

School Year: **2019-20**



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	May 8th, 2019	October 24th, 2019

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: Goal #1 Access- SMUHSD will provide high quality teaching and learning environments to all students by: Providing 21st century facilities and learning tools (digital and analog) to all students; Ensuring access to the highest quality staff- educators, support staff and leaders who receive effective and differentiated professional development; Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to the CA Standards and 21st Century skills. Goal #2- Achievement and Equity- The SMUHSD will increase academic expectations and performance to create college and career ready students and measure and develop our work in this regard, especially as it relates to our Achievement Gaps. Goal #3- Student Wellness and Student/Family Engagement- The SMUHSD will continue to enhance and improve the social-emotional health of its students by: Providing high quality mental health supports; Initiatives and activities intended to lower student stress and improve connectedness; Supporting families with effective communication and engagement activities.

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).

The most recent survey data includes the CA Healthy Kids Survey from the Fall of 2018. In addition, seniors annually take exit surveys about their future and experience here at Mills. Other student data include student discussions, surveys that target a specific subgroup, and various parent surveys. Results from these surveys are highlighted in SPSA Goal 3.

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 (tenured) and BTSA provider 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 our instructional norms including academic language, differentiation, depth of knowledge, communication skills, instructional technology, student engagement, formative assessments and learning targets. There is also a need to focus on culturally responsive teaching to address the achievement of historically underserved groups of students (HUGs).

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 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 Data

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
- Student Grades; D/F Data
- 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 Single 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 month, a 90-minute block is devoted to department/learning team collaboration. The implementation dedicated collaboration time has provided a more productive opportunity for teachers to work together in aligning their curriculum to the standards. This was an intentional step toward fostering a collaborative schoolwide culture.

Under the direction of the District Office, departments also began working across school sites as Curriculum Councils. At Mills High School, common assessments are frequently administered and count as part of the Fall semester final examination in most disciplines.

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 ELD 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 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 9th grade English support class, 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.

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)
- Wellness Counselors
- Social Skills Groups
- Subject-Specific Peer Tutoring
- Student Study Teams
- Strategic Support Classes
- Therapeutic Services for individual students and groups
- Flex Time embedded in the master schedule

Evidence-based educational practices to raise student achievement

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

- The Cycle of Inquiry and analysis of student work
- 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

Parental Engagement

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

Resources available from our school community:

- Laptop Loaner Program
- After School Tutoring
- Mental Health Agencies (referrals and services)
- Latina Mentor Program
- Academic Support classes
- English Language Development and Sheltered Content Classes for English Learners
- -Mills Annual Fund (parent and community donors)
- Parent education workshops (Parent Project, First Aid for Youth Mental Health)
- Substance Use Programs (for first time violations)

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)
Latin American 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 and After School Program

Fiscal support (EPC)

Mills High School receives Title II 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 data by Academic Senate and Departments in Fall
- Review of goals and achievement data by School Site Council
- Input and approval of SPSA for the following school year by Academic Senate and School Site Council in the Spring

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	0.17%			2
African American	0.2%	0.33%	0.51%	3	4	6
Asian	45.9%	46.72%	45.77%	569	570	541
Filipino	10.6%	10.74%	10.24%	131	131	121
Hispanic/Latino	19.8%	19.67%	18.7%	246	240	221
Pacific Islander	2.9%	2.95%	2.96%	36	36	35
White	13.6%	12.05%	2.03%	169	147	24
Multiple/No Response	%	%	13.45%			159
	Total Enrollment			1,240	1220	1,182

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	304	274	298
Grade 10	308	308	276
Grade 11	334	302	309
Grade 12	294	336	299
Total Enrollment	1,240	1,220	1,182

Conclusions based on this data:

1. Steady enrollment numbers since 2015-2016 with a slight increase in Hispanic/Latino students.
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		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	92	69	64	7.4%	5.7%	5.4%
Fluent English Proficient (FEP)	524	546	523	42.3%	44.8%	44.2%
Reclassified Fluent English Proficient (RFEP)	27	36	23	25.2%	39.1%	33.3%

Conclusions based on this data:

1. Data is not available for 2017-2018 or 2018-2019.
2. English learners as a subgroup remain relatively stable since 2015. There is an increase in the number of RFEP students.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	324	301		308	283		307	283		95.1	94	
All Grades	324	301		308	283		307	283		95.1	94	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2696.	2669.		64.82	51.59		25.73	25.44		5.86	16.25		3.58	6.71	
All Grades	N/A	N/A	N/A	64.82	51.59		25.73	25.44		5.86	16.25		3.58	6.71	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	62.21	50.88		32.25	38.52		5.54	10.60	
All Grades	62.21	50.88		32.25	38.52		5.54	10.60	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	77.20	60.78		19.22	28.98		3.58	10.25	
All Grades	77.20	60.78		19.22	28.98		3.58	10.25	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	45.93	38.52		47.56	55.12		6.51	6.36	
All Grades	45.93	38.52		47.56	55.12		6.51	6.36	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	73.62	61.48		23.78	33.57		2.61	4.95	
All Grades	73.62	61.48		23.78	33.57		2.61	4.95	

Conclusions based on this data:

1. 77% of All Students exceeded or met standards in ELA in 2017-2018, showing a decline in 13% from the 2016-2017 cohort.
2. High numbers of students are exceeding or meeting standards in Reading, Writing, Listening and Research/Inquiry (89% for Reading and Writing, 93% for Listening and 95% for Research/Inquiry. While there are declines in all claims since 2015-2016, percentages of students exceeding and meeting standards remain high.
3. Areas of focus include reading (-7%) and writing (-7%) 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	324	301		306	275		306	275		94.4	91.4	
All Grades	324	301		306	275		306	275		94.4	91.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2702.	2685.		50.98	47.27		23.86	22.91		14.05	14.91		11.11	14.91	
All Grades	N/A	N/A	N/A	50.98	47.27		23.86	22.91		14.05	14.91		11.11	14.91	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	62.42	60.73		21.24	21.82		16.34	17.45	
All Grades	62.42	60.73		21.24	21.82		16.34	17.45	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	52.94	50.91		34.64	32.36		12.42	16.73	
All Grades	52.94	50.91		34.64	32.36		12.42	16.73	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	56.21	55.27		36.27	33.09		7.52	11.64	
All Grades	56.21	55.27		36.27	33.09		7.52	11.64	

Conclusions based on this data:

1. Percentage of students exceeding or meeting standards in Math has remained at or above 70% for all students since 2015-2016.
2. While there are drops in exceeding and meeting standards in the three claims- concepts and procedures, problem solving and modeling and communicating reasoning, percentages remain above 80% for all students.

3. Areas of focus include problem solving and modeling (-7%) and concepts and procedures (-3%) which saw the greatest drops in performance over the three years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*		*		*		*	
Grade 10	1572.3		1522.6		1621.8		17	
Grade 11	1569.2		1527.9		1609.8		14	
Grade 12	*		*		*		*	
All Grades							46	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	34.78		41.30		*		*		46	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	32.61		45.65		*		*		46	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	36.96		36.96		23.91		*		46	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
10	76.47		*				17		
All Grades	65.22		34.78				46		

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*		64.71		*		17	
11	*		92.86				14	
All Grades	*		73.91		*		46	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	36.96		47.83		*		46	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	70.59		*				17	
All Grades	54.35		45.65				46	

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,220	23.4%	5.7%	
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	69	5.7%
Homeless	2	0.2%
Socioeconomically Disadvantaged	286	23.4%
Students with Disabilities	129	10.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.3%
Asian	570	46.7%
Filipino	131	10.7%
Hispanic	240	19.7%
Two or More Races	92	7.5%
Pacific Islander	36	3.0%
White	147	12.0%







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.
3. Students with disabilities and English learner percentages support a focus on equity and access.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Graduation Rate</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Yellow</p>
<p>Mathematics</p>  <p>Green</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		
<p>College/Career</p>  <p>Blue</p>		

Conclusions based on this data:

1. Mills area of strength is College/Career Readiness indicators.
2. English Language Arts, Math and Graduate rates remain strong.
3. Suspension rates indicate a need to look at alternatives to suspension and restorative practices.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>90.6 points above standard</p> <p>Declined -22.6 points</p> <p>275 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>28.7 points above standard</p> <p>Declined -36.6 points</p> <p>38 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>46.4 points above standard</p> <p>Declined -20.6 points</p> <p>53 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>61.8 points below standard</p> <p>Increased 7.7 points</p> <p>26 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 123 points above standard Declined -15.2 points 137 students	 No Performance Color 69.4 points above standard Declined -31.7 points 27 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.3 points above standard Declined -49.1 points 41 students	 No Performance Color 106.5 points above standard Declined -37.5 points 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Green 84.3 points above standard Declined -21.4 points 32 students

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.

2018 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 10 students	24.1 points above standard Maintained -1.6 points 28 students	86.9 points above standard Declined -33.8 points 134 students

Conclusions based on this data:

- Asian and White students perform better on the ELA measure than any other subgroup with increases seen for Students with Disabilities.
- While there are declines in the data for subgroups from last year’s cohort, Asian, White and Socioeconomically Disadvantaged students are performing at standard.
- Areas of focus include Hispanic/Latino students and English Learners indicating a need to focus on academic literacy instruction.

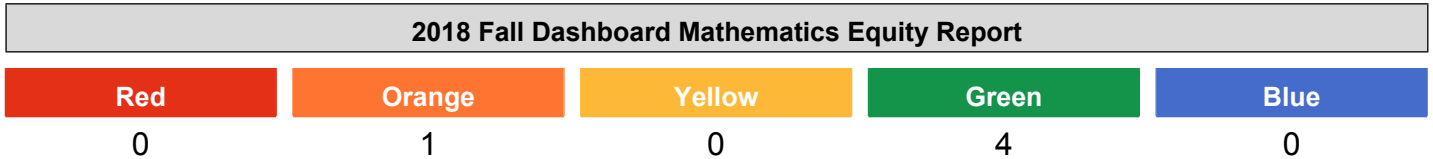
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>58.8 points above standard</p> <p>Declined -16.3 points</p> <p>268 students</p>	<p>English Learners</p>  <p>Green</p> <p>6.2 points above standard</p> <p>Declined -33.3 points</p> <p>38 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>10.3 points above standard</p> <p>Declined -19.4 points</p> <p>51 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>153.1 points below standard</p> <p>Increased 4.1 points</p> <p>21 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Green 116.9 points above standard Declined -9.3 points 136 students	 No Performance Color 5.7 points below standard Declined -31.6 points 27 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74 points below standard Declined -36.3 points 37 students	 No Performance Color 75.1 points above standard Declined -10.8 points 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Green 37.5 points above standard Declined -10.3 points 32 students

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.

2018 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 10 students	12.6 points below standard Declined -12.1 points 28 students	44.9 points above standard Declined -29.8 points 128 students

Conclusions based on this data:

1. While there are declines for all subgroups compared to last year's cohort, Mills reports the highest percentage of students exceeding/meeting standards in math. Socioeconomically Disadvantaged students and English Learners are performing at similar levels as Asian and White students in math. Socioeconomically Disadvantaged students have the highest percentage of students exceeding/meeting standard compared to other District Schools, as is the same for English Learners, Reclassified English Proficient Students and Students with Disabilities.
2. Hispanic/Latino student and English Learners in math are areas of focus for embedded literacy instruction and response to intervention instructional practices.
3. There is some increase in achievement for Students with Disabilities but is still low and indicates a continued need to focus on co-teaching in math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
46	34.8%	41.3%	21.7%	2.2%

Conclusions based on this data:

1. The largest percentages of English Language learners are in the well or moderately developed ranges and nearly a quarter at lesser development stages, indicating a need for continued focus on building academic language in all content areas.
2. All English Learners will need continued monitoring for growth and development in the English Language along with school-wide strategies to increase academic literacy among this subgroup.

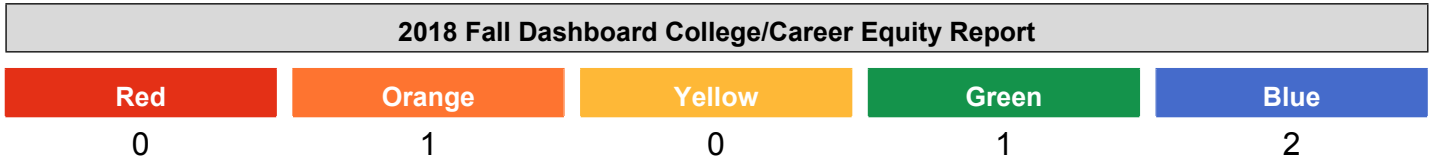
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Blue 77.3% prepared Maintained 1.4% 330 students	<p>English Learners</p>  Blue 57.6% prepared Increased 25.2% 66 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Green 61.5% prepared Maintained -0.5% 96 students	<p>Students with Disabilities</p>  No Performance Color 6.1% prepared Maintained -1.6% 33 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 Blue 93.4% prepared Increased 3.8% 166 students	 No Performance Color 67.6% prepared Declined -4.8% 34 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 45.5% prepared Declined -5.4% 66 students	 No Performance Color 92.9% prepared Increased 4% 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 78.3% prepared Increased 7.4% 23 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
79% Prepared	75.9 Prepared	77.3 Prepared
9.8% Approaching Prepared	10.5 Approaching Prepared	9.1 Approaching Prepared
11.2% Not Prepared	13.6 Not Prepared	13.6 Not Prepared

Conclusions based on this data:

- College & Career performance indicators are steady since Class of 2016 data was reported at an all-time high of 79%.
- English Learners and Socioeconomically Disadvantaged students indicate high performance levels for these subgroups.
- 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.

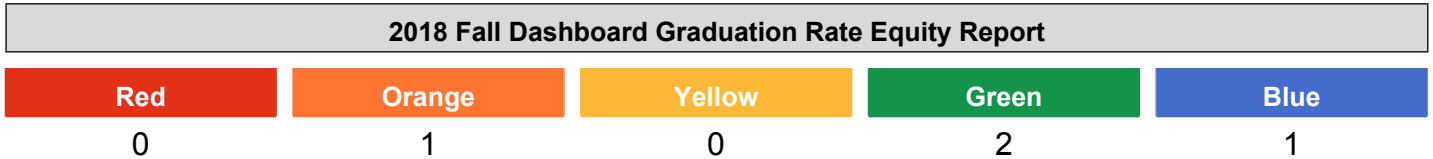
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Green 94.8% graduated Maintained +0.3% 330 students	<p>English Learners</p>  Green 89.4% graduated Increased +12.9% 66 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Green 91.7% graduated Increased +2.9% 96 students	<p>Students with Disabilities</p>  No Performance Color 60.6% graduated Declined -16.3% 33 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 Blue 98.8% graduated Increased +3.3% 166 students	 No Performance Color 94.1% graduated Declined -2.4% 34 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 84.8% graduated Declined -2.9% 66 students	 No Performance Color 100% graduated Increased +5.6% 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 91.3% graduated Declined -6.6% 23 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
94.6% graduated	94.8% graduated

Conclusions based on this data:

1. Graduation rates have maintained since 2017 with increases in English Learners and Socioeconomically Disadvantaged students.
2. Hispanic/Latino students, White students and Students with Disabilities experienced declines compared to last year's cohort indicating a need for targeted supports and interventions.

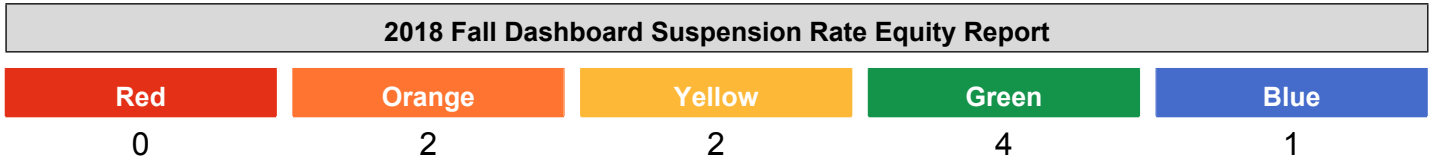
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 2.3% suspended at least once Maintained -0.2% 1264 students	<p>English Learners</p>  Blue 0% suspended at least once Declined -2.1% 70 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 4 students	<p>Socioeconomically Disadvantaged</p>  Green 5.3% suspended at least once Declined -1.6% 319 students	<p>Students with Disabilities</p>  Orange 7.4% suspended at least once Increased 1.2% 148 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 0 Students	 Green 1.2% suspended at least once Maintained -0.2% 579 students	 Green 2.2% suspended at least once Declined -0.8% 135 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.1% suspended at least once Declined -0.5% 256 students	 Yellow 3.2% suspended at least once Maintained -0.2% 186 students	 Yellow 2.6% suspended at least once Maintained -0.1% 38 students	 Orange 4.6% suspended at least once Increased 1.7% 65 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.5% suspended at least once	2.4% suspended at least once	2.3% suspended at least once

Conclusions based on this data:

- While there is a marginal increase in suspensions since 2016 data, overall percentage of students suspended is less than 2.5%. Decreases were seen for Hispanic/Latino students, Filipino students and Socioeconomically Disadvantaged students.
- Areas of growth include Pacific Islander, White and Students with Disabilities 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

LCAP - GOAL #1: ACCESS

SMUHSD will provide high quality teaching and learning environments to all students by:

Providing 21st Century facilities & learning tools (digital and analog) to all students

Ensuring access to the highest quality staff - educators, support staff and leaders who receive effective and differentiated professional development

Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to the CA Standards and 21st Century skills

Goal 1

SPSA Goal 1: Ensure rigorous and relevant teaching and learning for all students aligned to the Common Core State Standards (CCSS) and 21st Century skills (CCR), foster teacher and staff professional development, and systematically use data to monitor student progress.

Identified Need

CAN #3: Address the achievement gap by improving the effectiveness of PLCs focusing on the following objectives- supporting all students with learning foundation skills (grade level written, oral, reading comprehension/listening, and critical thinking), integrating EPIC into class curriculum and instruction, tools for measuring and evaluating EPIC, accountability systems for clear expectations around these standards (teachers and students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Scores	76% All Students 44% Hispanic/Latino Students 50% Pacific Islanders 36% English Learners 76% Reclassified English Proficient 61% Economically Disadvantaged Students 24% Students with Disabilities	Targets set by District: 91% All Students 76% Hispanic.Latino Students 62% Pacific Islanders 29% English Learners 95% Reclassified English Proficient 77% Economically Disadvantaged Students 34% Students with Disabilities
CAASPP Math	70% All Students 34% Hispanic/Latino Students 17% Pacific Islanders 61% English Learners 69% Reclassified English Proficient 60% Economically Disadvantaged Students 15% Students with Disabilities	Targets set by District: 78% All Students 50% Hispanic/Latino Students 35% Pacific Islanders 54% English Learners 81% Reclassified English Proficient 59% Economically Disadvantaged Students 21% Students with Disabilities

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Number of 9th Graders Receiving a "C-" or Better in Algebra I- Fall 2018	84.5% All Students 70.8% Hispanic/Latino Students 66.7% Pacific Islanders 71.4% English Learners 70% English Learners in the Mainstream 86.5% Reclassified English Proficient Students 77.5% Socioeconomically Disadvantaged Students 57.1% Students with Disabilities	Targets set by District: 88.5% All Students 76.8% Hispanic/Latinos 72.7% Pacific Islanders 77.4% English Learners 76% English Learners not in ELD 92.5% Reclassified English Proficient Students 83.5% Socioeconomically Disadvantaged Students 63.1% Students with Disabilities
Increase Number of 9th Graders Receiving a "C-" or Better in English I- Fall 2018	96.8% All Students 93.9% Hispanic/Latino Students 80% Pacific Islanders 90.9% English Learners 100% Reclassified English Proficient Students 90% Socioeconomically Disadvantaged Students 92.86% Students with Disabilities	Targets set by District: 99.8% All Students 98.9% Hispanic/Latino Students 85% Pacific Islanders 95.9% English Learners 100% Reclassified English Proficient Students 95% Socioeconomically Disadvantaged Students 97.86% Students with Disabilities
Increase A-G Completion	74.8% All Students 50% Hispanic/Latino Students 42.9% Pacific Islanders 74.4% Reclassified English Proficient Students 56.8% Socioeconomically Disadvantaged Students 26.3% Students with Disabilities	Targets set by District: 77.8% All Students 55% Hispanic/Latino Students 47.9% Pacific Islanders 79.4% Reclassified English Proficient Students 61.8% Socioeconomically Disadvantaged Students 31.1% Students with Disabilities
10th Graders "On-Track" for Graduation	96.5% All Students 96.4% Hispanic/Latino Students 90.9% Pacific Islanders 100% English Learners 97.3% Reclassified English Learners 94.4% Socioeconomically Disadvantaged Students	Targets set by District: 100% All Students 92.8% Hispanic/Latino Students 100% Pacific Islanders 90% English Learners 100% Reclassified English Learners 99.7% Socioeconomically Disadvantaged Students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	82.6% Students with Disabilities	95% Students with Disabilities
Students Participating in Dual Enrollment Opportunities	Fall 2018- 30 Students Spring 2019- 42 Students	Fall 2019- 40 Students Spring 2020- 52 Students
College & Career Readiness Indicators- Students meeting "Prepared" Level	77.3% All Students 45.5% Hispanic/Latino Students 57.6% English Learners 61.5% Socioeconomically Disadvantaged Students	82% All Students 50% Hispanic/Latino Students 61% English Learners 66% Socioeconomically Disadvantaged Students

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

PLCs- Improve collaboration across content areas by strengthening Professional Learning Communities that abide by a set of agreements and that routinely modify common assessments, focus on student proficiency of content standards, examine focal student work from historically-underserved groups of students, and incorporate culturally responsive instructional practices.

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 1000-1999: Certificated Personnel Salaries Monthly Department Meetings
	Title I Monthly PLC Meetings
	Title II Part A: Improving Teacher Quality Embedded PLC Time

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

Constructing Meaning- Implement CM with a focus on Interactive Reading and Note-Making and Academic Writing Supports to improve reading and writing skills across all content areas.

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 1000-1999: Certificated Personnel Salaries Monthly Faculty Meetings
	Title I Monthly Department Meetings
	Monthly PLC Meetings
	Embedded PLC Time
	Site-based PD Days

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

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

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
1000-1999: Certificated Personnel Salaries
Monthly Faculty Meetings

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

Student Learning Outcomes (SLOs)- Formulate a common definition of EPIC (Student Learning Outcomes) in PLCs and Departments and implement EPIC in the curriculum, showcasing EPIC during community events.

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
1000-1999: Certificated Personnel Salaries
Academic Senate meetings

Department Meetings

PLC meetings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Digital Literacy- Utilize Canvas as a learning management system and tool to teach digital literacy.

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
1000-1999: Certificated Personnel Salaries

Embedded PLC Time
Site and District PD Days

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Norms- Leverage school-wide instructional norms to plan and deliver lessons focusing on the following: learning targets, formative assessments, student engagement, instructional technology, academic language, differentiation, depth of knowledge and teaching communication skills.

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 1000-1999: Certificated Personnel Salaries Weekly Leadership Team Meetings

--

Monthly Academic Senate Meetings

--

Evaluation Cycles

--

Administrative Walkthroughs

--

Peer Observation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase Dual Enrollment opportunities for students to engage in college-level coursework prior to high school graduation.
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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)

[Empty box for Amount(s)]

Source(s)

General Fund

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students, 9th Grade

Strategy/Activity

Ethnic Studies- Implement a 9th grade Ethnic Studies course that integrates culturally responsive teaching with literacy rich instructional activities. Provide professional development to the Ethnic Studies teachers.

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)

[Empty box for Amount(s)]

Source(s)

General Fund

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This year, implementation efforts focused on Constructing Meaning (Backward Design, Structured Student Talk and Academic Writing Supports) and culturally responsive pedagogy (Building awareness and knowledge of the framework for Culturally Responsive Teaching using Zaretta Hammond's "Ready for Rigor" framework and participation in the Brave Spaces Institute). In addition, PLCs launched Canvas as a learning management tool. Improved data outcomes included Students Receiving a C-or Above in English I for All Students (+11.3), and subgroups of students including Hispanic/Latino (+19.7), Pacific Islanders (+13.3), English Learners in the Mainstream (+40.9), Reclassified English Proficient Students (+16.5), Economically Disadvantaged

Students (+15) and Students with Disabilities (+60). Additionally, gains were seen in Students Receiving a C- or Above in Algebra I for All Students (+1.4), English Learners in the Mainstream (+20), Reclassified English Proficient Students (+2.2), and Economically Disadvantaged Students (+1.2).

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

SPSA action steps from the previous year indicate that learning teams would be developed to focus on specific pedagogy such as equity, Constructing Meaning and culturally responsive teaching, implicit bias, co-teaching/SPED strategies and project based learning. Instead of learning teams of small groups of teachers, this work was done as a whole faculty and staff and focused on culturally responsive teaching and Constructing Meaning. A group of thirteen special education and general education teachers participated in co-teaching training provided by the District through WestEd. Project based learning was an emphasis within some PLCs but was not a school wide focus.

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

Metrics and targets are set by the District based on 2017-2018 achievement data. An emphasis on equity and culturally responsive teaching is a result of disparate achievement data and academic performance of historically underserved groups of students and the Significant Disproportionality (CCEIS) report identifying the following as root causes for the over-identification of African American and Hispanic/Latino students into special education programs : implicit bias, inconsistent MTSS structure, inconsistent implementation of culturally responsive teaching practices and lack of integrated social-emotional support in the classroom. This report and data, along with LCAP achievement data, resulted in an focus and emphasis on culturally responsive teaching as a whole faculty and staff for the school year that will continue next year. Additional action steps towards the goal of providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant and aligned to CA Standards and 21st Century skills include increasing dual enrollment numbers for students in an effort to increase college and career indicators for all subgroups and implementing an Ethnic Studies course for all 9th graders.

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

LCAP - GOAL #1: ACCESS

SMUHSD will provide high quality teaching and learning environments to all students by:

Providing 21st Century facilities & learning tools (digital and analog) to all students

Ensuring access to the highest quality staff - educators, support staff and leaders who receive effective and differentiated professional development

Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to the CA Standards and 21st Century skills

LCAP GOAL #2-ACHIEVEMENT & EQUITY

The SMUHSD will increase academic expectations and performance to create college-and career- ready students and measure and develop our work in this regard, especially as relates to our Achievement Gaps.

Goal 2

SPSA Goal 2: All students will receive appropriate, equitable instruction, supports and interventions to reach academic proficiency and achieve graduation success and A-G readiness.

Identified Need

CAN #1: To increase the achievement of our SPED students, we need to clearly define the co-teaching program to address issues in the following areas - instruction, teacher collaboration and team teaching, student achievement, protocols for accommodations and modifications, and class population demographics. Training and support for co-teachers is needed, specifically how to define and design the course curriculum.

CAN #2: To support the growth and to address the needs of all students, especially historically underserved students, and to use school resources more efficiently and effectively, Mills will implement specific programs to increase the achievement of English learners, SPED and students that academically struggle, along with developing and implementing a school wide, evolving, and ongoing process (MEP--Mills Evaluation Process)to evaluate the effectiveness of such programs, policies and practices targeted at supporting our students (technology, grading, homework, interventions, support, etc), and implement change based on the results.

CAN #3: Address the achievement gap by improving the effectiveness of PLCs focusing on the following objectives- supporting all students with learning foundation skills (grade level written, oral, reading comprehension/listening, and critical thinking), integrating EPIC into class curriculum and instruction, tools for measuring and evaluating EPIC, accountability systems for clear expectations around these standards (teachers and students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Scores	76% All Students 44% Hispanic/Latino Students 50% Pacific Islanders	Targets set by District: 91% All Students 76% Hispanic.Latino Students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	36% English Learners 76% Reclassified English Proficient 61% Economically Disadvantaged Students 24% Students with Disabilities	62% Pacific Islanders 29% English Learners 95% Reclassified English Proficient 77% Economically Disadvantaged Students 34% Students with Disabilities
CAASPP Math	70% All Students 34% Hispanic/Latino Students 17% Pacific Islanders 61% English Learners 69% Reclassified English Proficient 60% Economically Disadvantaged Students 15% Students with Disabilities	Targets set by District: 78% All Students 50% Hispanic/Latino Students 35% Pacific Islanders 54% English Learners 81% Reclassified English Proficient 59% Economically Disadvantaged Students 21% Students with Disabilities
Increase Number of 9th Graders Receiving a "C-" or Better in Algebra I Fall 2018	84.5% All Students 70.8% Hispanic/Latino Students 66.7% Pacific Islanders 71.4% English Learners 70% English Learners not in ELD 86.5% Reclassified English Proficient Students 77.5% Socioeconomically Disadvantaged Students 57.1% Students with Disabilities	Targets set by District: 88.5% All Students 76.8% Hispanic/Latinos 72.7% Pacific Islanders 77.4% English Learners 76% English Learners not in ELD 92.5% Reclassified English Proficient Students 83.5% Socioeconomically Disadvantaged Students 63.1% Students with Disabilities
Increase Number of 9th Graders Receiving a "C-" or Better in English I Fall 2018	96.8% All Students 93.9% Hispanic/Latino Students 80% Pacific Islanders 90.9% English Learners 100% Reclassified English Proficient Students 90% Socioeconomically Disadvantaged Students 92.86% Students with Disabilities	Targets set by District: 99.8% All Students 98.9% Hispanic/Latino Students 85% Pacific Islanders 95.9% English Learners 100% Reclassified English Proficient Students 95% Socioeconomically Disadvantaged Students 97.86% Students with Disabilities
Increase A-G Completion	74.8% All Students 50% Hispanic/Latino Students	Targets set by District: 77.8% All Students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	42.9% Pacific Islanders 74.4% Reclassified English Proficient Students 56.8% Socioeconomically Disadvantaged Students 26.3% Students with Disabilities	55% Hispanic/Latino Students 47.9% Pacific Islanders 79.4% Reclassified English Proficient Students 61.8% Socioeconomically Disadvantaged Students 31.1% Students with Disabilities
10th Graders "On-Track" for Graduation	96.5% All Students 96.4% Hispanic/Latino Students 90.9% Pacific Islanders 100% English Learners 97.3% Reclassified English Learners 94.4% Socioeconomically Disadvantaged Students 82.6% Students with Disabilities	Targets set by District: 100% All Students 92.8% Hispanic/Latino Students 100% Pacific Islanders 90% English Learners 100% Reclassified English Learners 99.7% Socioeconomically Disadvantaged Students 95% Students with Disabilities
Increase Graduation Rates	94.8% All Students 84.8% Hispanic/Latino Students 89.4% English Learners 91.7% Socioeconomically Disadvantaged Students 60.6% Students with Disabilities	97% All Students 90% Hispanic/Latino Students 95% English Learners 96% Socioeconomically Disadvantaged Students 65% Students with Disabilities

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, Students with Disabilities

Strategy/Activity

Co-Teaching and Inclusion- School-wide norms and a common definition for co-teaching is established supported by professional development and a common planning period. Co-teachers collaborate to co-plan, co-implement and co-assess curriculum and support all students in the co-taught classroom and participate in professional development designed to support these practices. Students with IEPs are placed in a co-taught classroom identified by student need as outlined in the IEP. The Academic Senate will monitor our progress of the inclusion of students with IEPs in the mainstream/general education setting using the Inclusive Schools Self-Assessment Instrument

and address areas of need for procedural safeguards, instructional excellence for diverse learners, collaborative partnerships, responsive staffing and scheduling, strong parent partnerships, accountability for results, and leadership for the common good.

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 1000-1999: Certificated Personnel Salaries
	Special Education Common Preparation Time
	Collaboration with District SPED Department

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, HUGs

Strategy/Activity

Support/Intervention Classes- Students are placed in an intervention support class (English Support, Algebra Support or Geometry Support) based on prior math achievement, 8th grade CAASPP and Scholastic Math Inventory data. Support classes are tailored to address the skill gaps of students and reinforce key concepts in the content class. Teachers work with the content area PLC to develop curriculum and inform teaching practices of the support class.

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 1000-1999: Certificated Personnel Salaries Built into Master Schedule
	General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, HUGs

Strategy/Activity

After School Program-An after school program is implemented and open for students. Lead teachers and peer tutors are recruited with strong math backgrounds to support tutoring efforts for students that struggle in math. Students who need the intervention will be placed on a tutoring contract as a Tier II intervention for 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 1000-1999: Certificated Personnel Salaries SPED Department Meetings
Special Education 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, HUGs

Strategy/Activity

Multi Tiered System of Support- A Tier I team and a Tier II team will convene comprised of various stakeholders across the site to implement and monitor a comprehensive Multi-Tiered System of Support. The Tier I team will develop common schoolwide practices and a positive reinforcement system for all students. The Tier II team will use data to identify and place students who need academic or socioemotional supports into six week targeted interventions (tutoring, counseling groups) and monitor improvement of 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)

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Source(s)

General Fund 1000-1999: Certificated Personnel Salaries
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Hispanic/Latino Students

Strategy/Activity

College & Career Readiness-Use PSAT data (AP Potential) to identify and counsel underrepresented subgroups of students into AP courses.

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)

[Empty box for Amount(s)]

General Fund
1000-1999: Certificated Personnel Salaries
Counseling Meetings

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students, Hispanic/Latino and English Learners

Strategy/Activity

Departments and PLCs will analyze 6 week disaggregated grade data in departments and PLCs three times each semester to identify supports for students and instructional needs.

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)

[Empty box for Amount(s)]

General Fund
1000-1999: Certificated Personnel Salaries
PLC Embedded Time

[Empty box for Amount(s)]

Title I
PLC Monthly Meetings

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Hispanic Latino, Socioeconomically Disadvantaged students, 9th grade students

Strategy/Activity

Implement a program with an interdisciplinary team of teachers and a designated counselor to ensure a successful transition to high school for 9th graders, developing their academic achievement, teaching college & career curriculum and furthering socioemotional learning and leadership potential (the SAIL Academy).

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
1000-1999: Certificated Personnel Salaries
PLC Embedded Time

Title I
PLC Meetings

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learner Supports- Continue to expand and monitor supports for English Learners student including sheltered content classes and the implementation of Constructing Meaning across the content areas.

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
1000-1999: Certificated Personnel Salaries
Sheltered Classes

LCAP Supplemental
2000-2999: Classified Personnel Salaries
ELD Classes

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Hispanic Latino, English Learners, Socioeconomically Disadvantaged students and Students with Disabilities

Strategy/Activity

Develop and test a process (Mills Evaluation Process) that works at various levels (whole-school, department, grade-level, course, assignment) and for all stakeholders (whole school, school site council, PLC, department) to better align and use resources more effectively to support the achievement of HUGS.

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
1000-1999: Certificated Personnel Salaries
Leadership Team Weekly Meetings

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Hispanic/Latino, Socioeconomically Disadvantaged Students

Strategy/Activity

Implement a Bridge to Algebra summer program in math to support the transition from middle to high school for incoming 9th graders and reteach and refine essential and foundational math skills to be successful in Algebra I

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)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Implementation this year focused on co-teaching professional development for 13 general education and special education teachers and was supported by the District and provided by West Ed. The Academic Senate and departments analyzed data using a common data protocol each six weeks analyzing D/F rates and identifying areas of growth. A draft of the Mills Evaluation Process was created and used to evaluate the SAIL program and will continue to be piloted next school year. Findings indicated that students that participated in SAIL had a stronger connection to the school, demonstrated increased academic skills, problem solving abilities and internal and external efficacy at Mills. Grade analysis showed fewer D/Fs for the SAIL cohort in Algebra, Biology and English. Additionally, efforts this year focused on coaching a Tier II team through Collaborative Solutions to create a Tier II intervention process for students based on data to intervene and support, academic and socioemotional growth. A Tier I team formed to begin to look at common schoolwide agreements and positive intervention strategies that can be developed school wide.

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

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

A Bridge to Algebra program for the summer of 2019 was added as an action step to address the readiness of incoming 9th graders to strengthen the skills needed to succeed in Algebra.

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

LCAP GOAL #3: Student Wellness and Student/Family Engagement
 The SMUHSD will continue to enhance and improve the social-emotional health of its students by:
 Providing high quality mental health supports
 Initiatives and activities intended to lower student stress and improve connectedness
 Supporting families with effective communication and engagement activities

Goal 3

SPSA Goal 3: All students will receive appropriate supports for their well-being and social-emotional health in a community that welcomes diverse cultural and socio-economic backgrounds.

Identified Need

CAN #4: Address culture of achievement, stress, and school connection by engaging all students with their learning and continue to reinforce student wellness. Acknowledge the diversity of the Mills community to better respond to students' diverse needs and to address equity, cultural responsiveness and socio-emotional learning of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Engagements and Supports Data (CA Healthy Kids Survey Data)- School Connectedness, Academic Motivation, Caring Adult Relationships, High Expectations and Meaningful Participation	School Connectedness (Agree or Strongly Agree) 9th grade 70% 10th grade 54% 11th grade 58% 12th grade 66% Academic Motivation (Agree or Strongly Agree) 9th grade 78% 10th grade 68% 11th grade 68% 12th grade 72% Caring Adult Relationships (Agree or Strongly Agree) 9th grade 58% 10th grade 63% 11th grade 60% 12th grade 69% High Expectations (Agree or Strongly Agree) 9th grade 72% 10th grade 62% 11th grade 68% 12th grade 72%	School Connectedness (Agree or Strongly Agree) 9th grade 75% 10th grade 59% 11th grade 63% 12th grade 71% Academic Motivation (Agree or Strongly Agree) 9th grade 83% 10th grade 59% 11th grade 63% 12th grade 71% Caring Adult Relationships (Agree or Strongly Agree) 9th grade 63% 10th grade 73% 11th grade 73% 12th grade 77% Caring Adult Relationships (Agree or Strongly Agree) 9th grade 77% 10th grade 67% 11th grade 73% 12th grade 77%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Meaningful Participation (Agree or Strongly Agree)</p> <p>9th grade 28%</p> <p>10th grade 23%</p> <p>11th grade 26%</p> <p>12th grade 37%</p>	<p>Meaningful Participation (Agree or Strongly Agree)</p> <p>9th grade 33%</p> <p>10th grade 28%</p> <p>11th grade 31%</p> <p>12th grade 42%</p>
<p>School Safety Data (CA Healthy Kids Survey Data)- Perception of School Safety, Experienced Harassment or Bullying; Gender Identity & Sexual Orientation Harassment School Safety and Experienced Harassment or Bullying</p>	<p>School Perceived as Very Safe or Safe (Agree or Strongly Agree)</p> <p>9th grade 74%</p> <p>10th grade 61%</p> <p>11th grade 67%</p> <p>12th grade 78%</p> <p>Students Who Experience Harassment or Bullying (Past 12 Months)</p> <p>9th grade 30%</p> <p>10th grade 27%</p> <p>11th grade 24%</p> <p>12th grade 20%</p> <p>Students Who Have Knowledge of LGBTQ Specific Resources and Policies at School</p> <p>9th grade 66%</p> <p>11th grade 71%</p> <p>School Perceived as safe for LGBTQ Students (Agree or Strongly Agree)</p> <p>9th grade 88%</p> <p>11th grade 86%</p>	<p>School Perceived as Very Safe or Safe (Agree or Strongly Agree)</p> <p>9th grade 79%</p> <p>10th grade 66%</p> <p>11th grade 72%</p> <p>12th grade 83%</p> <p>Students Who Experience Harassment or Bullying (Past 12 Months)</p> <p>9th grade 20% or below</p> <p>10th grade 17% or below</p> <p>11th grade 14% or below</p> <p>12th grade 10% or below</p> <p>Students Who Have Knowledge of LGBTQ Specific Resources and Policies at School</p> <p>9th grade 76% or higher</p> <p>11th grade 81% or higher</p> <p>School Perceived as safe for LGBTQ Students (Agree or Strongly Agree)</p> <p>9th grade 98% or above</p> <p>11th grade 96% or above</p>
<p>Substance Use and Mental Health Data (CA Healthy Kids Survey Data)- Drug and Alcohol Use, Experienced Chronic Sadness/Hopelessness</p>	<p>Students who Report Current Alcohol or Drug Use (Past 30 Days)</p> <p>9th grade 5%</p> <p>10th grade 15%</p> <p>11th grade 13%</p> <p>12th grade 16%</p> <p>Students who Report Chronic Sadness/Hopelessness (Past 12 months)</p> <p>9th grade 26%</p> <p>10th grade 35%</p> <p>11th grade 32%</p> <p>12th grade 28%</p>	<p>Students who Report Current Alcohol or Drug Use (Past 30 Days)</p> <p>9th grade 0%</p> <p>10th grade 5% or below</p> <p>11th grade 8% or below</p> <p>12th grade 11% or below</p> <p>Students who Report Chronic Sadness/Hopelessness (Past 12 months)</p> <p>9th grade 16% or below</p> <p>10th grade 25% or below</p> <p>11th grade 22% or below</p> <p>12th grade 18% or below</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Respect, Equity and Cultural Sensitivity (CA Healthy Kids Staff Survey Data)- Examination of Cultural Biases	Staff who report examining their "own cultural biases through professional development or other processes" 16%	Staff who report examining their "own cultural biases through professional development or other processes" 30% or higher
Suspension Data	2.3% Students Suspended at Least Once 3.1% Hispanic/Latino Students Suspended at Least Once 2.6% Pacific Islander Students Suspended at Least Once 5.3% Socioeconomically Disadvantaged Students Suspended at Least Once 7.4% Students with Disabilities Suspended at Least Once 0% English Learners Suspended at Least Once	2.0% Students Suspended at Least Once 1.5% or less Hispanic/Latino Students Suspended at Least Once 1% or less Pacific Islander Students Suspended at Least Once 2.5% or less Socioeconomically Disadvantaged Students Suspended at Least Once 2.5% or less Students with Disabilities Suspended at Least Once 0% English Learners Suspended at Least Once

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

Student Wellness & Mental Health- Continue to provide school-based mental health services for students through our Wellness Program. Increase the frequency of school assemblies and student activities that provide information to our students on relevant topics regarding sexual consent, LGBTQ resources and education, and student mental health and well-being. Provide on-going training to faculty and staff in these areas by the Wellness Counseling staff. Pilot a Wellness Room for students to drop-in and access tools to reduce stress. Offer yoga to all 9th grade students in PE.

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

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

Family Engagement- Continue to increase our outreach and engagement efforts with our Hispanic/Latino Parent Community through our bi-weekly Latin American Parent Group and individual outreach, support and counseling services provided and coordinated by our Family Engagement Coordinator. Recruit and organize the following parent events to inform and engage parents around physical and mental health topics- The Parent Project (Fall 2019), Youth Mental Health First Aide in Spanish (Spring 2020), Alcohol & Other Drugs in Spanish (Spring 2020).

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
2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, Students with Disabilities

Strategy/Activity

Restorative Practices- Adopt, use and receiving professional development in Restorative Practices as a first intervention for disciplinary actions and peer conflict and a community building strategy. Align and calibrate practices on the administrative team to ensure interventions and alternatives to suspension are in place with an emphasis on reducing suspensions for subgroups of students with an emphasis on students with disabilities. Work with educational specialists to develop and implement effective behavior intervention plans for students with disabilities. Utilize the substance use prevention program (SUP) and the alternatives to suspension program for first infractions.

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
1000-1999: Certificated Personnel Salaries

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

Attendance- Implement a tiered truancy process (T1, T2, SARB, Chronic Illness) and improve attendance monitoring and interventions for truant and tardy students. Pilot strategies for addressing truancy and tardy rates.

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
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Flex Time- Continue to implement and refine Flex Time as an embedded support during the instructional day for students to access tutoring, homework completion, and participation in academic and socioemotional Tier II groups.

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
1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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
1000-1999: Certificated Personnel Salaries
Faculty Meetings

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

A student-led wellness initiative (The Mills Mental Health Initiative) organized the second annual Mental Health Assembly and began work on setting up a Wellness Room where students can drop-in and access stress reduction tools. Parent engagement meetings for our Hispanic/Latino parents were organized by our Family Engagement Coordinator as well as a fall Parent Project education series and a Spring Youth Mental Health First Aide in Spanish class. Key indicators from the CA Healthy Kids Survey administered in October 2018 indicated an increase in school connectedness for 9th graders (+12), academic motivation (+37), caring adult relationships (+28), high expectations (+25) and meaningful participation (+14). Gains were also seen for surveyed 11th grade students in academic motivation (+42), caring adult relationships (+30), high expectations (+29) and meaningful participation (+10). Areas of growth include students who report experiencing chronic sadness/hopelessness (+7 for 9th grade and +2 for 11th grade).

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

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

Analysis of the CA Healthy Kids Survey Gender Identity & Sexual Orientation-Based Harassment Module indicated a need to better promote resources for LGBTQ youth on campus, include curriculum that reflects LGBTQ issues and people and provide further professional development for staff.

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

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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)
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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 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

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)
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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 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

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)
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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 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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)
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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 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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)
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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 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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)
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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 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

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)
-----------	-----------

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	\$ <input type="text"/>
Total Federal Funds Provided to the School from the LEA for CSI	\$ <input type="text"/>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ <input type="text"/>

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 (\$)
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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 (\$)
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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
- 3 Classroom Teachers
- 3 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Pamela Duszynski	Principal
Kathleen Louie	Classroom Teacher
Grant Paul	Classroom Teacher
Kalani Vasquez	Other School Staff
Timothy Young	Classroom Teacher
Angelica Gonzalez	Parent or Community Member
Marie Barnardo	Parent or Community Member
Courtney Williams	Parent or Community Member
Sydney Mouesff	Secondary Student
Megan McDaniel	Secondary Student
Praise Lew	Secondary Student
Jose Gomez	Other School Staff
Lyndsey Schlax	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 5/9/19.

Attested:



Principal, Pamela Duszynski on 5/9/19

SSC Chairperson, Angelica Gonzalez on 5/9/19

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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 as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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/>

Developed by the California Department of Education, January 2019