Adopedt MLMS Safety Plan by School Site Council, yearly.</p> <p>C. Continued supporting elective classes ASB, AVID, Art Band, Choir, Project Lead the Way (Robotics) Video production, and Yearbook.</p>	<p>Health Care Aide 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$24,777</p>	<p>Health Care Aide 3hrs. (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$24,777</p>

## Analysis

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

This year, we have tied in a ROAR award day after each six-week grading period for students who are eligible. In addition, for students who were not eligible, we created interventions to support their academic and socio-emotional needs.

We also increased assemblies:

CAMFEL-promoting a positive self-image and message

District Attorney: Cyber Crimes and Gang Prevention

Local Guest Speaker to support our students that need a social-emotional and academic boost.

Created an attendance committee

Identified chronically absent students and met wiith parents to discuss needs, resources, etc.

Created a positive phone call board in the front office

BSEL team comprised of staff (certificated, staff) , parents, and students

ROAR room to support student's academic and social-emotional needs

Advisory Class to provide 4/week Habits of the Mind and Habits of the Heart Lessons

Provide students with college shirts, college cinch bags, and Habits of Mind/Heart shirts

Worked with PICO to train staff on trauma-informed education

Behavioral Health worked with students - Empowerment Group

Check/In-Check/Out (CHICO) Mentoring program

ASB provides lunchtime fun activities every Friday as well as a morning greeting.

The Garden provides a calm place for students to walk by.

Administration and counselors are trained in restorative practices.

Monthly drills conducted (fire, earthquake and/or lockdown) to maintain alertness as it relates to safety on campus.

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

Attendance has increased from 2021-2022 to 2022-2023 based on panorama data

2021-2022	2022-2023
21% Excelling	40% Excelling (+19)
12% On Track	30% On Track (+18)
6% At Risk	19% At Risk (+13)
3% Critical	8% Critical (+5)

Behavior has improved from 2021-2022 to 2022-2023 based on panorama data

2021-2022	2022-2023
32% Excelling	67% Excelling (+35)
8% On Track	22% On Track (+14)
1% At Risk	5% At Risk (+4)
1% Critical	4% Critical (+3)

2021-2022: First Semester: 13 total students suspended

2022-2023: First Semester 2022-2023 12 students suspended (1 less than 2021-2022)

Students' perspectives based on panorama data has improved: based on the Panorama Data for Fall 2021 to Fall of 2022.

Fall, 2021	Fall, 2022
61% of students feel safe at school	66% of students feel safe at school (+5%)
53% of students value school	53% of students value school (0%)
44% of students feel a sense of belonging	42% of students feel a sense of belonging (-2%)



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

There were three major expenditure differences.

1. Classified hours used for added hours has been supported through district funding of extra TCT hours.
2. Less conference expenditures have occurred due to more district training and professional development.
3. Less money has been spent for flexible seating as we distributed furniture purchased from years prior.

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.

From the panorama data, we would like students to have a higher perception of safety, school value, and a sense of belonging.

We will review with teachers the panorama data and train them to use it often.

Train teachers on social-emotional learning to best support students' behavior.

We will continue to provide drills (earthquake, fire, lock-down).

We will continue to bridge the importance of school to life in order for students to value their school and education as a whole

We will continue to utilize restorative practice, in order for each student to feel that they belong and have a voice in their school community.

# Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

## 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% (82%--> 85%)	A report was not able to be generated due to low participation rate in the survey."
P3: Parent Engagement: LCAP Survey	An increase of parents likely to recommend MLMS to other parents by 3% (83%--> 86%)	A report was not able to be generated due to low participation rate in the survey."
P3: Parent Engagement: LCAP Survey	An increase of parents feeling welcome at MLMS by 6% (64%-->70%)	A report was not able to be generated due to low participation rate in the survey."
P3: Parent Engagement: LCAP Survey	An increase of parents feeling that they are part of their child's school community by 3% (72%--> 75%)	A report was not able to be generated due to low participation rate in the survey."
P6: Staff Engagement: LCAP Survey	An increase of staff that feel safe at school by 5% (70% to 75%)	A report was not able to be generated due to low participation rate in the survey."
P6: Staff Engagement: LCAP Survey	An increase of staff feeling welcome among MLMS staff by 3% (74% to 77%)	A report was not able to be generated due to low participation rate in the survey."
P5: Student Engagement: LCAP Survey	An increase of students feeling welcome among MLMS students by 3% (73% to 76%)	79% of students felt that they have a teacher or adult from school that can help
P5: Student Engagement: LCAP Survey	An increase of students feeling their family is involved in their education by 3% (80% to 83%)	91% of students feel that they have a family member or other adult outside of school who you can count on to help you, no matter what.
P5: Student Engagement: LCAP Survey	An increase of students participating in extracurricular activities (91% to 94%)	45% of our student feel that they belong at school.
	.	

## 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 attend the following:</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</li> <li>F. 7th Grade Information Night</li> <li>G. Band/Choir Recitals</li> <li>H. English Language Advisory Council (ELAC)</li> <li>I. District Advisory Committee (DAC)</li> <li>J. Coffee and Conversation Meetings</li> </ul>	<p>Parents have the opportunity to attend the following:</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</li> <li>F. 7th Grade Information Night</li> <li>G. Band/Choir Recitals</li> <li>H. English Language Advisory Council (ELAC)</li> <li>I. District Advisory Committee (DAC)</li> <li>J. Coffee and Conversation Meetings</li> </ul>	<p>Hourly-Other Classified (Campus Supervisor/IA) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500</p>	<p>Hourly-Other Classified (Campus Supervisor/IA) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0.00</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. Parent Square Message</li> <li>C. School Marquee (needs to be updated)</li> <li>D. Newsletters</li> <li>E. Letters/flyers mailed home</li> <li>F. Letters sent home with students.</li> <li>G. Parent Connect.</li> <li>H. Face to face meetings</li> <li>I. Online meetings--Google Meet/Zoom</li> <li>J. Phone Calls/Emails</li> </ul>	<p>This year, MLMS used a variety of communication tools:</p> <ul style="list-style-type: none"> <li>A. School Website</li> <li>B. Parent Square Message</li> <li>C. School Marquee- new marquee purchased but not yet installed</li> <li>D. Newsletters- NA</li> <li>E. Letters/flyers mailed home</li> <li>F. Letters sent home with students.</li> <li>G. Parent Connect.</li> <li>H. Face to face meetings</li> <li>I. Online meetings--Google Meet/Zoom</li> <li>J. Phone Calls/Emails</li> </ul>	<p>Teacher Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$500.00</p>	<p>Teacher Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$0.00</p>
		<p>Refreshments 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$500</p>	<p>Refreshments 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$576.49</p>
		<p>Materials/Books/Resources 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1,000.00</p>	<p>Materials/Books/Resources 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0.00</p>
		<p>Printing 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$500</p>	<p>Printing 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$0.00</p>
		<p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500</p>	<p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>STUDENT AWARDS</b></p> <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>This year, we have worked hard to ensure more student rewards occur.</p> <p>A. Provided 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. Provided Attendance awards and incentives.</p> <p>C. Provided awards and interventions every 6 weeks for students (after progress reports and grades)</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><b>PARENT RESOURCES</b></p> <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>A. NA</p> <p>B. Providing translating services to parents.</p> <p>C. Provide refreshments for parents and children.</p> <p>D. Resources for meetings were provided this year.</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>Materials and supplies for parents 4000-4999: Books And Supplies Title III LEP -- 4203 \$0.00</p> <p>Printing Supplies MLMS workbooks 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement -- 3010 1902 \$0.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Refreshments for parent meetings 5000-5999: Services And Other Operating Expenditures Title III LEP -- 4203 \$500	Refreshments for parent meetings 5000-5999: Services And Other Operating Expenditures Title III LEP -- 4203 \$0.00
		Books 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$500	Books 5800: Professional/Consulting Services And Operating Expenditures Title III LEP -- 4203 \$0.00
<p><b>SOCIAL-MEDIA COMMUNICATIONS</b> 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.</p>	<p>Our Translation Clerk Typist (TCT) updates the website, and all social media accounts.</p>		
<p><b>PARENT-TEACHER CONFERENCES</b> Continue enhancing student achievement by holding Parent/Teacher conferences to discuss academics (CCSS, assessments, progress), Attendance and Social/Emotional Support (participation, discipline, and interventions).</p>	<p>Parent Teacher Conferences are ongoing throughout the year. The student, parent or teacher can request the PTC.</p>		
<p><b>STUDENT SOCIO-EMOTIONAL SUPPORT</b> 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</p>	<p>This year, we had two staff trainings for Trauma Informed Teaching by our Behavioral Health Specialist.  ROAR classes provided for students. Students or teacher may request for the student to attend ROAR for academic or social emotional support</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue Behavioral Health Support</p> <p>Continue Baseware</p> <p>Continue Reflections on Inspirational and Behavioral Videos</p> <p>Continue home visits</p> <p>Continue surveys to identify student's social-emotional needs.</p>	<p>Currently, we have a behavioral health mentor and behavioral health therapist.</p> <p>For students who have on-campus intervention class, they review base-ware lessons.</p> <p>home visits are conducted for students who are chronically absent.</p> <p>California Healthy Kids Survey conducted this year. Panorama Survey conducted twice this year.</p>		
<p><b>PARENT IN LEADERSHIP</b> 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.</p>	<p>Parents are involved in School Site Council Parents are involved in ELAC This year, we have an active booster club This year, we have a monthly meeting for parents (coffee and conversations).</p>		
<p><b>PARENT RESOURCES</b> A. Continue to provide parents with community resources such as Behavioral Health Referrals to support students social/emotional learning.  B. Provide Community Resources from PICO for Borrego Health  C. Provide parents resources for their child to be academically successful (Paper.co, ELO opportunities).</p>	<p>A. This year, we have partnered with MLMS Behavioral Health and staff to work with parents and students on activities.  B. TCT translates parent meetings, website, letters and flyers.  C. A variety of academic and social-emotional extended learning opportunities (ELO classes) are provided Monday-Thursday, 3:30pm-4:00pm</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>TRANSLATION SUPPORT</b>  A. Continue providing Translator Clerk Typist (TCT) services to parents to remove the language barriers when they walk into the office.</p> <p>B. Continue providing Bilingual Language Translator services to students and parents.</p>	<p>A. Translation support has been added to support the parents who need translation outside the 4-hour window.</p> <p>B. The bilingual language tutor provides support in translation and educational support to our students and parents.</p>	<p>Translator Clerk Typist (.50)  2000-2999: Classified  Personnel Salaries  LCFF Suppl/Conc -- 0707  \$30,759</p>	<p>Translator Clerk Typist (.50)  2000-2999: Classified  Personnel Salaries  LCFF Suppl/Conc -- 0707  \$34,647</p>
<p><b>COMMON-SENSE MEDIA</b>  A. Continue to implement and monitor appropriate use of Technology guidelines for parents/students.</p> <p>B. Provide opportunities/resources for parents to monitor their child's technology devices.</p> <p>C. Continue providing digital citizenship lessons (by teachers and admin).</p>	<p>A. All students and parents sign the acceptable use of technology agreement at the beginning of the year.</p> <p>B. Training at the beginning of the year for parents regarding their child's</p> <p>C. Each student received at least digital citizenship lessons and the deputy DA presented cyber crimes.</p>		
<p><b>PARENT VOLUNTEERS</b>  Parents attend school functions and volunteer for school functions such as SSC, Booster Club, ELAC, DAC, DELAC, Talent Show, Carnivals/Dances chaperones, etc.</p>	<p>Parents have more opportunities for engagement through SSC, Booster club, ELAC, DAC, DELAC, CAC, and Booster Club.</p>		

## Analysis

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

This year, we have brought back:  
Booster Club  
Coffee and conversations - monthly parent meetings  
On campus-Incoming 7th-grade night:- April 20, 2023

Ongoing-  
School Site Council  
English Language Advisory Council (ELAC)  
Extended Learning Opportunitis (ELO)

We have increased the number of ROAR days to every six weeks (right after each progress report).

We have had community members present to our parents:  
Deputy DA gave parent meetings on Human Trafficking  
School Resource Officer gave a presentation on the Dangers of drugs  
Behavioral Health Therapist gave a presentation on signs of depression

We have had community members present to our students:  
CAMFEL gave an empowerment presentation: " A state of Me"  
Deputy DA: gave a presentation in 1st semester on Gang Awareness  
Deputy DA gave a presentation 2nd semester on the dangers of cyber crimes  
Former gang member, now teacher present to our at-promise students

We have had community members present to our staff:  
Retired Law Enforcement "Surviving an Active Assailant"  
Behavioral Health Therapist- 1st semester: Trauma-informed care (part 1)  
Behavioral Health Therapist- 2nd semester- Trauma-informed care (part 2) and resources

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

There was not enough data to review the parent and staff feedback. As we had 5 parents out of 700 students complete the parent survey. Also, we had 5 teachers that filled out the survey as well.

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

Due to the use of ESSER funding , less expenditures were used in this goal from the budgets above.

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.

One of the greatest changes will be to incentivize feedback from staff and parents. It is important to have a true representation of feedback from our stakeholders to make meaningful changes to our school's plan with parent, student, and staff voices. We will have a QR code for the survey and push it out during the week of the survey. We will have the QR code outside for parents waiting in the drop-off, pick-up line, in the office, emailed home, texted, on the website and on all social-media platforms.

We will continue to increase partnerships with the community to meet the needs of our school community.

We will partner with Booster Club to conduct career day(s).

We would like to assess the needs of parents to check if they would like classes held at MLMS (English, parenting, etc..)

We will increase parent-student activities on site (carnivals, EL night, Math night, etc.)



We would like to have a station during registration to help parents opt-in to parent square (to receive text messages)  
We would like to increase parent involvement in coffee and conversations, ELAC, DAC, and other pertinent parent meetings.  
We will partner with PICO services to provide parents with resources and support to parents.  
We will work with our staff to have monthly goals for EI students and Students with disability to create a more inclusive setting for all students.  
Expand ELO classes.

# 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	176817
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	889,859.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	168840	0.00
Title I Parent Involvement -- 3010 1902	2623	0.00
Title III LEP -- 4203	5354	0.00
LCFF Suppl/Conc -- 0707	138990	0.00
LCFF District -- 500 0707	284681	0.00
LCFF Sec Int -- 0046	267956	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	284,681.00
LCFF Sec Int -- 0046	267,956.00
LCFF Suppl/Conc -- 0707	138,990.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	168,840.00
Title I Parent Involvement -- 3010 1902	2,623.00
Title III LEP -- 4203	5,354.00

# Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	607,322.00
2000-2999: Classified Personnel Salaries	184,182.00
4000-4999: Books And Supplies	50,676.00
5000-5999: Services And Other Operating Expenditures	28,584.00
5800: Professional/Consulting Services And Operating Expenditures	19,095.00

## 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	171,979.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	112,702.00
1000-1999: Certificated Personnel Salaries	LCFF Sec Int -- 0046	267,956.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	41,347.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	31,178.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	34,965.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	16,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	15,000.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF VAPA -- 0763	3,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	126,040.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	30,884.00
4000-4999: Books And Supplies	Title I Basic -- 3010	5,832.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	6,084.00

4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,728.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement -- 3010 1902	895.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	203.00
4000-4999: Books And Supplies	Title III LEP -- 4203	5,151.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Mary Boules	Principal
Jana Aragon	Classroom Teacher
Melissa Ascensio	Classroom Teacher
Susan Maturino	Classroom Teacher
Brandi Thomas	Classroom Teacher
Shannon Aviles	Other School Staff
Cynthia Clemens	Parent or Community Member
Paloma Patton	Parent or Community Member
Alma Villegas	Parent or Community Member
Katie Delgado	Secondary Student
Ruby Torres	Secondary Student
Gregory Brown	Secondary Student

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






# Recommendations and Assurances

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

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

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

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



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

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

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

This SPSA was adopted by the SSC at a public meeting on 5-10-2023.

Attested:

	Principal, Mary Boules on 5/10/2023
	SSC Chairperson, Susan Maturino on 5/10/23

# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner 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).

## Educational Partner 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 Educational Partner 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