



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
W.E. Mitchell Middle School	34673306059208	April 23, 2024	August 15, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), the School Site 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.

This plan is being used by W.E. Mitchell Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
 Additional Targeted Support and Improvement
 Mitchell has a Title I school-wide program and receives Additional Targeted Support and Improvement (ATSI) supports to assist the following student subgroups: African American, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. Our school-wide program follows the tenets of the International Baccalaureate (IB) Middle Years Programme (MYP) with built-in comprehensive supports through an advisory period and targeted supports.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

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Schoolwide Program

Additional Targeted Support and Improvement

Mitchell has a Title I school-wide program and receives Additional Targeted Support and Improvement (ATSI) supports to assist the following student subgroups: African American, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. Our school-wide program follows the tenets of the International Baccalaureate (IB) Middle Years Programme (MYP) with built-in comprehensive supports through an advisory period and targeted supports.

We will follow the Every Student Succeeds Act (ESSA) requirements and be aligned with the Folsom Cordova Unified School District (FCUSD) Local Control and Accountability Plan (LCAP).

School Vision and Mission

The current Vision and Mission statements reflect our values and dedication to the International Baccalaureate (IB) Middle Years Programme (MYP). These two foundational statements were collaboratively written and are reviewed annually by all educational partners. One additional consideration for our next review will be to reflect on our ever-evolving values and priorities within the school-wide Professional Learning Community (PLC).

VISION STATEMENT:

Mitchell Middle School creates lifelong learners who personify the International Baccalaureate Learner Profile traits:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

MISSION STATEMENT:

At Mitchell, we lead by example. We are citizens of the world and show respect for others through kind words and actions. We put forth our best effort and work hard to achieve academic excellence. We grow by taking risks and by learning from our mistakes. We believe laughter is an important part of learning. With courage, this is who we are, especially when no one is looking.

SCHOOL-WIDE LEARNER OUTCOMES: (Taken from the International Baccalaureate Learner Profile)

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

See attachment.

Retrieved from: <http://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

School & Community Profile

Folsom Cordova Unified School District (FCUSD) is comprised of two communities located in Sacramento County along Highway 50. With a population of more than 20,096 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. FCUSD is comprised of twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, a virtual academy, and one adult school. W. E. Mitchell Middle School (MtMS) is one of the four FCUSD middle schools located in the city of Rancho Cordova. Built in 1965, Mitchell was a Junior High School serving students in grades seven through nine. In 1993, the ninth graders moved to Cordova High and in 1997, sixth graders began attending MtMS.

MtMS's student enrollment as of May 2024 was 805 students. The school has many different cultural groups and languages including Spanish, Russian, Armenian, Ukrainian, and many others. The most current California Department of Education (CDE) Ethnicity data from 2022-23 is as follows: 8.1% African American, 0.2% American Indian or Native Alaskan, 8.1% Asian, 4.0% Filipino, 37.3% Hispanic or Latino, 0.7% Pacific Islander, 25.6% White, 14.9% Two or More Races, and 1.1% Not Reported. As you can see from this data, Mitchell Middle School has a very diverse population of students. Hispanic/Latino is our largest represented ethnic group. The school translates all school communication into Spanish. The comprehensive English Language Advisory Committee (ELAC) group serves our diverse population, and we have three Bilingual Assistants on campus daily to support students.

Mitchell Middle School has many programs and services in place that are designed to meet the academic and social emotional needs of each student. In providing learning opportunities for students, we consider the fact that middle school students are changing rapidly and require a lot of attention and patience during this time of growth academically, socially, emotionally, and physically. The goal is to teach students the concepts outlined in the California Common Core State Standards (CCSS), 21st Century skills, and help them develop holistically as global citizens. The school constantly evaluates curriculum and delivery systems to meet the diverse learning needs of all students. Time is set aside in the schedule each Thursday for teachers to collaborate and reflect on their practices, address assessment data, map curriculum, and focus on student achievement and needs. In addition, Mitchell Middle School has an advisory period five days a week to assist students with character education, targeted intervention, and support.

In the fall of 2015, W.E. Mitchell Middle School (the whole school) became an International Baccalaureate Middle Years Programme World School in partnership with Cordova High School. As part of the requirements of the International Baccalaureate Programme, students receive instruction and engage in learning experiences in eight subject areas. In fall of 2020, W.E. Mitchell Middle School and Cordova High school participated in their first International Baccalaureate Middle Years Programme Evaluation. Prior to this visit, the schools spent over 12 months conducting a Self-Study and submitting pieces of evidence to the International Baccalaureate. In October 2020, the schools participated in a multi-day virtual visit with the evaluation report being received in Spring 2021.

Subject areas for Mitchell Middle School Students are:

Language and Literature
Language Acquisition (Spanish)
Individuals and Societies
Mathematics
Arts (Performing and Visual)
Sciences/Design
Physical and Health Education

Within the subject areas listed above Mitchell offers honors/advanced classes in 6th, 7th, and 8th grade Language & Literature and Mathematics. High achieving students are honored by being included on the honor roll through community recognition.

Mitchell Middle School has a robust program of support services. All students have access to a counseling center where two full time counselors provide a number of vital services that are helpful to the well-being of Mitchell students. Through district support and Sacramento County of Education (SCOE), there is a full time Marriage and Family Therapist (MFT) and a SCOE Clinician on campus to work with students who may be struggling with a variety of social and emotional challenges. Additionally, the school has a full-time Instructional Coach, health education, and after-school sports and clubs. Mitchell students participate in the Twin Rivers Athletic League, giving students the opportunity to compete in soccer, basketball, volleyball, wrestling, and track and field. There are also several after school tutoring opportunities students have at their disposal as well as the After School Education and Safety (ASES) Program, and Folsom Cordova Community Partnership activities.

Educational Partner Involvement

How, when, and with whom did W.E. Mitchell Middle 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

W.E. Mitchell Middle School utilized a variety of outreach efforts for input and feedback. Meetings in 2023-2024 were held both virtually and in-person.

Meeting Committees/Focus: Parent Teacher Student Association (PTSO), School Site Council (SSC), English Learner Advisory Committee (ELAC), Faculty/Staff Meetings, Coffee with the Principal, and Student Council Meetings.

Meeting Dates:

PTSO 8/02/23, 9/6/23, 10/4/23, 11/01/23, 11/08/23, 12/13/24, 1/03/24, 2/07/24, 3/13/24, 3/20/24, 4/04/24, 5/01/24

SSC 8/29/23, 10/17/23, 12/12/23, 2/27/24, 4/23/24

ELAC 10/04/23, 11/01/23, 1/24/24, 4/03/24

Faculty/Staff meeting on the first Thursday of the month and as needed

Faculty department/grade level met the other three Thursdays.

The Climate Team met monthly on Wednesdays

Coffee with the Principal 11/8/23.

Student Council within Advisory

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Mitchell Middle School has a long history with a rich tradition of serving a diverse set of students and partnering with the Rancho Cordova community to develop lifelong learners with a passion to serve others and celebrate success.

As the school supports students, the following areas require additional intervention and resources to ensure we are meeting the needs of ALL students:

1. English Language Learners (ELL) towards their progress in obtaining English Proficiency. As evidenced by the most recent data available, 47.7% of ELL students are making progress toward English Language Proficiency.
2. The school continues to face challenges with disproportionality. According to the 2023 California Dashboard, 12.4% of students were suspended at least once. Two subgroups are in the very high categories, and these will be an area of focus for 2024-2025. These subgroups include:
Socioeconomically Disadvantaged
Students with Disabilities
3. Overall, the percent of chronically absent did decline by 7.9%. The subgroup that is still in the very high category is Students with Disabilities, this subgroup will be an area of focus for 2024-2025.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the CA Dashboard data, the following are in the "Red" or "Orange" performance category for "all students":

English Language Arts - Orange

Mathematics - Orange

English Learner Progress - Orange

Suspension Rate - Red

Steps to address areas of significant improvement:

- Specific focus in mathematics in the area of concepts and procedures. Math teachers will be participating in professional development to implement Building Thinking Classroom.
- Specific focus on English Language Arts in the area of writing, with a plan to implement in all disciplines.
- Focus in professional development to support the implementation of English Learner instructional strategies.
- Continuous focus and professional development on restorative practices and the 5 components of social emotional learning.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on the CA Dashboard data, the following subgroups are in need of significant targeted support:

African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities are in the "Red" performance category for both Mathematics and English Language Arts. White is in the "Orange" performance category for English Language Arts.

Steps to address areas of significant improvement:

- Focus on our District Equity Questions when making decisions that impact student learning and the needs of specific student groups.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Students in grades (6-8) are assessed using Renaissance at least twice a year. This assessment measures achievement in mathematics and English Language Arts.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for W.E. Mitchell Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.12%	0.25%	%	1	2	
African American	6.60%	8.07%	7.81%	53	65	60
Asian	8.34%	8.07%	8.46%	67	65	65
Filipino	3.24%	3.98%	3.39%	26	32	26
Hispanic/Latino	33.37%	37.27%	37.50%	268	300	288
Pacific Islander	1.49%	0.75%	1.95%	12	6	15
White	32.75%	25.59%	24.74%	263	206	190
Multiple/No Response	13.57%	14.91%	15.23%	109	120	117
Total Enrollment				803	805	768

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	277	295	256
Grade 7	269	247	260
Grade 8	257	263	252
Total Enrollment	803	805	768

Conclusions based on this data:

1. Enrollment at Mitchell is decreasing from 846 in 2020-2021, to 803 in 2021-2022, and 805 in 2022-2023. Mitchell ended the 2023-2024 with an enrollment of 794. Projected enrollment for 2024-2025 is 805 which is similar to the 2022-2023 enrollment. The community values that Mitchell Middle School is a safe learning environment dedicated to providing a robust IB programme.
2. The African American population increased from 6.6% in 2021-2022 to 8.07% in 2022-2023. The Hispanic/Latino population increased from 33.37% in 2021-2022 to 37.27% in 2022-2023.
3. The White population decreased from 32.75% in 2021-2022 to 25.59% in 2022-2023. The Asian and Filipino populations remain somewhat consistent.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	118	122	141	15.6%	14.7%	18.4%
Fluent English Proficient (FEP)	162	154	137	20.3%	20.2%	17.8%
Reclassified Fluent English Proficient (RFEP)				12.9%		

Conclusions based on this data:

1. 117 summative ELPAC assessments were administered in 2022-2023.
2. Mitchell's English Learner (EL) population decreased to 14.7% of the student population in 2021-2022 from the previous year's 15.6%.
3. Reclassification continues to be a goal for English Learners. This year 47 Reclassified students were celebrated at a Board of Education Meeting.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	284	259	275	0	248	261	0	248	260	0.0	95.8	94.9
Grade 7	254	259	231	0	249	223	0	249	222	0.0	96.1	96.5
Grade 8	280	242	254	0	235	241	0	235	239	0.0	97.1	94.9
All Grades	818	760	760	0	732	725	0	732	721	0.0	96.3	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2475.	2461.		10.48	6.92		19.35	16.15		24.60	26.92		45.56	50.00
Grade 7		2510.	2510.		12.45	12.16		26.91	24.77		22.89	22.07		37.75	40.99
Grade 8		2510.	2517.		8.09	10.46		25.96	23.01		23.83	28.03		42.13	38.49
All Grades	N/A	N/A	N/A		10.38	9.71		24.04	21.08		23.77	25.80		41.80	43.41

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.71	10.77		48.39	42.31		37.90	46.92
Grade 7		15.26	13.12		55.82	59.28		28.92	27.60
Grade 8		13.19	14.23		55.74	51.88		31.06	33.89
All Grades		14.07	12.64		53.28	50.69		32.65	36.67

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.26	5.02		38.31	39.00		54.44	55.98
Grade 7		15.32	13.12		43.95	42.99		40.73	43.89
Grade 8		8.51	9.21		40.85	45.19		50.64	45.61
All Grades		10.40	8.90		41.04	42.28		48.56	48.82

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.89	11.54		68.55	70.77		20.56	17.69
Grade 7		9.64	11.76		71.08	72.85		19.28	15.38
Grade 8		10.64	12.13		69.79	63.60		19.57	24.27
All Grades		10.38	11.81		69.81	69.03		19.81	19.17

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.06	7.69		65.73	64.23		26.21	28.08
Grade 7		17.67	16.29		59.04	64.71		23.29	19.00
Grade 8		12.77	14.23		62.13	65.69		25.11	20.08
All Grades		12.84	12.50		62.30	64.86		24.86	22.64

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Conclusions based on this data:

1. Based on the most recent CAASPP data, all students not meeting standard increased 1.61% from 41.8% in 2021-2022 to 43.41% in 2022-2023.
2. Our most at-risk learner group as reported by the 2023 California Dashboard for the last three years has been Students with Disabilities scoring 119.6 points below standard.
3. Mitchell Middle has a record of testing nearly all their students. 95.4% of students completed the CAASPP assessments.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	284	259	275	0	252	266	0	252	263	0.0	97.3	96.7
Grade 7	254	259	231	0	250	224	0	250	223	0.0	96.5	97.0
Grade 8	280	242	254	0	238	239	0	238	239	0.0	98.3	94.1
All Grades	818	760	760	0	740	729	0	740	725	0.0	97.4	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2477.	2446.		13.49	8.75		12.70	10.65		26.19	19.39		47.62	61.22
Grade 7		2493.	2491.		9.60	10.31		15.60	16.14		30.80	26.91		44.00	46.64
Grade 8		2470.	2491.		5.46	7.53		8.40	11.72		23.11	27.20		63.03	53.56
All Grades	N/A	N/A	N/A		9.59	8.83		12.30	12.69		26.76	24.28		51.35	54.21

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		11.55	9.96		37.45	26.82		51.00	63.22
Grade 7		12.00	12.11		45.20	37.22		42.80	50.67
Grade 8		4.64	8.79		43.88	44.35		51.48	46.86
All Grades		9.49	10.24		42.14	35.82		48.37	53.94

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.54	7.98		46.43	36.50		46.03	55.51
Grade 7		8.00	8.07		54.00	52.47		38.00	39.46
Grade 8		5.04	9.21		52.52	51.46		42.44	39.33
All Grades		6.89	8.41		50.95	46.34		42.16	45.24

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.71	8.75		55.56	49.05		33.73	42.21
Grade 7		8.40	10.31		63.20	60.54		28.40	29.15
Grade 8		3.78	7.53		58.82	58.16		37.39	34.31
All Grades		7.70	8.83		59.19	55.59		33.11	35.59

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Conclusions based on this data:

1. Mitchell students overall struggle with mathematics. According to the 2023 California Dashboard, students are achieving 87.7 points below the standard.
2. One of our most at-risk learner groups as reported by the California Dashboard for the last several years has been Students with Disabilities who are 166.6 points below standard.
3. Mitchell Middle has a record of testing nearly all their students. 95.9% of students completed the CAASPP assessments.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1470.1	1503.2	1490.1	1464.3	1494.4	1476.9	1475.5	1511.6	1502.8	42	34	53
7	1480.2	1517.7	1513.9	1470.5	1510.4	1502.5	1489.3	1524.3	1524.7	40	40	30
8	1492.4	1538.1	1520.8	1486.4	1526.9	1500.6	1498.1	1548.8	1540.4	34	39	34
All Grades										116	113	117

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	2.38	8.82	3.77	30.95	41.18	32.08	40.48	23.53	32.08	26.19	26.47	32.08	42	34	53
7	15.00	20.00	20.00	32.50	27.50	33.33	30.00	30.00	16.67	22.50	22.50	30.00	40	40	30
8	17.65	28.21	14.71	17.65	30.77	29.41	35.29	12.82	26.47	29.41	28.21	29.41	34	39	34
All Grades	11.21	19.47	11.11	27.59	32.74	31.62	35.34	22.12	26.50	25.86	25.66	30.77	116	113	117

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	14.29	35.29	20.75	35.71	26.47	32.08	26.19	20.59	15.09	23.81	17.65	32.08	42	34	53
7	12.50	27.50	30.00	47.50	35.00	30.00	15.00	20.00	10.00	25.00	17.50	30.00	40	40	30
8	26.47	38.46	20.59	29.41	23.08	29.41	20.59	10.26	20.59	23.53	28.21	29.41	34	39	34
All Grades	17.24	33.63	23.08	37.93	28.32	30.77	20.69	16.81	15.38	24.14	21.24	30.77	116	113	117

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	2.38	5.88	3.77	9.52	17.65	9.43	35.71	41.18	41.51	52.38	35.29	45.28	42	34	53
7	10.00	7.50	3.33	17.50	25.00	33.33	35.00	35.00	20.00	37.50	32.50	43.33	40	40	30
8	11.76	17.95	5.88	14.71	33.33	32.35	26.47	12.82	29.41	47.06	35.90	32.35	34	39	34
All Grades	7.76	10.62	4.27	13.79	25.66	22.22	32.76	29.20	32.48	45.69	34.51	41.03	116	113	117

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	2.38	11.76	3.77	69.05	61.76	64.15	28.57	26.47	32.08	42	34	53
7	12.50	7.50	13.33	47.50	65.00	53.33	40.00	27.50	33.33	40	40	30
8	11.76	23.08	11.76	64.71	43.59	58.82	23.53	33.33	29.41	34	39	34
All Grades	8.62	14.16	8.55	60.34	56.64	59.83	31.03	29.20	31.62	116	113	117

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	38.10	48.48	30.19	35.71	39.39	41.51	26.19	12.12	28.30	42	33	53
7	57.50	41.03	36.67	20.00	41.03	36.67	22.50	17.95	26.67	40	39	30
8	44.12	50.00	41.18	29.41	26.32	29.41	26.47	23.68	29.41	34	38	34
All Grades	46.55	46.36	35.04	28.45	35.45	36.75	25.00	18.18	28.21	116	110	117

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	2.38	2.94	1.89	14.29	38.24	20.75	83.33	58.82	77.36	42	34	53
7	12.50	7.50	6.67	25.00	42.50	43.33	62.50	50.00	50.00	40	40	30
8	23.53	35.90	29.41	14.71	20.51	14.71	61.76	43.59	55.88	34	39	34
All Grades	12.07	15.93	11.11	18.10	33.63	24.79	69.83	50.44	64.10	116	113	117

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	9.52	20.59	20.75	69.05	58.82	54.72	21.43	20.59	24.53	42	34	53
7	12.50	20.51	16.67	65.00	58.97	60.00	22.50	20.51	23.33	40	39	30
8	0.00	10.26	17.65	79.41	64.10	55.88	20.59	25.64	26.47	34	39	34
All Grades	7.76	16.96	18.80	70.69	60.71	56.41	21.55	22.32	24.79	116	112	117

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In recent years, the number of English Learners assessed has increased - 96 in 2018-2019, 116 in 2020-2021, 113 in 2021-2022. In 2022-2023 there was a slight increase, 117.
2. 2022-2023 ELPAC testing was held in person. The team worked diligently and successfully assessed 117 English Learners. 47 English Learners were reclassified.
3. Mitchell Middle has a superb record of testing students. 100% of English Learners completed the summative ELPAC in 2022-2023.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
805	62.2	15.2	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in W.E. Mitchell Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	122	15.2
Foster Youth		
Homeless	52	6.5
Socioeconomically Disadvantaged	501	62.2
Students with Disabilities	165	20.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	65	8.1
American Indian	2	0.2
Asian	65	8.1
Filipino	32	4
Hispanic	300	37.3
Two or More Races	120	14.9
Pacific Islander	6	0.7
White	206	25.6

Conclusions based on this data:

1. Based on the data available, the Hispanic/Latino student group continues to be a large percentage of enrollment. In an effort to communicate effectively, all school communications/messages continue to be translated into Spanish.
2. With over 62.2% of our students identified as Socioeconomically Disadvantaged, our continued efforts to provide high-quality instruction and targeted interventions are prioritized goals for 2024-2025.
3. We will leverage the knowledge of our Instructional and Climate Coaches to create systematic procedures and supports directly aimed at our most at-risk student groups: Socioeconomically Disadvantaged and Students with Disabilities.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Red
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. Based on the data available, the suspension rate increased by 0.6% from 2021-2022 to 2022-2023. As evidenced by student Panorama surveys, a more directed focus will continue to be on developing Social and Emotional Learning strategies that work to build social perspective-talking, self-efficacy, emotion regulation, grit, growth mindset, and self-management. School site data is collected and shared regularly with various committees.

2. According to the most recent data on the California Dashboard, 47.7% are making progress towards English language proficiency.
3. According to the 2023 California Dashboard data, Mitchell Middle School's chronic absenteeism declined by 7.9% from 32.8% in 2021-2022 to 24.9% in 2022-2023. Attendance continues to be an area of high priority.

School and Student Performance Data

Academic Performance English Language Arts

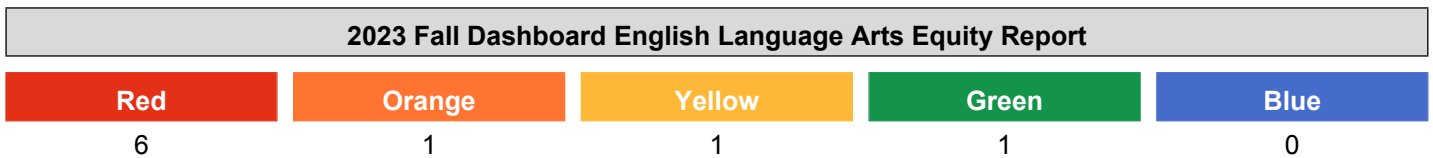
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 50.1 points below standard Decreased -4.2 points 713 Students	<p>English Learners</p>  Red 98.2 points below standard Decreased -6.3 points 164 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p>  Red 88.7 points below standard Maintained +2.1 points 47 Students	<p>Socioeconomically Disadvantaged</p>  Red 77.1 points below standard Decreased -10.4 points 437 Students	<p>Students with Disabilities</p>  Red 119.6 points below standard Decreased -4.1 points 149 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 90.5 points below standard Decreased -7.7 points 56 Students	Less than 11 Students 1 Student	 Green 7.9 points above standard Increased +10.9 points 59 Students	3.3 points below standard Decreased -10.3 points 29 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 72.9 points below standard Decreased -7.1 points 268 Students	 Yellow 34.9 points below standard Increased Significantly +15 points 107 Students	Less than 11 Students 6 Students	 Orange 39.3 points below standard Decreased -7.6 points 181 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
139 points below standard Decreased Significantly -20.7 points 86 Students	56.8 points below standard Decreased Significantly -22.8 points 79 Students	40 points below standard Maintained +0.8 points 468 Students

Conclusions based on this data:

1. Based on the 2022 data available, Mitchell scores low in ELA. Four student groups: African American, English Learners, Homeless and Students with Disabilities are in the very low category. Hispanic, Two or More Races, Socioeconomically Disadvantaged and White students are in the low category.
2. Reclassified English Learners achieved 34.0 points below standard which is 6.8 less than their English Only peers.
3. Students with Disabilities continue to be the student group with highest need achieving 115.6 points below standard.

School and Student Performance Data

Academic Performance Mathematics

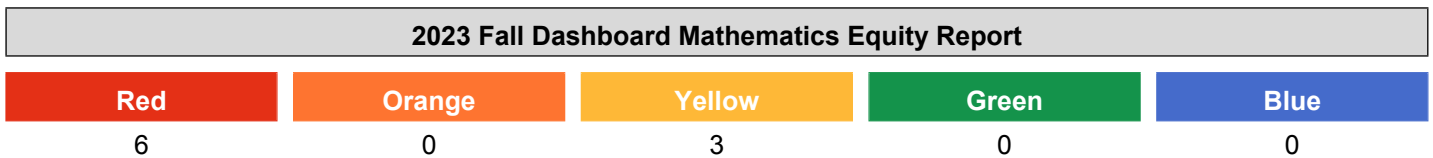
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 87.7 points below standard Decreased -6.3 points 704 Students	<p>English Learners</p>  Red 134.3 points below standard Decreased -8.1 points 163 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p>  Red 153.7 points below standard Decreased -13 points 47 Students	<p>Socioeconomically Disadvantaged</p>  Red 117.9 points below standard Decreased -14 points 432 Students	<p>Students with Disabilities</p>  Red 166.6 points below standard Decreased Significantly -17.9 points 149 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 156.8 points below standard Decreased Significantly - 30.9 points 56 Students	Less than 11 Students 1 Student	 Yellow 24.5 points below standard Decreased -3.6 points 59 Students	13.7 points below standard Increased +9.4 points 28 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 113.6 points below standard Decreased -11.4 points 263 Students	 Yellow 80.8 points below standard Increased +4.3 points 105 Students	Less than 11 Students 6 Students	 Yellow 65.5 points below standard Increased +5.7 points 181 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
168.1 points below standard Decreased -13.4 points 86 Students	102.9 points below standard Decreased Significantly -39.5 points 79 Students	77.2 points below standard Maintained -1.8 points 461 Students

Conclusions based on this data:

- Math continues to be an area of great concern. Based on the 2022 California Dashboard data, there was a .2- point decrease. In 2019, students achieved 81.2 points below standard. In 2022, it was 81.4 points below standard.
- Six student groups are in the very low category: African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.
- Reclassified English Learners achieved 63.4 points below standard which is 12 points higher than their English Only peers.

School and Student Performance Data

Academic Performance English Learner Progress

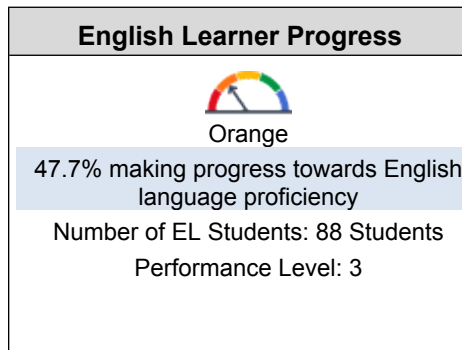
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
9	36	0	42

Conclusions based on this data:

1. According to the 2022 California Dashboard data, 52.1% progressed at least one ELPI level. This is indicative of the successful EL programs we have in the FCUSD.
2. 47 students were Reclassified as Proficient in 2022-2023.

School and Student Performance Data

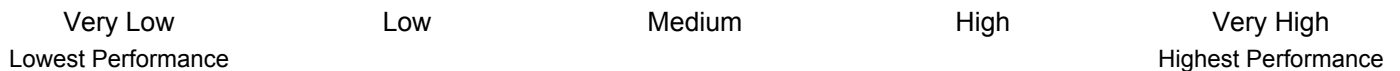
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

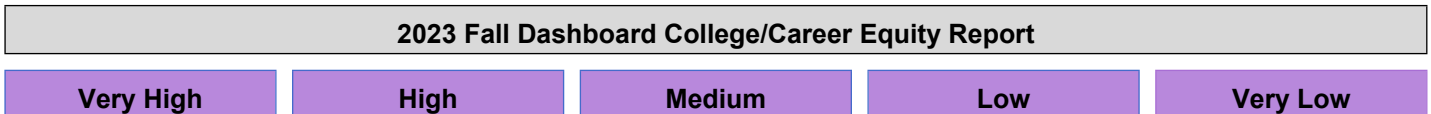
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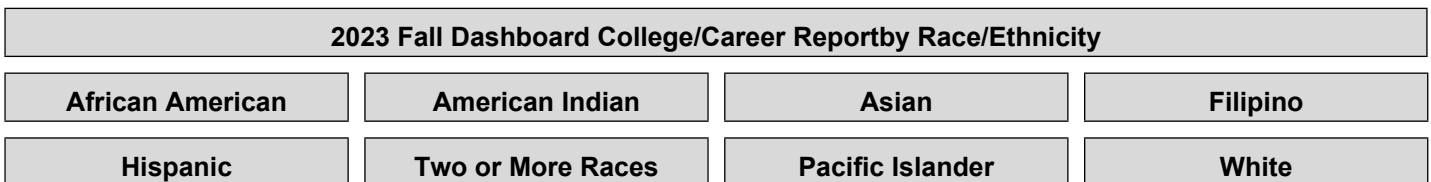
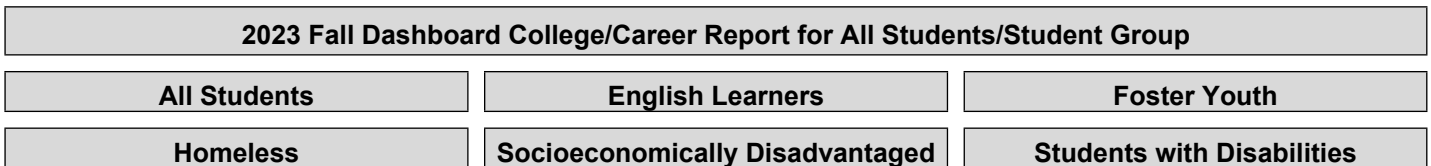
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1. N/A for Middle Schools
- 2. N/A for Middle Schools
- 3. N/A for Middle Schools

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 24.9% Chronically Absent Declined Significantly -7.9 858 Students	English Learners Yellow 22.3% Chronically Absent Declined Significantly -9.7 166 Students	Foster Youth Less than 11 Students 2 Students
Homeless Orange 57.1% Chronically Absent Declined -7.4 70 Students	Socioeconomically Disadvantaged Yellow 30.4% Chronically Absent Declined Significantly -8.6 543 Students	Students with Disabilities Red 44.7% Chronically Absent Increased Significantly 4.6 179 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 40% Chronically Absent Declined -2.4 70 Students	Less than 11 Students 2 Students	 Green 9.1% Chronically Absent Declined -1.9 66 Students	9.7% Chronically Absent Declined -13.4 31 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.7% Chronically Absent Declined Significantly -11.3 314 Students	 Orange 27.5% Chronically Absent Declined -7.5 138 Students	Less than 11 Students 6 Students	 Yellow 19.9% Chronically Absent Declined Significantly -8.9 231 Students

Conclusions based on this data:

1. According to the 2022 California Dashboard data, the Chronic Absenteeism Rate at Mitchell Middle School is 32.8%, which is a 19.1% increase from 2019.
2. The data continues to show a higher truancy rate among our Homeless (64.6%), African American (42.4%), and Hispanic (39.9%) student groups. FCUSD has partnered with Attention2Attendance (A2A) to assist in sending out consistent notices to all stakeholders.
3. In 2023-2024, a comprehensive attendance team will provide targeted supports and interventions.

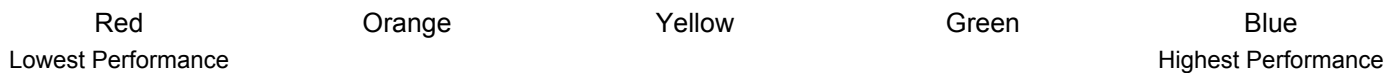
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

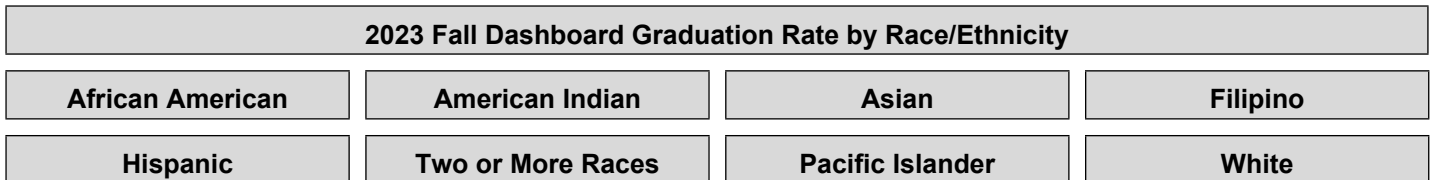
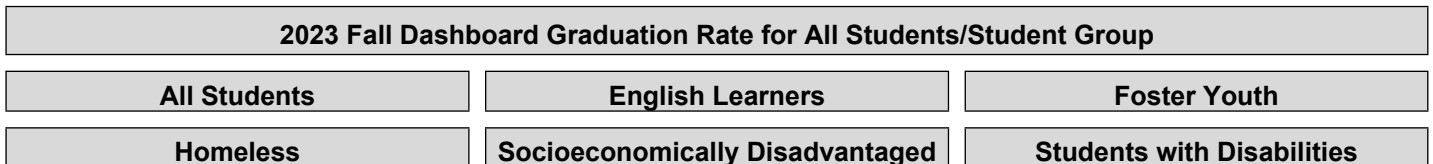
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A for Middle schools
2. N/A for Middle schools
3. N/A for Middle schools

School and Student Performance Data

Conditions & Climate Suspension Rate

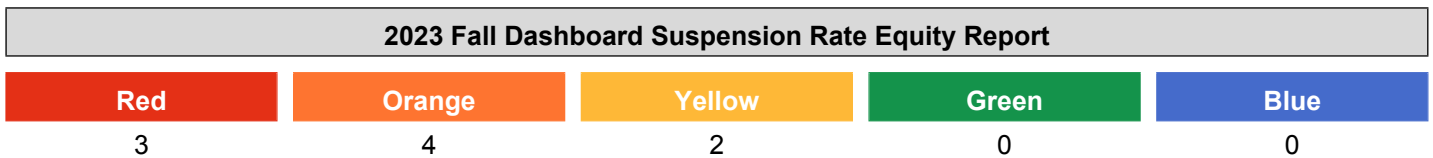
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 12.4% suspended at least one day Increased 0.6 885 Students	English Learners  Yellow 8.1% suspended at least one day Declined Significantly -3.4 172 Students	Foster Youth Less than 11 Students 3 Students
Homeless  Orange 20.8% suspended at least one day Declined -0.7 72 Students	Socioeconomically Disadvantaged  Red 14.3% suspended at least one day Increased 0.5 559 Students	Students with Disabilities  Red 17.4% suspended at least one day Increased 1.1 184 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 21.6% suspended at least one day Declined -7.6 74 Students	Less than 11 Students 2 Students	 Orange 4.3% suspended at least one day Increased 3 69 Students	3.1% suspended at least one day Increased 3.1 32 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.8% suspended at least one day Declined Significantly -3.7 322 Students	 Red 17.9% suspended at least one day Increased 5.8 140 Students	Less than 11 Students 6 Students	 Orange 10.4% suspended at least one day Increased 2.9 240 Students

Conclusions based on this data:

1. Based on the 2022 California Dashboard data, the overall suspension rate remained the same at 11.8% suspended at least one day.
2. Mitchell Middle School is continuing to partner with FCUSD to review suspension data and to discuss alternative strategies to maximize instructional time and build positive connections between students and staff. Site will collect data and review it monthly during leadership meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Targeted progress monitoring for academic and SEL student success

School Goal

- 1.1 Increase student achievement in ELA as measured by Renaissance STAR diagnostics, CAASPP and PLC agreed upon common assessments.
- 1.2 Increase student achievement in math as measured by Renaissance STAR diagnostics, CAASPP, and PLC agreed upon common assessments.
- 1.3 Increase the use of research-based instructional strategies to support English Learners.
- 1.4 Ensure Special Education students make grade level progress.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

- 1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
- 1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
- 1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
- 1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data available reveals a need to increase math and ELA achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	50.1 points below standard	47 points below standard
CAASPP Math	87.7 points below standard	85 points below standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase academic and SEL support for students and teachers (LCAP 1 and 3).	All students, specifically those in the following	22,375 Title I

		<p>ATSI student groups: ss, Socioeconomically Disadvantaged, and Students with Disabilities</p>	<p>1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically, ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 5,530 Title I 3000-3999: Employee Benefits Instructional Coach benefits. 4,552 Title I 4000-4999: Books And Supplies Instructional Supplies 5,560 Title I 5000-5999: Services And Other Operating Expenditures Conferences/Professional Development 8,184 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically, ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 2,023 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach benefits. 8,377 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Counselor. 3,442 LCFF - Supplemental 3000-3999: Employee Benefits .40 FTE Counselor benefits. 5,452 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher. 2,000 Learning Recovery 3000-3999: Employee Benefits</p>
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			<p>Intervention teacher benefits. 2,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Exposure to the applications of standards outside of the school environment. Transportation 2,500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Exposure to the applications of standards outside of the school environment. Student Activity Fees.</p>
1.2	<p>Professional development for International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), and Culturally and Linguistic Teaching and Learning (CLR). Professional Development of faculty to support: Professional Learning Communities (PLC) implementation, standards-based instruction (CCCSS) literacy and GLAD instructional strategies, International Baccalaureate Implementation and Assessment (LCAP 1 and 3).</p>	<p>All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities</p>	<p>4,899 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time/subs. 1,307 LCFF - Supplemental 3000-3999: Employee Benefits Release time/subs benefits. 3,187 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development and consulting for SEL and restorative practices.</p>
1.3	<p>Supporting the ELA and math academic achievement and SEL of all students (LCAP 1 and 3).</p>	<p>All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities</p>	<p>8,063 Learning Recovery 1000-1999: Certificated Personnel Salaries SEL support teacher release. 3,063 Learning Recovery 3000-3999: Employee Benefits SEL support teacher release benefits. 1,750 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Individualized intervention programs. 8,235 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies. 10,847 Learning Recovery</p>

			<p>1000-1999: Certificated Personnel Salaries .40 FTE Math teacher. 2,408</p> <p>Learning Recovery 3000-3999: Employee Benefits .40 FTE Math teacher benefits.</p>
1.4	Support for student safety and instructional leadership (LCAP Goal 2, 3 and 4).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	<p>33,751</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal. 8,294</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits. 28,732</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus supervision. 15,642</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Campus supervision benefits. 1,024</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries VAPA Department Lead</p>
1.5	Academic support for English Language Development (LCAP 1, 3 and 4).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	<p>17,684</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE ELL Allocation. 7,886</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE ELL Allocation benefits. 17,180</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant. 11,247</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 4,274</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries</p>

			<p>Additional Bilingual Instructional Assistant 1,720 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 5,452 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .20 FTE Additional Designated ELD 2,000 LCFF - Supplemental 3000-3999: Employee Benefits .20 FTE Designated ELD benefits.</p>
1.6	Increase parent engagement, communication, and attendance support (LCAP 2).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	<p>2,000 LCFF - Supplemental 5900: Communications Postage. 1,451 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time for Bilingual Instructional Assistants (BIA) and classified support. 549 LCFF - Supplemental 3000-3999: Employee Benefits Additional time for Bilingual Instructional Assistants (BIA) and classified support benefits. 7,010 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .50 FTE Clerk. 3,827 LCFF - Supplemental 3000-3999: Employee Benefits .50 FTE Clerk benefits. 3,151 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .313 FTE Health Assistant. 1,141 LCFF - Supplemental 3000-3999: Employee Benefits .313 FTE Health Assistant benefits. 8,809</p>

			LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator. 6,170 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits.
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In reviewing data and previous goals, we determined the need of increasing support in the classrooms. Planned strategies and activities for 2024-2025 will prioritize instruction, supporting faculty and staff through professional development, parent engagement and support, and targeted interventions to meet the needs of our highest need learners.

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

Staff participated in release days to collaborate and work on lessons and units. Planned professional development for 2024-2025 will prioritize English Learners, mathematics, and students with disabilities.

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.

We plan to participate in a more robust reflection of our practices with a renewed focus on our Professional Learning Communities (PLC), Social Emotional Learning (SEL), and International Baccalaureate (IB). New for 2024-2025 will be a focus on expanding the resources for families and providing additional interventions to support academic achievement and reduce absenteeism.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase engagement for all and provide a safe, healthy, and effective learning environment.

School Goal

2.1 Increase student attendance and reduce chronic absenteeism.

2.3 Reduce suspension rate, specifically in the following student groups: African American, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.

2.3 Maintain 8th grade promotion to high school at or above 95%.

2.4 Increase parent/community engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism .

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsions rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2022 California Dashboard data, chronic absenteeism and suspension rates are an area of need. Parent/community engagement is critical to student success, and this is also a targeted area.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	24.9%	20%
Decrease in Suspension Rates	12.4%	10.0%
Parent Engagement	39 responses to Marzano High Reliability Schools survey	20% Increase

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>2.1</p>	<p>Increase class engagement to improve academic and SEL support for students and teachers (LCAP 1 and 3).</p>	<p>All students, specifically those in the following ATSI student groups, Socioeconomically Disadvantaged, and Students with Disabilities</p>	<p>22,375 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically in ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers to create/facilitate school-wide intervention systems. 5,530 Title I 3000-3999: Employee Benefits Instructional Coach Benefits. 4,552 Title I 4000-4999: Books And Supplies Instructional supplies 5,560 Title I 5000-5999: Services And Other Operating Expenditures Conferences/Professional Development 8,184 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically in ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers to create/facilitate school-wide intervention systems. 2,023 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach Benefits. 8,377 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Counselor. 3,442 LCFF - Supplemental 3000-3999: Employee Benefits .40 FTE Counselor Benefits. 5,452 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher. 2,000 Learning Recovery</p>
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			3000-3999: Employee Benefits Intervention Teacher Benefits.
2.2	Professional development for International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), and Culturally and Linguistic Teaching and Learning (CLR). Professional Development of faculty to support: Professional Learning Communities (PLC) implementation, standards-based instruction (CCCSS) literacy and GLAD instructional strategies, Restorative Practices, International Baccalaureate Implementation and Assessment (LCAP 1 and 3).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	4,899 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time/subs. 1,307 LCFF - Supplemental 3000-3999: Employee Benefits Release time/subs benefits. 3,187 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development and consulting for SEL and restorative practices.
2.3	Supporting the academic achievement and SEL of all students (LCAP 1 and 3).	All students, specifically those in the following ATSI student groups, Socioeconomically Disadvantaged, and Students with Disabilities	8,063 Learning Recovery 1000-1999: Certificated Personnel Salaries SEL support teacher release. 3,063 Learning Recovery 3000-3999: Employee Benefits SEL support teacher release benefits. 1,750 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Individualized intervention programs. 8,235 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies. 10,847 Learning Recovery 1000-1999: Certificated Personnel Salaries .40 FTE Math teacher. 2,408 Learning Recovery 3000-3999: Employee Benefits .40 FTE Math teacher benefits. 2,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Exposure to the application of standards outside of the

			<p>school environment. Transportation. 2,500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Exposure to the application of standards outside of the school environment. Student Activity Fees.</p>
2.4	Support for student safety and instructional leadership to reduce suspensions (LCAP 2,3, and 4).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	<p>33,751 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal. 8,294 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits. 28,732 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus supervision. 15,642 LCFF - Supplemental 3000-3999: Employee Benefits Campus supervision benefits. 1,024 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries VAPA Department Lead</p>
2.5	Academic support for English Language Development and resources for parent engagement (LCAP 1, 2, 3 and 4).	All students, specifically those in the following ATSI student groups Socioeconomically Disadvantaged, and Students with Disabilities	<p>17,684 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE ELL Allocation. 7,886 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE ELL Allocation benefits. 17,180 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant. 11,247 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 4,274 LCFF - Supplemental</p>

			<p>2000-2999: Classified Personnel Salaries Additional Bilingual Instructional Assistant 1,720 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant Benefits 5,452 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .20 FTE Additional Designated ELD 2,000 LCFF - Supplemental 3000-3999: Employee Benefits .20 FTE Designated ELD benefits</p>
2.6	Increase parent engagement, communication, and attendance support (LCAP 2).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	<p>2,000 LCFF - Supplemental 5900: Communications Postage. 1,451 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time for Bilingual Instructional Assistants (BIA) and classified support. 549 LCFF - Supplemental 3000-3999: Employee Benefits Additional time for Bilingual Instructional Assistants (BIA) and classified support benefits. 7,010 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .50 FTE Clerk. 3,827 LCFF - Supplemental 3000-3999: Employee Benefits .50 FTE Clerk benefits. 3,151 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 FTE Health Assistant. 1,141 LCFF - Supplemental 3000-3999: Employee Benefits</p>

			.313 FTE Health Assistant benefits. 8,809 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator. 6,170 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits.
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In reviewing data and previous goals, we are in need of increasing support in the classrooms both instructionally and with classroom management. Planned strategies for 2024-2025 will prioritize instruction, restorative practices, engagement and parent support.

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

No major differences between budgeted expenditures.

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.

Due to our needs our focus will continue on equity, student connectedness, climate, 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.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

To provide professional development opportunities for the staff in a continued effort to deliver engaging instructional experiences to promote academic achievement.

School Goal

3.1 Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.1 Increase student achievement and success, particularly in ELA and math as evidenced by CAASPP.

3.2 Deepen Professional Learning Communities (PLC) with a focus on common assessments and standardization of grading and equitable grading practices.

3.3 and 3.4 Provide consistent professional development for all faculty around SEL, PBIS, EL instructional strategies, Guided Language Acquisition Design (GLAD), restorative practices, and International Baccalaureate (IB).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Professional development for all staff to ensure PLC, PBIS and SEL implementation. Student achievement, specifically in ELA and math achievement data continues to be an area of need.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Plan	Attendance data from PD days, recorded PD participants at conferences, and weekly/monthly site PD.	All teachers will be trained in MYP, RTI, and develop the MtMS PLC plan.
CAASPP Mathematics	87.7 points below standard (Low)	85 points below standard
CAASPP ELA	50.1 points below standard (Low)	47 points below standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increase academic and SEL support for students and teachers (LCAP 1 and 3).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged and Students with Disabilities	22,375 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 5,530 Title I 3000-3999: Employee Benefits Instructional Coach benefits. 4,552 Title I 4000-4999: Books And Supplies Instructional Supplies 5,560 Title I 5000-5999: Services And Other Operating Expenditures Conferences/Professional Development 8,184 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 2,023 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach benefits. 8,377 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Counselor. 3,442 LCFF - Supplemental 3000-3999: Employee Benefits

			.40 FTE Counselor benefits. 5,452 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher. 2,000 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits.
3.2	Professional development for International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), and Culturally and Linguistic Teaching and Learning (CLR). Professional Development of faculty to support: Professional Learning Communities (PLC) implementation, standards-based instruction (CCCSS) literacy and GLAD instructional strategies, International Baccalaureate Implementation and Assessment (LCAP 1 and 3).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	4,899 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time/subs. 1,307 LCFF - Supplemental 3000-3999: Employee Benefits Release time/subs benefits. 3,187 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development and consulting for SEL and restorative practices.
3.3	Supporting the ELA and math academic achievement and SEL of all students (LCAP 1 and 3).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	8,063 Learning Recovery 1000-1999: Certificated Personnel Salaries SEL support teacher release. 3,063 Learning Recovery 3000-3999: Employee Benefits SEL support teacher release benefits. 1,750 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Individualized intervention programs. 8,235 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies. 10,847 Learning Recovery 1000-1999: Certificated Personnel Salaries .40 FTE Math teacher. 2,408 Learning Recovery 3000-3999: Employee Benefits

			.40 FTE Math teacher benefits. 2,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Exposure to the application of standards outside of the school environment. Transportation. 2,500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Exposure to the application of standards outside of the school environment. Student Activity Fees.
3.4	Support for student safety and instructional leadership (LCAP Goal 2, 3 and 4).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	33,751 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal. 8,294 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits. 28,732 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus supervision. 15,642 LCFF - Supplemental 3000-3999: Employee Benefits Campus supervision benefits. 1,024 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries VAPA Department Lead
3.5	Academic support for English Language Development (LCAP 1, 3 and 4).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	17,684 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Allocation. 7,886 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE Allocation benefits. 17,180 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant. 11,247

			<p>LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 4,274</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Bilingual Instructional Assistant 1,720</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 5,452</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .20 FTE Additional Designated ELD 2,000</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits .20 FTE benefits</p>
3.6	Increase parent engagement, communication, and attendance support (LCAP 2).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	<p>1,451</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time for Bilingual Instructional Assistants (BIA) and classified support. 549</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Additional time for Bilingual Instructional Assistants (BIA) and classified support benefits. 3,151</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 FTE Health Assistant. 1,141</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits .313 FTE Health Assistant benefits. 8,809</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Parent Coordinator. 6,170</p> <p>LCFF - Supplemental</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The Instructional Coach continues to support all staff with instructional strategies, resources, and data monitoring.

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

Mitchell Middle School did a satisfactory job meeting and using the budgeted projections.

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

In 2024-2025, the site will have a larger emphasis on increasing math and reading achievement, embedding SEL, and culturally and linguistically responsive teaching and learning into first instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will receive instruction from a highly qualified teacher and have access to curriculum which promotes college and career readiness.

School Goal

4.1 Provide new teacher support through professional development, collaboration, and mentorship.

4.2 Maintain campus in good repair.

4.3. Provide ongoing professional development for staff/faculty on International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), Equitable grading, and Culturally and Linguistically Responsive Teaching and Learning (CLR).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

4.1 Support first- and second year teachers and teachers who are new to Mitchell.

4.2 Continue to do monthly facility inspections.

4.3 Support fully credentialed teachers and their access to materials, and quality professional development focused on student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Audit Instructional Materials Audit	100%	100%
CAASPP ELA	43.41% not met standard	40% not met standard
CAASPP Math	54.21% not met standard	52% not met standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Increase academic and SEL support for students and teachers (LCAP 1 and 3).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	22,374 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 5,530 Title I 3000-3999: Employee Benefits Instructional Coach benefits. 4,552 Title I 4000-4999: Books And Supplies Instructional Supplies 5,560 Title I 5000-5999: Services And Other Operating Expenditures Conferences/Professional Development 8,185 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 2,022 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach benefits. 8,377 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Counselor. 3,442 LCFF - Supplemental 3000-3999: Employee Benefits

			.40 FTE Counselor benefits. 5,452 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher. 1,998 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits.
4.2	Professional development for International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), and Culturally and Linguistic Teaching and Learning (CLR). Professional Development of faculty to support: Professional Learning Communities (PLC) implementation, standards-based instruction (CCCSS) literacy and GLAD instructional strategies, International Baccalaureate Implementation and Assessment (LCAP 1 and 3).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	4,899 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time/subs. 1,307 LCFF - Supplemental 3000-3999: Employee Benefits Release time/subs benefits. 3,187 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development and consulting for SEL and restorative practices.
4.3	Supporting the academic achievement and SEL of all students (LCAP 1 and 3).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	8,062 Learning Recovery 1000-1999: Certificated Personnel Salaries SEL support teacher release. 3,063 Learning Recovery 3000-3999: Employee Benefits SEL support teacher release benefits. 1,750 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Individualized intervention programs. 8,235 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies and equipment 10,846 Learning Recovery 1000-1999: Certificated Personnel Salaries .40 FTE Math teacher. 2,409 Learning Recovery 3000-3999: Employee Benefits

			.40 FTE Math teacher benefits. 2,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Exposure to the application of standards outside of the school environment. Transportation. 2,500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Exposure to the application of standards outside of the school environment. Student Activity Fees.
4.4	Support for student safety and instructional leadership (LCAP 2, 3 and 4).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	33,751 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal. 8,294 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits. 28,732 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus supervision. 15,642 LCFF - Supplemental 3000-3999: Employee Benefits Campus supervision benefits. 1,024 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries VAPA Department Lead
4.5	Academic support for English Language Development (LCAP 1, 3 and 4).	All students, specifically English Language Learners	17,684 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE ELL Allocation. 7,886 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE ELL Allocation benefits. 17,180 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant.

			<p>11,247 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 4,274 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Bilingual Instructional Assistant 1,720 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 5,452 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .20 FTE Additional Designated ELD 2,000 LCFF - Supplemental 3000-3999: Employee Benefits .20 FTE benefits</p>
4.6	Increase parent engagement, communication, and attendance support (LCAP 2).	All students, specifically those in the following ATSI student groups: Socioeconomically Disadvantaged, and Students with Disabilities	<p>2,000 LCFF - Supplemental 5900: Communications Postage for home/school communication. 1,451 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time for Bilingual Instructional Assistants (BIA) and classified support. 549 LCFF - Supplemental 3000-3999: Employee Benefits Additional time for Bilingual Instructional Assistants (BIA) and classified support benefits. 7,010 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .50 FTE Clerk. 3,827 LCFF - Supplemental 3000-3999: Employee Benefits .50 FTE Clerk benefits. 3,151 LCFF - Supplemental</p>

			2000-2999: Classified Personnel Salaries .313 FTE Health Assistant. 1,141 LCFF - Supplemental 3000-3999: Employee Benefits .313 FTE Health Assistant benefits. 8,809 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator. 6,170 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits.
4.13			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parent engagement has been gradually increasing. Academic after-school student support was well attended twice a week for second semester.

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

No major differences between budgeted expenditures.

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

In 2024-2025, the site will have a larger emphasis on increasing ELA and math achievement, imbedding SEL, and culturally and linguistically responsive teaching and learning into first instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

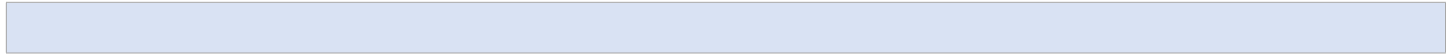
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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 Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,206,151.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$152,067.00

Subtotal of additional federal funds included for this school: \$152,067.00

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 (\$)
LCFF - Supplemental	\$926,755.00
Learning Recovery	\$127,329.00

Subtotal of state or local funds included for this school: \$1,054,084.00

Total of federal, state, and/or local funds for this school: \$1,206,151.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	152,067	0.00
LCFF - Supplemental	926,741	-14.00
Learning Recovery	127,329	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	926,755.00
Learning Recovery	127,329.00
Title I	152,067.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	508,206.00
2000-2999: Classified Personnel Salaries	271,642.00
3000-3999: Employee Benefits	309,167.00
4000-4999: Books And Supplies	51,148.00
5000-5999: Services And Other Operating Expenditures	34,988.00
5700-5799: Transfers Of Direct Costs	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	17,000.00
5900: Communications	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	321,261.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	271,642.00
3000-3999: Employee Benefits	LCFF - Supplemental	257,164.00
4000-4999: Books And Supplies	LCFF - Supplemental	32,940.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	12,748.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	17,000.00
5900: Communications	LCFF - Supplemental	6,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	97,446.00
3000-3999: Employee Benefits	Learning Recovery	29,883.00
1000-1999: Certificated Personnel Salaries	Title I	89,499.00
3000-3999: Employee Benefits	Title I	22,120.00
4000-4999: Books And Supplies	Title I	18,208.00
5000-5999: Services And Other Operating Expenditures	Title I	22,240.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	304,748.00
Goal 2	304,748.00
Goal 3	291,911.00
Goal 4	304,744.00

School Site Council Membership

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

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

Name of Members	Role
Sandra Garcia	Principal
Dawn Maxey-Parler (Parent Coordinator & Chairperson)	Other School Staff
Jennifer Trevino (Alternate)	Other School Staff
Cathy Hatcher	Classroom Teacher
David Sewell	Classroom Teacher
Brian Arnold	Parent or Community Member
Wendy Dear	Parent or Community Member
Nikka Vaughn	Parent or Community Member
Christina Sinclair	Classroom Teacher
Tovi Sinclair	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

	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other:

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 April 23, 2024.

Attested:



Principal, Sandra Garcia on 4/23/24



SSC Chairperson, Cathy Hatcher on 4/23/24

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023

ELAC AGENDA

Wednesday, April 3, 2024, 8:30 AM

Facilitator: C. Hatcher

Recorder: C. Hatcher

In attendance: see sign-in sheet

1. Welcome: intro to ELAC: discussion of purpose and practice
2. New business [[slideshow linked here](#)]
 - a. GLOWS and GROWS
 - b. Testing: ELPAC review and CAASPP preview
 - c. Climate Meeting Review
 - d. Fostering Connections: RFEP Recognition at Parent Summit April 29
 - e. Survey of ELL families later this year
 - f. School Site Council Review
 - g. LAST DELAC date: May 7
 - h. Parent Questions/Discussions
 - i. [ELAC Website:](#)



3. Future business to address
 - a. Survey of student needs
 - b. Items of interest

Next ELAC meeting: Wednesday, May 15, at 8:30 AM

[Mitchell Middle ELAC Website](#)

[DELAC Meetings for 2023-24](#)

Sign in sheet for ELAC Meeting Wednesday, April 3, 2024, 8:30 AM

YOUR NAME SU NOMBRE ВАШЕ ИМЯ	Student name Nombre del estudiante Имя студента	Phone number or email address Número de teléfono o dirección de correo electrónico Номер телефона или адрес электронной почты
Natalia Teplykh	Olga Teplykh	916-559-3506
Anna Frelora	Mark Samsonov	916-908-7993
Nazaneen Amini	Yusra Amini	
Fahim Amini		
x Mariana Garis	Mario Cavarrubias Ailyn Suset Cavarrubias	916 308 3234
x Anaeli Sandoval Orto	Carlos Lara Sandoval	916 308 78 35
x Silvia Guerrero	Francisco Anael	916 563 91 39

Sign in sheet for ELAC Meeting Wednesday, April 3, 2024, 8:30 AM

YOUR NAME SU NOMBRE ВАШЕ ИМЯ	Student name Nombre del estudiante Имя студента	Phone number or email address Número de teléfono o dirección de correo electrónico Номер телефона или адрес электронной почты
Zinaida Shamsha	Anhelina Shamsha	279-895-3171
	Mari Ajayan	
Ivan Akseuov	Polina Akseuova	016 912 76 93
x Josefina Quintero	Joseph Quintero	* JoseEina Quintero73113@gmail
x Josefina Quintero	Justin Quintero	11 11

W.E. MITCHELL MIDDLE SCHOOL
SCHOOL SITE COUNCIL MEETING
AGENDA/MINUTES



Date: 4/23/24

Time: 5:00 pm

Location:

Microsoft Teams meeting
Join on your computer,
mobile app or room device

[Click here to join the meeting](#)

Meeting ID: 251 770 076 054

Passcode: 3Ta8vJ

[Download Teams](#) | [Join on the web](#)

Agenda

1. Call to Order - *Meeting Attendees -Nikka Vaughn, Dawn Maxey-Parler, Brian Arnold, Wendy Strain, Jennifer Trevino, Christina Sinclair, Tovi Sinclair, Dr. Garcia*
2. Previous Meeting Minutes - [2/27/24](#)
3. Public Comment - *None*
4. Unfinished Business - *Review the supplemental budget plan for this current fiscal year and what funds have been spent currently. Supplies and ordering will be completed in the upcoming weeks by Jennifer Trevino.*
5. New Business - *Vote to approve funding for an additional section of Designated ELD instruction. This will reduce the number of students in class.*
 - a. *Vote on Budget Plan - Members voted to approve the additional section of ELD..*
 - b. *End of Year Calendar/Testing - Testing is completed. School is awaiting the results.*
 - c. *24-25 School Site Council Members - Nikka Vaughn will not be returning.*
6. Adjournment/Next Meeting - *Last meeting of this academic year. New Dates will be released shortly.*

Minutes respectfully submitted by:
Dawn Maxey-Parler - Parent Coordinator

Signature

Date

***Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.**

School Site Council Meeting via MS Team

1. Summary

Meeting title	School Site Council
Attended participants	8
Start time	4/23/24, 4:56:02 PM
End time	4/23/24, 5:31:53 PM
Meeting duration	35m 51s
Average attendance time	31m 2s

2. Participants

Name	First Join	Last Leave	In-Meeting Duration	Email
Sandra Garcia	4/23/24, 4:59:55 PM	4/23/24, 5:31:52 PM	31m 57s	sgarcia@fcusd.org
Jennifer Trevino				
Brian Arnold	4/23/24, 5:00:06 PM	4/23/24, 5:31:50 PM	31m 44s	barnold@lcsinc.com
wendy (Unverified)	4/23/24, 5:00:09 PM	4/23/24, 5:31:53 PM	31m 44s	
Christina Sinclair	4/23/24, 5:02:15 PM	4/23/24, 5:31:51 PM	29m 36s	CSinclair@fcusd.org
Tovi Sinclair				
Nikka Vaughan	4/23/24, 5:02:23 PM	4/23/24, 5:31:53 PM	29m 29s	NVaughan@fcusd.org
Dawn Maxey Parler		4/23/24, 5:31:53 PM	31m 43s	dmaxeyparler@fcusd.org

3. In-Meeting Activities

Name	Join Time	Leave Time	Duration	Email
Sandra Garcia	4/23/24, 4:59:55 PM	4/23/24, 5:31:52 PM	31m 57s	sgarcia@fcusd.org
Brian Arnold	4/23/24, 5:00:06 PM	4/23/24, 5:31:50 PM	31m 44s	barnold@lcsinc.com
wendy (Unverified)	4/23/24, 5:00:09 PM	4/23/24, 5:31:53 PM	31m 44s	
Christina Sinclair	4/23/24, 5:02:15 PM	4/23/24, 5:31:51 PM	29m 36s	CSinclair@fcusd.org
Nikka Vaughan	4/23/24, 5:02:23 PM	4/23/24, 5:31:53 PM	29m 29s	NVaughan@fcusd.org
Dawn Maxey Parler		4/23/24, 5:00:09 PM		dmaxeyparler@fcusd.org
Dawn Maxey Parler	4/23/24, 5:00:09 PM	4/23/24, 5:31:53 PM	31m 43s	dmaxeyparler@fcusd.org

Participant ID (UPN)	Role
sgarcia@fcusd.org	Organizer
	Attendee
BrianArnold@worldinsurance.com	Attendee
	Attendee
CSinclair@fcusd.org	Attendee
	Attendee
NVaughan@fcusd.org	Attendee
dmaxeyparler@fcusd.org	Attendee

Role
Organizer
Attendee
Attendee
Attendee
Attendee
Attendee
Attendee