

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mills High School	41-69047-4134557	November 2022	

Purpose and Description

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

Schoolwide Program

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Data from the Panoramic Survey Data administered during the Fall & Spring of 2021-2022 school year and the Fall of 2022 in addition to Tier One cycle of inquiry student data throughout the 2021-2022 school year. The CA Healthy Kids Survey Data for the Spring of 2022 was included. Other student data include student discussions, focus groups, surveys that target a specific subgroup, and various parent surveys.

Classroom Observations

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

Classroom observations are conducted as part of the formal district-wide teacher evaluation system with the support of a trained Instructional Coach for all teachers on a full evaluation cycle that are temporary, probationary 1 and probationary 2 status. Instructional coaches also serve as BTSA providers for beginning teachers who need to clear credentials. In addition to the evaluation cycle, administrators routinely walk through classrooms and give feedback to the teachers using different walkthrough tools, including our site instructional norms. Findings from classroom observations indicate a continued need to focus on culturally responsive pedagogy, increased student voice and engagement, and development of a curriculum that includes students learning about their communities' history and contributions to the contents of study.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Faculty and administration use the following assessment data disaggregated by subgroup to improve student achievement:

- CAASPP English and Math data and CAST Science data
- Grade Data for each department
- 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
- Significant Disproportionality 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
- Class-based Summative Assessments
- Student Grades

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 week, a 50-minute collaboration period is devoted to department/professional learning team collaboration, school site professional development and/or District led professional development aligned to District LCAP goals.

The weekly collaboration schedule allows for the following:

Course and content alike professional learning community (PLC) meetings

Faculty meetings

Course alike District-wide PLC

Department Meetings

Schoolwide Professional Development related to School and District Goals

District Led Professional Development provided by the Instructional Leadership Team (ILT)

In addition to dedicated collaboration time, common preparation periods are scheduled within the master schedule for many targeted course-alike teachers in English, math, science, social studies and Academic Language Development 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 the curriculum to the Common Core Standards and the Next Generation Science Standards for science. PLCs continue to meet weekly to align curriculum maps tied to standards and create formative and summative assessments while using the cycle of inquiry. The school instituted school-wide PLC Agreements to align the work of PLCs and continues to refine the practice of PLCs. PLCs are high-leverage (have a positive impact on student learning), researched-based, and embedded collaborative structure at Mills High School, and vital to our school's ability to achieve our vision and mission.

PLCs serve the practice of:

- Collaboratively developing curriculum maps and common assessments for content areas
- Increasing the frequency for teachers to engage in reflective practice
- Establish a setting with which to utilize the cycle of inquiry and examine student work
- Use data to inform instruction and interventions
- Identify best instructional practices within a content area
- Track department goals through selected focal students
- Encourage peer observation

The Academic Senate supports PLCs at Mills to develop the following:

- Common syllabi
- Common assessments
- Common grading practices
- Build upon the strengths of PLC members
- Regularly meet within the school week
- Encourage full participation of each PLC member
- Develop agreements for how to best utilize Flex Time

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

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

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

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

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

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

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, M-Th, 4-5 pm with teacher and peer tutors organized by the Student Success Coordinator
- Guided Study Classes in 10th and 11th grade
- On-site Credit Recovery (OSCR) classes for students who earn credits by retaking classes
- Wellness Counselors who are MFT Licensed practitioners (3.8 FTE)
- Mentor Programs such as the Check In Check Out program, the Viking Impact Mentoring Program and the Latina Mentor Program
- Social Skills Groups such as a Latino Boys Group, a peer relations group and a general wellness group for Tier 2 interventions
- Subject-Specific Tutoring in Flex and the After School program with both teacher and student tutors
- Student Study Teams led by the school counselor to develop classroom support plans for students
- Strategic Support Classes in Algebra, Algebra II and Geometry
- Therapeutic Services for individual students provided by the Wellness Counseling Staff
- Flex Time twice per week for 45 minutes embedded in the master schedule with a specially designed 9th-grade Flex program for all 9th graders during the Fall semester to assist in the transition from middle to high school

Evidence-based educational practices to raise student achievement

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

- Culturally Responsive Teaching
- Alignment and sequencing of course curriculum to State standards, Common Core Standards and the Next Generation Science Standards
- Common formative and summative assessments aligned to the standards developed and assessed by PLCs
- School-wide instructional norms that include learning targets, academic language, formative assessments, differentiation, student engagement, depth of knowledge, instructional technology, communication skills, universal design for learning, and culturally responsive teaching
- Homework policies and revise and redeem practices
- Inclusion and integrated practices for Special Education students including co-teaching and push-in models
- A robust Multi-Tiered System of Support focused on Tier I and Tier II supports

Parental Engagement

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

Resources available from our school community:

- Chromebooks assigned to each student
- Free After School Tutoring four days a week in the school library. Free online tutoring service tutor.com is available to all students.
- Mental Health Agencies (referrals and services to outside organizations)
- Latina Mentor Program mentoring
- Check In Check Out Mentor Program
- Academic Support classes in math
- Academic Language Development for English Learners
- -Mills Annual Fund (parent and community donors)

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

Input from stakeholders is gathered through the following school structures:

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

Funding

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

Professional development
LCAP Supplemental funds are used to fund the English Learner Specialist, Family Engagement Coordinator and Student Success Coordinator and After School Program
ELO funds are used to support Freshman Flex and Algebra II support class

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Involvement in the annual review and update of the SPSA includes the following:

- Review of goals and related data by the ELAC in the Fall
- Review of goals and related data by Academic Senate in the Fall
- Review of goals and related data by School Site Council in Fall
- Approval of SPSA by School Site Council

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.33%	0.3%	0.26%	4	3	3
African American	0.58%	0.7%	0.52%	7	8	6
Asian	44.9%	45.9%	48.70%	541	542	563
Filipino	9.21%	9.1%	8.04%	111	107	93
Hispanic/Latino	19.92%	19.9%	18.34%	240	235	212
Pacific Islander	2.74%	2.0%	1.30%	33	23	15
White	1.08%	12.9%	13.84%	13	152	160
Multiple/No Response	5.73%	9.3%	9.00%	69	110	104
	Total Enrollment			1,205	1,180	1156

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	319	292	266
Grade 10	301	317	294
Grade 11	271	298	305
Grade 12	314	273	291
Total Enrollment	1,205	1,180	1,156

Conclusions based on this data:

1. Steady enrollment numbers since 2019-2020 with a slight decline overall.
2. Mills remains a relatively small school with the ability to better meet the needs of subgroups of students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	62	66	59	5.1%	5.60%	5.1%
Fluent English Proficient (FEP)	529	525	540	43.9%	44.50%	46.7%
Reclassified Fluent English Proficient (RFEP)	27	19		42.2%	1.60%	

Conclusions based on this data:

1. Numbers for English Learners and Fluent English Proficient students remained relatively stable since 2019 with a slight increase in FEP students for a continued focus on building academic literacy in instruction.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	302	287	288	287	0	139	287	0	139	95	0.0	48.3
All Grades	302	287	288	287	0	139	287	0	139	95	0.0	48.3

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2654.		2678.	48.08		48.92	27.18		34.53	16.03		15.11	8.71		1.44
All Grades	N/A	N/A	N/A	48.08		48.92	27.18		34.53	16.03		15.11	8.71		1.44

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	47.39		46.76	36.93		48.20	15.68		5.04
All Grades	47.39		46.76	36.93		48.20	15.68		5.04

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	57.49		59.71	33.45		37.41	9.06		2.88
All Grades	57.49		59.71	33.45		37.41	9.06		2.88

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	40.77		20.29	50.87		75.36	8.36		4.35
All Grades	40.77		20.29	50.87		75.36	8.36		4.35

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	49.48		47.48	41.46		48.20	9.06		4.32
All Grades	49.48		47.48	41.46		48.20	9.06		4.32

2019-20 Data:

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Conclusions based on this data:

1. There was a significant decline in students taking the CAASPP in 21-22. Nearly half of the total number of test-takers completed opt-out forms. The school needs to come up with a plan to increase the number of test takers to get reliable data.
2. For students that took the test, high numbers of students are exceeding or meeting standards in Reading, Writing, Listening and Research/Inquiry with over 90% in each sub category.
3. Areas of focus include reading and listening.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	302	287	288	288	0	121	288	0	121	95.4	0.0	42.0
All Grades	302	287	288	288	0	121	288	0	121	95.4	0.0	42.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2662.		2698.	40.63		47.93	25.69		23.14	13.89		20.66	19.79		8.26
All Grades	N/A	N/A	N/A	40.63		47.93	25.69		23.14	13.89		20.66	19.79		8.26

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 11	56.25		48.76	18.06		43.80	25.69		7.44	
All Grades	56.25		48.76	18.06		43.80	25.69		7.44	

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	41.32		47.11	38.54		47.93	20.14		4.96
All Grades	41.32		47.11	38.54		47.93	20.14		4.96

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	45.14		44.63	39.93		52.07	14.93		3.31
All Grades	45.14		44.63	39.93		52.07	14.93		3.31

2019-20 Data:

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Conclusions based on this data:

1. There was a significant decline in students taking the CAASPP in 21-22. Nearly half of the total number of test-takers completed opt-out forms. The school needs to come up with a plan to increase the number of test takers to get reliable data.
2. For students that took the test, over 90% of students are exceeding or meeting standards in Math.
3. Areas of focus include concepts & procedures.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1511.6	1541.0	1608.7	1474.7	1520.2	1609.9	1548.0	1561.4	1606.9	23	24	16
10	*	1509.7	1641.6	*	1492.4	1647.9	*	1526.6	1634.9	6	16	20
11	1625.4	1455.4	*	1570.3	1431.6	*	1679.9	1479.0	*	16	14	8
12	*	*	*	*	*	*	*	*	*	9	5	8
All Grades										54	59	52

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	26.09	16.67	50.00	21.74	45.83	43.75	26.09	20.83	0.00	26.09	16.67	6.25	23	24	16
10	*	25.00	60.00	*	37.50	30.00	*	12.50	10.00	*	25.00	0.00	*	16	20
11	68.75	14.29	*	6.25	35.71	*	12.50	21.43	*	12.50	28.57	*	16	14	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.89	18.64	48.08	25.93	40.68	44.23	20.37	20.34	5.77	14.81	20.34	1.92	54	59	52

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	13.04	16.67	56.25	30.43	41.67	37.50	26.09	20.83	0.00	30.43	20.83	6.25	23	24	16
10	*	31.25	65.00	*	25.00	35.00	*	25.00	0.00	*	18.75	0.00	*	16	20
11	43.75	14.29	*	37.50	42.86	*	6.25	14.29	*	12.50	28.57	*	16	14	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.07	22.03	57.69	35.19	37.29	40.38	22.22	20.34	0.00	18.52	20.34	1.92	54	59	52

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	30.43	25.00	31.25	13.04	33.33	50.00	30.43	20.83	12.50	26.09	20.83	6.25	23	24	16
10	*	25.00	55.00	*	37.50	20.00	*	6.25	20.00	*	31.25	5.00	*	16	20
11	68.75	7.14	*	6.25	28.57	*	25.00	35.71	*	0.00	28.57	*	16	14	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.59	20.34	34.62	22.22	33.90	40.38	24.07	22.03	21.15	11.11	23.73	3.85	54	59	52

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	4.35	33.33	25.00	69.57	41.67	68.75	26.09	25.00	6.25	23	24	16
10	*	31.25	30.00	*	43.75	70.00	*	25.00	0.00	*	16	20
11	31.25	0.00	*	56.25	71.43	*	12.50	28.57	*	16	14	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.52	22.03	19.23	66.67	54.24	78.85	14.81	23.73	1.92	54	59	52

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	26.09	25.00	87.50	26.09	45.83	6.25	47.83	29.17	6.25	23	24	16
10	*	31.25	85.00	*	43.75	15.00	*	25.00	0.00	*	16	20
11	50.00	21.43	*	37.50	50.00	*	12.50	28.57	*	16	14	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.19	28.81	84.62	33.33	44.07	13.46	31.48	27.12	1.92	54	59	52

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	34.78	33.33	37.50	34.78	41.67	56.25	30.43	25.00	6.25	23	24	16
10	*	37.50	60.00	*	31.25	35.00	*	31.25	5.00	*	16	20
11	68.75	14.29	*	6.25	50.00	*	25.00	35.71	*	16	14	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	28.81	38.46	29.63	44.07	57.69	20.37	27.12	3.85	54	59	52

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	21.74	12.50	18.75	56.52	62.50	81.25	21.74	25.00	0.00	23	24	16
10	*	12.50	20.00	*	62.50	80.00	*	25.00	0.00	*	16	20
11	31.25	28.57	*	68.75	42.86	*	0.00	28.57	*	16	14	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.07	18.64	23.08	66.67	57.63	76.92	9.26	23.73	0.00	54	59	52

2019-20 Data:

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

Conclusions based on this data:

1. 59 total students in 2020/21 and 52 students in 2021/22 (population is remaining stable). The greatest variation in the number of English learners is in Level 4 which saw an increase of 34 points from 2020/21 to 2021/22.
2. All areas (oral, written, listening, speaking) are an area of focus since. Instructional activities in the classroom should focus on increasing listening, writing and reading opportunities/engagement for ELs. The area of speaking made large gains (84% testing at "well developed" in 2021/22) and instructional strategies that increase speaking opportunities for ELs should be maintained.
3. Few students are at beginning levels and most ELs make gains in all areas while learning at Mills.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,156	23.7	5.1	0.3
Total Number of Students enrolled in Mills High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	5.1
Foster Youth	3	0.3
Homeless	3	0.3
Socioeconomically Disadvantaged	274	23.7
Students with Disabilities	115	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.5
American Indian	3	0.3
Asian	563	48.7
Filipino	93	8.0
Hispanic	212	18.3
Two or More Races	104	9.0
Pacific Islander	15	1.3
White	160	13.8

Conclusions based on this data:

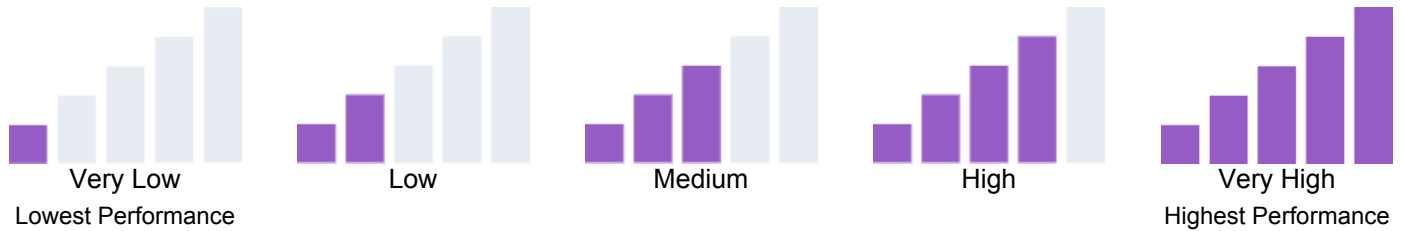
1. Mills serves a diverse group of students, indicating a need to closely examine disaggregated achievement and school climate data.
2. There is an increasing number of Socioeconomically Disadvantaged students at Mills with over 20% of the population designated as SES.
3. Students with disabilities and English learner percentages support a focus on equity and access. The diversity of our students, in general, requires us to examine culturally relevant strategies in the classroom.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	Graduation Rate Very High	Suspension Rate Medium
Mathematics Low		
English Learner Progress Very High		
College/Career Not Reported in 2022		

Conclusions based on this data:

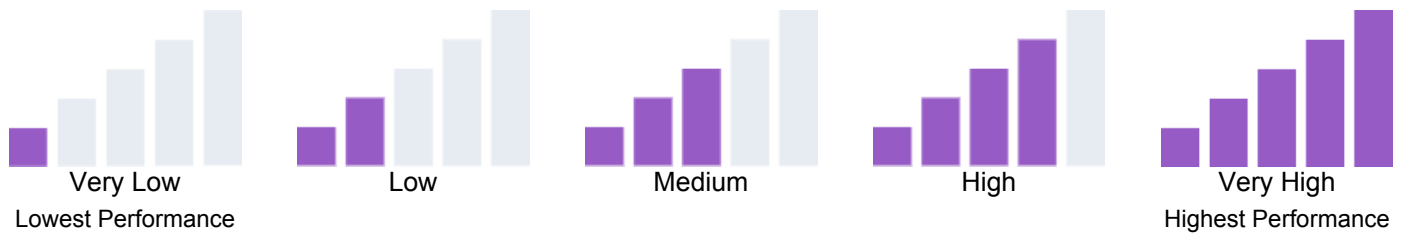
1. Dashboard Data in SPSA reflects Fall of 2019 Data. Mills is in the Green and Blue categories for all performance data areas. Grad rates increased 4% with Students with Disabilities in the Green and ELs, Latinx and SES in the Blue.
2. English Language Arts, Math and Graduate rates remain strong according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

School and Student Performance Data

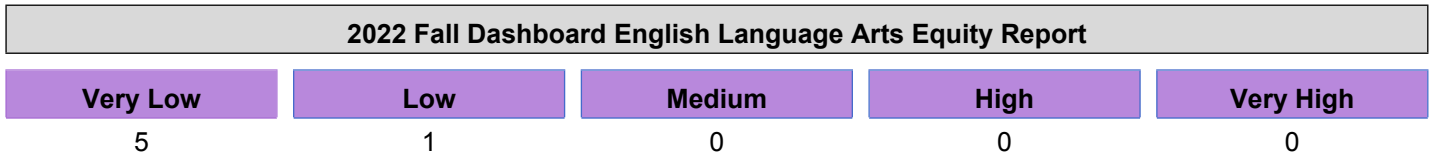
Academic Performance English Language Arts

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

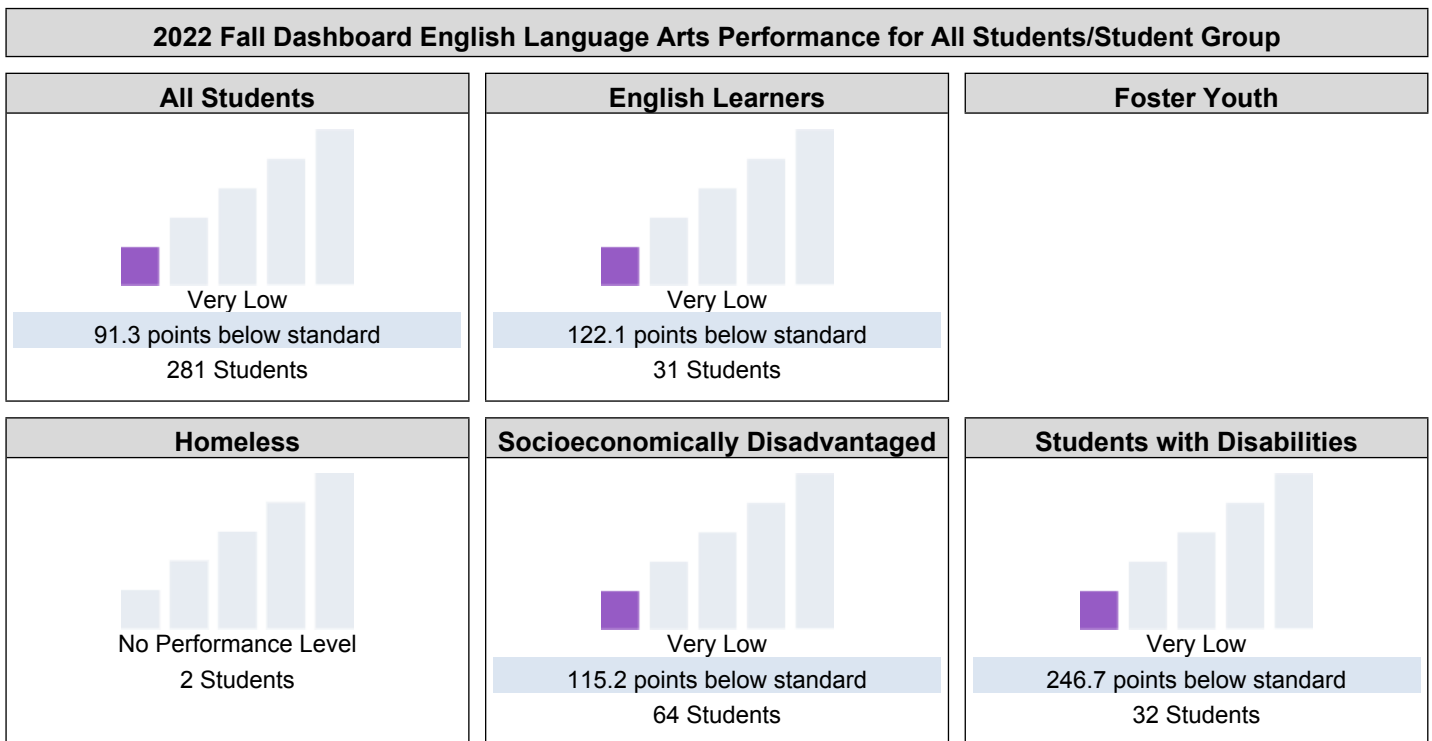
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



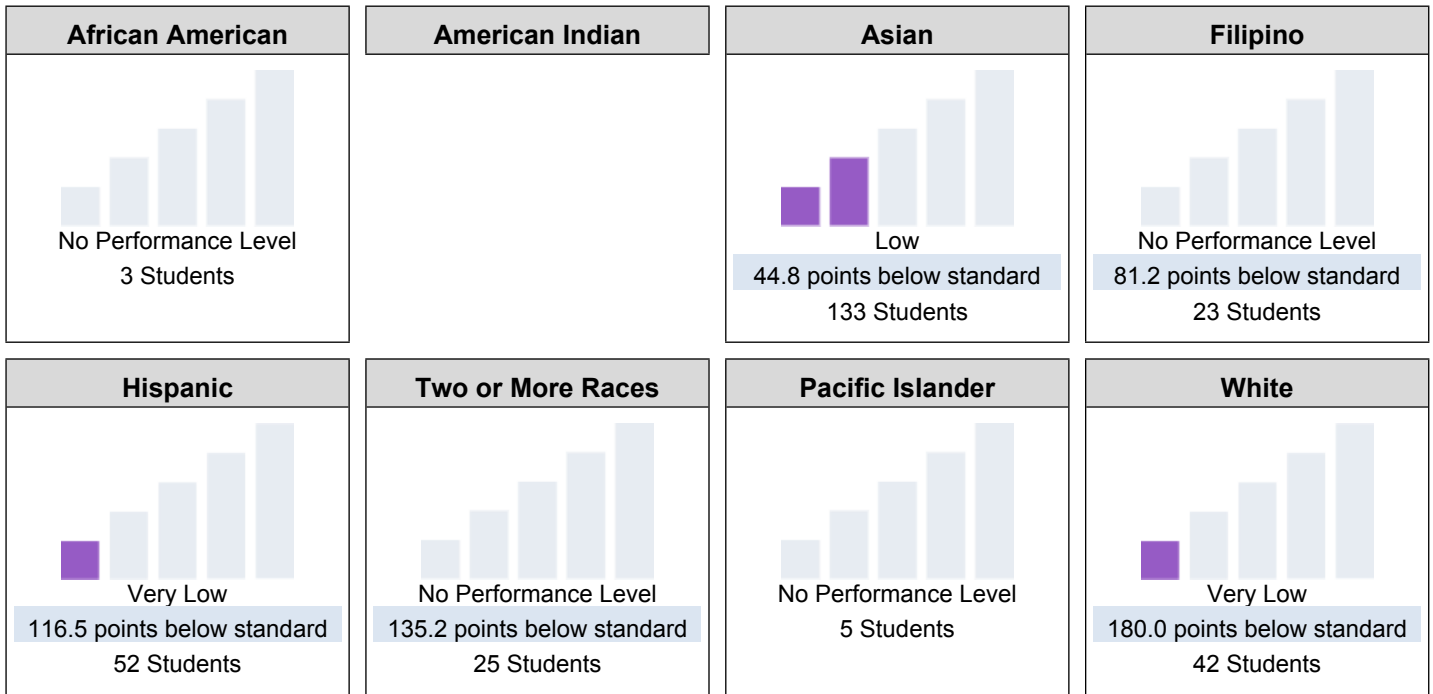
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
10 Students	67.9 points below standard 21 Students	96.4 points below standard 146 Students

Conclusions based on this data:

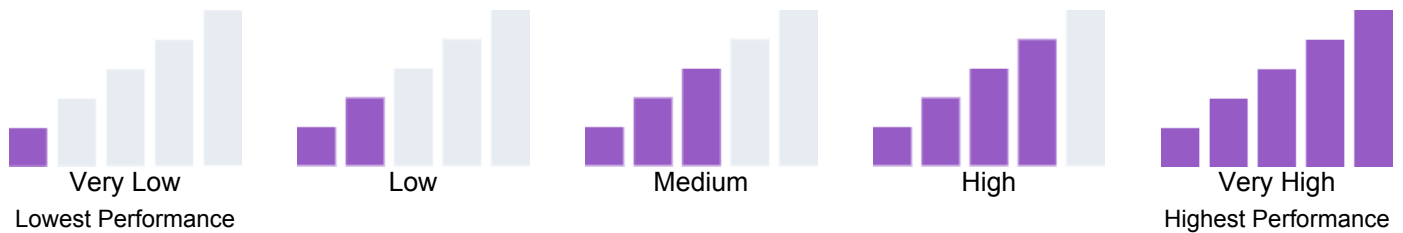
1. Dashboard data in the SPSA reflects Fall of 2019 scores. All students remain 73 points above the standard even though there was a decline overall.
2. Latinx students increased to nearly 15 points above standard.
3. SES students declined significantly but are still nearly 22 points above standard.

School and Student Performance Data

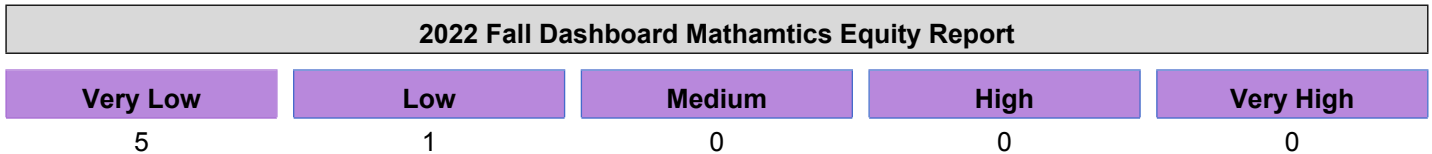
Academic Performance Mathematics

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

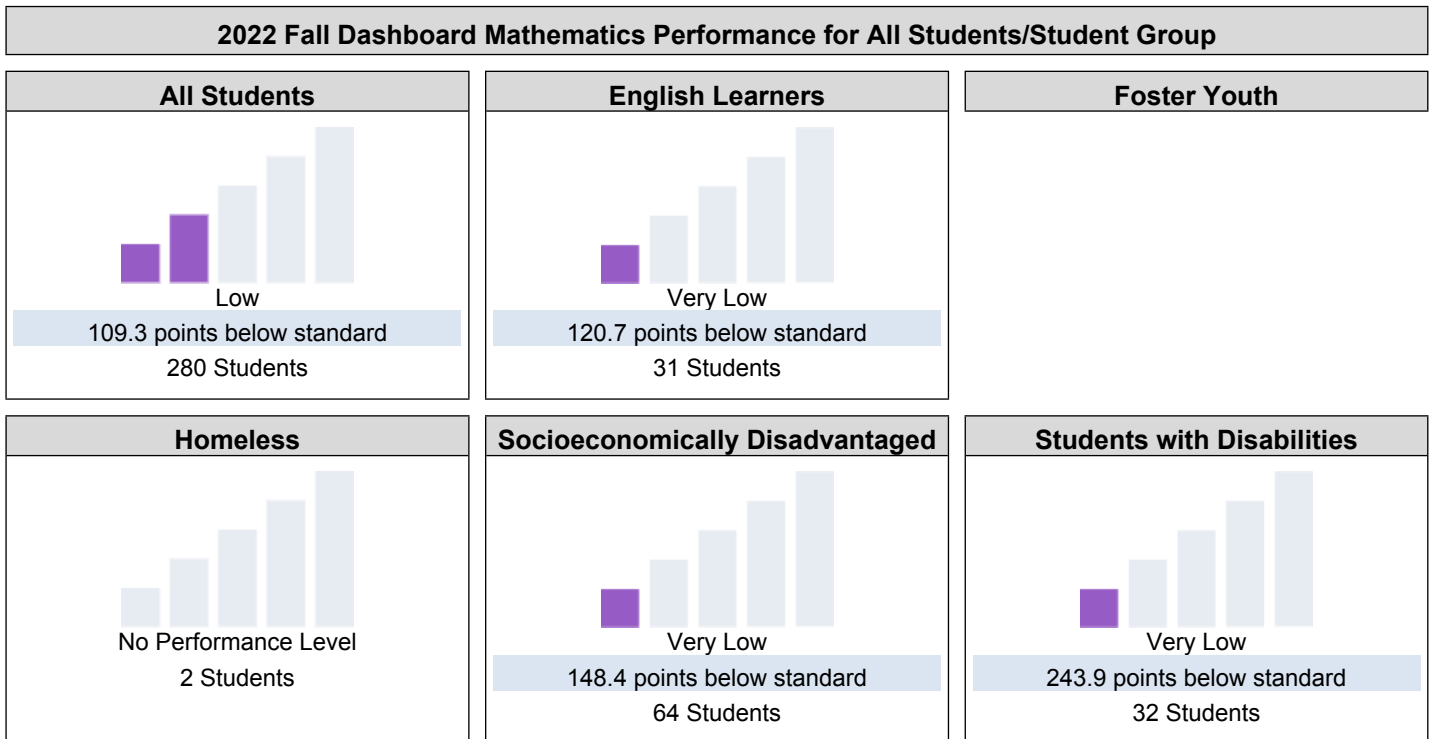
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



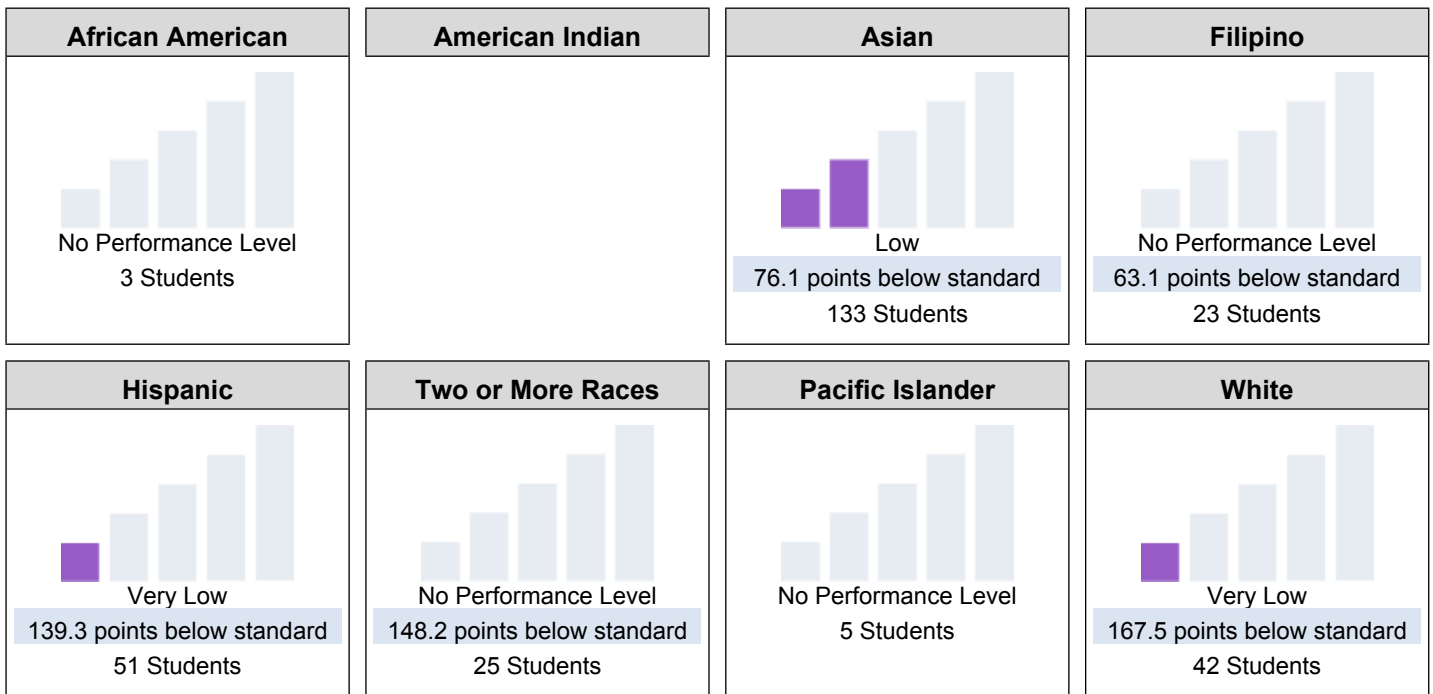
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
10 Students	70.0 points below standard 21 Students	108.1 points below standard 146 Students

Conclusions based on this data:

1. Dashboard data in the SPSA reflects Fall of 2019 data. All students remain 35 points above the standard even though there was a decline overall.
2. Latinx students increased to nearly 7 points but still remain below standard.
3. SES students declined significantly and are below standard.

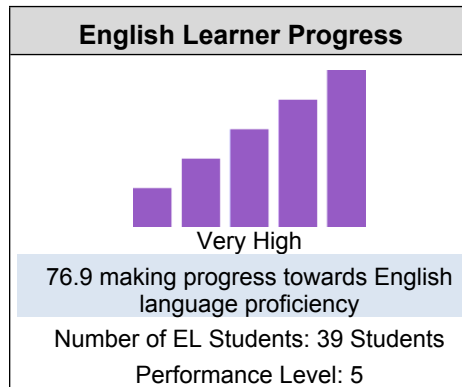
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	5	0	30

Conclusions based on this data:

1. Dashboard data in the SPSA reflected Fall of 2019 data. The majority of EL students, 77%, (out of 47) progressed at lead one ELPI level (68% of the students progressed one level).
2. 19% maintained ELPI level and less than 5% decreased.

School and Student Performance Data

Academic Performance College/Career Report

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

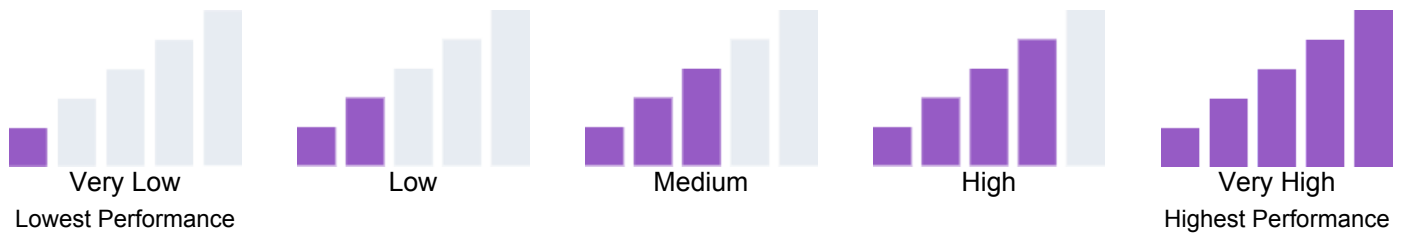
Conclusions based on this data:

1. Graduation rates remain high for all groups of students. Nearly 35% of graduates took an AP Exam. Compared to demographic totals, higher percentages of Asian, Filipino, white, students with two or more races, English learners and students with disabilities compared to overall demographic population took an AP exam. A disproportionate number of Latinx students took an exam (7% compared to 18% of total demographics). An equal percentage of SES students took an AP exam compared to the overall demographics of SES students (around 22%).
2. Fewer than 20% of the total graduates completed one CTE pathway (two years of the same course, second year advanced).
3. Over 50% of graduates met A-G requirements with the highest percentages for Two or more Races (81%), Asian (77%), White (57%), and Filipino students (55%). Areas of growth for A-G include Latinx (38%), ELs (30%), SES (46%) and Students with Disabilities (14%).

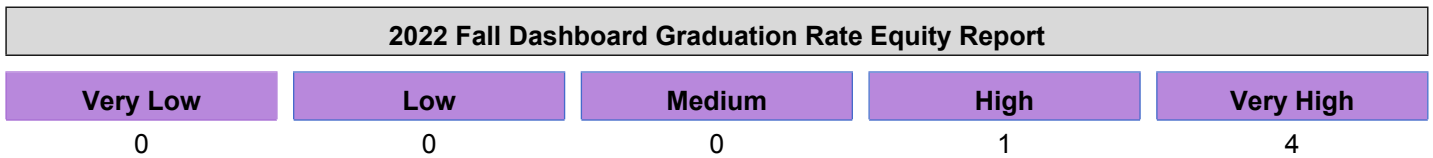
School and Student Performance Data

Academic Engagement Graduation Rate

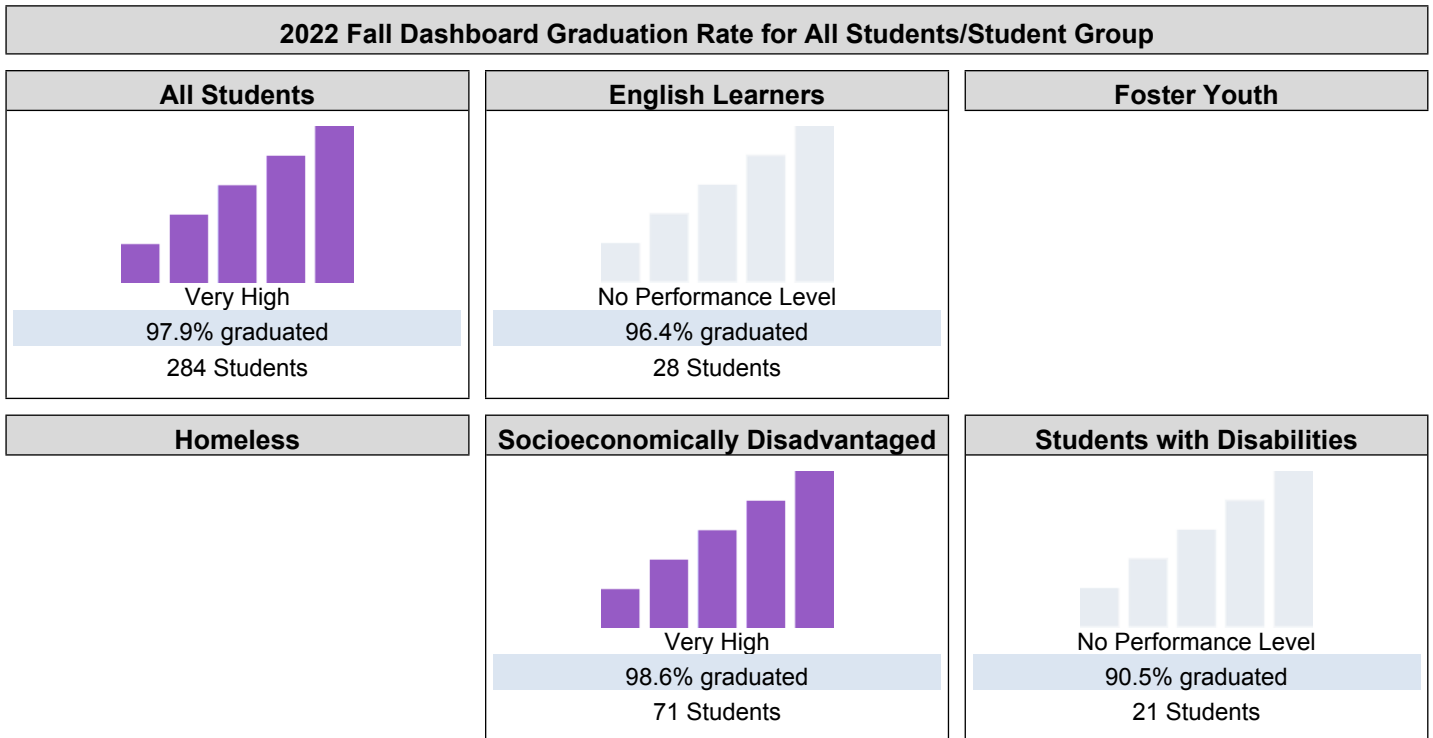
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



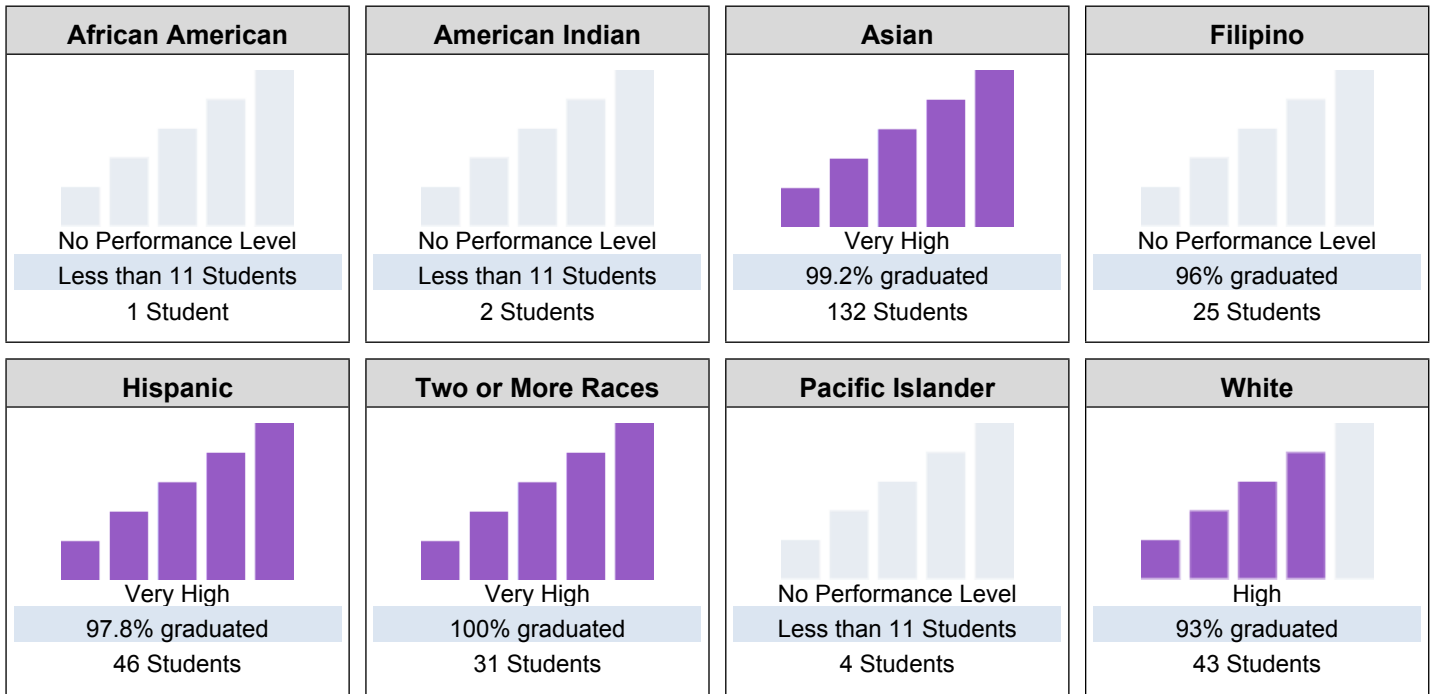
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

1. Graduation rates remain high for all students, especially those who are socioeconomically disadvantaged and students with disabilities.

School and Student Performance Data

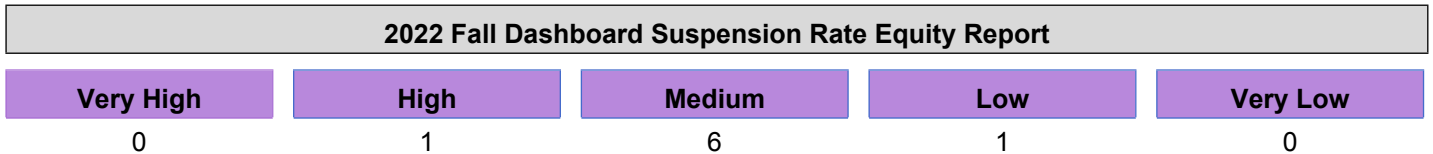
Conditions & Climate Suspension Rate

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

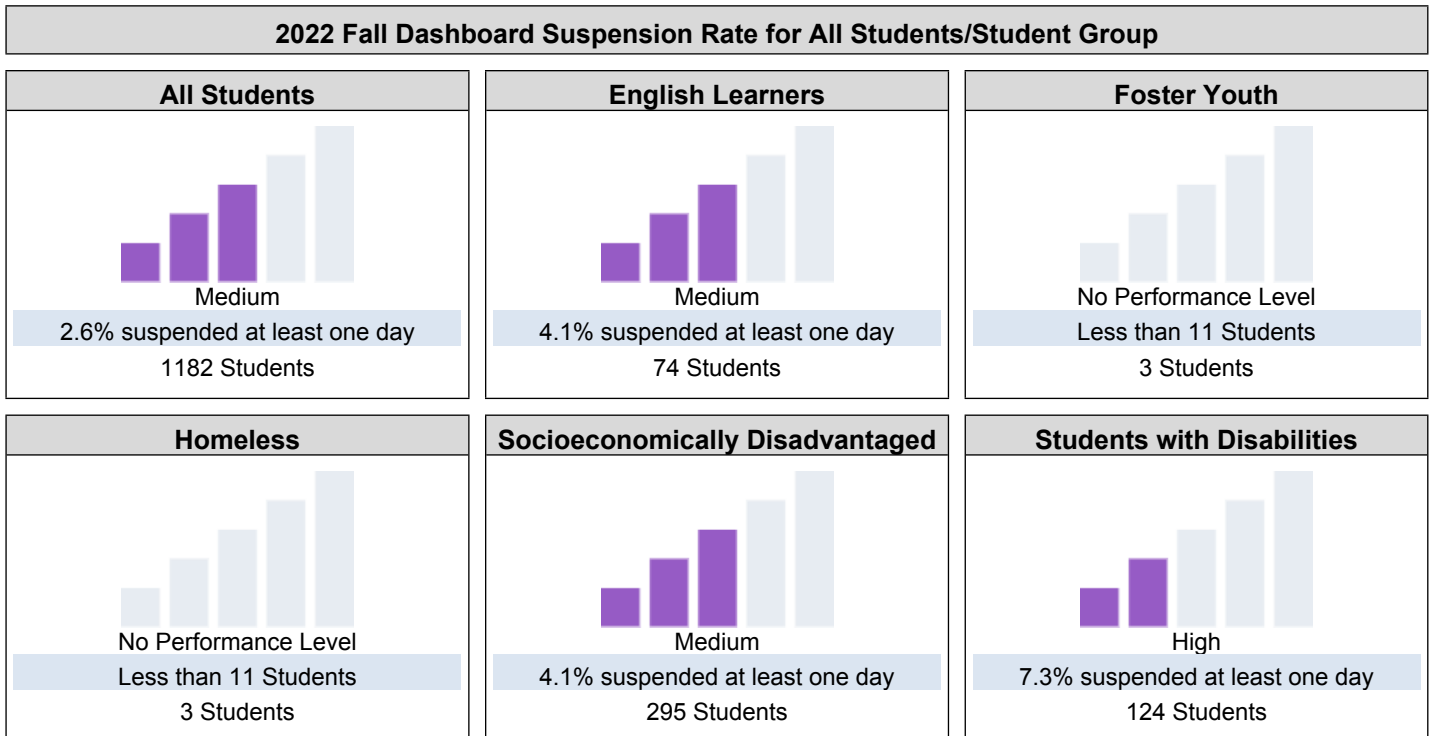
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



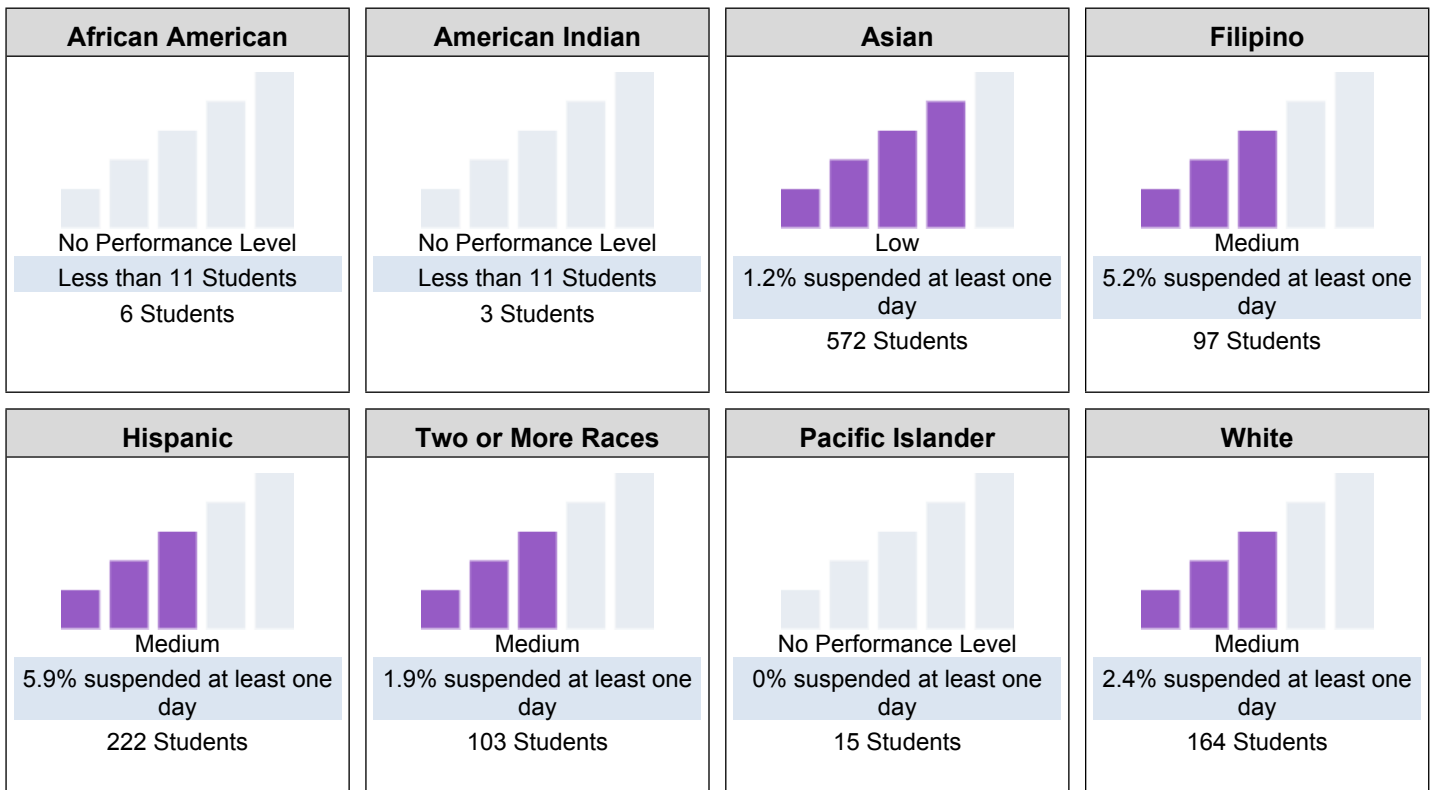
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Dashboard data in the SPSA only included Fall 2019 data. Overall percentage of students suspended is less than 2%. Decreases were seen for Students with Disabilities, Latinx, and SES students.
2. Areas of growth include Pacific Islander and a focus on Tier I and Tier II interventions, alternatives to suspension and restorative practices.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #1: Authentic Relationships: Strong, positive and proactive relationships are critical to student engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture. Increase staff diversity such that it reflects the diversity of the communities we serve.

Ensure every student has at least one strong relationship with an adult on campus.

Ensure that there are multiple opportunities for family engagement and effective communication.

Goal 1

Increase staff diversity such that it reflects the diversity of the communities we serve.

Ensure every student has at least one strong relationship with an adult on campus.

Ensure that there are multiple opportunities for family engagement and effective communication.

Identified Need

Spring 2022 Student SEL Survey:

59% of students responded that they feel somewhat connected (37%), quite connected (19%) or extremely connected (3%) to adults at school.

73% of students responded that people at the school understand them somewhat (41%), quite a bit (27%) and completely (5%).

81% of students responded that they feel like they belong as school somewhat (36%), quite a bit (35%) and completely (10%).

Student Performance Data: Dashboard-2019 Fall Data-College & Career- Equity Report:

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

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

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

Student Performance Data: Dashboard-2019 Fall Data-Graduation Rate- Equity Report

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

Student Performance Data: Dashboard-2019 Fall Data-Math- Equity Report

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

Latinx students increased to nearly 7 points but still remain below standard compared to other subgroups.

SES students declined significantly and are below standard.

Student Performance Data: Dashboard-2019 Fall Data-ELA- Equity Report

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

Latinx students increased to nearly 15 points above standard.

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

WASC Mid Term Findings- Spring 2021:

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Disaggregated Panorama Family Survey data shows an increase in parents/caregivers reporting addressing barriers to engagement.	70% of families responded favorably to the school removing barriers to student engagement in the Fall 2021 panorama survey.	Subsequent parent survey data will see a 3-5% increase in the percent of families who respond favorably to the school removing barriers to student engagement.
Increase the number of teachers implementing Tier I strategies in the classroom as measured by the percent of students (85% or more) reporting on Panorama survey “my teachers give me assignments that help me to better understand the subject,” and Q10 “Most of my teachers don’t let students give up when the work gets hard” and Q 17 “How often do my teachers’ expectations make me want to do my best.”	Fall 2022 Panorama survey “my teachers give me assignments that help me to better understand the subject,” is 88% favorable and Q10 “Most of my teachers don’t let students give up when the work gets hard” students responded 87% favorably and Q 17 “How often do my teachers’ expectations make me want to do my best” is 78% favorable.	Fall 2023 Panorama survey questions see a 3-5% increase in “my teachers give me assignments that help me to better understand the subject,” “Most of my teachers don’t let students give up when the work gets hard” and Q 17 “How often do my teachers’ expectations make me want to do my best”.
Improvement in attendance data for students with a decrease of students requiring Truancy 2 meetings (21 or more total period unexcused absences)	77 Students Required T2 meetings in 2021-2022 for having 21 or more total period unexcused absences	No more than 50 students will be required to attend a T2 meeting in 2022-2023 for having 21 or more total period unexcused absences
Meet 100% of the Williams requirements as measured as “good or excellent” on the Facilities Inspection Tool (FIT) and instructional materials inventory conducted annually and monitored via quarterly reports to the Board of Education.	100% William's requirements met	100% of William's requirements will be met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Increase the number of non-white/multiple race certificated staff so the faculty will more closely reflect the diversity of our community</p>	<p>Fall 2019 Baseline Data for Certificated Staff Indicate: 62% White 19% Asian 4% Hispanic White 11% Hispanic Other Non-White 1% Filipino 1% Black</p> <p>Fall 2020 Student Enrollment by Subgroup: 12.9% White 45.9% Asian 19.1% Hispanic/Latino 9.1 % Filipino .7% African American</p> <p>Fall 2022 Baseline Data for Certificated Staff Indicate: 52% White 21% Asian 5% Hispanic White 14% Hispanic Other Non-White 2% Filipino 2% Black 2% Other Not White 3% Multiple</p> <p>Fall 2020 Student Enrollment by Subgroup: 12% White 47% Asian 20% Hispanic/Latino 9 % Filipino .6% African American 3% Other Not White</p>	<p>Fall 2023 Data Targets for Certificated Staff will indicate continued increased percentages for BIPOC staff compared to student enrollment by subgroup</p>
<p>Panorama Survey data ("Teacher/Student Relationships") will shows an increase in the percentage of students responding "favorably".</p>	<p>Spring 2022 MHS SEL Survey: 45% of students responding favorably to "How strong the social connection is between teachers and students within and beyond the classroom."</p>	<p>Spring 2023 MHS SEL Survey will see an increase in 3-5% of students responding favorably to "How strong the social connection is between teachers and students within and beyond the classroom."</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
Weekly PLC & Department Meetings,
Embedded PLC Time during the school day in
the master schedule, Site-based PD days

General Fund
3000-3999: Employee Benefits
Weekly PLC & Department Meetings,
Embedded PLC Time during the school day in
the master schedule, Site-based PD days

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund
5800: Professional/Consulting Services And
Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

9th Grade Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Latinx students

Strategy/Activity

Organize parent/guardian engagement events for Latinx parents/guardians to receive direct support and access to school administration, and school counselors, and to recognize and affirm the diversity of our Latinx communities through various on-campus engagement events. Increase parent/caregiving outreach to Latinx families. Identify a Spanish-speaking counselor to support Spanish-speaking families. Support the Latina Mentor Program that matches Latinx students with adult mentors on campus and two Tier II Latinx Boys Groups for academic and socio-emotional support.

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 2000-2999: Classified Personnel Salaries Family Engagement Coordinator
	General Fund 2000-2999: Classified Personnel Salaries Co-Curricular Stipend for Latin Mentor Coordinator
	LCAP Supplemental 3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students in need of Tier II Intervention

Strategy/Activity

Implement groups beginning in October of the fall semester based on data needs. Groups will be Latinx Boys Group (academic and social emotional), a general wellness group, and two peer relationship groups. Develop an Intensive Flex for students who need academic support. Implement an After School Tutoring program that operates M-Th four days a week with teacher tutors and peer tutors available for academic support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ELO
1000-1999: Certificated Personnel Salaries
Variables for mentors

ELO
2000-2999: Classified Personnel Salaries
Variables for mentors

Donations

Gift cards for mentees who meet goals

ELO
3000-3999: Employee Benefits
Variables for mentors

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

9th Grade Sudents

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries

.4 FTE for two SAIL advisory teachers

General Fund
3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2021-22

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.

The school site council discussed the importance of considering candidates for teaching positions that hold backgrounds that have similar experiences to our student population while keeping qualifications at the forefront. The school may want to consider how to encourage students to become future teachers since several Mills staff are also alumni. A continued focus on the Ethnic Studies tenants as it relates to power and hierarchy among students and teachers is a continued area of focus since some students may see this as a barrier to developing strong relationships with adults. Class student/teacher ratios should remain low in support classes and the school should continue to think about ways to reduce class size, especially for 9th and 10th grades. Efforts to support 9th graders and the transition to high school in the SAIL academy and Freshman flex have helped students but there needs to be a more concentrated focus on our Latinx students. Our ELAC gave input on the following: Students need to be willing and comfortable to open up themselves and we need a concentrated effort to hire more staff who can speak different languages. Students and families may need to learn what they need to exit ALD. We need to continue efforts to make a healthy environment at school so that all students can easily reach out to teachers/counselors. Transparent communication is the key to achieving authentic relationships with students and each student needs a trusted staff from whom they can receive support, and that is why we need more diversity of staff so that students can connect to staff. Students need to learn and show respect to everyone so we should have more school activities where diverse students can participate and make connections. Teachers should always let students know when they are available and be more approachable for students to ask questions.

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #2: Safe & Connected Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.

Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools.

Increase student leadership opportunities (formal and informal) so that participation reflects the diversity of our school.

Create school communities (both virtual and in-person) that are culturally responsive and inclusive that foster a culture of upstanding.

Goal 2

Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools.

Increase student leadership opportunities (formal and informal) so that participation reflects the diversity of our school.

Create school communities that are culturally responsive and inclusive that foster a culture of upstanding.

Identified Need

Student Performance Data: Dashboard-2019 Fall Data-Equity Report:

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

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

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

Student Performance Data: Dashboard-2019 Fall Data-Conditions & Climate & Suspension Rate-Equity Report:

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

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

Spring 2022 Student SEL Survey:

39% of students responded favorably to the question "I have experienced casual racism (mocking language, jokes, insults towards targeted groups)."

19% of students responded favorably to the question "I have been the victim of hate-motivated speech or behavior."

57% of students responded favorably to the question "I have experienced micro-aggressions on campus (not overt racist actions but small nonverbal snubs, dismissive looks, gestures and/or condescending tone) at school."

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

WASC Mid Term Findings- Spring 2021:

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the rate of suspension/ expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2021-22 and 1% among the HUGS.	2019 Suspension MHS Data from CA Dashboard: Red- Pacific Islander students Yellow & Orange- No students Green- Asian, Filipino, Hispanic, 2 or more races, socioeconomically disadvantaged, students with disabilities Blue- English Language Learners	2022 Suspension MHS Data from CA Dashboard target: Red & Orange- No Students Green & Blue- All students
Decrease rates of chronic absenteeism overall by 10% and among all subgroups (by 15%), including our HUGS.	2021-2022 School Year Aeries Intervention Data target: 77 T2 Meetings held for chronic truants	2022-2023 School Year Aeries Intervention Data target: 50 or less T2 Meetings held for chronic truants
Improvement in positive responses to the Panorama Survey questions, "When there are instances of hates speech [either directed at me or another person] at my school, I see adults respond in a way that makes me feel safe."	Spring 2022 MHS SEL Survey Data: Almost always 14% Frequently 17% Sometimes 15% Once in a while 8% Almost never or never 5% I have never experienced this 41%	Spring 2023 Survey Data target: Almost always 25% Frequently 20% Sometimes 5% Once in a while 0% Almost never or never 0% I have never experienced this 50%
Increase the number of students trained on student leadership-for-equity training	August 2021: 5 students participating in the Youth Catalyst Liberatory Leadership project	August 2022 target: 50 students participating in the Student Equity Council training
Panorama Family Survey improvement related to the	Q6 on Fall 2021 Panorama Survey- "How big of a problem	Q6 on Fall 2022 Panorama Survey- "How big of a problem

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
following question: The District/Our student's school provides my family multiple opportunities for involvement and/or school governance.	is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities." 79% of respondents indicated "Not a problem at all."	is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities." 80-85% of respondents will indicate "Not a problem at all."
Reduce by 15% the overall number instructional days lost due to suspension in 2021-24, and a 15% reduction for HUGS.	In 2019-2020, Mills had a total number of 20 students suspended, 23 suspensions and 48.1 lost instructional days. For the 2021-2022 school year, that number increased to 29 students suspended, 34 suspensions and 69 lost instructional days.	For the 2022-2023 school year, decrease number of students suspended by 5, decrease total suspensions by 5 and decrease the total lost of instructional days by 10.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Convene a group of students to participate in the leadership building Student Equity Committee (SEC) program to build a diverse and robust community of student leaders to engage in critical conversations on bias, racism and system inequities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ELO
5800: Professional/Consulting Services And Operating Expenditures
Youth Catalyst Liberatory Leadership Consulting Contract

General Fund
1000-1999: Certificated Personnel Salaries
Multi-Tiered System of Support Coordinator

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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
	General Fund 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries MTSS Coordinator
	ELO 2000-2999: Classified Personnel Salaries Student Success Coordinator
	General Fund 1000-1999: Certificated Personnel Salaries Tier II team meetings biweekly
	General Fund 1000-1999: Certificated Personnel Salaries Tier I team meetings biweekly
	General Fund 1000-1999: Certificated Personnel Salaries Intervention implementation
	General Fund 2000-2999: Classified Personnel Salaries Tier II team meetings biweekly

General Fund
2000-2999: Classified Personnel Salaries
Tier II team meetings biweekly

General Fund
3000-3999: Employee Benefits
Certificated and Classified MTSS Coordinator,
Student Success Coordinator, Tier 1 meetings,
Tier II meetings and Intervention implementation

Annual Review

SPSA Year Reviewed: 2021-22

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.

The school site council discussed this goal and recommended the following to further our action items:

We need to engage students who are non-empowered to become leaders on our campus, and consider all freshmen to go through a leadership boot camp (how to run a club, meeting), possibly incorporating it into our school-wide orientation or Freshman Flex. There are opportunities for growth to get students involved in leadership classes. Often more marginalized students are taking support classes and can't take an elective. Discuss the possibility ow to make sure that students get credit for participation in the Student Equity Council and be intentional in our recruitment of students who represent more marginalized students. A discussion is needed on how can we better utilize Flex as a space for doing more of the Tier I efforts for our school. We need to sustain our efforts toward building an inclusive culture. Everyone needs to feel like they are part of the school community. One idea is to further our support of the heritage weeks/traditions, inviting families to join, and possibly building a week around it in the Spring. We need to continue to build more connection & understanding among cultures.

The ELAC discussed this goal and recommended the following to further our action items:

Students must have support and encouragement. We suggest having more communication via chat groups to share different ideas. Having a regular English instead of an ELD support class will help English learners challenge themselves to do better. Parents should get involved in school events and volunteer opportunities. Family and the school should maintain the partnership. Consider school sponsoring other after-school activities besides tutoring. The mental well-being of both students and staff should be prioritized. Have more participation of families at school and be more involved in events at school

Written communication needs to be improved in other languages. Family relationships need to be strong to support students to be successful in school. Include more cultural clubs. Provide workshops for parents of similar backgrounds to communicate. Diverse parents from different cultural backgrounds can participate in events.

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #3: Inclusive and Relevant Learning for Every Student: Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered support based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

Create engaging rigorous learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas.

Build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment.

All students will have access to rigorous coursework aligned to their interests and post-secondary goals.

Goal 3

Create engaging rigorous learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas.

Build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment.

All students will have access to rigorous coursework aligned to their interests and post-secondary goals.

Identified Need

Student Performance Data: Dashboard-2019 Fall Data-College & Career- Equity Report:
College & Career performance indicators are steady since Class of 2016 data was reported with 75% of students prepared.

English Learners and Socioeconomically Disadvantaged students indicate high-performance levels for these subgroups with EL students increasing in performance and SES maintaining progress. Hispanic/Latino students and Students with Disabilities are groups of focus indicating a need to provide access to a rigorous general education curriculum, embedded supports and targeted monitoring towards successful College & Career preparation.

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

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

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

WASC Mid Term Findings- Spring 2021:

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve the percentage of students who are deemed “prepared” by meeting one or more elements of California’s College and Career Indicator.	2019 MHS Dashboard data: 75% All Students Red & Orange- No Students Yellow- Latinx & SES students	2022 MHS Dashboard data: 100% All Students No Red, Orange or Yellow Groups
Increase disaggregated percentage of 10th graders on Track for Graduation year over year	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	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
Disaggregated percentage of 11th grade students met/exceeded standard in English-Language Arts (ELA) on CAASPP Assessment year over year. Disaggregated percentage of 11th grade students met/exceeded standard in Math on CAASPP Assessment year over year.	CAASP ELA Spring 2019 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 CAASP Math Spring 2019 70% All Students 34% Hispanic/Latino Students 17% Pacific Islanders 61% English Learners	CAASP ELA Spring 2023 Targets 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 CAASP Math Spring 2023 Targets 78% All Students 50% Hispanic/Latino Students 35% Pacific Islanders

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	69% Reclassified English Proficient 60% Economically Disadvantaged Students 15% Students with Disabilities	54% English Learners 81% Reclassified English Proficient 59% Economically Disadvantaged Students 21% Students with Disabilities
% of students accessing 7-period Day - improvement among HUGS students	Fall 2021 MHS Aeries Data Students Taking a 7-Period Day: 45.49% of All Students 46.53% of Multiple Race Students 48.63% of Asian Students 47.96% of Hispanic Students 42.86% of Native Hawaiian/Pacific Islander Students 40% of African American Students 40.19% of Filipino Students Fall 2022 MHS Aeries Data Students Taking a 7-Period Day: 49.77% of All Students 47.92% of Multiple Race Students 51.92% of Asian Students 47.42% of Hispanic Students 77.78% of Native Hawaiian/Pacific Islander Students 16.67% of African American Students 47.83% of Filipino Students	Fall 2023 MHS Aeries Data Students Taking a 7 Period Day: 50% of All Students 50% of Multiple Race Students 50% of Asian Students 50% of Hispanic Students 48% of Native Hawaiian/Pacific Islander Students 48% of African American Students 48 % of Filipino Students
English Learners: Increase the percentage of students making one year of growth on ELPAC Increase the percentage of ELD students who have been in our schools for a full academic year who advance to the next level of ELD or are transitioned into mainstream courses	2019 MHS Dashboard Data: 4.2% of ELs Decreased at least one ELPI level 19.1% of ELs Maintained ELPI Levels 1, 2L,2H, 3L and 3H 8.5% of ELs Maintained ELPI Level 4 68% of ELs who progressed at least one ELPI level 2021 MHS Dashboard Data:	2022 MHS Dashboard Data: 0% of ELs Decreased at least one ELPI level 10% of ELs Maintained ELPI Levels 1, 2L,2H, 3L and 3H 0% of ELs Maintained ELPI Level 4 78% of ELs who progressed at least one ELPI level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the percentage of EL students who are reclassified each year	<p>0% of ELs Decreased at least one ELPI level</p> <p>15% of ELs Maintained ELPI Levels 1, 2L,2H, 3L and 3H</p> <p>2% of ELs Maintained ELPI Level 4</p> <p>75% of ELs who progressed at least one ELPI level</p>	
Disaggregated percentage of 11th and 12th Grade students enrolled in two or more AP/IB/Dual Enrollment (Community College) courses year over year.	<p>Student Participation in Dual Enrollment:</p> <p>Fall 2018- 30 Students</p> <p>Spring 2019- 42 Students</p> <p>Fall 2019- 40 Students</p> <p>Spring 2020- 52 Students</p> <p>The number of courses offered 2020-2021:</p> <p>Intro to Healthcare Careers (Skyline)</p> <p>Emergency Medical Technician (Skyline)</p> <p>Intro to Business (Skyline)</p> <p>Life & Career Planning (Skyline)</p> <p>The number of courses offered 2022-2023:</p> <p>Intro to Healthcare Careers (Skyline)</p> <p>Emergency Medical Technician (Skyline)</p> <p>Intro to Business (Skyline)</p> <p>Life & Career Planning (Skyline)- 2 sections</p> <p>Foods & Nutrition/Culinary Arts</p> <p>Architectural Design</p>	<p>Fall 2021 & Spring 2022 Student Participation in Dual Enrollment Targets:</p> <p>75 or more students enrolled in one or more Dual Enrollment classes each semester</p> <p>Number of Dual Enrollment Courses Offered Targets:</p> <p>Increase by 2 courses</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries MTSS Coordinator .2 FTE
	General Fund 3000-3999: Employee Benefits MTSS Coordinator .2 FTE
	General Fund 1000-1999: Certificated Personnel Salaries
	General Fund 3000-3999: Employee Benefits
	General Fund 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Curriculum and Instruction- staff will continue to participate professional development related to anti-racist teaching and culturally responsive teaching practices. Departments will be encouraged to audit curriculum to ensure that diverse perspectives and multiple narratives are represented that engage students and relate to their identifies and lived experiences.

Proposed Expenditures for this Strategy/Activity

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

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

	1.0 FTE Ethnic Studies course & .2 FTE Advancing Ethnic Studies course
	General Fund 3000-3999: Employee Benefits 1.0 FTE Ethnic Studies course & .2 FTE Advancing Ethnic Studies course
	General Fund 1000-1999: Certificated Personnel Salaries Site and District Professional Development- Embedded Professional Development and Professional Development Days
	General Fund 2000-2999: Classified Personnel Salaries Site and District Professional Development- Embedded Professional Development and Professional Development Days
	General Fund 3000-3999: Employee Benefits Ethnic Studies class certificated staff & Site and District Professional Development- Embedded Professional Development and Professional Development Days

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

First generation 10th grade students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	1000-1999: Certificated Personnel Salaries .4 FTE Strong Workforce Program Certificated Salaries
	3000-3999: Employee Benefits .4 FTE Strong Workforce Program Certificated Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	General Fund 1000-1999: Certificated Personnel Salaries Academic Language Development .4 FTE
	General Fund 1000-1999: Certificated Personnel Salaries Academic Language Development Department Head
	LCAP Supplemental 2000-2999: Classified Personnel Salaries English Learner Specialist
	General Fund 3000-3999: Employee Benefits .4 FTE Academic Language Development classes and Academic Language Development Department Head and English Learner Specialist

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with IEPs

Strategy/Activity

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

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 Teachers
	General Fund 3000-3999: Employee Benefits Special Education Teachers
	General Fund 5800: Professional/Consulting Services And Operating Expenditures Co-Teaching Training by WestEd

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Tier II Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ELO 1000-1999: Certificated Personnel Salaries .2 Algebra II support class
	ELO 3000-3999: Employee Benefits .2 Algebra II support class
	LCAP Supplemental 1000-1999: Certificated Personnel Salaries
	LCAP Supplemental 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2021-22

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.

The school site council discussed the following: We should increase outreach to families for ALD and co-taught classes to volunteer to be in those classes. The school should connect with Skyline Community College- they have a First Generation Club. Create more community, so it just isn't on the teachers. Let's bring the community in. Does Mills provide enough AP classes? What are we doing to help students prepare for the tests; more opportunities to practice tests. How about career development? How do we reach the students that don't do well? What is the sense of the career goals? They'll do the work to get there. "Post-secondary goal" should be "Careers". Guide students through a pathway. Which courses can prepare you well for this career? Medical, finance, etc...High paying trade schools.

The ELAC discussed the following related to this goal: There must be enough resources for students. Make sure students are learning and getting good grades in all classes. Students should be able to choose what classes they want to take. ALD students should also be able to access rigorous coursework without hesitation. We need more cultural support for other Asian communities and easier access to online tutoring. Ask students what classes they think they would learn the most from. Support students more in their special needs subjects where they're weak in. There should be access to classes and support for all students from different backgrounds, Students need to feel connected to other students so that they have a model for success. More college dual enrollment. Provide more information for students to learn about different classes. Have more hands-on experiences for students to learn.

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.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

Student Performance Data: Dashboard-2019 Fall Data-College & Career- Equity Report:
College & Career performance indicators are steady since Class of 2016 data was reported with 75% of students prepared.

English Learners and Socioeconomically Disadvantaged students indicate high-performance levels for these subgroups with EL students increasing in performance and SES maintaining progress. Hispanic/Latino students and Students with Disabilities are groups of focus indicating a need to provide access to a rigorous general education curriculum, embedded supports and targeted monitoring towards successful College & Career preparation.

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

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

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

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

Mid-Term WASC Report from the Visiting Committee in 2021 indicated the following:

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation measure regarding anti-racist teaching practices (% of teachers self-reporting and/or observed implementing practice[s]) - create measure and set baseline in 2021-22 and then improvement target for subsequent years	<p>October 2019 Certificated PD Day Attendance: 52 certificated and 3 administrators 11 absences in AESOP No Classified in attendance</p> <p>October 2021 Certificated PD Day Attendance: 70 certificated and 3 administrators 9 absences in AESOP 9 Classified Opted In</p> <p>October 2022 Certificated PD Day Attendance: 70 certificated and 3 administrators 2 absences in AESOP (due to COVID) 3 absences for Classified who participated in District Office workshops</p>	January 2023 PD Day Attendance: 100% participation from certificated and classified staff
100% of staff will participate in professional development on school-specific Tier I common assurances and universal supports in the Spring of 2023	All PLCs created a common assurance at the October 3rd PD day in Fall 2022.	Agreement on school-wide common assurances and universal supports for learning by May 2023.
100% of staff that are probationary and temporary will participate in the full	Fall 2021 - Spring 2022- all probationary and temporary certificated staff participated in	Fall 2022-Spring 2023- all probationary and temporary certificated staff will participate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
observation sequence with an instructional coach and submit a complete SPOE to the evaluator by May 2023	the full observation sequences and submitted reflected SPOEs as evidence of improvement.	in the full observation sequence with an instructional coach.
Improvement of teacher of color perception of support/inclusion in school community (via Panorama Survey) - set baseline in 2021-22 and then improvement target for subsequent years	Setting baseline Fall 2021 staff survey	
Increase % of teachers who meet the minimum qualifications for Dual Enrollment courses including Master's Degrees	Setting baseline	
Improvement of teacher satisfaction with professional learning experiences (via annual Panorama survey)	71% of staff responded favorably to Fall 2021 Panorama survey around professional learning about equity. 70% responded favorably to "teachers in my school work together to improve instructional practices," 54% responded favorably to "the professional development provided by my school effectively helps me improve my instructional practice" and 80% responded favorably to "at your school, how valuable are the equity-focused professional development opportunities."	Increase favorable responses to staff panorama survey around professional development by 5% in all categories.
Implementation measure regarding School-wide common Tier I universal support practices (% of teachers self-reporting and/or observed implementing practice[s]) - set baseline in 2021-22 and then improvement target for subsequent years	Setting baseline	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Facilitate and create on-going site specific professional development throughout the year that directly relates to diversity, equity and inclusion and include affinity groups for white, mixed race and BIPOC staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund 1000-1999: Certificated Personnel Salaries Collaboration, early release PD days and District-wide PD days
General Fund 1000-1999: Certificated Personnel Salaries Professional Development Coordinator stipend
General Fund 3000-3999: Employee Benefits
General Fund 5800: Professional/Consulting Services And Operating Expenditures Site Leadership Coaching with Joe Truss

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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Source(s)

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries Instructional Coaches .8 FTE
	General Fund 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide each new teacher with an instructional coach. Increase outreach and support by department heads to new teachers throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-22

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.

The school site council discussed the following in relation to this goal: Offer robust teacher development.

The ELAC discussed the following: Teachers must be fully attentive and engage in what students are looking for. Coach teachers on how to aim for better. Staff should respect students' decisions on what they want to do. Teachers and counselors continue to respect each other and have no boundaries. Teachers need to engage in higher quality to help students be more responsible. Classrooms should be observed to ensure quality practice. Teachers have yearly training on how to provide the best work. Teachers can be more tolerant and approachable to students. Teachers can teach skills that are helpful for students to go to college and beyond

Teachers should have mentors from senior teachers so that they learn better ways. More individualized help for students from teachers. The school can provide more training to teachers yearly. Teachers can learn from other schools.

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.

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

Name of Members	Role
Pamela Duszynski	Principal
Jonathan White	Other School Staff
Eric Ding	Other School Staff
Jayde Nieve	Other School Staff
Alexandra Dove	Classroom Teacher
Mary Rustia	Classroom Teacher
Katherine Dalmas	Parent or Community Member
David Sprecher	Parent or Community Member
Minfang Gao	Parent or Community Member
ASB Students	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 12/7/22.

Attested:



Principal, Pamela Duszynski on 12/7/22

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.

[Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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/>

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