School Year:     **2021-22**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Mills High School | 41-69047-4134557 | November 2021 | |

## Purpose and Description

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

Schoolwide Program

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

SPSA Goals were created to align with the District LCAP goals: Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture. Safe & Connected Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe. Engaging, Rigorous and Relevant Learning for Every Student: Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant, rigorous and engaging. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals. Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

# Comprehensive Needs Assessment Components

## Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Data from the Panoramic Survey Data administered throughout the 2020-2021 school year in addition to Tier One cycle of inquiry student data throughout the 2020-2021 school year. Other student data include student discussions, focus groups, surveys that target a specific subgroup, and various parent surveys.

## Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted as part of the formal district-wide teacher evaluation system with the support of a trained Instructional Coach for all teachers on a full evaluation cycle that are temporary, probationary 1 and probationary 2 status. Instructional coaches also serve as BTSA providers for beginning teachers who need to clear credentials. In addition to the evaluation cycle, administrators routinely walk-through classrooms and give feedback to the teachers using different walkthrough tools. Findings from classroom observations indicate a continued need to focus on culturally responsive teaching to address the achievement of our students furthest from opportunity.

## Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Faculty and administration use the following assessment data disaggregated by subgroup to improve student achievement:
- CAASPP English and Math data
- 9th Graders Receiving a C- or better in Algebra I and English I
- ELPAC Data
- A-G Eligibility Data
- 10th Graders On Track to Graduate Data
- Graduation Rates
- Suspension and Expulsion Rates
- Class-based Formative and Summative Assessments
- CA Healthy Kids Survey (when available)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The following data is used to monitor student progress on curriculum-embedded assessments and modify instruction:
- Analysis of student work
- Class-based Formative Assessments
- Class-based Summative Assessments
- Student Grades
- CAASPP Scores

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers in core subject areas are highly qualified and NCLB-compliant.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Mills High School teachers are credentialed by the California Commission on Teacher Credentialing. All teachers have access to professional development opportunities and funding including site- and/or district-based training as well as outside workshops and conferences.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development requests are approved by the Principal. Approval is based on alignment to school goals including the WASC Action Plan, Student Learning Outcomes (SLOs), and the School Plan for Student Achievement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district and the school site provides a series of New Teacher trainings for teachers new to the District. Site-based instructional coaches work with all teachers on a full evaluation cycle. Professional development in PLC practices is provided to all faculty by the District and school site.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Twice a week, a 40-minute collaboration period is devoted to department/professional learning team collaboration. Once per month, the school has an Early Release Professional Development day on Mondays to continue professional learning aligned to District LCAP goals.

The weekly collaboration schedule allows for the following:

Course and content alike professional learning community (PLC) meetings
Faculty meetings
Optional Admin Office Hours
Course alike District-wide PLC time PD
Department Meetings
Schoolwide Professional Development related to School and District Goals
Schoolwide MTSS Time (Tier I and Tier II presentations, Grade Level Meetings, Referral for Assistance training and completion time)

In addition to dedicated collaboration time, common preparation periods are scheduled within the master schedule for targeted course-alike teachers in English, math, science, social studies and ALD as well as for Special Education and general education co-teachers.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

During department collaboration time, teachers work in PLCs to align curriculum through scope and sequences, create common assessments and engage in the cycle of inquiry to identify areas for growth in student performance.   Using common assessment data, and student grades, teachers determine which areas of the curriculum were not mastered by the students and reteach key concepts.  Teachers align curriculum to the Common Core Standards and the Next Generation Science Standards for science.  PLCs continue meet weekly to align curriculum maps tied to standards and create formative and summative assessments while using the cycle of inquiry. The school instituted school-wide PLC Agreements to align the work of PLCs and continues to refine the practice of PLCs.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The Mills High School class schedule adheres to the minimum instructional minutes required by the California Educational Code.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Most PLCs share a common scope and sequence and pacing schedule.  9th and 10th grade English and Algebra I teachers have developed and are implementing a pacing calendar that includes common assessments.  Academic support embedded in the master schedule includes Algebra support, Geometry support, Directed Studies and Guided Studies in the 10th and 11th grades.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In accordance with the California Williams Act, all Mills High students have equal access to standards-based instructional materials.  All students are assigned district-adopted, standards-based textbooks to be used at school or at home to complete assignments. Each student is issued a chromebook at the beginning of the year to access coursework and Canvas.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

District-adopted textbooks and standards-aligned instructional materials are used in all content areas including support classes.

# Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services include but are not limited to:

- After-School Tutoring
- Guided Study Classes
- On-site Credit Recovery (OSCR) classes
- Wellness Counselors
- Mentor Programs
- Social Skills Groups
- Subject-Specific Tutoring
- Student Study Teams
- Strategic Support Classes in Algebra and Geometry
- Therapeutic Services for individual students and groups
- Flex Time twice per week for 40 minutes embedded in the master schedule

Evidence-based educational practices to raise student achievement

Research-based educational practices include but are not limited to:

- Culturally Responsive Teaching
- Alignment and sequencing of course curriculum to State standards and Common Core Standards
- Common formative and summative assessments aligned to the standards
- Active student engagement strategies
- Checking for understanding
- Homework policies and revise and redeem practices
- Inclusion and integrated practices for Special Education students
- Use of scaffolding strategies and Constructing Meaning for English Learners
- Multi-Tiered System of Supports included focused Tier I and Tier II supports

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available from our school community:

- Chromebooks assigned to each student
- After School Tutoring
- Mental Health Agencies (referrals and services)
- Latina Mentor Program
- Check In Check Out Mentor Program
- Academic Support classes in math
- Academic Language Development for English Learners
- -Mills Annual Fund (parent and community donors)
- Parent education workshops (Parent Project, First Aid for Youth Mental Health)
- Rapid Relief Fund managed by the PTO to assist economically struggling families during the pandemic

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Input from stakeholders is gathered through the following school structures:

English Learners Advisory Committee (ELAC)
Spanish-Speaking Parent Meetings
Parent Teacher Organization
Booster Parent Groups (Sports, Drama, Music)
Mills School Site Council (MPC)
Academic Senate (Department Heads)
Student, Parent, and Faculty

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Professional development
LCAP Supplemental funds are used to fund the English Learner Specialist, Family Engagement Coordinator and After School Program
ELO funds are used to support Freshman Flex and Check In Check Out mentor programs

Fiscal support (EPC)

Mills High School receives ELO and LCAP supplemental funds.  In addition to funds allocated by the district from the General Fund, Mills High School has an Annual Fund Campaign to support student needs.

# Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Involvement in the annual review and update of the SPSA includes the following:
- Review of goals and related data by Academic Senate in the Fall
- Review of goals and related data by School Site Council in Fall
- Input and approval of SPSA by Academic Senate and School Site Council

# Resource Inequities

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

Our students furthest from opportunity (SES, students with IEPs, Latinx, Black and Pacific Islander students) have less resources in the community and at home support to academically succeed compared to their peers.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| American Indian | 0.17% | 0.33% | 0.3% | 2 | 4 | 3 |
| African American | 0.51% | 0.58% | 0.7% | 6 | 7 | 8 |
| Asian | 45.77% | 44.9% | 45.9% | 541 | 541 | 542 |
| Filipino | 10.24% | 9.21% | 9.1% | 121 | 111 | 107 |
| Hispanic/Latino | 18.7% | 19.92% | 19.9% | 221 | 240 | 235 |
| Pacific Islander | 2.96% | 2.74% | 2.0% | 35 | 33 | 23 |
| White | 2.03% | 13.2% | 12.9% | 24 | 159 | 152 |
| Multiple/No Response | 6.18% | 5.73% | 9.3% | 73 | 69 | 110 |
| | | | Total Enrollment | 1,182 | 1,205 | 1,180 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 18-19 | 19-20 | 20-21 |
| Grade 9 | 298 | 319 | 292 |
| Grade 10 | 276 | 301 | 317 |
| Grade 11 | 309 | 271 | 298 |
| Grade 12 | 299 | 314 | 273 |
| Total Enrollment | 1,182 | 1,205 | 1,180 |

**Conclusions based on this data:**

1. Steady enrollment numbers since 2018-2019 with a slight decline overall.

2. Mills remains a relatively small school with the ability to better meet the needs of subgroups of students.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **18-19** | **19-20** | **20-21** | **18-19** | **19-20** | **20-21** |
| **English Learners** | 64 | 62 | 66 | 5.4% | 5.1% | 5.6% |
| **Fluent English Proficient (FEP)** | 523 | 529 | 525 | 44.2% | 43.9% | 44.5% |
| **Reclassified Fluent English Proficient (RFEP)** | 23 | 27 | 27 | 33.3% | 42.2% | 43.5% |

**Conclusions based on this data:**

1. Numbers for English Learners and Fluent English Proficient students remained relatively stable since 2018. An increase of 8.9% in RFEP students since 2018 demonstrating a need for explicit instruction in academic literacy.

# 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** | | | **% of Enrolled Students** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 11** | 301 | 302 | 287 | 283 | 287 | 0 | 283 | 287 | 0 | 94 | 95 | 0.0 |
| **All Grades** | 301 | 302 | 287 | 283 | 287 | 0 | 283 | 287 | 0 | 94 | 95 | 0.0 |

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

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

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Overall Achievement for All Students** | | | | | | | | | | | | | | | |
| **Grade Level** | **Mean Scale Score** | | | **% Standard** | | | **% Standard Met** | | | **% Standard Nearly** | | | **% Standard Not** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 11** | 2669. | 2654. | | 51.59 | 48.08 | | 25.44 | 27.18 | | 16.25 | 16.03 | | 6.71 | 8.71 | |
| **All Grades** | N/A | N/A | N/A | 51.59 | 48.08 | | 25.44 | 27.18 | | 16.25 | 16.03 | | 6.71 | 8.71 | |

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

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Reading** **Demonstrating understanding of literary and non-fictional texts** | | | | | | | | | |
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 11** | 50.88 | 47.39 | | 38.52 | 36.93 | | 10.60 | 15.68 | |
| **All Grades** | 50.88 | 47.39 | | 38.52 | 36.93 | | 10.60 | 15.68 | |

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

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Writing** **Producing clear and purposeful writing** | | | | | | | | | |
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 11** | 60.78 | 57.49 | | 28.98 | 33.45 | | 10.25 | 9.06 | |
| **All Grades** | 60.78 | 57.49 | | 28.98 | 33.45 | | 10.25 | 9.06 | |

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

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| **Grade Level** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 11** | 38.52 | 40.77 | | 55.12 | 50.87 | | 6.36 | 8.36 | |
| **All Grades** | 38.52 | 40.77 | | 55.12 | 50.87 | | 6.36 | 8.36 | |

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

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| **Grade Level** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 11** | 61.48 | 49.48 | | 33.57 | 41.46 | | 4.95 | 9.06 | |
| **All Grades** | 61.48 | 49.48 | | 33.57 | 41.46 | | 4.95 | 9.06 | |

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

**Conclusions based on this data:**

1. There was a decline in overall CAASPP ELA in students exceeding/meeting standards since 2016/17 by 15.3%. There is no test data for 2019-2020 and 2020-2021 due to the pandemic.

2. High numbers of students are exceeding or meeting standards in Reading, Writing, Listening and Research/Inquiry with over 90% in each sub category with the exception of Reading at 84%. While there are declines in all claims since 2016-2017, percentages of students exceeding and meeting standards remain high. The greatest decline is in the Reading sub category by 10%.

3. Areas of focus include reading (-10%) and research (-6%) across the curriculum.

# 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 | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 301 | 302 | 287 | 275 | 288 | 0 | 275 | 288 | 0 | 91.4 | 95.4 | 0.0 |
| All Grades | 301 | 302 | 287 | 275 | 288 | 0 | 275 | 288 | 0 | 91.4 | 95.4 | 0.0 |

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

2019-20 Data:
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| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 2685. | 2662. | | 47.27 | 40.63 | | 22.91 | 25.69 | | 14.91 | 13.89 | | 14.91 | 19.79 | |
| All Grades | N/A | N/A | N/A | 47.27 | 40.63 | | 22.91 | 25.69 | | 14.91 | 13.89 | | 14.91 | 19.79 | |

2019-20 Data:
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| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 60.73 | 56.25 | | 21.82 | 18.06 | | 17.45 | 25.69 | |
| All Grades | 60.73 | 56.25 | | 21.82 | 18.06 | | 17.45 | 25.69 | |

2019-20 Data:
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| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 11 | 50.91 | 41.32 | | 32.36 | 38.54 | | 16.73 | 20.14 | |
| All Grades | 50.91 | 41.32 | | 32.36 | 38.54 | | 16.73 | 20.14 | |

2019-20 Data:
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| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 11** | 55.27 | 45.14 | | 33.09 | 39.93 | | 11.64 | 14.93 | |
| **All Grades** | 55.27 | 45.14 | | 33.09 | 39.93 | | 11.64 | 14.93 | |

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

**Conclusions based on this data:**

1. Percentage of students exceeding or meeting standards in Math dropped by 8% since 2016/17. There is no data for 2019-2020 and 2020-2021 due to the pandemic.

2. While there are drops in exceeding, meeting and nearly meeting standards in the three claims- concepts and procedures, problem solving and modeling and communicating reasoning, percentages remain above 70% for all students.

3. Areas of focus include concepts and procedures (-9%) which saw the greatest drops in performance over the three years.

# School and Student Performance Data

## ELPAC Results

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ELPAC Summative Assessment Data** <br> **Number of Students and Mean Scale Scores for All Students** | | | | | | | | | | | | |
| **Grade Level** | **Overall** | | | **Oral Language** | | | **Written Language** | | | **Number of Students Tested** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **9** | * | 1511.6 | 1541.0 | * | 1474.7 | 1520.2 | * | 1548.0 | 1561.4 | * | 23 | 24 |
| **10** | 1572.3 | * | 1509.7 | 1522.6 | * | 1492.4 | 1621.8 | * | 1526.6 | 17 | 6 | 16 |
| **11** | 1569.2 | 1625.4 | 1455.4 | 1527.9 | 1570.3 | 1431.6 | 1609.8 | 1679.9 | 1479.0 | 14 | 16 | 14 |
| **12** | * | * | * | * | * | * | * | * | * | * | 9 | 5 |
| **All Grades** | | | | | | | | | | 46 | 54 | 59 |

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

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Overall Language** <br> **Percentage of Students at Each Performance Level for All Students** | | | | | | | | | | | | |
| **Grade Level** | **Level 4** | | | **Level 3** | | | **Level 2** | | | **Level 1** | | | **Total Number of Students** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **9** | * | 26.09 | 16.67 | * | 21.74 | 45.83 | * | 26.09 | 20.83 | | 26.09 | 16.67 | * | 23 | 24 |
| **10** | * | * | 25.00 | * | * | 37.50 | * | * | 12.50 | * | * | 25.00 | 17 | * | 16 |
| **11** | * | 68.75 | 14.29 | * | 6.25 | 35.71 | * | 12.50 | 21.43 | | 12.50 | 28.57 | 14 | 16 | 14 |
| **12** | * | * | * | * | * | * | * | * | * | | * | * | * | * | * |
| **All Grades** | 34.78 | 38.89 | 18.64 | 41.30 | 25.93 | 40.68 | * | 20.37 | 20.34 | * | 14.81 | 20.34 | 46 | 54 | 59 |

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

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Oral Language** <br> **Percentage of Students at Each Performance Level for All Students** | | | | | | | | | | | | |
| **Grade Level** | **Level 4** | | | **Level 3** | | | **Level 2** | | | **Level 1** | | | **Total Number of Students** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **9** | | 13.04 | 16.67 | * | 30.43 | 41.67 | * | 26.09 | 20.83 | | 30.43 | 20.83 | * | 23 | 24 |
| **10** | * | * | 31.25 | * | * | 25.00 | * | * | 25.00 | * | * | 18.75 | 17 | * | 16 |
| **11** | * | 43.75 | 14.29 | * | 37.50 | 42.86 | | 6.25 | 14.29 | | 12.50 | 28.57 | 14 | 16 | 14 |
| **12** | * | * | * | * | * | * | * | * | * | | * | * | * | * | * |
| **All Grades** | 32.61 | 24.07 | 22.03 | 45.65 | 35.19 | 37.29 | * | 22.22 | 20.34 | * | 18.52 | 20.34 | 46 | 54 | 59 |

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

| Grade Level | Written Language — Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | * | 30.43 | 25.00 | * | 13.04 | 33.33 | * | 30.43 | 20.83 | * | 26.09 | 20.83 | * | 23 | 24 |
| 10 | * | * | 25.00 | * | * | 37.50 | * | * | 6.25 | | * | 31.25 | 17 | * | 16 |
| 11 | * | 68.75 | 7.14 | * | 6.25 | 28.57 | * | 25.00 | 35.71 | | 0.00 | 28.57 | 14 | 16 | 14 |
| 12 | * | * | * | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 36.96 | 42.59 | 20.34 | 36.96 | 22.22 | 33.90 | 23.91 | 24.07 | 22.03 | * | 11.11 | 23.73 | 46 | 54 | 59 |

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

| Grade Level | Listening Domain — Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | * | 4.35 | 33.33 | * | 69.57 | 41.67 | | 26.09 | 25.00 | * | 23 | 24 |
| 10 | 76.47 | * | 31.25 | * | * | 43.75 | | * | 25.00 | 17 | * | 16 |
| 11 | * | 31.25 | 0.00 | * | 56.25 | 71.43 | | 12.50 | 28.57 | 14 | 16 | 14 |
| 12 | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | 65.22 | 18.52 | 22.03 | 34.78 | 66.67 | 54.24 | | 14.81 | 23.73 | 46 | 54 | 59 |

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

| Grade Level | Speaking Domain — Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 9 | * | 26.09 | 25.00 | * | 26.09 | 45.83 | * | 47.83 | 29.17 | * | 23 | 24 |
| 10 | * | * | 31.25 | 64.71 | * | 43.75 | * | * | 25.00 | 17 | * | 16 |
| 11 | * | 50.00 | 21.43 | 92.86 | 37.50 | 50.00 | | 12.50 | 28.57 | 14 | 16 | 14 |
| 12 | * | * | * | * | * | * | | * | * | * | * | * |
| All Grades | * | 35.19 | 28.81 | 73.91 | 33.33 | 44.07 | * | 31.48 | 27.12 | 46 | 54 | 59 |

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

<table>
<tr><td colspan="13"><b>Reading Domain<br>Percentage of Students by Domain Performance Level for All Students</b></td></tr>
<tr><td rowspan="2"><b>Grade Level</b></td><td colspan="3"><b>Well Developed</b></td><td colspan="3"><b>Somewhat/Moderately</b></td><td colspan="3"><b>Beginning</b></td><td colspan="3"><b>Total Number of Students</b></td></tr>
<tr><td><b>17-18</b></td><td><b>18-19</b></td><td><b>20-21</b></td><td><b>17-18</b></td><td><b>18-19</b></td><td><b>20-21</b></td><td><b>17-18</b></td><td><b>18-19</b></td><td><b>20-21</b></td><td><b>17-18</b></td><td><b>18-19</b></td><td><b>20-21</b></td></tr>
<tr><td><b>9</b></td><td>*</td><td>34.78</td><td>33.33</td><td>*</td><td>34.78</td><td>41.67</td><td>*</td><td>30.43</td><td>25.00</td><td>*</td><td>23</td><td>24</td></tr>
<tr><td><b>10</b></td><td>*</td><td>*</td><td>37.50</td><td>*</td><td>*</td><td>31.25</td><td>*</td><td>*</td><td>31.25</td><td>17</td><td>*</td><td>16</td></tr>
<tr><td><b>11</b></td><td>*</td><td>68.75</td><td>14.29</td><td>*</td><td>6.25</td><td>50.00</td><td>*</td><td>25.00</td><td>35.71</td><td>14</td><td>16</td><td>14</td></tr>
<tr><td><b>12</b></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td><b>All Grades</b></td><td>36.96</td><td>50.00</td><td>28.81</td><td>47.83</td><td>29.63</td><td>44.07</td><td>*</td><td>20.37</td><td>27.12</td><td>46</td><td>54</td><td>59</td></tr>
</table>

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

<table>
<tr><td colspan="13"><b>Writing Domain<br>Percentage of Students by Domain Performance Level for All Students</b></td></tr>
<tr><td rowspan="2"><b>Grade Level</b></td><td colspan="3"><b>Well Developed</b></td><td colspan="3"><b>Somewhat/Moderately</b></td><td colspan="3"><b>Beginning</b></td><td colspan="3"><b>Total Number of Students</b></td></tr>
<tr><td><b>17-18</b></td><td><b>18-19</b></td><td><b>20-21</b></td><td><b>17-18</b></td><td><b>18-19</b></td><td><b>20-21</b></td><td><b>17-18</b></td><td><b>18-19</b></td><td><b>20-21</b></td><td><b>17-18</b></td><td><b>18-19</b></td><td><b>20-21</b></td></tr>
<tr><td><b>9</b></td><td>*</td><td>21.74</td><td>12.50</td><td>*</td><td>56.52</td><td>62.50</td><td></td><td>21.74</td><td>25.00</td><td>*</td><td>23</td><td>24</td></tr>
<tr><td><b>10</b></td><td>70.59</td><td>*</td><td>12.50</td><td>*</td><td>*</td><td>62.50</td><td></td><td>*</td><td>25.00</td><td>17</td><td>*</td><td>16</td></tr>
<tr><td><b>11</b></td><td>*</td><td>31.25</td><td>28.57</td><td>*</td><td>68.75</td><td>42.86</td><td></td><td>0.00</td><td>28.57</td><td>14</td><td>16</td><td>14</td></tr>
<tr><td><b>12</b></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td><b>All Grades</b></td><td>54.35</td><td>24.07</td><td>18.64</td><td>45.65</td><td>66.67</td><td>57.63</td><td></td><td>9.26</td><td>23.73</td><td>46</td><td>54</td><td>59</td></tr>
</table>

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

**Conclusions based on this data:**

**1.** Only data for 2018/19 is available.  54 total students with 20-30% in each leveled category (L1-L4).

**2.** Oral language and speaking are an area of focus since 31% tested at a beginning domain for speaking and 19% at a L1 for oral language. Activities in the classroom should focus on increasing speaking opportunities/engagement for ELs.

**3.** Reading, Writing and Listening are additional areas of focus but EL students show more development in these areas when they join our school community.

# School and Student Performance Data

## Student Population

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

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

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

| 2020-21 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **1180** | **22.7** | **5.6** | **0.1** |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 66 | 5.6 |
| **Foster Youth** | 1 | 0.1 |
| **Homeless** | 1 | 0.1 |
| **Socioeconomically Disadvantaged** | 268 | 22.7 |
| **Students with Disabilities** | 112 | 9.5 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 8 | 0.7 |
| **American Indian or Alaska Native** | 3 | 0.3 |
| **Asian** | 542 | 45.9 |
| **Filipino** | 107 | 9.1 |
| **Hispanic** | 235 | 19.9 |
| **Two or More Races** | 110 | 9.3 |
| **Native Hawaiian or Pacific Islander** | 23 | 1.9 |
| **White** | 152 | 12.9 |

**Conclusions based on this data:**

1. Mills serves a diverse group of students, indicating a need to closely examine disaggregated achievement and school climate data.

2. There is an increasing number of Socioeconomically Disadvantaged students at Mills with over 20% of the population designated as SES.

3. Students with disabilities and English learner percentages support a focus on equity and access.  The diversity of our students, in general, requires us to examine culturally relevant strategies in the classroom.

# School and Student Performance Data

## Overall Performance

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

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

| 2019 Fall Dashboard Overall Performance for All Students |
|---|

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts** <br><br> Green | **Graduation Rate** <br><br> Blue | **Suspension Rate** <br><br> Green |
| **Mathematics** <br><br> Green | | |
| **College/Career** <br><br> Green | | |

**Conclusions based on this data:**

1. Mills is in the Green and Blue categories for all performance data areas. Grad rates increased 4% with Students with Disabilities in the Green and ELs, Latinx and SES in the Blue.

2. English Language Arts, Math and Graduate rates remain strong according to Dashboard Data. ELA is 73 points above standard and math is 35 points above standard. No students in red or orange with Latinx and SES in the yellow. Over 75% of ELs are making progress in English language proficiency. College & Career Readiness reflect similar data.

3. Suspension rates declined with Students with Disabilities, Latinx and SES students in Green and EL in Blue. Pacific Islander students are in the red indicating a continued need to look at interventions, alternatives to suspension and restorative practices for this population.

# School and Student Performance Data

## Academic Performance
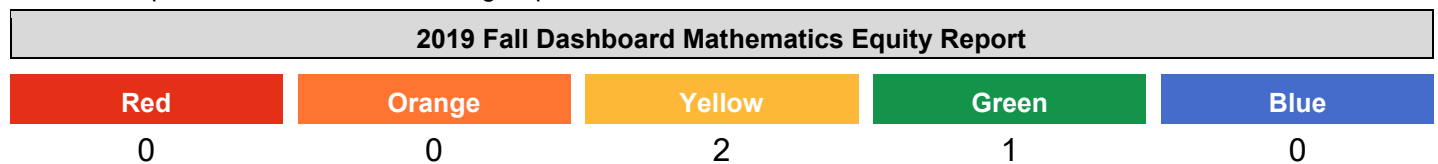## English Language Arts

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

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

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

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 1 | 2 | 0 |

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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | No Performance Color | No Performance Color |
| 73.6 points above standard | 4.1 points below standard | 0 Students |
| Declined Significantly -17 points | Declined Significantly -32.8 points | |
| 283 | 28 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Yellow | No Performance Color |
| 0 Students | 21.6 points above standard | 70.4 points below standard |
| | Declined Significantly -24.8 points | Declined -9.1 points |
| | 61 | 22 |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | Green | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | 115.6 points above standard | 53.2 points above standard |
| 1 | | Declined -7.4 points | Declined Significantly -16.2 points |
| | | 131 | 27 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | No Performance Color |
| 14.9 points above standard | 106.2 points above standard | 96.5 points below standard | 62.5 points above standard |
| Increased ++11.6 points | Maintained -0.3 points | 11 | Declined Significantly -21.8 points |
| 55 | 16 | | 13 |

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

| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| Less than 11 Students - Data Not Displayed for Privacy | 0.1 points above standard | 73.4 points above standard |
| 2 | Declined Significantly -24 points | Declined -13.5 points |
| | 26 | 142 |

**Conclusions based on this data:**

**1.** All students remain 73 points above the standard even though there was a decline overall.

**2.** Latinx students increased to nearly 15 points above standard.

**3.** SES students declined significantly but are still nearly 22 points above standard.

# School and Student Performance Data

## Academic Performance
## Mathematics

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

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

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

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 2 | 1 | 0 |

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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | No Performance Color | |
| 35 points above standard | 46.3 points above standard | |
| Declined Significantly -23.8 points | Increased Significantly ++40.1 points | |
| 284 | 28 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| | Yellow | No Performance Color |
| | 24.9 points below standard | 172.9 points below standard |
| | Declined Significantly -35.2 points | Declined Significantly -20.3 points |
| | 62 | 22 |

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | | Green | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | | 107.8 points above standard | 15.2 points above standard |
| 1 | | Declined -9.1 points | Increased Significantly ++21 points |
| | | 131 | 27 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 67 points below standard | 86.2 points above standard | 141.9 points below standard | 38.2 points below standard |
| Increased ++7 points | Increased ++11.1 points | 11 | Declined Significantly -75.8 points |
| 56 | 16 | | 13 |

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

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| Less than 11 Students - Data Not Displayed for Privacy | 47.3 points above standard | 14.5 points above standard |
| 2 | Increased Significantly ++59.9 points | Declined Significantly -30.4 points |
| | 26 | 142 |

**Conclusions based on this data:**

**1.** All students remain 35 points above the standard even though there was a decline overall.

**2.** Latinx students increased to nearly 7 points but still remain below standard.

**3.** SES students declined significantly and are below standard.
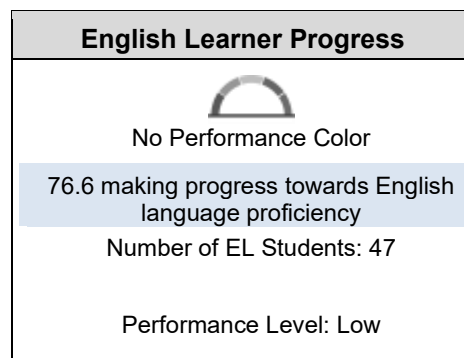
# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

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

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

| 2019 Fall Dashboard English Learner Progress Indicator |
| --- |

| English Learner Progress |
| --- |
| No Performance Color |
| 76.6 making progress towards English language proficiency |
| Number of EL Students: 47 |
| Performance Level: Low |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2019 Fall Dashboard Student English Language Acquisition Results | | | |
| --- | --- | --- | --- |
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 4.2 | 19.1 | 8.5 | 68.0 |

**Conclusions based on this data:**

1. The majority of EL students (out of 47) progressed at lead one ELPI level (73% of the students progressed one level).

2. Nearly 20% maintained ELPI level.

# School and Student Performance Data

## Academic Performance
## College/Career Measures Only Report

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

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

The College/Career Measures Only Report is Expected in February 2021

**Conclusions based on this data:**

1. College & Career performance indicators are steady since Class of 2016 data was reported with 75% of students prepared.

2. English Learners and Socioeconomically Disadvantaged students indicate high performance levels for these subgroups with EL students increasing in performance and SES maintaining progress.

3. Hispanic/Latino students and Students with Disabilities are groups of focus indicating a need to provide access to a rigorous general education curriculum, embedded supports and targeted monitoring towards successful College & Career preparation.

# School and Student Performance Data

## Academic Engagement
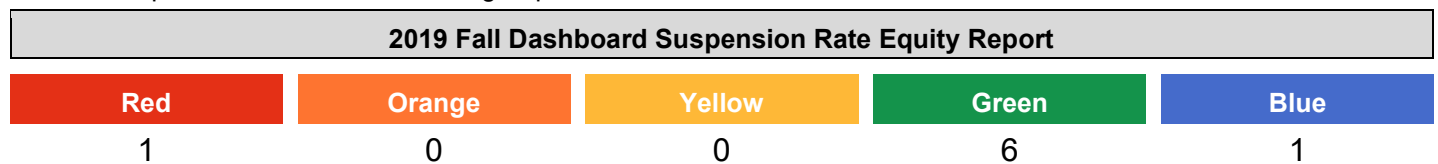## Graduation Rate Additional Report

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

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

| 2021 Graduation Rate by Student Group | | | | |
|---|---|---|---|---|
| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
| All Students | 265 | 258 | 0 | 97.4 |
| English Learners | 20 | 20 | 0 | 100 |
| Foster Youth | | | | |
| Homeless | 3 | | 0 | |
| Socioeconomically Disadvantaged | 85 | 82 | 0 | 96.5 |
| Students with Disabilities | 21 | 20 | 0 | 95.2 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | 125 | 121 | 0 | 96.8 |
| Filipino | 31 | 30 | 0 | 96.8 |
| Hispanic | 58 | 56 | 0 | 96.6 |
| Native Hawaiian or Pacific Islander | 7 | | 0 | |
| White | 23 | 23 | 0 | 100 |
| Two or More Races | 21 | 21 | 0 | 100 |

Conclusions based on this data:

1. Graduation rates increased by 3.7% from 2018 to 2019 with increases in English Learners by 10 points, Socioeconomically Disadvantaged students by nearly 6 points, Students with Disabilities by 32 points and Latinx students by 15 points.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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

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

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

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 1 | 0 | 0 | 6 | 1 |

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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Blue | |
| 1.9 | 0 | |
| Declined -0.4 | Maintained 0 | |
| 1223 | 77 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Green | Green |
| Less than 11 Students - Data Not | 4 | 4.1 |
| 1 | Declined -1.4 | Declined -3.3 |
| | 278 | 146 |
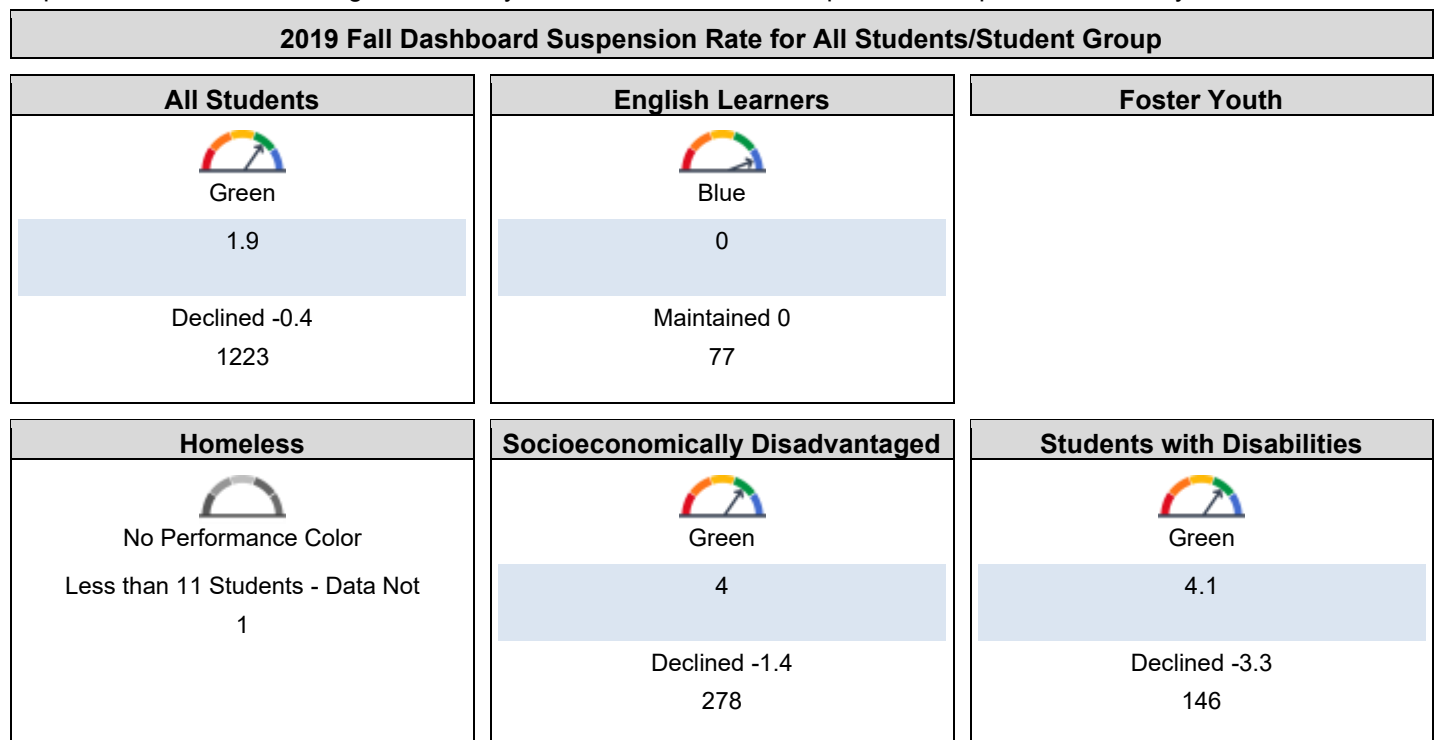
## 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | Green | Green |
| Less than 11 Students - Data 6 | Less than 11 Students - Data 2 | 0.7 | 0.8 |
| | | Declined -0.5 | Declined -1.4 |
| | | 550 | 125 |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Green | Green | Red | No Performance Color |
| 2.2 | 2.8 | 11.4 | 8 |
| Declined -1 | Declined -0.4 | Increased +8.8 | Increased +3.4 |
| 231 | 249 | 35 | 25 |

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

## 2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|---|---|---|
| | 2.3 | 1.9 |

**Conclusions based on this data:**

1. Overall percentage of students suspended is less than 2%. Decreases were seen for Students with Disabilities ,Latinx, and SES students.

2. Areas of growth include Pacific Islander and a focus on Tier I and Tier II interventions, alternatives to suspension and restorative practices.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal #1: Authentic Relationships: Strong, positive and proactive relationships are critical to student engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture.Increase staff diversity such that it reflects the diversity of the communities we serve.
Ensure every student has at least one strong relationship with an adult on campus.
Ensure that there are multiple opportunities for family engagement and effective communication.

# Goal 1

Increase staff diversity such that it reflects the diversity of the communities we serve.
Ensure every student has at least one strong relationship with an adult on campus.
Ensure that there are multiple opportunities for family engagement and effective communication.

## Identified Need

Fall 2021 Student SEL Survey:
20% of students responded favorably to the question "How connected do you feel to the adults at your school?"
35% of students responded favorably to the question "How well do people at your school understand you as a person?"
53% of students responded favorably to the question "Overall how much do you feel like you belong at your school?"

Student Performance Data: Dashboard-2019 Fall Data-College & Career- Equity Report:
College & Career performance indicators are steady since Class of 2016 data was reported with 75% of students prepared.
English Learners and Socioeconomically Disadvantaged students indicate high-performance levels for these subgroups with EL students increasing in performance and SES maintaining progress.
Hispanic/Latino students and Students with Disabilities are groups of focus indicating a need to provide access to a rigorous general education curriculum, embedded supports and targeted monitoring towards successful College & Career preparation.

Student Performance Data: Dashboard-2019 Fall Data-Graduation Rate- Equity Report
Graduation rates increased by 3.7% from 2018 to 2019  with increases in English Learners by 10 points, Socioeconomically Disadvantaged students by nearly 6 points, Students with Disabilities by 32 points and Latinx students by 15 points.

Student Performance Data: Dashboard-2019 Fall Data-Math- Equity Report
All students remain 35 points above the standard even though there was a decline overall.
Latinx students increased to nearly 7 points but still remain below standard compared to other subgroups.
SES students declined significantly and are below standard.

Student Performance Data: Dashboard-2019 Fall Data-ELA- Equity Report
All students remain 73 points above the standard even though there was a decline overall.
Latinx students increased to nearly 15 points above standard.
SES students declined significantly but are still nearly 22 points above standard.

WASC Mid Term Findings- Spring 2021:
1. The District, Administration, and Staff continue to monitor and provide needed socio-emotional support to both students and parents during this time of distance learning and upon students return to on campus instruction.
2. The District, Administration, and Staff continue to support the historically marginalized populations such as Black and Polynesian by finding and addressing the root causes based on data analysis protocols, and exploring strategies to reduce achievement and opportunity gaps, particularly for White, Filipino and Latino students.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| Disaggregated Panorama Family Survey data shows an increase in parents/caregivers reporting opportunities for engagement and effective communication | Setting baseline | |
| Increase the number of teachers implementing Tier I strategies in the classroom | Setting baseline | |
| Improvement in attendance data for students with a decrease of students requiring Truancy 2 meetings (21 or more total period unexcused absences) | 21 Students Required T2 meetings in 2020-2021 for having 21 or more total period unexcused absences | No more than 15 students will be required to attend a T2 meeting in 2021-2022 for having 21 or more total period unexcused absences |
| Increase the number of non-white/multiple race certificated staff so the faculty will more closely reflect the diversity of our community | Fall 2019 Baseline Data for Certificated Staff Indicate: 62% White 19% Asian 4% Hispanic White 11% Hispanic Other Non-White 1% Filipino 1% Black<br><br>Fall 2020 Student Enrollment by Subgroup: 12.9% White 45.9% Asian 19.1% Hispanic/Latino 9.1 % Filipino .7% African American | Fall 2022 Data Targets for Certificated Staff will indicate increased percentages for BIPOC staff compared to student enrollment by subgroup |
| Panorama Survey data ("Teacher/Student | Fall 2020 MHS SEL Survey: | Fall 2022 MHS SEL Survey Data will show a 10% increase |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Relationships") will show a 3% increase in the percentage of students responding favorably | 56% of students responding favorably to "How strong the social connection is between teachers and students within and beyond the classroom." | from 56% to 66% to responding favorably to "How strong the social connection is between teachers and students within and beyond the classroom." |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Fostering Professional Learning Communities-Foster collaboration across content areas by strengthening Professional Learning Communities among teachers that modify common assessments, focus on student proficiency of content standards, examine focal student work from groups of students furthest from opportunity, incorporate culturally responsive instructional practices, share the implementation of Tier I practices and participate in the anti-racist teaching professional development.

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
|  | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Weekly PLC & Department Meetings, Embedded PLC Time during the school day in the master schedule, Site-based PD days |
|  | General Fund<br>3000-3999: Employee Benefits<br>Weekly PLC & Department Meetings, Embedded PLC Time during the school day in the master schedule, Site-based PD days |

## Strategy/Activity 2
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Culturally Responsive Pedagogy- Provide professional development that improves teaching practices related to equity, culturally responsive pedagogy and anti-racist teaching.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Weekly PLC & Department Meetings, Embedded PLC Time during the school day in the master schedule, Site-based PD Days |
| | General Fund<br>3000-3999: Employee Benefits<br>Weekly PLC & Department Meetings, Embedded PLC Time during the school day in the master schedule, Site-based PD Days |
| | General Fund<br>5800: Professional/Consulting Services And Operating Expenditures<br>Professional Development providers |

# Strategy/Activity 3
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Recruit and retain staff that hold our equity vision and mission at the center of their beliefs and have shared lived experiences with our students and families, and participate in professional development that allows hiring panels to reflect on their own biases and mindsets that may be barriers to hiring staff with diverse backgrounds and identities.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>5800: Professional/Consulting Services And Operating Expenditures |

# Strategy/Activity 4
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

9th Grade Students

Strategy/Activity

Pilot Freshman Flex Program every Tuesday to ensure that every 9th grader has an adult mentor on campus that will build relationships with students and support the transition to high school.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | ELO<br>1000-1999: Certificated Personnel Salaries<br>Variables for certificated staff for planning for freshman advisory 1.5 hr per week |
| | ELO<br>3000-3999: Employee Benefits<br>Variables for certificated staff for planning for freshman advisory 1.5 hr per week |

## Strategy/Activity 5
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Latinx students

Strategy/Activity

Organize parent/guardian engagement events for Latinx parents/guardians to receive direct support and access to school administration, school counselors, and to recognize and affirm the diversity of our Latinx communities through various on campus engagement events. Support the Latina Mentor Program that matches Latinx students with adult mentors on campus.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | LCAP Supplemental<br>2000-2999: Classified Personnel Salaries<br>Family Engagement Coordinator |
| | General Fund<br>2000-2999: Classified Personnel Salaries<br>Co-Curricular Stipend for Latin Mentor Coordinator |
| | LCAP Supplemental<br>3000-3999: Employee Benefits |

## Strategy/Activity 6
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in need of Tier II Intervention

Strategy/Activity

Implement the Check In Check Out Program (CHICO) program as a Tier II intervention to match students with an adult mentor on campus.

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| --- | --- |
| | ELO<br>1000-1999: Certificated Personnel Salaries<br>Variables for mentors |
| | ELO<br>2000-2999: Classified Personnel Salaries<br>Variables for mentors |
| | Donations<br><br>Gift cards for mentees who meet goals |
| | ELO<br>3000-3999: Employee Benefits<br>Variables for mentors |

## Strategy/Activity 7
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

9th Grade Sutdents

Strategy/Activity

Provide the SAIL program for 9th grade students who opt-in to participate in an advisory program that supports the transition from middle to high school, gives student an advisory period to engage in SEL curriculum and homework support and matches students with a core group of content area teachers that meet periodically to discuss student needs, organize community building activities and support students.

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| --- | --- |
| | General Fund<br>1000-1999: Certificated Personnel Salaries |

| | .4 FTE for two SAIL advisory teachers |
|---|---|
| | General Fund<br>3000-3999: Employee Benefits |

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal #2: Safe & Connected Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe. Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools
Increase student leadership opportunities (formal and informal) so that participation reflects the diversity of our school
Create school communities (both virtual and in-person) that are culturally responsive and inclusive that foster a culture of upstanding

# Goal 2

Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools
Increase student leadership opportunities (formal and informal) so that participation reflects the diversity of our school
Create school communities (both virtual and in-person) that are culturally responsive and inclusive that foster a culture of upstanding

## Identified Need

Student Performance Data: Dashboard-2019 Fall Data-Equity Report:
Mills is in the Green and Blue categories for all performance data areas.  Grad rates increased 4% with Students with Disabilities in the Green and ELs, Latinx and SES in the Blue.
English Language Arts, Math and Graduate rates remain strong according to Dashboard Data.  ELA is 73 points above standard and math is 35 points above standard. No students in red or orange with Latinx and SES in the yellow.  Over 75% of ELs are making progress in English language proficiency.  College & Career Readiness reflect similar data.
Suspension rates declined with Students with Disabilities, Latinx and SES students in Green and EL in Blue.  Pacific Islander students are in the red indicating a continued need to look at interventions, alternatives to suspension and restorative practices for this population.

Student Performance Data: Dashboard-2019 Fall Data-Conditions & Climate & Suspension Rate-Equity Report:
Overall percentage of students suspended is less than 2%. Decreases were seen for Students with Disabilities ,Latinx, and SES students.
Areas of growth include Pacific Islander and a focus on Tier I and Tier II interventions, alternatives to suspension and restorative practices.

Fall 2021 Student SEL Survey:
39% of students responded favorably to the question "I have experienced casual racism (mocking language, jokes, insults towards targeted groups)."
19% of students responded favorably to the question "I have been the victim of hate-motivated speech or behavior."
57% of students responded favorably to the question "I have experienced micro-agressions on campus (not overt racist actions but small nonverbal snubs, dismissive looks, gestures and/or condescending tone) at school."

65% of students responded favorably to the question "Are you aware of your school's policy around acts of bias, discrimination or hate?"

WASC Mid Term Findings- Spring 2021:
1. The District, Administration, and Staff continue to monitor and provide needed socio-emotional support to both students and parents during this time of distance learning and upon students return to on campus instruction.
2. The District, Administration, and Staff continue to support the historically marginalized populations such as Black and Polynesian by finding and addressing the root causes based on data analysis protocols, and exploring strategies to reduce achievement and opportunity gaps, particularly for White, Filipino and Latino students.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| Decrease suspension rates | 2019 Suspension MHS Data from CA Dashboard:<br>Red- Pacific Islander students<br>Yellow & Orange- No students<br>Green- Asian, Filipino, Hispanic, 2 or more races, socioeconomically disadvantaged, students with disabilities<br>Blue- English Language Learners | 2022 Suspension MHS Data from CA Dashboard target:<br>Red & Orange- No Students<br>Green & Blue- All students |
| Decrease chronic absenteeism | 2019-2020 School Year Aries Intervention Data:<br>21 T2 Meetings were held for chronic truants | 2021-2022 School Year Aeries Intervention Data target:<br>15 T2 Meetings held for chronic truants |
| Improvement in positive responses to the Panorama Survey questions, "When there are instances of hates speech [either directed at me or another person] at my school, I see adults respond in a way that makes me feel safe." | Fall 2020 MHS SEL Survey Data:<br>Almost always 14%<br>Frequently 17%<br>Sometimes 15%<br>Once in a while 8%<br>Almost never or never 5%<br>I have never experienced this 41% | Fall 2021 Survey Data target:<br>Almost always 25%<br>Frequently 20%<br>Sometimes 5%<br>Once in a while 0%<br>Almost never or never 0%<br>I have never experienced this 50% |
| Increase the number of students trained on student leadership-for-equity training | August 2021:<br>0 students | August 2022 target:<br>50 students |
| Increase in percentage of students (and student groups) participating in school activities | 2019-2020 Title IX report indicates:<br>48 Athletic Teams | 2021-2022 Title IX report targets:<br>48 Athletic Teams |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| (clubs, sports or other activities) | 18% of Student Body in Fall Sports<br>17% of Student Body in Winter Sports<br>29% of Student Body in Spring Sports<br><br>2019-2020 Student Club Charters:<br>43 Student Club charters<br><br>Setting baseline data for participation | 23% of Student Body in Fall Sports<br>22% of Student Body in Winter Sports<br>34% of Student Body in Spring Sports<br><br>2021-2022 Student Club Charters:<br>47 Student Club charters |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

| All Students |
|---|

Strategy/Activity

| Convene a group of students to participate in the leadership building Youth Catalyst Liberatory Leadership (YCLL) program to build a diverse and robust community of student leaders to engage in critical conversations on bias, racism and system inequities. |
|---|

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
|  | ELO<br>5800: Professional/Consulting Services And Operating Expenditures<br>Youth Catalyst Liberatory Leadership Consulting Contract |

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

| All Students |
|---|

Strategy/Activity

Use school-Wide Orientation, Assemblies and Student Club activities throughout the year to focus on strengthening school climate and culture and include Tier I efforts to train students in digital citizenship, student learning outcomes (EPIC), accessing student clubs and organization, and mental health and access to support systems including Wellness counseling. Actively support clubs that provide connections to the identities of our students of color and our LGBT+ student community.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Activity Directors Release Period .2 FTE |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Multi-Tiered System of Support Coordinator<br>Release Period .2 FTE |
| | General Fund<br>3000-3999: Employee Benefits<br>Release periods for Activity Directors and Multi-Tiered System of Support Coordinator |

# Strategy/Activity 3
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use restorative practices to repair harm when it occurs among all stakeholders (student to student, parent to parent, staff to staff, staff to student, etc). Utilize our Response to Hate Speech Protocol when hate incidents occur that impact our community. Respond and investigate to all hate and racist related reports by students, staff and parents in a systemic way.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries |
| | General Fund<br>3000-3999: Employee Benefits |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement a Multi-Tiered System of Supports including active Tier I strategies such as a behavior matrix and universal strategies to build a positive and supportive culture and climate and Tier II strategies such as data analysis at Tier II that expand the use of socioemotional and academic evidence based interventions.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>MTSS Coordinator |
| | ELO<br>2000-2999: Classified Personnel Salaries<br>Student Success Coordinator |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Tier II team meetings biweekly |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Tier I team meetings biweekly |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Intervention implementation |
| | General Fund<br>2000-2999: Classified Personnel Salaries<br>Tier II team meetings biweekly |
| | General Fund<br>2000-2999: Classified Personnel Salaries<br>Tier II team meetings biweekly |
| | General Fund<br>3000-3999: Employee Benefits<br>Certificated and Classified MTSS Coordinator, Student Success Coordinator, Tier 1 meetings, Tier II meetings and Intervention implementation |

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal #3: Inclusive and Relevant Learning for Every Student: Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals. Create engaging rigorous learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas
Build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment
All students will have access to rigorous coursework aligned to their interests and post-secondary goals

# Goal 3

Create engaging rigorous learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas
Build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment
All students will have access to rigorous coursework aligned to their interests and post-secondary goals

## Identified Need

Student Performance Data: Dashboard-2019 Fall Data-College & Career- Equity Report:
College & Career performance indicators are steady since Class of 2016 data was reported with 75% of students prepared.
English Learners and Socioeconomically Disadvantaged students indicate high-performance levels for these subgroups with EL students increasing in performance and SES maintaining progress.
Hispanic/Latino students and Students with Disabilities are groups of focus indicating a need to provide access to a rigorous general education curriculum, embedded supports and targeted monitoring towards successful College & Career preparation.

Student Performance Data: Dashboard-2019 Fall Data-Graduation Rate- Equity Report
Graduation rates increased by 3.7% from 2018 to 2019  with increases in English Learners by 10 points, Socioeconomically Disadvantaged students by nearly 6 points, Students with Disabilities by 32 points and Latinx students by 15 points.

Student Performance Data: Dashboard-2019 Fall Data-Math- Equity Report
All students remain 35 points above the standard even though there was a decline overall.
Latinx students increased to nearly 7 points but still remain below standard compared to other subgroups.
SES students declined significantly and are below standard.

Student Performance Data: Dashboard-2019 Fall Data-ELA- Equity Report
All students remain 73 points above the standard even though there was a decline overall.
Latinx students increased to nearly 15 points above standard.
SES students declined significantly but are still nearly 22 points above standard.


WASC Mid Term Findings- Spring 2021:

1. The District, Administration, and Staff continue to monitor and provide needed socio-emotional support to both students and parents during this time of distance learning and upon students return to on campus instruction.
2. The District, Administration, and Staff continue to support the historically marginalized populations such as Black and Polynesian by finding and addressing the root causes based on data analysis protocols, and exploring strategies to reduce achievement and opportunity gaps, particularly for White, Filipino and Latino students.
3. The Administration and teaching staff continue formulating the co-teaching instructional model, such as embedding Universal Design for Learning and other instructional strategies.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Improvement in the percentage of students who meet the College & Career Indicator year over year | 2019 MHS Dashboard data:<br>75% All Students<br>Red & Orange- No Students<br>Yellow- Latinx & SES students | 2021 MHS Dashboard data:<br>100% All Students<br>No Red, Orange or Yellow Groups |
| Disaggregated percentage of 10th graders on Track for Graduation | 96.5% All Students<br>96.4% Hispanic/Latino Students<br>90.9% Pacific Islanders<br>100% English Learners<br>97.3% Reclassified English Learners<br>94.4% Socioeconomically Disadvantaged Students<br>82.6% Students with Disabilities | 100% All Students<br>92.8% Hispanic/Latino Students<br>100% Pacific Islanders<br>90% English Learners<br>100% Reclassified English Learners<br>99.7% Socioeconomically Disadvantaged Students<br>95% Students with Disabilities |
| Disaggregated percentage of student performance on State (CAASPP) and Local Assessments | CAASP ELA Spring 2019<br>76% All Students<br>44% Hispanic/Latino Students<br>50% Pacific Islanders<br>36% English Learners<br>76% Reclassified English Proficient<br>61% Economically Disadvantaged Students<br>24% Students with Disabilities<br><br>CAASP Math Spring 2019<br>70% All Students<br>34% Hispanic/Latino Students<br>17% Pacific Islanders<br>61% English Learners<br>69% Reclassified English Proficient | CAASP ELA Spring 2022 Targets<br>91% All Students<br>76% Hispanic/Latino Students<br>62% Pacific Islanders<br>29% English Learners<br>95% Reclassified English Proficient<br>77% Economically Disadvantaged Students<br>34% Students with Disabilities<br><br>CAASP Math Spring 2022 Targets<br>78% All Students<br>50% Hispanic/Latino Students<br>35% Pacific Islanders<br>54% English Learners |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | 60% Economically Disadvantaged Students<br>15% Students with Disabilities | 81% Reclassified English Proficient<br>59% Economically Disadvantaged Students<br>21% Students with Disabilities |
| Course access measure for all students or percentage of students accessing 7 period day by subgroup | Fall 2021 MHS Aeries Data Students Taking a 7 Period Day:<br>45.49% of All Students<br>46.53% of Multiple Race Students<br>48.63% of Asian Students<br>47.96% of Hispanic Students<br>42.86% of Native Hawaiian/Pacific Islander Students<br>40% of African American Students<br>40.19% of Filipino Students | Fall 2022 MHS Aeries Data Students Taking a 7 Period Day:<br>50% of All Students<br>50% of Multiple Race Students<br>50% of Asian Students<br>50% of Hispanic Students<br>45% of Native Hawaiian/Pacific Islander Students<br>45% of African American Students<br>45 % of Filipino Students |
| English Learners:<br>Increase the percent of students making one year of growth on ELPAC<br>Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses<br>Increase the percentage of EL students who are reclassified each year | 2019 MHS Dashboard Data:<br>4.2% of ELs Decreased at least one ELPI level<br>19.1% of ELs Maintained ELPI Levels 1, 2L,2H, 3L and 3H<br>8.5% of ELs Maintained ELPI Level 4<br>68% of ELs who progressed at least one ELPI level | 2021 MHS Dashboard Data:<br>0% of ELs Decreased at least one ELPI level<br>15% of ELs Maintained ELPI Levels 1, 2L,2H, 3L and 3H<br>2% of ELs Maintained ELPI Level 4<br>75% of ELs who progressed at least one ELPI level |
| Increase percentage of students participating in Dual Enrollment Courses and the number of Dual Enrollment Courses offered | Student Participation in Dual Enrollment:<br>Fall 2018- 30 Students<br>Spring 2019- 42 Students<br>Fall 2019- 40 Students<br>Spring 2020- 52 Students<br><br>The number of courses offered 2020-2021:<br>Intro to Healthcare Careers (Skyline)<br>Emergency Medical Technician (Skyline) | Fall 2021 & Spring 2022 Student Participation in Dual Enrollment Targets:<br>75 or more students enrolled in one or more Dual Enrollment classes each semester<br><br>Number of Dual Enrollment Courses Offered Targets:<br>Increase by 2 courses |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | Intro to Business (Skyline)<br>Life & Career Planning (Skyline) | |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Multi-Tiered System of Support (MTSS)- Build Tier I efforts at Mills including creating common assurances around classroom practices and a behavior matrix and Tier II interventions to provide short term targeted interventions based on data analysis.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>MTSS Coordinator .2 FTE |
| | General Fund<br>3000-3999: Employee Benefits<br>MTSS Coordinator .2 FTE |

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Curriculum and Instruction- staff will continue to participate professional development related to anti-racist teaching and culturally responsive teaching practices. Ethnic studies will continue to be a semester class for all 9th grade students and an Advancing Ethnic Studies elective will be piloted. Departments will be encouraged to audit curriculum to ensure that diverse perspectives and multiple narratives are represented that engage students and relate to their identifies and lived experiences.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>1.0 FTE Ethnic Studies course & .2 FTE Advancing Ethnic Studies course |
| | General Fund<br>3000-3999: Employee Benefits<br>1.0 FTE Ethnic Studies course & .2 FTE Advancing Ethnic Studies course |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Site and District Professional Development- Embedded Professional Development and Professional Development Days |
| | General Fund<br>2000-2999: Classified Personnel Salaries<br>Site and District Professional Development- Embedded Professional Development and Professional Development Days |
| | General Fund<br>3000-3999: Employee Benefits<br>Ethnic Studies class certificated staff & Site and District Professional Development- Embedded Professional Development and Professional Development Days |

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

First generation 10th grade students

Strategy/Activity

Implement two 10th grade Counseling classes as a dual enrollment classes, taught by high school counselors, that delivers curriculum that prepares first generation college students to set goals and build skillsets for college awareness and planning.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | 1000-1999: Certificated Personnel Salaries |

| | .4 FTE Strong Workforce Program Certificated Salaries |
|---|---|
| | 3000-3999: Employee Benefits<br>.4 FTE Strong Workforce Program Certificated Salaries |

## Strategy/Activity 4
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

Implement Academic Language Development course to build the English language skills and fluency of English language learners. Build systems of support for English learners with the English Learner Specialist and content area teachers. Utilize academic language strategies across all content areas as a Tier I universal support for English learners.

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Academic Language Development .4 FTE |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Academic Language Development Department Head |
| | LCAP Supplemental<br>2000-2999: Classified Personnel Salaries<br>English Learner Specialist |
| | General Fund<br>3000-3999: Employee Benefits<br>.4 FTE Academic Language Development classes and Academic Language Development Department Head and English Learner Specialist |

## Strategy/Activity 5
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with IEPs

Strategy/Activity

Implement a co-teaching and push-in model in content area subject areas for all students with IEPs with mild to moderate disabilities, providing full access to the mainstream learning environment. Provide training and support to co-teaching pairs. Provide increased access to general education electives for students with moderate to severe disabilities. Pilot a Best Buddies Program that matches students with moderate to severe disabilities with able-bodied peers.

## Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Special Education Teachers |
| | General Fund<br>3000-3999: Employee Benefits<br>Special Education Teachers |
| | General Fund<br>5800: Professional/Consulting Services And Operating Expenditures<br>Co-Teaching Training by WestEd |

# Strategy/Activity 6
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Incoming 9th grade students

Strategy/Activity

Offer a co-taught Bridge to Algebra program for incoming 9th graders that strengthens math skills in preparation for Algebra I and provides transition support from middle to high school.

## Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | ELO<br>1000-1999: Certificated Personnel Salaries<br>Summer Bridge Salaries for .2 Math and .2 SPED teacher |
| | ELO<br>3000-3999: Employee Benefits<br>Summer Bridge Salaries for .2 Math and .2 SPED teacher |

# Strategy/Activity 7
## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier II Students

Strategy/Activity

Provide support classes in the following areas to provide extended learning opportunities for students that academically struggle in content areas: Algebra support, Geometry support, Guided Studies, OSCR

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | LCAP Supplemental<br>1000-1999: Certificated Personnel Salaries<br>1.8 FTE for support classes |
| | LCAP Supplemental<br>3000-3999: Employee Benefits |

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal #4: Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level. 100% of staff (certificated & classified) trained on addressing implicit/explicit bias, culturally responsive & trauma-informed classroom practice and restorative practices.
Teachers will engage in high-quality, personalized/differentiated professional learning aligned to each site's Tier I common assurances and school-wide universal supports.
Teachers on probationary and temporary status will participate in the Instructional Coaching Program and participate in the SMUHSD Induction Program if needing to clear their credentials.
Faculty of color will feel supported and included in our school and collegial community.

# Goal 4

100% of staff (certificated & classified) trained on addressing implicit/explicit bias, culturally responsive & trauma-informed classroom practice and restorative practices.
Teachers will engage in high-quality, personalized/differentiated professional learning aligned to each site's Tier I common assurances and school-wide universal supports.
Teachers on probationary and temporary status will participate in the Instructional Coaching Program and participate in the SMUHSD Induction Program if needing to clear their credentials.
Faculty of color will feel supported and included in our school and collegial community.

## Identified Need

Student Performance Data: Dashboard-2019 Fall Data-College & Career- Equity Report:
College & Career performance indicators are steady since Class of 2016 data was reported with 75% of students prepared.
English Learners and Socioeconomically Disadvantaged students indicate high-performance levels for these subgroups with EL students increasing in performance and SES maintaining progress.
Hispanic/Latino students and Students with Disabilities are groups of focus indicating a need to provide access to a rigorous general education curriculum, embedded supports and targeted monitoring towards successful College & Career preparation.

Student Performance Data: Dashboard-2019 Fall Data-Graduation Rate- Equity Report
Graduation rates increased by 3.7% from 2018 to 2019  with increases in English Learners by 10 points, Socioeconomically Disadvantaged students by nearly 6 points, Students with Disabilities by 32 points and Latinx students by 15 points.

Student Performance Data: Dashboard-2019 Fall Data-Math- Equity Report
All students remain 35 points above the standard even though there was a decline overall.
Latinx students increased to nearly 7 points but still remain below standard compared to other subgroups.
SES students declined significantly and are below standard.

Student Performance Data: Dashboard-2019 Fall Data-ELA- Equity Report
All students remain 73 points above the standard even though there was a decline overall.
Latinx students increased to nearly 15 points above standard.

SES students declined significantly but are still nearly 22 points above standard.

Mid-Term WASC Report from the Visiting Committee in 2021 indicated the following:
1. The District, Administration, and Staff continue to monitor and provide needed socio-emotional support to both students and parents during this time of distance learning and upon students return to on-campus instruction.
2. The District, Administration, and Staff continue to support the historically marginalized populations such as Black and Polynesian by finding and addressing the root causes based on data analysis protocols, and exploring strategies to reduce achievement and opportunity gaps, particularly for White, Filipino and Latino students.
3. The Administration and teaching staff continue formulating the co-teaching instructional model, such as embedding Universal Design for Learning and other instructional strategies.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 100% staff (certificated & classified) trained on addressing implicit/explicit bias, culturally responsive & trauma informed classroom practice and restorative practices | October 2019 Certificated PD Day Attendance: 52 certificated and 3 administrators 11 absences in AESOP No Classified in attendance<br><br>October 2021 Certificated PD Day Attendance: 70 certificated and 3 administrators 9 absences in AESOP 9 Classified Opted In | January 2022 PD Day Attendance: 79 certificated and 3 administrators 0 absences in AESOP 15 Classified Opt In |
| 100% of staff will participate in professional development on school-specific Tier I common assurances and universal supports in the Spring of 2022 | Setting baseline Fall 2021 | |
| 100% of staff that are probationary and temporary will participate in the full observation sequence with an instructional coach and submit a complete SPOE to the evaluator by May 2022 | Setting baseline Fall 2021 | |
| 100% Staff of color will report that they feel supported on the staff Panorama Survey administered in Fall 2021 | Setting baseline Fall 2021 staff survey | |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Facilitate and create on-going site specific professional development throughout the year that directly relates to the anti-racist transformational journey launched by our District and includes affinity groups for white, mixed race and BIPOC staff.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Collaboration, early release PD days and District-wide PD days |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Professional Development Coordinator .2 FTE |
| | General Fund<br>3000-3999: Employee Benefits |
| | General Fund<br>5800: Professional/Consulting Services And Operating Expenditures |

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Multi-Tiered System of Supports (MTSS)- Grow Tier I and Tier II team and build in regular meeting times for each team to plan and implement MTSS strategies. Provide professional development for all staff on common assurances at the school-wide level and formulize interventions at the Tier II level.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Multi-Tiered System of Support (MTSS) Coordinator .2 FTE |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Collaboration, early release PD days and District-wide PD days |
| | General Fund<br>3000-3999: Employee Benefits |

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide an instructional coach for all probationary and temporary teachers on full evaluation. Conduct full evaluation cycles with a Summary of Evidence portfolio on SMARTE goal.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Instructional Coaches .6 FTE |
| | General Fund<br>3000-3999: Employee Benefits |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Hold New Teacher Meetings every six weeks to provide support for new teachers. Provide each new teacher with an instructional coach. Increase outreach and support by department heads to new teachers throughout the school year.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Instructional Coaches .6 FTE |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Collaboration Time 1x per 6 weeks |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Department Head Stipends |
| | General Fund<br>3000-3999: Employee Benefits |

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $ |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $ |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation ($) |
|---|---|

Subtotal of additional federal funds included for this school: $

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

| State or Local Programs | Allocation ($) |
|---|---|

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

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

# 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

2 Classroom Teachers

3 Other School Staff

3 Parent or Community Members

1 Secondary Students

| Name of Members | Role |
|---|---|
| Pamela Duszynski | Principal |
| Jose Gomez | Other School Staff |
| Lyndsey Schlax | Other School Staff |
| Jayde Nieve | Other School Staff |
| Alexandra Dove | Classroom Teacher |
| Mary Rustia | Classroom Teacher |
| Abigail Jiron | Parent or Community Member |
| David Sprecher | Parent or Community Member |
| Minfang Gao | Parent or Community Member |
| Kardon Lam | Secondary Student |
| | Secondary Student |
| | Other School Staff |
| | Other School Staff |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|

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

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

This SPSA was adopted by the SSC at a public meeting on 11/3/21.

Attested:

| | Principal, Pamela Duszynski on 11/3/21 |
|---|---|

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

# Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

# Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose

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

## Description

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

# Stakeholder Involvement

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

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

# Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

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

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

# 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.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

# Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

# Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## 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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

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

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

## Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

## Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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