



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Mills Middle School	34673306059190	May 6, 2025	August 14, 2025

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 Mills Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Title I Schoolwide, California Community School

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
School Vision and Mission	4
School & Community Profile	4
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results	14
Student Population.....	17
Overall Performance	19
Academic Performance	21
Academic Engagement	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	38
Goal 3.....	46
Goal 4.....	53
Goal 5.....	60
Budget Summary	62
Budget Summary	62
Other Federal, State, and Local Funds	62
Budgeted Funds and Expenditures in this Plan	63
Funds Budgeted to the School by Funding Source.....	63
Expenditures by Funding Source	63
Expenditures by Budget Reference	63
Expenditures by Budget Reference and Funding Source	63
Expenditures by Goal.....	64
School Site Council Membership	65
English Learner Advisory Committee (ELAC).....	66

Recommendations and Assurances 67

Instructions.....68

Appendix A: Plan Requirements 75

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 78

Appendix C: Select State and Federal Programs 81

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.

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

Schoolwide Program

Title I Schoolwide, California Community School

The purpose of this plan is to outline the goals, action plan items or strategies, measurement tools, and budget necessary to improve the academic achievement and school climate at Mills Middle School. Goals have been set to address the following areas: a curriculum that promotes college and career readiness, school climate, high quality classroom instruction and access to a broad course of study, and monitoring student success using assessment results. These goals have been developed with input from various stakeholders including parents, community members, students, staff, and the site leadership team. This plan will be communicated to the Educational Partners and once board approved, be made public on our school website.

School Vision and Mission

Vision:

Mills Middle School is an inclusive, diverse community of learners whose staff ensures equitable access to rigorous academic learning while simultaneously fostering the social and emotional well-being of the whole child.

Mission:

Mills Middle School prioritizes the needs of each student by cultivating an inclusive environment that provides for community-based academic and social emotional growth.

School & Community Profile

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of approximately 21,000 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool through Adult. There are twenty-two elementary schools, one charter K-8 school, four middle schools, three comprehensive senior high schools, and six alternative schools.

Mills Middle School operates on a six-period day schedule. In the first semester of the 2024-2025 school year, 886 students were enrolled in grades six through eight. The school's gender distribution is roughly equal. The school's largest ethnic group is Hispanic/Latino, with 43% of the school population describing themselves as Hispanic. In terms of racial subgroups, significant numbers include White at 21.6%, African American at 10.4%, Two or more races at 12.1%, Asian at 9.7%, Filipino at 1.2%, American Indian at 0.4%, and Pacific Islander at 1.1%. Mills is a Title 1 school where 31.2% of students are categorized as English Learners (EL), 0.1% Foster Youth, 6% Homeless youth, and/or 87.5% as socioeconomically disadvantaged. Students with disabilities also make up 14.3% of the population. Mills Middle School has approximately 30 students enrolled in the After School Education & Safety (ASES) program daily until 6:00 pm. Mills provides Science, Technology, Engineering, and Math (STEM) and Visual and Performing Arts (VAPA) opportunities for students to grow and succeed. Mills values the importance of teaching Social and Emotional Learning (SEL) skills and implements Second Step curriculum on a weekly basis. Mills also received Gold Recognition from the California PBIS Coalition for the first time last year (Mills earned Silver recognition the previous three years). Recently, Mills applied for Gold Recognition again in 2025 and will receive notification this Fall.

Our school has begun to use a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our youth, their families, and community service agencies to bring resources onto our campus that remove barriers to students learning, retaining, and applying knowledge. This is done by

understanding the Science of Learning Development and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe on our campuses. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home.

Educational Partner Involvement

How, when, and with whom did Mills 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

We recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campuses safe and relationship-based places for youth to be. Our community partners include the Sacramento County Office of Education (SCOE), UC Davis, the City of Rancho Cordova, and the Rancho Cordova Kiwanis. Through our Community Schools design process, we have noted needs in the following areas: an on-site food bank, access to basic clothing and hygiene items, access to physical and mental health services, dental services, and additional supports that we are working as a regional network of schools to address.

The School Site Council is comprised of parent representatives, students, teachers, and other school staff. Student achievement data and relevant topics, including family engagement strategies, data, goals, budget, school mission and vision, attendance, parent engagement policy, and suspensions were discussed at meetings. Specific SPSA discussions were held on May 6th (School Site Council, SSC), and August 2nd (Guiding Coalition). August 13th (Leadership), August 27th (English Learner Advisory Committee, ELAC), and August 29th, 2024 (Back to School night for all parents and staff). The current SPSA was reviewed and additional feedback on student learning was received. The process and timeline for constituent involvement were outlined.

The following is a list of additional committees and meeting dates where the SPSA was and continues to be discussed:

SSC: 8/29/24 (Back to school night), 8/27/24, 10/22/24, 12/17/24, 2/25/25, 05/06/25

ELAC: 08/27/24, 10/22/24, 12/17/24, 2/25/25, 5/6/25

Staff (monthly)

Leadership (monthly)

Guiding Coalition (monthly)

Student council (as needed)

Collaboration meetings (3x/month)

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.

Resource inequities are persistent in communities throughout our nation based on family income level and access to health and mental health supports, stable housing, and employment. These systemic challenges disproportionately impact many of our English Learners, low-income and Black families. The Community Schools effort is bringing community partnerships to our schools to remove barriers in access to physical and mental health services, tutoring, mentoring, access to basic services like food, clothing, and housing is focused on reducing these challenges to create stability in our attendance, enrollment and allow students to be focused on learning and growing as part of our school community.

Mills is not in ATSI for the 2025-2026 school year. However, we are continuing to monitor the subgroups in the red.

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.

CAASPP scores for 2023-2024: In English Language Arts, students were 64.5 points below the standard schoolwide (in comparison to 71.8 in '22-23). This increase resulted in Mills moving into yellow on the dashboard. Student groups that scored the lowest included Homeless and Two or More Races. There are also still six additional subgroups in the orange. To address the literacy need at Mills, a Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) program was piloted in Spring 2024 and ran for the full school year of 2024-2025. Data shows very strong results in students' growth in reading.

In math, students were 113.4 points below standard, and eight of the fourteen subgroups were in the red: Asian, Hispanic, Homeless, Long-Term English Learners, Two or more races, Socioeconomically Disadvantaged, Students with Disabilities and English Learners. To address this math, need, Mills is piloting a small group, math intervention class 4x/week this Fall, with a goal of increasing the number of classes offered in Spring 2026. Mills has also implemented a Flex intervention period 2x/week where teachers provide targeted support in their subject areas for students who need additional time mastering a learning target. However, additional training and support is needed for teachers in this area. Mills is planning a full day in August 2025 specifically on this topic. Additional training and support are also needed to help teachers strengthen tier 1 instructional practices. District and site professional development in '24-25 and '25-26 will continue to focus on this area.

One subgroup fell in the red for chronic absenteeism: Homeless. Three subgroups fell into the orange category: African American, Two or More Races, and Students with Disabilities. This is being addressed through the addition of a bilingual community school liaison, increased parent participation in ELAC meetings and SSC, and the addition of a full-time attendance specialist. Academic engagement and school connectedness is also being supported with the programs Improve Your Tomorrow (IYT) and Earth Mama Healing.

Although the suspension rate declined a bit, the following subgroups are still in red: Hispanic, Homeless, Long-term English Learners, and Socioeconomically Disadvantaged. The following subgroups fell in the orange: Asian, English Learners, African Americans, Students with Disabilities, White, and Two or More Races. Strategies for improving the suspension rates for these subgroups include the addition of a bilingual community school liaison, increased parent participation in ELAC meetings and SSC, and the addition of a full-time attendance specialist. Academic engagement and school connectedness is also being supported with the programs Improve Your Tomorrow (IYT) and Earth Mama Healing. An intentional focus on strengthening the MTSS program at Mills continues to be a top priority. For example, last year Mills created a Coordination of Services Team (COST) to address students with tier two behaviors, attendance, academic and mental health concerns. This program became a model for other community schools to observe and create at their own sites. This coming year Mills will focus on a tier three team. Mills also employs a Restorative Specialist and Student Support Specialist who, working together with administration, employs various restorative practices as an 'other means of correction' to avoid suspension yet still hold students accountable for behaviors.

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.

CAASPP Math scores indicate all student groups were in the orange or red. The subgroups that were furthest below standard include: Students with disabilities (183.7), Long-term English Learners (161.2), Two or More Races (131.7), and English Learners 131.4). Mills is piloting a targeted math intervention class 4x/week this Fall with a goal of expanding it schoolwide in the Spring of 2026.

CAASPP Reading scores indicate two student groups fell two performance levels into the red on the dashboard: Homeless and Two or More Races. The SIPPS reading intervention program will continue in the Fall. Mills also implemented the Sonday reading intervention program for students with disabilities two years ago and will continue to offer it to any student with an IEP who qualifies.

Suspension Rate: All subgroups fell into the orange or red in this area. Increased effort will be placed on restorative practices, including alternatives to suspension and community service for the coming year.

Other Needs

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

Data show that English Learners have some of the lowest graduation rates in our district. In an effort to reduce the number of Long-Term English Learners (LTELs) moving from Mills to high school, Mills is implemented an Emerging Bilingual Academy in 2024-2025 to better serve the needs of our newcomer students. The data has shown initial success and Mills is expanding its Academy from two to three classes for 2025-2026.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mills 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	0.13%	0.24%	0.37%	1	2	3
African American	11.41%	12.1%	10.39%	85	99	85
Asian	8.05%	9.9%	9.66%	60	81	79
Filipino	0.81%	0.61%	1.22%	6	5	10
Hispanic/Latino	42.42%	42.54%	43.03%	316	348	352
Pacific Islander	2.28%	1.83%	1.10%	17	15	9
White	23.89%	22.49%	21.64%	178	184	177
Multiple/No Response	10.60%	9.9%	12.10%	79	81	99
Total Enrollment				745	818	818

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	241	282	266
Grade 7	273	265	290
Grade 8	231	271	262
Total Enrollment	745	818	818

Conclusions based on this data:

1. In the 2023-2024 school year, Mills opened with over 800 students. Based on 2024-2025 enrollment and district projections over the next few years, our enrollment is expected to continue to grow. Mills ended the school year in 2025 with 880 students.
2. Students who identify as Hispanic make up the largest subgroup, followed by White and African American.
3. The number of students who identify as Hispanic, White, or African American remains consistent. Mills should plan for the continued growth of the Hispanic or Latino subgroup and provide resources that will help them remain/become successful. Mills has also continued to see an influx of students from the Middle East, Russia, and Ukraine. In response to the continued increase of emerging bilinguals from these regions, Mills opened an Emerging Bilingual Academy in 2024-2025, which includes the addition of three more bilingual instructional aides. Supplemental funding also supports extra hours for current bilingual aides.

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	212	252	255	33.0%	28.5%	31.2%
Fluent English Proficient (FEP)	164	158	153	20.1%	22.0%	18.7%
Reclassified Fluent English Proficient (RFEP)				1.2%		

Conclusions based on this data:

1. The number of students reclassifying increased greatly from 2020-2021 (8 students) to 2021-2022 (27 students). In 2022-2023, Mills reclassified 37 students. In 2023-2024, Mills reclassified 41 students. In the Spring of 2025, Mills reclassified 53 students.
2. Spanish is the most common language spoken by our English learners. (53% to 65%).

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	239	266	271	232	259	244	231	258	243	97.1	97.4	90
Grade 7	270	258	297	254	249	274	254	249	274	94.1	96.5	92.3
Grade 8	224	260	276	213	249	254	212	247	254	95.1	95.8	92
All Grades	733	784	844	699	757	772	697	754	771	95.4	96.6	91.5

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2458.	2460.	2457.	5.19	4.65	4.53	20.35	17.44	16.46	22.94	29.07	26.34	51.52	48.84	52.67
Grade 7	2481.	2473.	2490.	6.30	3.61	6.93	20.87	20.08	18.25	23.62	18.07	27.37	49.21	58.23	47.45
Grade 8	2526.	2491.	2496.	8.02	4.86	3.54	31.13	20.24	20.47	25.00	25.91	29.13	35.85	48.99	46.85
All Grades	N/A	N/A	N/A	6.46	4.38	5.06	23.82	19.23	18.42	23.82	24.40	27.63	45.91	51.99	48.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	4.33	5.43	6.17	52.38	49.22	46.09	43.29	45.35	47.74
Grade 7	9.45	8.03	9.12	53.94	50.20	55.84	36.61	41.77	35.04
Grade 8	13.21	8.13	7.09	57.08	50.00	51.18	29.72	41.87	41.73
All Grades	8.90	7.17	7.52	54.38	49.80	51.23	36.73	43.03	41.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	5.24	4.65	4.53	34.50	40.70	36.21	60.26	54.65	59.26
Grade 7	7.09	4.44	9.12	42.13	41.53	42.70	50.79	54.03	48.18
Grade 8	9.52	5.71	6.30	52.86	38.78	40.55	37.62	55.51	53.15
All Grades	7.22	4.93	6.74	42.86	40.35	39.95	49.93	54.73	53.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	3.90	8.91	6.17	73.59	70.93	73.66	22.51	20.16	20.16
Grade 7	9.06	9.64	8.76	67.32	68.27	68.61	23.62	22.09	22.63
Grade 8	10.85	6.91	6.30	73.11	70.33	75.59	16.04	22.76	18.11
All Grades	7.89	8.50	7.13	71.16	69.85	72.50	20.95	21.65	20.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.66	6.23	7.41	64.07	68.09	61.73	27.27	25.68	30.86
Grade 7	9.45	4.02	11.31	59.84	61.45	62.41	30.71	34.54	26.28
Grade 8	16.04	13.82	11.02	66.04	55.28	70.08	17.92	30.89	18.90
All Grades	11.19	7.98	9.99	63.13	61.70	64.72	25.68	30.32	25.29

Conclusions based on this data:

1. Due to the Covid pandemic, there is no CAASPP data for 2019-2020 and 2020-2021. However, the Renaissance diagnostic was given twice during 2022-2023. All three grade levels showed growth in the Scaled Score, although it was not very significant. The greatest growth occurred in eighth grade with an increase of 23 points. In 2023-2024, the Renaissance diagnostic showed an overall school growth of 21 points in English on the scaled score.
2. Data from the most recent CAASPP scores indicates that the average for all students at or near standard in reading has trended down over the last three years. On this assessment, eighth grade scores dropped the most from 2021-2022 to 2022-2023, by 14%.
3. In Spring of 2024, a SIPPS pilot was started. This program continued into 2024-2025 in efforts to intervene with student's multiple grade levels below in reading. A Sonday program was also started in 2023-2024 to address the same needs for students with IEPs.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	239	266	271	235	256	262	235	256	262	98.3	96.2	96.7
Grade 7	270	258	297	261	246	288	261	246	288	96.7	95.3	97
Grade 8	224	260	276	217	251	265	217	249	265	96.9	96.5	96
All Grades	733	784	844	713	753	815	713	751	815	97.3	96.0	96.6

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2431.	2453.	2440.	2.98	5.47	3.44	10.21	10.55	6.11	25.53	29.69	27.10	61.28	54.30	63.36
Grade 7	2443.	2444.	2453.	2.30	4.47	3.47	8.81	8.94	10.42	22.61	21.95	24.65	66.28	64.63	61.46
Grade 8	2478.	2461.	2451.	5.07	4.42	3.40	11.98	6.83	9.06	24.42	26.10	17.74	58.53	62.65	69.81
All Grades	N/A	N/A	N/A	3.37	4.79	3.44	10.24	8.79	8.59	24.12	25.97	23.19	62.27	60.45	64.79

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2.55	4.30	3.82	44.26	45.70	38.17	53.19	50.00	58.02
Grade 7	2.68	3.25	2.43	49.81	41.46	48.26	47.51	55.28	49.31
Grade 8	5.07	4.02	3.77	51.15	40.16	41.89	43.78	55.82	54.34
All Grades	3.37	3.86	3.31	48.39	42.48	42.94	48.25	53.66	53.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	4.68	5.86	3.82	50.64	50.00	58.40	44.68	44.14	37.79
Grade 7	3.83	4.88	5.21	59.00	52.44	59.72	37.16	42.68	35.07
Grade 8	3.69	1.61	2.64	58.53	55.82	54.34	37.79	42.57	43.02
All Grades	4.07	4.13	3.93	56.10	52.73	57.55	39.83	43.14	38.53

Conclusions based on this data:

1. Due to the Covid pandemic, there is no CAASPP data for 2019-2020 and 2020-2021. However, the Renaissance diagnostic was given twice during 2022-2023. All three grade levels showed growth in the Scaled Score, although it was not very significant. The greatest growth occurred in seventh grade with an increase of 15 points. The Renaissance diagnostic showed an overall growth of 24 points in math.
2. Data from the most recent CAASPP scores indicates that the average for all students at or near standard in math has trended down or stayed about the same over the last three years. On this assessment, sixth and seventh grade scores rose slightly from '2023-2024 to '2204-2025.
3. Areas of focus for math this coming year include a pilot of a small group math intervention class 4x/week and math intervention through Flex time.

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/eng/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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1515.0	1513.9	1486.4	1512.9	1508.6	1478.9	1516.7	1518.7	1493.3	74	91	113
7	1504.0	1519.6	1525.5	1491.0	1510.7	1516.5	1516.5	1528.0	1534.1	87	66	97
8	1517.0	1519.9	1521.0	1501.1	1511.7	1511.7	1532.5	1527.6	1529.7	63	86	77
All Grades										224	243	287

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	17.57	16.48	6.19	35.14	34.07	31.86	25.68	27.47	21.24	21.62	21.98	40.71	74	91	113
7	8.05	12.12	21.65	27.59	39.39	28.87	35.63	31.82	28.87	28.74	16.67	20.62	87	66	97
8	12.70	13.95	18.18	31.75	30.23	28.57	26.98	27.91	23.38	28.57	27.91	29.87	63	86	77
All Grades	12.50	14.40	14.63	31.25	34.16	29.97	29.91	28.81	24.39	26.34	22.63	31.01	224	243	287

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	29.73	30.77	19.47	43.24	37.36	30.97	10.81	13.19	17.70	16.22	18.68	31.86	74	91	113
7	16.09	25.76	32.99	37.93	45.45	29.90	22.99	9.09	17.53	22.99	19.70	19.59	87	66	97
8	20.63	26.74	27.27	34.92	26.74	32.47	14.29	23.26	12.99	30.16	23.26	27.27	63	86	77
All Grades	21.88	27.98	26.13	38.84	35.80	31.01	16.52	15.64	16.38	22.77	20.58	26.48	224	243	287

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	8.11	5.49	2.65	17.57	23.08	5.31	44.59	38.46	38.05	29.73	32.97	53.98	74	91	113
7	5.75	4.55	15.46	17.24	31.82	15.46	39.08	33.33	39.18	37.93	30.30	29.90	87	66	97
8	4.76	6.98	3.90	30.16	24.42	32.47	30.16	29.07	22.08	34.92	39.53	41.56	63	86	77
All Grades	6.25	5.76	7.32	20.98	25.93	16.03	38.39	33.74	34.15	34.38	34.57	42.51	224	243	287

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	13.51	18.68	14.16	68.92	61.54	45.13	17.57	19.78	40.71	74	91	113
7	4.60	13.64	23.71	58.62	63.64	54.64	36.78	22.73	21.65	87	66	97
8	12.70	9.30	19.48	60.32	60.47	50.65	26.98	30.23	29.87	63	86	77
All Grades	9.82	13.99	18.82	62.50	61.73	49.83	27.68	24.28	31.36	224	243	287

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	54.79	41.76	37.17	28.77	39.56	28.32	16.44	18.68	34.51	73	91	113
7	36.78	50.00	48.45	41.38	31.82	30.93	21.84	18.18	20.62	87	66	97
8	22.22	47.67	50.65	46.03	29.07	20.78	31.75	23.26	28.57	63	86	77
All Grades	38.57	46.09	44.60	38.57	33.74	27.18	22.87	20.16	28.22	223	243	287

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	10.81	3.30	1.77	35.14	39.56	23.89	54.05	57.14	74.34	74	91	113
7	4.60	4.55	15.46	37.93	42.42	44.33	57.47	53.03	40.21	87	66	97
8	11.11	11.63	19.48	39.68	33.72	27.27	49.21	54.65	53.25	63	86	77
All Grades	8.48	6.58	11.15	37.50	38.27	31.71	54.02	55.14	57.14	224	243	287

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	10.81	17.58	7.08	72.97	62.64	64.60	16.22	19.78	28.32	74	91	113
7	4.60	18.18	15.46	70.11	65.15	69.07	25.29	16.67	15.46	87	66	97
8	3.17	3.49	7.79	74.60	70.93	74.03	22.22	25.58	18.18	63	86	77
All Grades	6.25	12.76	10.10	72.32	66.26	68.64	21.43	20.99	21.25	224	243	287

Conclusions based on this data:

1. The number of students who reclassified as fluent English proficient increased greatly from 2021-2022 (27 students) to 2022-2023 (37 students) to 2023-2024 (41 students). This past Spring 2025, Mills reclassified 53 students.
2. The focus for English Learners this school year is to increase the number of students who are Reclassified Fluent English Proficient (RFEP) and decrease the number of Long-Term English Learners (LTELs), as well as continuing the Emerging Bilingual Academy and adding a third classroom to better serve the needs of the newcomer students.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
818	87.5%	31.2%	0.1%
Total Number of Students enrolled in Mills Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	255	31.2%
Foster Youth	1	0.1%
Homeless	49	6%
Socioeconomically Disadvantaged	716	87.5%
Students with Disabilities	117	14.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	85	10.4%
American Indian	3	0.4%
Asian	79	9.7%
Filipino	10	1.2%
Hispanic	352	43%
Two or More Races	99	12.1%
Pacific Islander	9	1.1%
White	177	21.6%

Conclusions based on this data:

1. The student group with the highest population is Hispanic. It is critical that we ensure as many supports and resources are in place to support the students and their families.

2. Enrollment percentages are critical to watch when observing any type of disproportionality taking place. Enrollment of English Learners continues to increase.
3. It is important to recognize the high percentage of students who are Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. This information needs to be taken into account when allocating resources.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Except for English, school-wide performance levels are low and very low in math, English Learner progress and suspension rates. Chronic absenteeism rates are going down quite a bit.
2. The overall suspension rate was 12.3%, which was an increase of 0.7% from the previous year. The subgroups with the highest percentage of suspension are: Hispanic, Homeless, Long-Term English Learners, and Socioeconomically disadvantaged. There was a total of 110 students suspended Off Site Suspension at least one

time in 2023-2024 compared to 120 in 2024-2025. However, the number of incidents of Other Means of Correction increased greatly from 38 to 119.

3. In math, all student subgroups except two, African American and White, fell in the red. Students with disabilities and long-term English Learners had the highest number of points below standard.

School and Student Performance Data

Academic Performance English Language Arts

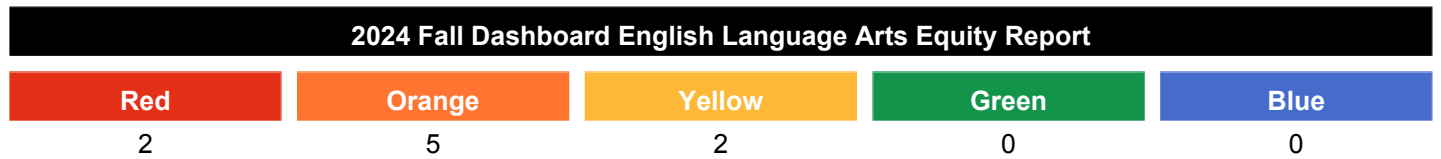
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 64.5 points below standard Increased 7.3 points 715 Students	English Learners  Orange 88.9 points below standard Increased 6.8 points 297 Students	Long-Term English Learners  Orange 99.9 points below standard Increased 17.6 points 93 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  Red 76.5 points below standard Declined 12.4 points 48 Students	Socioeconomically Disadvantaged  Orange 72.3 points below standard Increased 10.0 points 624 Students

Students with Disabilities  Orange 136.6 points below standard Increased 5.7 points 106 Students	African American  Orange 103.5 points below standard Increased 15.1 points 69 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  Yellow 52.8 points below standard Increased 9.0 points 69 Students	Filipino  No Performance Color Less than 11 Students 8 Students	Hispanic  Orange 70.1 points below standard Increased 10.1 points 324 Students
Two or More Races  Red 72.6 points below standard Declined 15.4 points 70 Students	Pacific Islander  No Performance Color Less than 11 Students 9 Students	White  Yellow 38.9 points below standard Increased 3.1 points 159 Students

Conclusions based on this data:

1. The Homeless and Two or More Races subgroups were very low.
2. All student groups, except Homeless and Two or More Races, increased, or performed higher this year compared to last year.
3. CAASPP data, as well as the Renaissance diagnostic data, continue to show that reading is an area of focus for Mills. This emphasizes the need for continued reading intervention through SIPPS and SONDAY.

School and Student Performance Data

Academic Performance Mathematics

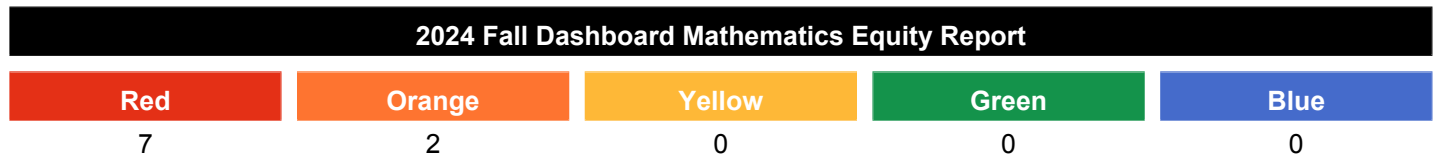
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 113.4 points below standard Declined 4.4 points 727 Students	English Learners  Red 131.4 points below standard Declined 3.2 points 311 Students	Long-Term English Learners  Red 161.2 points below standard Declined 5.8 points 93 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  Red 109.5 points below standard Maintained 0.9 points 48 Students	Socioeconomically Disadvantaged  Red 118.9 points below standard Maintained 1.5 points 634 Students

Students with Disabilities  Red 183.7 points below standard Declined 3.0 points 106 Students	African American  Orange 152.0 points below standard Increased 5.8 points 68 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  Red 104.9 points below standard Declined 20.2 points 74 Students	Filipino  No Performance Color Less than 11 Students 9 Students	Hispanic  Red 122.7 points below standard Maintained 0.8 points 327 Students
Two or More Races  Red 131.7 points below standard Declined 35.0 points 76 Students	Pacific Islander  No Performance Color Less than 11 Students 9 Students	White  Orange 78.4 points below standard Declined 6.3 points 161 Students

Conclusions based on this data:

1. Students with Disabilities and Long-Term English Learners subgroups scored the furthest below standard, with 183.7 and 161.2 points respectively.
2. The White subgroup performed closest to standard, falling 78.4 points below the standard.
3. CAASPP data, as well as the Renaissance diagnostic data, continue to show that math is an area of focus for Mills. This emphasizes the need for more intensive math intervention in addition to Flex. In '25-26 Mills will be piloting a math intervention program that will be designed the same way the SIPPS reading intervention was set up.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 51.8% making progress. Number Students: 222 Students	 Orange 50% making progress. Number Students: 90 Students

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.

2024 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
16.7%	31.5%	5.9%	45.9%

Conclusions based on this data:

1. The number of English Learners has continued to grow over the past three years, but so has the number of students who reclassify each year.
2. Over half of the English Learners are making progress toward English proficiency.

School and Student Performance Data

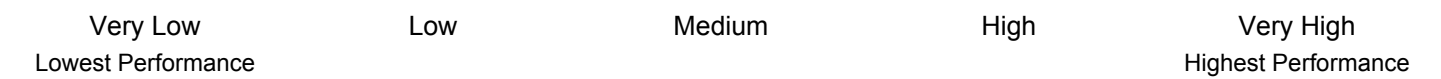
Academic Performance College/Career Report

The 2024 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 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.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

16.1% Chronically Absent

Declined 4.1

917 Students

English Learners



Green

9.1% Chronically Absent

Declined 4

317 Students

Long-Term English Learners



Yellow

10.7% Chronically Absent

Declined 7.3

103 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

5 Students

Homeless



Red

34.2% Chronically Absent

Increased 0.8

79 Students

Socioeconomically Disadvantaged



Yellow

16.2% Chronically Absent

Declined 4.8

791 Students

Students with Disabilities  Orange 23.5% Chronically Absent Declined 5.1 132 Students	African American  Orange 30.2% Chronically Absent Declined 0.6 96 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Green 4.4% Chronically Absent Declined 4 91 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Yellow 16.8% Chronically Absent Declined 3.9 387 Students
Two or More Races  Orange 21.8% Chronically Absent Declined 0.6 124 Students	Pacific Islander  No Performance Color 18.2% Chronically Absent Declined 5.3 11 Students	White  Yellow 10.3% Chronically Absent Declined 6.4 195 Students

Conclusions based on this data:

1. Mills chronic absentee rate fell from 31.8% to 20.2% in 2022-2023 to 16.1% in 2024-2025. This was a decline of 4.1%.
2. All student groups, except for Homeless had a reduction in their chronic absentee rate.
3. Mills student body are a highly mobile group, and this contributes to its absentee rate as students often move on short notice without checking out of school. Homeless students had the greatest percentage of students chronically absent at 34.2%.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

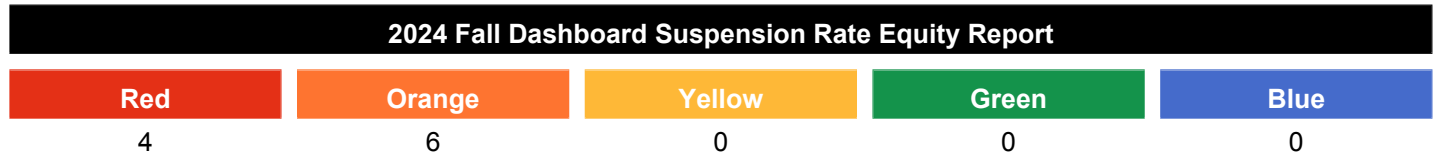
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 12.3% suspended at least one day Increased 0.7% 952 Students	English Learners  Orange 9% suspended at least one day Increased 0.6% 332 Students	Long-Term English Learners  Red 16.5% suspended at least one day Increased 4.5% 103 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Homeless  Red 21% suspended at least one day Increased 6.5% 81 Students	Socioeconomically Disadvantaged  Red 12.9% suspended at least one day Increased 0.9% 820 Students

Students with Disabilities  Orange 17.5% suspended at least one day Declined 2.2% 137 Students	African American  Orange 22.5% suspended at least one day Declined 3.3% 102 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Orange 6.2% suspended at least one day Increased 1.4% 97 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Red 13.2% suspended at least one day Increased 1.9% 395 Students
Two or More Races  Orange 15.3% suspended at least one day Declined 3.1% 131 Students	Pacific Islander  No Performance Color 9.1% suspended at least one day Increased 3.8% 11 Students	White  Orange 6.9% suspended at least one day Increased 2.9% 203 Students

Conclusions based on this data:

1. The overall suspension rate was 12.3% which was an increase of 0.7% from the previous year.
2. The ethnic group with the lowest suspension rate is Asian at 6.2%.
3. The ethnic groups with the highest suspension rates are Homeless at 21%, African American at 22.5% and Students with Disabilities at 17.5%, although African American subgroup declined by 3.3% and Students with Disabilities declined 2.2% from the previous year.

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.

Student progress and educational outcomes will be monitored for success using assessment results.

School Goal 1: Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations.

1.1 - Increase student reading levels through the implementation of SIPPS and SONDAY.

1.2 - Increase math mastery toward grade level standards through targeted Flex intervention.

1.3 - Increase the percent of emerging bilinguals who reclassify.

1.4 - Utilize collaboration time to create common assessments, establish data protocols, and plan timely interventions and enrichments.

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.

Many of the students at Mills achieve below district-wide averages in all categories.

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
Renaissance ELA and Math	Several students not meeting grade level standard and enrolled in intervention class for math. Several students not meeting grade level standards and enrolled in reading intervention class.	Increase percentage of students performing at or above grade level by 10%.
CAASPP ELA	23%	33%
CAASPP Math	12%	24%
ELPAC		Increase percentage of students who reclassify by 10%.

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	All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (LCAP Goal 1)	All students	22,374 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 8691 Title I 3000-3999: Employee Benefits Instructional coach 22,375 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 8082 Title I 3000-3999: Employee Benefits Instructional coach 3232 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 1106 LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach 7122 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 2573 LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach 24994 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student support specialist 5767 LCFF - Supplemental 3000-3999: Employee Benefits Student support specialist 30234 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

		ELD teacher allocation 7548 LCFF - Supplemental 3000-3999: Employee Benefits ELD teacher allocation 10,471 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor 2460 LCFF - Supplemental 3000-3999: Employee Benefits Counselor 2477 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additonal BIA position 11666 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra hourly for professional development 929 LCFF - Supplemental 3000-3999: Employee Benefits Additonal BIA position 37210 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 12982 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal 13914 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Middle school clerk 5409 LCFF - Supplemental 3000-3999: Employee Benefits Middle school clerk 17366 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance specialist 7091 LCFF - Supplemental 3000-3999: Employee Benefits
--	--	--

			Attendance specialist 3894 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, parent event snacks & drinks to increase attendance
1.2	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.	All students	14710 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional bilingual academy teacher prep allocation 5636 LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual academy teacher prep allocation 28241 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Bilingual academy teacher 10378 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual academy teacher 39081 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual aids 15223 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual aids 14177 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aids for academy 6893 LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual aides for academy 6688 California Community Schools 5000-5999: Services And Other Operating Expenditures Will be used for staffing support, supplemental materials, training, etc. 200

			LCFF - Supplemental 6000-6999: Capital Outlay Translate live devices
1.3	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.	All students	9662 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behavior specialist 4774 LCFF - Supplemental 3000-3999: Employee Benefits Behavior specialist 14492 California Community Schools 2000-2999: Classified Personnel Salaries Behavior specialist 7162 California Community Schools 3000-3999: Employee Benefits Behavior specialist 4903 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional English teacher FTE 1878 LCFF - Supplemental 3000-3999: Employee Benefits Additional English teacher FTE 791 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences 26033 California Community Schools 2000-2999: Classified Personnel Salaries Community school facilitator 10259 California Community Schools 3000-3999: Employee Benefits Community school facilitator 4720 Title I 4000-4999: Books And Supplies Instructional supplies
1.6			

--	--	--	--

Annual Review

SPSA Year Reviewed: 2024-25

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.

Instructional coaches have been effective in coaching teachers on tier one instructional strategies and providing professional development. Initial data shows the SIPPS and SONDAY reading intervention classes are effective.

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

The only major difference was the implementation of the bilingual academy this past year. Early data shows it is being successful. More students are completing the beginning level ELD classes earlier and more students reclassified this past Spring (53) than there have been in previous years. Mills is expanding the academy to three teachers/classrooms due to early success and continued growth of our newcomer population.

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.

Successful initiatives continue to be budgeted for. This year a new expenditure focuses on expanding the bilingual academy by an additional teacher and bilingual aide. The goal of this program is to reduce the number of LTELs that move onto high school and help more students reclassify as fluent English proficient in middle school.

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 parent and student engagement and provide a safe, healthy, and positive learning environment.

School Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations.

2.1 - Increase student attendance to 95%.

2.2 - Increase the use of alternative disciplinary measures, including restorative practices, to reduce the suspension rate of subgroups with the highest rates of suspension: Hispanic, Homeless, Long-Term English Learners, and Socioeconomically Disadvantaged, as well as other historically marginalized and vulnerable subgroups.

2.3 - Increase opportunities for positive family engagement and parent input.

2.4 - Foster community partnerships that support student learning and promote family engagement and community connectedness.

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, expulsion 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.

Attendance is below district average. Community and parent engagement is imperative to student success. Suspension and expulsion rates are higher than state-wide average.

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
Student surveys, CalSchools Survey (Nov), staff survey, parent survey, administrative data (suspensions, attendance, student support calls, class suspensions)	Parent and student surveys	Increased connectedness
Chronically Absent	31.8%	Reduction by 10%
Suspension rates	High	Reduced number of suspensions
Parent Engagement	Low parent engagement	Increase parent participation (ELAC, SSC)

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
2.1	Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations. LCAP Goal 2. Increase student attendance rates and reduce chronic absenteeism. 2.01	All students	24995 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student support specialist 5767 LCFF - Supplemental 3000-3999: Employee Benefits Student support specialist 17366 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance specialist 7091 LCFF - Supplemental 3000-3999: Employee Benefits Attendance specialist 26034 California Community Schools 2000-2999: Classified Personnel Salaries Community school liaison 10260 California Community Schools 3000-3999: Employee Benefits Community school liaison None Specified None Specified Wii Girls Group (Earth Mamma Healing) to target young women of color 6688 California Community Schools 5000-5999: Services And Other Operating Expenditures Will be used for staffing support, supplemental materials, training, etc. None Specified None Specified Improve Your Tomorrow Program to target young men of color

2.2	Title I Instructional Support Coach. 2.2 - Increase the high school graduation rate and decrease the dropout rate for all students. (LCAP Goal 2)	All students	22375 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 8691 Title I 3000-3999: Employee Benefits Instructional coach 22375 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 8082 Title I 3000-3999: Employee Benefits Instructional coach 3232 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 1106 LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach 7123 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 2573 LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach 28241 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Bilingual academy teacher 10378 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual academy teacher
2.3	Reduce student suspensions, expulsions rates, and bullying incidents. 2.3	All students	55531 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus monitors 29196 LCFF - Supplemental 3000-3999: Employee Benefits Additional campus monitor time

			3895 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, parent event snacks & drinks to increase attendance 4721 Title I 4000-4999: Books And Supplies Instructional supplies 10471 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor 2460 LCFF - Supplemental 3000-3999: Employee Benefits Counselor 37210 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 12983 LCFF - Supplemental 3000-3999: Employee Benefits Assistant principal
2.4	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, expulsion 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.	All students	13914 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Clerk 5409 LCFF - Supplemental 3000-3999: Employee Benefits Clerk 30235 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD teacher allocation 7548 LCFF - Supplemental 3000-3999: Employee Benefits ELD teacher allocation 39082 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual aids 15223 LCFF - Supplemental 3000-3999: Employee Benefits

			Bilingual aids 1671 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Restorative specialist 974 LCFF - Supplemental 3000-3999: Employee Benefits Restorative specialist 14178 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aids for academy 6893 LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual aids for academy
2.5	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, expulsion rates, and bullying incidents. 2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.	All students	6689 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health assistant 2734 LCFF - Supplemental 3000-3999: Employee Benefits Health assistant 4839 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent coordinator 3089 LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator 9662 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behavior specialist 4775 LCFF - Supplemental 3000-3999: Employee Benefits Behavior specialist 14493 California Community Schools 2000-2999: Classified Personnel Salaries Behavior specialist 7163

			California Community Schools 3000-3999: Employee Benefits Behavior specialist 2500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Field trips
2.6	Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations. Goal 2. 2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.	All students	19613 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional PE teacher FTE 7515 LCFF - Supplemental 3000-3999: Employee Benefits Additional PE teacher FTE 14710 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional bilingual academy teacher prep allocation 5636 LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual academy teacher prep allocation 4904 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additonal FTE for English/ELD 1878 LCFF - Supplemental 3000-3999: Employee Benefits Additonal FTE for English/ELD 11666 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra hourly for professional development 750 LCFF - Supplemental 3000-3999: Employee Benefits Subs for field trips, professional development and conferences 2500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

			Subs for field trips, professional development and conferences 200 LCFF - Supplemental 6000-6999: Capital Outlay Translate live devices
2.7	Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations. Goal 2.	All students	2477 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional BIA position 930 LCFF - Supplemental 3000-3999: Employee Benefits Additional BIA position 166 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified professional development extra time 41 LCFF - Supplemental 3000-3999: Employee Benefits Classified professional development extra time 791 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences to support PBIS, English/ELD, etc 50798 Learning Recovery 1000-1999: Certificated Personnel Salaries STEM teacher 15739 Learning Recovery 3000-3999: Employee Benefits STEM teacher

Annual Review

SPSA Year Reviewed: 2024-25

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 reception of the community schools grant and the staffing/resources that were made possible, we are now making progress in increasing parent involvement and improving attendance. Suspension rates stayed nearly the same as last year, however the number of 'other means of correction' has gone up with our work in restorative practices. Class suspensions have been reduced by half to keep students in class learning.

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

The major difference has been the addition of new support staff due to the community school's grant. This is allowing Mills to provide a strong multiple tiered system of support for student behavior and engagement.

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.

Data will continue to be collected and monitored. Subgroups that will continue to be focused on include students with disabilities, African American and Hispanic students and English Learners.

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.

Provide students with high quality classroom instruction and access to a broad course of study.

School Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study.

3.1 - Monitor the effectiveness of culturally relevant professional development on instructional strategies through the use of common formative assessments, Mustang Walks and collaborative coaching.

3.2 - Increase participation in Mustang Walks (i.e. instructional rounds) to build teacher capacity around tier one instructional strategies.

3.3 - Provide access to research-based instructional strategies, with a focus on English Learners, to increase student achievement.

3.4 - Provide all students access to Visual and Performing Arts (VAPA), leadership, and pre-Career Technical Education (CTE) courses.

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.

Provide Professional development for staff needed with curriculum and Social Emotional Learning (SEL).

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
Evaluation of school budgets, teacher surveys	Teacher and staff surveys, SSC and ELAC meeting input	Improved teacher efficacy and staff collaboration in Professional Learning Teams
GLAD	Provide GLAD training to staff not yet trained.	All teachers will be provided opportunity to be trained.
STEM Courses	STEM is in all grades 6-8.	Increase enrollment of all diverse learners.
Mustang Walks (instructional rounds)	Half of the teachers participated.	Increase participation by 50%.

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	LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study.	All students	22374 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 8691 Title I 3000-3999: Employee Benefits Instructional coach 22375 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 8082 Title I 3000-3999: Employee Benefits Instructional coach 3233 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 1106 LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach 7122 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 2573 LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach 10471 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor 2460 LCFF - Supplemental 3000-3999: Employee Benefits Counselor
3.2	3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.	All students	37210 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	3.02 - Provide professional development opportunities in quality first instruction.		Assistant Principal 12982 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal 24994 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student support specialist 5767 LCFF - Supplemental 3000-3999: Employee Benefits Student support specialist 9662 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behavior specialist 4774 LCFF - Supplemental 3000-3999: Employee Benefits Behavior specialist 14492 California Community Schools 2000-2999: Classified Personnel Salaries Behavior specialist 7162 California Community Schools 3000-3999: Employee Benefits Behavior specialist 750 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Guest speakers for history classes 3894 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, parent event snacks & drinks to increase attendance
3.3	3.3 - Provide access to research-based instructional strategies, with a focus on English Learners, to increase student achievement.	All students	28241 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Bilingual academy teacher 10378 LCFF - Supplemental 3000-3999: Employee Benefits

			Bilingual academy teacher 39081 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual aids 15223 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual aids 14177 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aids for academy 6893 LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual aids for academy 200 LCFF - Supplemental 6000-6999: Capital Outlay Translate live devices 4720 Title I 4000-4999: Books And Supplies Instructional supplies
3.4	3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready		2500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for field trips, professional development and conferences 11668 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated extra hourly professional development 750 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for subs to release teachers for professional development 167 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified professional development 42 LCFF - Supplemental

			3000-3999: Employee Benefits Classified professional development 50798 Learning Recovery 1000-1999: Certificated Personnel Salaries STEM teacher 15739 Learning Recovery 3000-3999: Employee Benefits STEM teacher 793 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences 19614 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional FTE for PE teacher 7515 LCFF - Supplemental 3000-3999: Employee Benefits Additional FTE for PE teacher
3.5	3.3 - Provide access to research-based instructional strategies, with a focus on English Learners, to increase student achievement.	All students	30234 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional English learner teacher allocation 7548 LCFF - Supplemental 3000-3999: Employee Benefits Additional English learner teacher allocation 2477 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional BIA position 929 LCFF - Supplemental 3000-3999: Employee Benefits Additional BIA position 14710 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional FTE for academy prep 5636 LCFF - Supplemental 3000-3999: Employee Benefits

			Additional FTE for academy prep 4903 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional FTE for English/ELD 1878 LCFF - Supplemental 3000-3999: Employee Benefits Additional FTE for English/ELD 26033 California Community Schools 2000-2999: Classified Personnel Salaries Community school facilitator 10259 California Community Schools 3000-3999: Employee Benefits Community school facilitator
3.6	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.	All students	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 6688 California Community Schools 5000-5999: Services And Other Operating Expenditures Will be used for staffing support, supplemental materials, training, etc.

Annual Review

SPSA Year Reviewed: 2024-25

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.

This year Mills is continuing to fund a full time STEM teacher to provide increased access to students in this area. Mills is also expanding the Emerging Bilingual Academy by continuing to fund one teacher, three bilingual aides and adding an additional bilingual aide position. Data will be monitored throughout the course of the year for progress monitoring purposes.

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

Both the STEM teacher position and Bilingual Academy will continue to be monitored for success. Evaluation of effectiveness will occur in Spring '26.

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.

CAASPP and ELPAC data clearly show a need to provide stronger support to our newcomer students in order to decrease the number of LTELs moving on to high school. Continuing to fund a STEM teacher will provide access to students in this area to ensure they are college and career ready.

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: Provide a safe, healthy, and positive school environment where students feel connected and thrive.

4.1 - Provide teacher support through professional development, collaboration, and coaching, with a focus on new teachers.

4.2 - Maintain classrooms in good repair.

4.3 - Increase the use of linguistically and culturally responsive instructional strategies and materials.

4.4 - Continue to prioritize tiers 1 and 2 mental health supports.

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.

Fully Credentialed teachers, access to materials, engaging instruction, and positive learning environment are key to student success.

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
Teacher surveys (including new teacher pre and post survey), meeting agendas/minutes, budget monitoring, interview questions and ratings.	Teacher surveys SSC and ELAC meetings	Improved connectedness with students and staff.
Williams Audit	100%	100%
CAASPP ELA	23%	33%
CAASPP Math	14%	24%

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	LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive. School Goal 4.1 - Provide teacher support through professional development, collaboration, and coaching, with a focus on new teachers.	All students	22376 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 8691 Title I 3000-3999: Employee Benefits Instructional Coach 22374 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 8083 Title I 3000-3999: Employee Benefits Instructional Coach 3233 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 1106 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach 7124 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 2574 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach 10472 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor 2460 LCFF - Supplemental 3000-3999: Employee Benefits Counselor 750 LCFF - Supplemental

		5800: Professional/Consulting Services And Operating Expenditures Guest speaker for history classes 28242 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Bilingual academy teacher 10381 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual academy teacher 30235 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional English learner teacher allocation 7549 LCFF - Supplemental 3000-3999: Employee Benefits Additional English learner teacher allocation 39083 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual aids 15223 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual aids 14178 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aids for academy 6894 LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual aids for academy 4839 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent coordinator 3089 LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator 17367 LCFF - Supplemental
--	--	---

			2000-2999: Classified Personnel Salaries Attendance specialist 7091 LCFF - Supplemental 3000-3999: Employee Benefits Attendance specialist 14711 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional FTE for academy prep 5637 LCFF - Supplemental 3000-3999: Employee Benefits Additional FTE for academy prep 4904 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional FTE for English/ELD 1881 LCFF - Supplemental 3000-3999: Employee Benefits Additional FTE for English/ELD 2477 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aids position 931 LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual aids position
4.2	LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive. 4.02 - Maintain schools in good repair.	All students	4722 Title I 4000-4999: Books And Supplies Instructional supplies, parent event snacks to increase attendance 3895 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, parent event snacks to increase attendance 37210 LCFF - Supplemental

			1000-1999: Certificated Personnel Salaries Assistant Principal 12984 LCFF - Supplemental 3000-3999: Employee Benefits Assistant principal 24995 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student support specialist 5767 LCFF - Supplemental 3000-3999: Employee Benefits Student support specialist 2500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Field trips 13914 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Part time office clerk 5408 LCFF - Supplemental 3000-3999: Employee Benefits Part time office clerk
4.3	LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive 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	All students	26035 California Community Schools 2000-2999: Classified Personnel Salaries Community school liaison 10260 California Community Schools 3000-3999: Employee Benefits Community school liaison 9662 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behaviorist 4776 LCFF - Supplemental 3000-3999: Employee Benefits Behaviorist 14494 California Community Schools 2000-2999: Classified Personnel Salaries Behaviorist

			7163 California Community Schools 3000-3999: Employee Benefits Behaviorist 1672 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Restorative specialist 974 LCFF - Supplemental 3000-3999: Employee Benefits Restorative specialist 6690 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health assistant extra time 2734 LCFF - Supplemental 3000-3999: Employee Benefits Health assistant extra time 6688 California Community Schools 5000-5999: Services And Other Operating Expenditures Will be used for staffing support, supplemental materials, training, etc. 55532 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus monitors 29197 LCFF - Supplemental 3000-3999: Employee Benefits Campus monitors 167 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified extra time for professional development 42 LCFF - Supplemental 3000-3999: Employee Benefits Classified extra time for professional development 200 LCFF - Supplemental 6000-6999: Capital Outlay Translate live devices
--	--	--	---

Annual Review

SPSA Year Reviewed: 2024-25

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 addition of new support staff due to the community schools grant has enabled Mills to create a strong multiple tiered system of support.

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

There have been no observable major differences between the intended implementation and the ability to implement the strategies to meet the goal. Data will continue to be monitored this next year to determine the effectiveness of the strategies.

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.

Behaviorist will focus on providing tier one support and professional development for teachers on how to manage classroom behaviors. Instructional coaches will continue to facilitate Mustang Walks to strengthen tier one instructional strategies in the classroom.

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: 2024-25

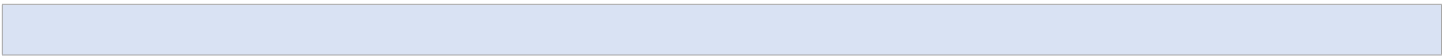
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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	\$2,337,701.00
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	\$264,974.00

Subtotal of additional federal funds included for this school: \$264,974.00

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 (\$)
California Community Schools	\$258,546.00
LCFF - Supplemental	\$1,681,107.00
Learning Recovery	\$133,074.00

Subtotal of state or local funds included for this school: \$2,072,727.00

Total of federal, state, and/or local funds for this school: \$2,337,701.00

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	264,974	0.00
LCFF - Supplemental	1,681,107	0.00
Learning Recovery	133,074	0.00
California Community Schools	258,546	0.00

Expenditures by Funding Source

Funding Source	Amount
California Community Schools	258,546.00
LCFF - Supplemental	1,681,107.00
Learning Recovery	133,074.00
Title I	264,974.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,004,303.00
2000-2999: Classified Personnel Salaries	655,503.00
3000-3999: Employee Benefits	607,007.00
4000-4999: Books And Supplies	34,461.00
5000-5999: Services And Other Operating Expenditures	29,127.00
5700-5799: Transfers Of Direct Costs	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00
6000-6999: Capital Outlay	800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	California Community Schools	162,106.00
3000-3999: Employee Benefits	California Community Schools	69,688.00
5000-5999: Services And Other Operating Expenditures	California Community Schools	26,752.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	723,709.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	493,397.00
3000-3999: Employee Benefits	LCFF - Supplemental	438,748.00
4000-4999: Books And Supplies	LCFF - Supplemental	15,578.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,375.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,500.00
6000-6999: Capital Outlay	LCFF - Supplemental	800.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	101,596.00
3000-3999: Employee Benefits	Learning Recovery	31,478.00
1000-1999: Certificated Personnel Salaries	Title I	178,998.00
3000-3999: Employee Benefits	Title I	67,093.00
4000-4999: Books And Supplies	Title I	18,883.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	495,868.00
Goal 2	700,229.00
Goal 3	549,968.00
Goal 4	591,636.00

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
Dana Carrigan	Principal
Stephanie Cecil-Spaulding, Chairperson	Other School Staff
Avery Gillepsie	Secondary Student
Susan Sirk	Classroom Teacher
Jacob Schauburger	Classroom Teacher
Jesse DeGooyer	Classroom Teacher
Lori-Dean Gillepsie	Parent or Community Member
Amanda Bills	Parent or Community Member
Sharonda Major	Parent or Community Member
Marisha Allen	Parent or Community Member

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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Veronica de Alba Cruz	Other School Staff
Annie Gervais, EL teacher	Classroom Teacher
Dana Carrigan, Chairperson	Principal
Stephanie Cecil-Spaulding	Other School Staff
LaToya Myers	Parent or Community Member
Amanda Bills	Parent or Community Member
Crandy Cruz	Parent or Community Member
Yeimi Villalta	Parent or Community Member
Irma Nochez	Parent or Community Member
Amanda Locke	Parent or Community Member
Yaima Binford	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
 - c. Ways to make parents aware of the importance of regular school attendance.

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

Veronica L...

English Learner Advisory Committee

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 May 6, 2025.

Attested:

Dana Carrigan

Principal, Dana Carrigan on 5/6/2025

Stephanie Cecil-Spaulding

SSC Chairperson, Stephanie Cecil-Spaulding on 5/6/2025

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:

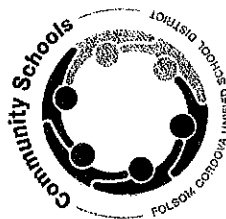
- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/at si planning webinar 22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/at si plans summary.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



Mills Middle School

ELAC 5/6/25



Name-First/Last Name Nombre/Apellido	Contact Information	Scholar
Yuliana Espinoza	(799) 599-8331	Zahir, Zaira Baltazar Espinoza
Costunkha Nican	323 492 94-86	Dylan Rodriguez
Margarita Mares	(916) 370-9311	
Epiménio MAURICIO	(916) 237-2116	JACKELIN MAURICIO
AGUSTINA MAURICIO	(916) 228-2726	MICHELLE MAURICIO
Veronica Lane	staff	
Dana Camacho	Principal	
Eric Mejia	Counselor	

Mills Middle School



English Learner Advisory Committee 05.06.25 AGENDA

Welcome!

- I. Presentation of DRAFT SPSA for SY 25.26**
- II. Community School Announcements**

Next meeting: Tuesday, August 26th @ 9am

Mills Middle School



English Learner Advisory Committee 05.06.25 MINUTES

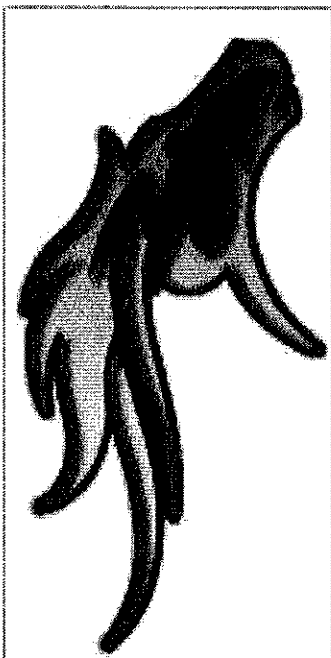
Presentation - Spanish (English version attached)

Welcome!

- I. Presentation of DRAFT SPSA for SY 25.26**
 - A. Principal presented plan**
 - B. Two hours of Q & A with parents!**
 - C. Vote to approve**

- II. Community School Announcements**
 - A. Community school liaison shared summer school offerings in the community**
 - B. Committee provided input on end of year community schools report**

Next meeting: Tuesday, August 26th @ 9am



ELAC 05.06.25

85 of 137

Mills Middle School

SY 25.26

School Plan for Student Achievement (SPSA) Summary



Mills Vision

Mills Middle School is an inclusive, diverse community of learners whose staff ensures equitable access to rigorous academic learning while simultaneously fostering the social and emotional well being of the whole child.

Current Data for 25.26 Expenditures

Dashboard Data SY 23 24

- ❖ Enrollment - 818
- ❖ Socioeconomically disadvantaged - 87.5%
- ❖ English learner - 31.2%
- ❖ Foster youth - 0.1%

- ❖ English Language Arts
 - 64.5 points below standard
 - Increased 7.3 points
 - Moved from RED to YELLOW!
 - Lowest subgroups: Homeless, Two or More Races

Dashboard Data SY 23 24

- ❖ Math
 - 113.4 points below standard
 - Declined 4.4 points
 - Lowest subgroups: African American, English Learners, Hispanic, Asian, Homeless, Long Term English Learners, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities
- ❖ English Learner Progress
 - Declined 2.6%
 - 51.8% making progress toward English language proficiency

Dashboard Data SY 23 24

- ❖ Chronic Absenteeism
 - 16.1% chronically absent
 - Declined by 4.1%

- ❖ Suspension Rate
 - 12.3% students suspended at least one day
 - Increased by 0.7%
 - Hispanic, Homeless, Long Term English Learners and Socioeconomically Disadvantaged have the highest suspension rates

Dashboard Indicators Last Six Years

Category	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Chronic Absenteeism		*No data this year due to Covid	*No data this year due to Covid			
Suspension Rate						
English Learner Progress						
ELA						
Math						

Climate Data

Cal Schools Data (November '24)

Highlights:

- School connectedness
- Caring adult relationships
- Academic motivation
- High expectations

Key Indicators of School Climate

	Grade 7 %
School Engagement and Supports	
School connectedness [†]	45
School connectedness ^{†ψ} (<i>Remote Only</i>)	
Academic motivation [†]	60
School is really boring [±]	41
School is worthless and a waste of time [±]	15
Current absenteeism (≥ 3 times) [†]	20
Trouble focusing on schoolwork ^σ	42
Caring adult relationships [†]	54
High expectations [†]	67
Meaningful participation [†]	31
Facilities upkeep ^σ	18
Promotion of parental involvement in school [†]	41
School Safety and Cyberbullying	
School perceived as very safe or safe	39
Experienced any harassment or bullying [§]	46
Had mean rumors or lies spread about you [§]	40
Been afraid of being beaten up [§]	29
Been in a physical fight [§]	15
Seen a weapon on campus [§]	21
Cyberbullying [§]	32

Climate Data

Cal Schools Data

November '24)

Key Indicators of Substance Use, Health Routines, and Remote Schooling

	Grade 7 %
Substance Use	
Current alcohol or drug use ¹	10
Current tobacco use ¹	5
Current marijuana use ¹	4
Current binge drinking ¹	2
Very drunk or "high" 7 or more times, ever	2
Been drunk or "high" on drugs at school, ever	3
Current cigarette smoking ¹	2
Current use of vape products ¹	7
Current tobacco vaping ¹	4
Current marijuana vaping ¹	2
Health Routines	
Eating of breakfast ¹	64
Bedtime (at 12 am or later)	15

Climate Data

Cal Schools Data

November '24)

Highlights:

- Optimism
- Life satisfaction

94 of 137

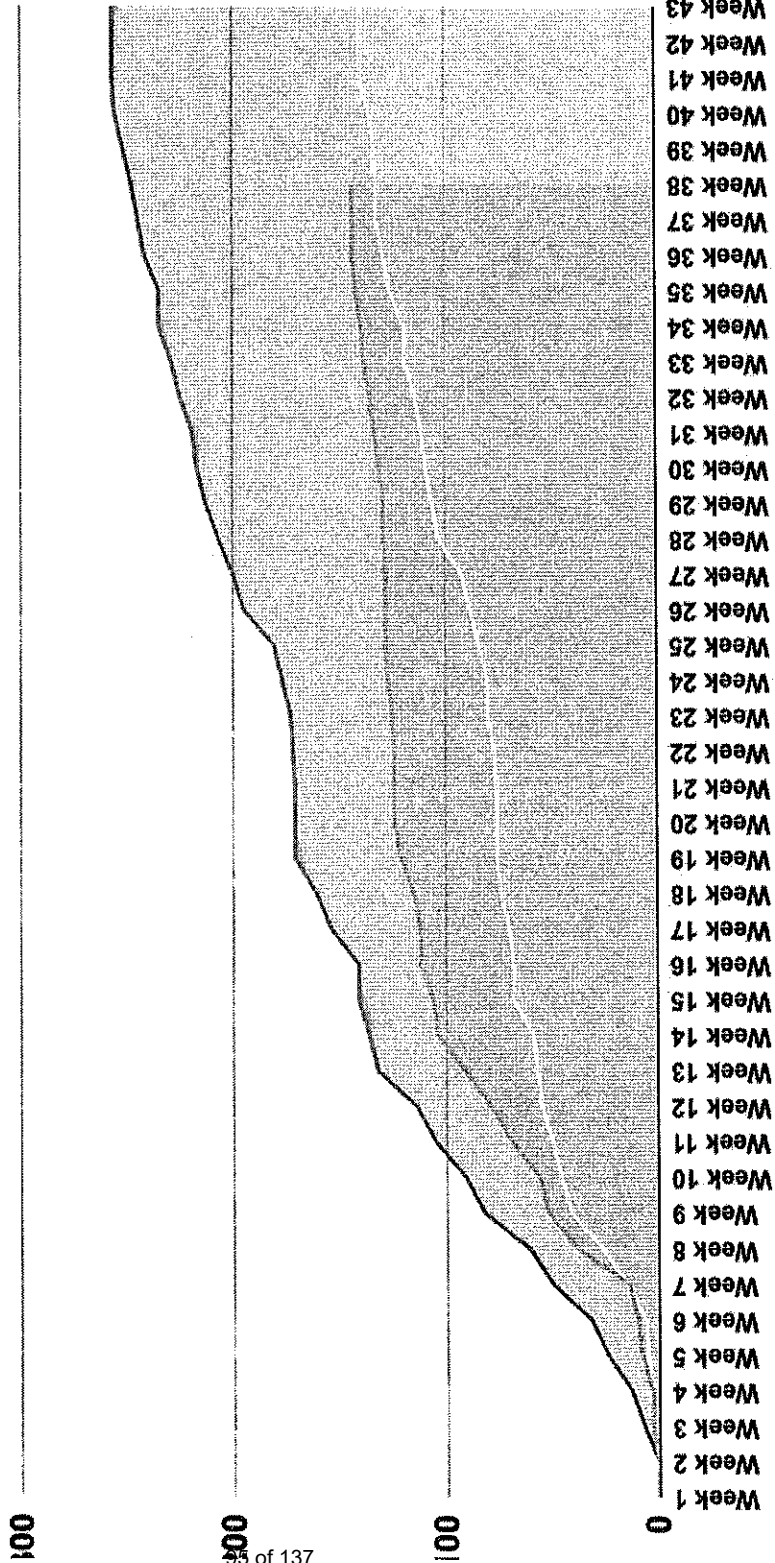
Key Indicators of Student Well-Being

	Grade 7 %
Social and Emotional Health	
Social emotional distress [†]	27
Experienced chronic sadness/hopelessness [§]	32
Considered suicide [§]	16
Optimism [‡]	52
Life satisfaction [‡]	60
	Grade 7
California Student Wellness Index [°]	100.0

Suspension Data: SY 24 25, through 04.29.25

ALL STUDENTS - Class Suspension

■ 22-23 ■ 23-24 ■ 24-25

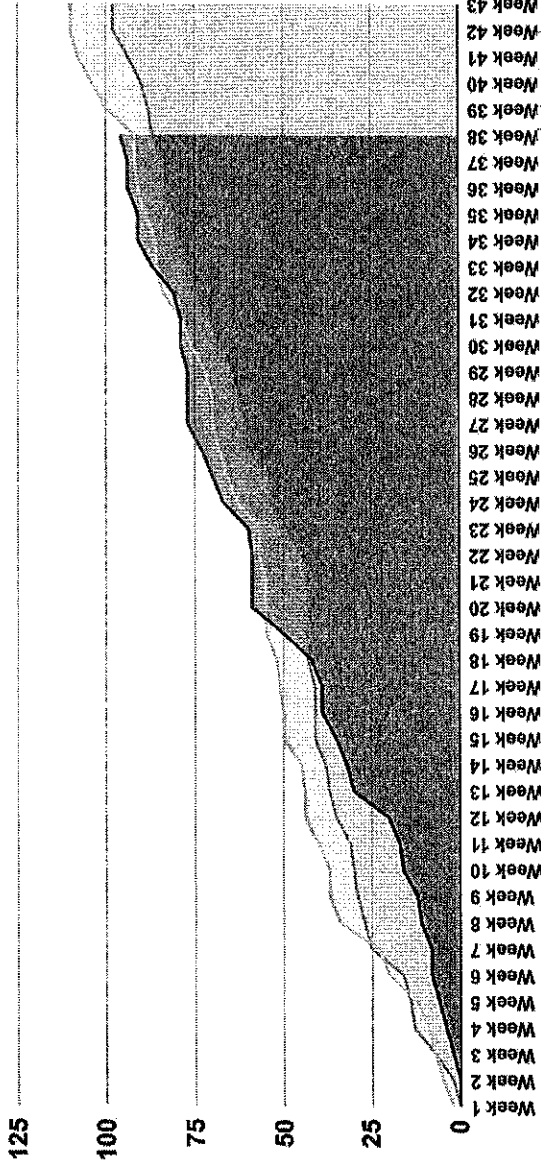


Suspension Data: SY 24 25, through 04.29.25

ALL STUDENTS Cumulative Number of Students Suspended Out of School:
Year over Year over Year

22-23 23-24 24-25

OFF SITE



ALL STUDENTS			22-23	23-24	24-25
FEMALE			87	92	96
MALE			52	53	64
STUDENTS WITH DISABILITIES			22-23	23-24	24-25
EMERGING MULTILINGUAL			20	21	14
American Indian / Alaska Native			0	1	1
Asian			22-23	23-24	24-25
Black / African American			22-23	23-24	24-25
Hispanic			22-23	23-24	24-25
Two or More Races			22-23	23-24	24-25
White			22-23	23-24	24-25

Suspension Data: SY 24 25, through 04.29.25

ALL STUDENTS - Other Means of Correction

■ 22-23 ■ 23-24 ■ 24-25

125

100

75

50

25

0

OTHER
MEANS OF
CORRECTION

Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Week 13
Week 14
Week 15
Week 16
Week 17
Week 18
Week 19
Week 20
Week 21
Week 22
Week 23
Week 24
Week 25
Week 26
Week 27
Week 28
Week 29
Week 30
Week 31
Week 32
Week 33
Week 34
Week 35
Week 36
Week 37
Week 38
Week 39

Attendance Data: Excused Excessive Absences & Chronic Rate

 School Status Attend

Absence Rates Year-Over-Year Report

District: Folsom-Cordova Unified

Fiscal Year: 2024-25 (Attendance Through: 05/01/2025)

Report Run Date: 05/03/2025

Site Name	2023-24 Enrollment	2024-25 Enrollment	EEA Rate		% Change* (Y2-Y1) / Y1		Chronic Rate		% Change* (Y2-Y1) / Y1
			2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	
Mills Middle	841	884	33.65%	26.24%	-22.01%		23.66%	21.04%	-11.08%

Attendance Data: Attendance Rate Report

Site	Grade	Previous Year 2023-24 (08/08/2023 - 05/01/2024)		Current Year 2024-25 (08/08/2024 - 05/01/2025)	
		# Of Students	A2A Attendance Rate	# Of Students	A2A Attendance Rate
Mills Middle	06	269	92.7%	280	93.2%
	07	296	91.3%	300	93.3%
	08	276	91.7%	304	92.9%
	Total	841	91.9%	884	93.1%

Student Groups of Highest Concern

- △ These subgroups MUST be specifically targeted for additional supports in the SPSSA

	ELA	Math	Chronic Absenteeism	Suspension Rate	English Learner Progress
English Learners		X			
Long Term English Learners				X	
Students with Disabilities		X			
Socioeconomically Disadvantaged		X		X	
Foster Youth					
Homeless	X	X	X	X	
African American					
American Indian					
Asian		X			
Filipino					
Hispanic		X		X	
Two or more races	X	X			
Pacific Islander					

Mills Schoolwide Goals '25-26

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.

School Goals:

- 1.1 - Increase student reading levels through the implementation of SIPPSS and SONDAY.**
- 1.2 - Increase math mastery toward grade level standards through targeted Flex intervention.**
- 1.3 - Increase percent of emerging bilinguals who reclassify.**
- 1.4 - Utilize collaboration time to create common assessments, establish data protocols and plan timely interventions and enrichments.**

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations.

School Goals:

2.1 - Increase student attendance to 95%.

2.2 - Increase use of alternative disciplinary measures, including restorative practices, to reduce the suspension rate of subgroups with highest rates of suspension: Hispanic, Homeless, Long Term English Learners and Socioeconomically Disadvantaged, as well as other historically marginalized and vulnerable subgroups.

2.3 - Increase opportunities for positive family engagement and parent input.

2.4 - Foster community partnerships that support student learning and promote family engagement and community connectedness.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study.

School Goals:

- 3.1 - Monitor the effectiveness of culturally relevant professional development on instructional strategies through the use of common formative assessments, Mustang Walks and collaborative coaching.
- 3.2 - Increase participation in Mustang Walks (i.e. instructional rounds) to build teacher capacity around tier one instructional strategies.
- 3.3 - Provide access to research-based instructional strategies, with a focus on English Learners, to increase student achievement.
- 3.4 - Provide all students access to Visual and Performing Arts (VAPA), leadership and pre-Career Technical Education (CTE) courses.

LCAP Goal 4: Provide a safe, healthy and positive school environment where students feel connected and thrive.

School Goals:

4.1 - Provide teacher support through professional development, collaboration, and coaching, with a focus on new teachers.

4.2 - Maintain classrooms in good repair.

4.3 - Increase the use of linguistically and culturally responsive instructional strategies and materials.

4.4 - Continue to prioritize tiers 1 & 2 mental health supports.

Strategies/Action Items (aka 'the budget'):

- ▷ .40 FTE Middle School Teacher/PE - \$54,257 (salary + benefits)
- ▷ .40 FTE Middle School Teacher/Academy Prep - \$54,257 (salary + benefits)
- ▷ .20 FTE Middle School Teacher/ELD & ELA - \$27,129 (salary + benefits)
- ▷ .5 Middle School Clerk - \$38,152 (salary + benefits)
- ▷ .25 FTE Spanish BIA (2 hours) - \$13,627 (salary + benefits)
- ▷ .5 Middle School Clerk (Chilel) - \$28,984 (salary + benefits)
- ▷ Additional FTE: .5 Counselor, EBA Teacher - \$206,205 (salary + benefits)
- ▷ BIA additional hours - \$42,141 (salary + benefits)
- ▷ 1 Instructional coach - \$140,530 (salary + benefits)
- ▷ Behaviorist - \$57,747 (salary + benefits)
- ▷ 3 BIAs for EBA - \$84,283 (salary + benefits)

- △ Classified PD - \$1300
- △ Certificated PD - \$45,544
- △ 5 Star- \$1500
- △ Classroom supplies - \$63,438
- △ Conferences - \$10,000
- △ Field trips - \$10,000
- △ Student activity fees - \$1500
- △ Guest speakers - \$2000
- △ Subs for field trips, conferences & PD - \$35,000
- △ Parent engagement - \$1000
- △ Postage - \$2000
- △ Professional development books - \$2000

Vote to approve:

- ❖ All present approved, none opposed

▷ Community School Updates

Next Steps:

- ▷ Implement plan for 25 26
- ▷ First ELAC meeting: Tuesday, August 26th

Thank you for serving on the
Mills English Learner Advisory Committee!



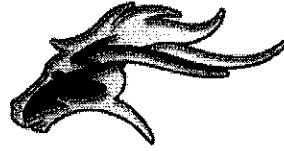
Mills Middle School

Site Council 5/6/25



Name-First/Last Name Nombre/Apellido	Contact Information	Scholar
Annie Gervais	agervais@fcusd.org	N/A
Avery Gillmore	916-710-5964	N/A
Colli DEAN-Gillmore	loriano43b@exchd.com	AVERY
Susan Sick	ssick@fcusd.org	
Ware	ware@fcusd.org	N/A
Stephanie Cecil Spaulding	scecilspaulding@fcusd.org	N/A
F. F. Evans	eevans@fcusd.org	N/A
Dana Carman	Principal	

Mills Middle School



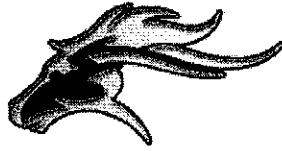
School Site Council 05.06.25 AGENDA

Welcome!

- I. Presentation on DRAFT SPSA for SY 25.26**
- II. Community School Announcements**

Next meeting: Tuesday, August 26th @ 3:15pm

Mills Middle School



School Site Council 05.06.25 MINUTES

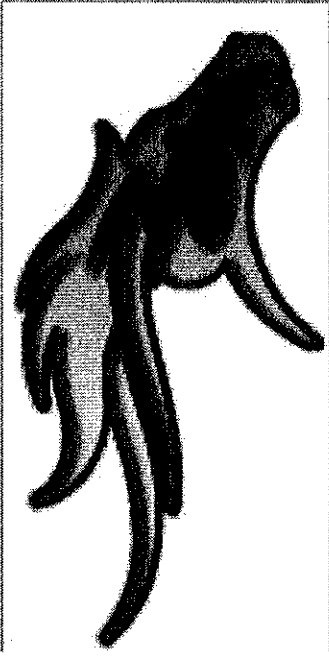
Presentation for today's meeting (attached)

Welcome!

- I. Presentation on DRAFT SPSA for SY 25.26**
 - A. Principal presented plan**
 - B. Q & A by committee, discussion**
 - C. Vote to approve**

- II. Community School Announcements**
 - A. Community school liaison shared summer school offerings in the community**
 - B. Committee provided input on end of year community school report**

Next meeting: Tuesday, August 26th @ 3:15pm



School Site Council 05.06.25

Mills Middle School

SY 25.26

School Plan for Student Achievement (SPSA) Summary



Mills Vision

Mills Middle School is an inclusive, diverse community of learners whose staff ensures equitable access to rigorous academic learning while simultaneously fostering the social and emotional well being of the whole child.

Current Data for 25.26 Expenditures

Dashboard Data SY 23 24

- ❖ Enrollment - 818
- ❖ Socioeconomically disadvantaged - 87.5%
- ❖ English learner - 31.2%
- ❖ Foster youth - 0.1%

- ❖ English Language Arts
 - 64.5 points below standard
 - Increased 7.3 points
 - Moved from RED to YELLOW!
 - Lowest subgroups: Homeless, Two or More Races

Dashboard Data SY 23 24

- ❖ Math
 - 113.4 points below standard
 - Declined 4.4 points
 - Lowest subgroups: African American, English Learners, Hispanic, Asian, Homeless, Long Term English Learners, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities
- ❖ English Learner Progress
 - Declined 2.6%
 - 51.8% making progress toward English language proficiency

Dashboard Data SY 23 24

- ❖ Chronic Absenteeism
 - 16.1% chronically absent
 - Declined by 4.1%
- ❖ Suspension Rate
 - 12.3% students suspended at least one day
 - Increased by 0.7%
 - Hispanic, Homeless, Long Term English Learners and Socioeconomically Disadvantaged have the highest suspension rates

Dashboard Indicators Last Six Years

Category	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Chronic Absenteeism		*No data this year due to Covid	*No data this year due to Covid			
Suspension Rate						
English Learner Progress						
ELA						
Math						

Climate Data

Cal Schools Data
(November '24)

Highlights:

- School connectedness
- Caring adult relationships
- Academic motivation
- High expectations

Key Indicators of School Climate

	Grade 7 %
School Engagement and Supports	
School connectedness [†]	45
School connectedness ^{†ψ} (<i>Remote Only</i>)	
Academic motivation [†]	60
School is really boring [±]	41
School is worthless and a waste of time [±]	15
Current absenteeism (≥ 3 times) [†]	20
Trouble focusing on schoolwork ^σ	42
Caring adult relationships [†]	54
High expectations [†]	67
Meaningful participation [†]	31
Facilities upkeep ^σ	18
Promotion of parental involvement in school [†]	41
School Safety and Cyberbullying	
School perceived as very safe or safe	39
Experienced any harassment or bullying [§]	46
Had mean rumors or lies spread about you [§]	40
Been afraid of being beaten up [§]	29
Been in a physical fight [§]	15
Seen a weapon on campus [§]	21
Cyberbullying [§]	32

Climate Data

Cal Schools Data

November '24)

Key Indicators of Substance Use, Health Routines, and Remote Schooling

Substance Use	Grade 7 %
Current alcohol or drug use [†]	10
Current tobacco use [†]	5
Current marijuana use [†]	4
Current binge drinking [†]	2
Very drunk or "high" 7 or more times, ever	2
Been drunk or "high" on drugs at school, ever	3
Current cigarette smoking [†]	2
Current use of vape products [†]	7
Current tobacco vaping [†]	4
Current marijuana vaping [†]	2
Health Routines	
Eating of breakfast [†]	64
Bedtime (at 12 am or later)	15

Climate Data

Cal Schools Data

November '24)

Highlights:

- Optimism
- Life satisfaction

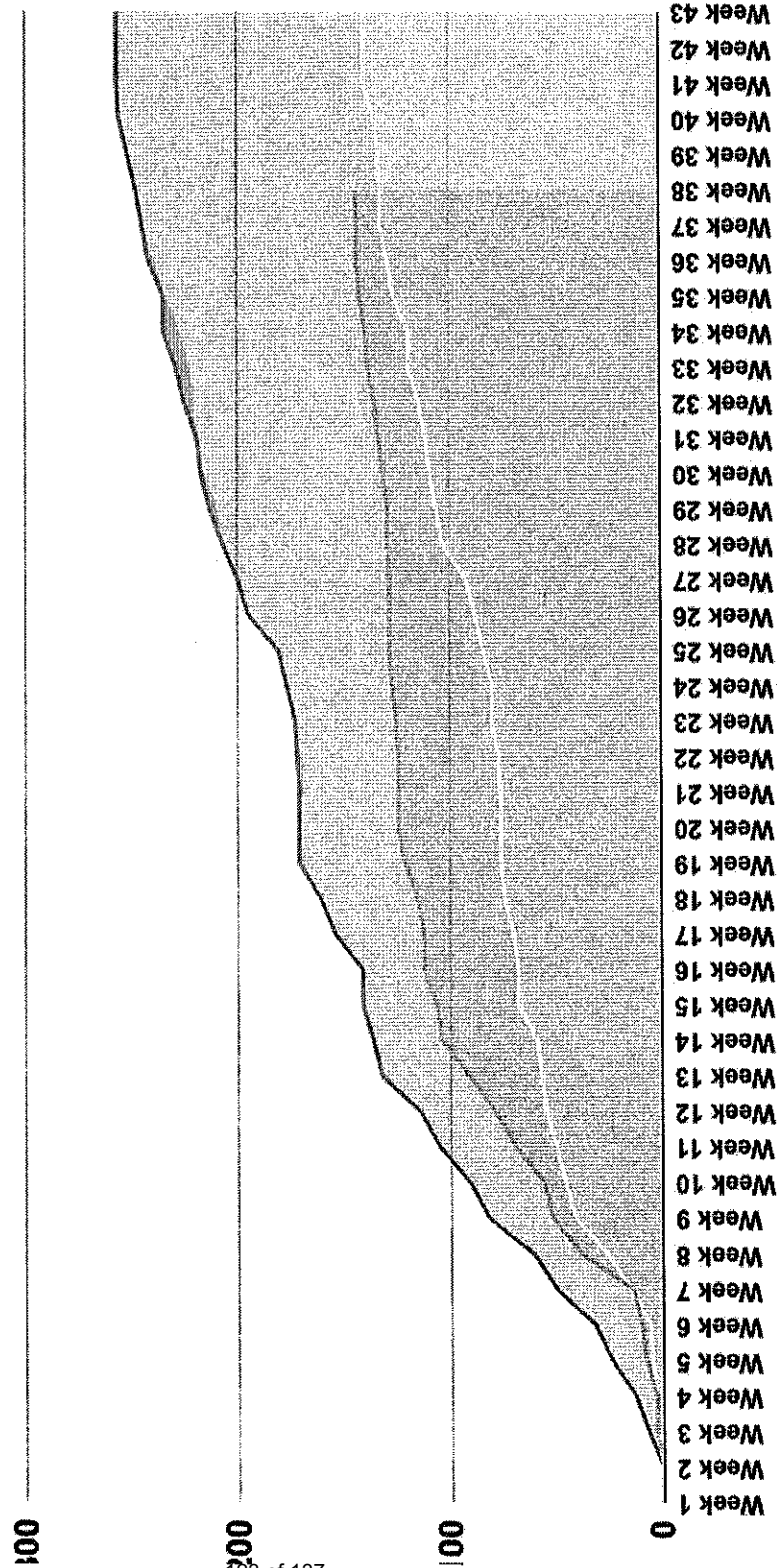
Key Indicators of Student Well-Being

	Grade 7 %
Social and Emotional Health	
Social emotional distress [†]	27
Experienced chronic sadness/hopelessness [§]	32
Considered suicide [§]	16
Optimism [‡]	52
Life satisfaction [‡]	60
	Grade 7
California Student Wellness Index [°]	100.0

Suspension Data: SY 24 25, through 04.29.25

ALL STUDENTS - Class Suspension

■ 22-23 ■ 23-24 ■ 24-25

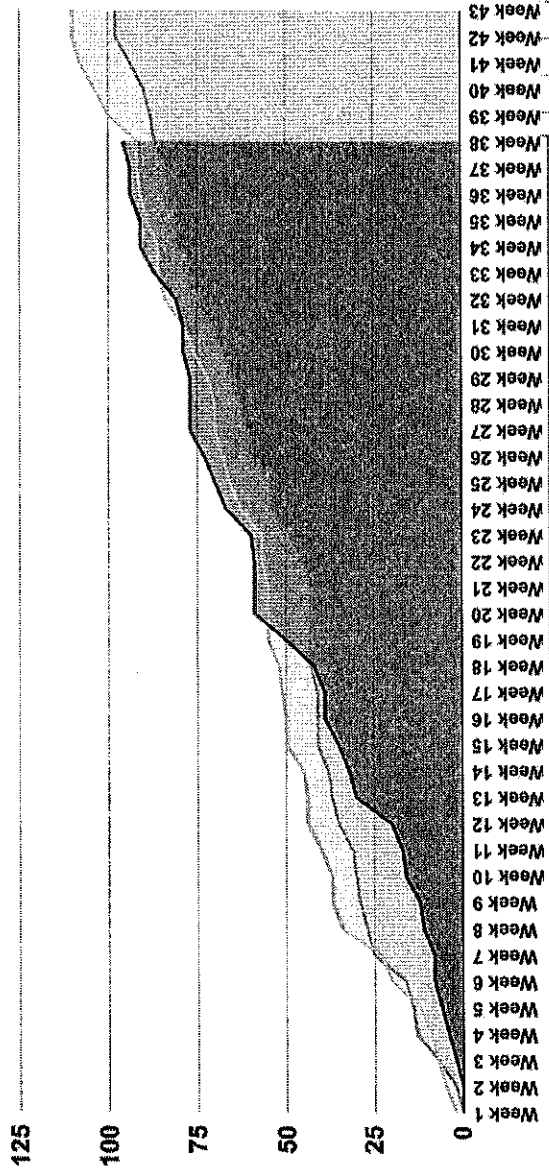


CLASS
SUSPENSIONS

Suspension Data: SY 24 25, through 04.29.25

ALL STUDENTS Cumulative Number of Students Suspended Out of School:
Year over Year over Year

■ 22-23 ■ 23-24 ■ 24-25

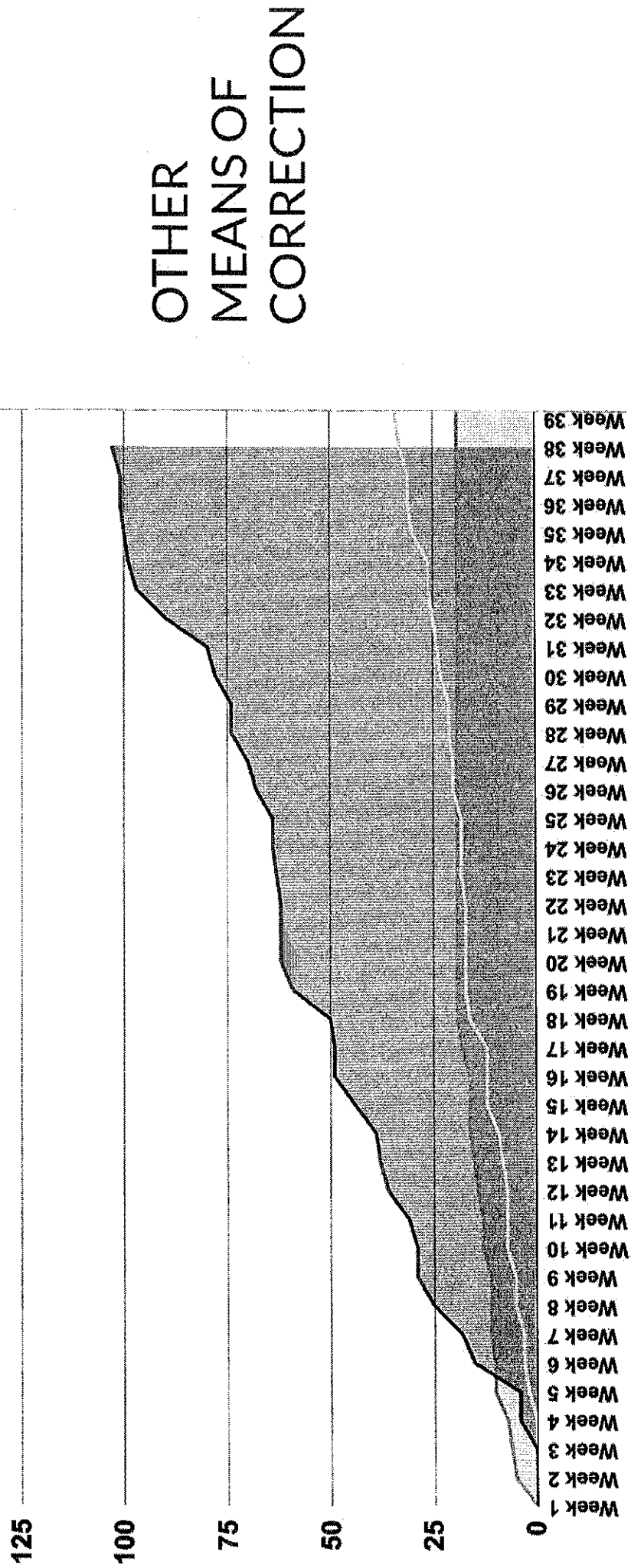


ALL STUDENTS		22-23	23-24	24-25
FEMALE		87	92	96
MALE		52	53	64
STUDENTS WITH DISABILITIES		22-23	23-24	24-25
EMERGING MULTILINGUAL		22-23	23-24	24-25
American Indian / Alaska Native		Week 20	Week 21	Week 22
Asian		Week 24	Week 25	Week 26
Black / African American		Week 31	Week 32	Week 33
Hispanic		Week 36	Week 37	Week 38
Two or More Races		Week 41	Week 42	Week 43
White		Week 44	Week 45	Week 46

Suspension Data: SY 24 25, through 04.29.25

ALL STUDENTS - Other Means of Correction

■ 22-23 ■ 23-24 ■ 24-25



SchoolStatus Attend

District: Folsom-Cordova Unified

Report Run Date: 05/03/2025

126 of 137

Attendance Data: Attendance Rate Report

Site	Grade	Previous Year 2023-24 (08/08/2023 - 05/01/2024)		Current Year 2024-25 (08/08/2024 - 05/01/2025)	
		# Of Students	A2A Attendance Rate	# Of Students	A2A Attendance Rate
Mills Middle	06	269	92.7%	280	93.2%
	07	296	91.3%	300	93.3%
	08	276	91.7%	304	92.9%
	Total	841	91.9%	884	93.1%

Student Groups of Highest Concern

- △ These subgroups **MUST** be specifically targeted for additional supports in the SPSSA

	ELA	Math	Chronic Absenteeism	Suspension Rate	English Learner Progress
English Learners		X			
Long Term English Learners				X	
Students with Disabilities		X			
Socioeconomically Disadvantaged		X		X	
Foster Youth					
Homeless	X	X	X	X	
African American					
American Indian					
Asian		X			
Filipino					
Hispanic		X		X	
Two or more races	X	X			
Pacific Islander					

Mills Schoolwide Goals '25-26

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.

School Goals:

- 1.1 - Increase student reading levels through the implementation of SIPPS and SONDAY.**
- 1.2 - Increase math mastery toward grade level standards through targeted Flex intervention.**
- 1.3 - Increase percent of emerging bilinguals who reclassify.**
- 1.4 - Utilize collaboration time to create common assessments, establish data protocols and plan timely interventions and enrichments.**

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations.

School Goals:

2.1 - Increase student attendance to 95%.

2.2 - Increase use of alternative disciplinary measures, including restorative practices, to reduce the suspension rate of subgroups with highest rates of suspension: Hispanic, Homeless, Long Term English Learners and Socioeconomically Disadvantaged, as well as other historically marginalized and vulnerable subgroups.

2.3 - Increase opportunities for positive family engagement and parent input.

2.4 - Foster community partnerships that support student learning and promote family engagement and community connectedness.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study.

School Goals:

3.1 - Monitor the effectiveness of culturally relevant professional development on instructional strategies through the use of common formative assessments, Mustang Walks and collaborative coaching.

3.2 - Increase participation in Mustang Walks (i.e. instructional rounds) to build teacher capacity around tier one instructional strategies.

3.3 - Provide access to research-based instructional strategies, with a focus on English Learners, to increase student achievement.

3.4 - Provide all students access to Visual and Performing Arts (VAPA), leadership and pre-Career Technical Education (CTE) courses.

LCAP Goal 4: Provide a safe, healthy and positive school environment where students feel connected and thrive.

School Goals:

4.1 - Provide teacher support through professional development, collaboration, and coaching, with a focus on new teachers.

4.2 - Maintain classrooms in good repair.

4.3 - Increase the use of linguistically and culturally responsive instructional strategies and materials.

4.4 - Continue to prioritize tiers 1 & 2 mental health supports.

Strategies/Action Items (aka 'the budget'):

- ▷ .40 FTE Middle School Teacher/PE - \$54,257 (salary + benefits)
- ▷ .40 FTE Middle School Teacher/Academy Prep - \$54,257 (salary + benefits)
- ▷ .20 FTE Middle School Teacher/ELD & ELA - \$27,129 (salary + benefits)
- ▷ .5 Middle School Clerk - \$38,152 (salary + benefits)
- ▷ .25 FTE Spanish BIA (2 hours) - \$13,627 (salary + benefits)
- ▷ .5 Middle School Clerk (Chilel) - \$28,984 (salary + benefits)
- ▷ Additional FTE: .5 Counselor, EBA Teacher - \$206,205 (salary + benefits)
- ▷ BIA additional hours - \$42,141 (salary + benefits)
- ▷ 1 Instructional coach - \$140,530 (salary + benefits)
- ▷ Behaviorist - \$57,747 (salary + benefits)
- ▷ 3 BIAs for EBA - \$84,283 (salary + benefits)

- ▷ Classified PD - \$1300
- ▷ Certificated PD - \$45,544
- ▷ 5 Star - \$1500
- ▷ Classroom supplies - \$63,438
- ▷ Conferences - \$10,000
- ▷ Field trips - \$10,000
- ▷ Student activity fees - \$1500
- ▷ Guest speakers - \$2000
- ▷ Subs for field trips, conferences & PD - \$35,000
- ▷ Parent engagement - \$1000
- ▷ Postage - \$2000
- ▷ Professional development books - \$2000

Vote to approve:

- ❖ Motion to approve SY 25.26 SPSA - Veronica Lane
 - Second - Annie Gervais
 - All in favor - All in attendance in favor
 - Any opposed - None
 - Approved!
- ▷ Community School Updates

Next Steps:

- ▷ Implement plan for 25 26
- ▷ SSC Membership is a 2-year term.
 - Any openings?
 - Will hold nominations week of Aug. 11th
 - Vote for open positions week of Aug. 18th
- ▷ First SSC meeting: Tuesday, August 26th

Thank you for serving on the
Mills School Site Council!