



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
W.E. Mitchell Middle School	34673306059208	May 7, 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 W.E. Mitchell Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Mitchell has a Title I schoolwide program. Our school-wide program follows the tenets of the International Baccalaureate (IB) Middle Years Programme (MYP) with built-in comprehensive supports through an advisory period and targeted supports.

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

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Plan Description

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

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

Schoolwide Program

Mitchell has a Title I schoolwide program. Our school-wide program follows the tenets of the International Baccalaureate (IB) Middle Years Programme (MYP) with built-in comprehensive supports through an advisory period and targeted supports.

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

School Vision and Mission

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

VISION STATEMENT:

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

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

MISSION STATEMENT:

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

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

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

See attachment.

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

School & Community Profile

Folsom Cordova Unified School District (FCUSD) is comprised of two communities located in Sacramento County along Highway 50. With a population of more than 21,000 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. FCUSD is comprised of twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, a virtual academy, and one adult school. W. E. Mitchell Middle School (MtMS) is one of the four FCUSD middle schools located in the city of Rancho Cordova. Built in 1965, Mitchell was a Junior High School serving students in grades seven through nine. In 1993, the ninth graders moved to Cordova High and in 1997, sixth graders began attending MtMS.

MtMS's student enrollment as of May 2025 was 785 students. The school has many different cultural groups and languages including Spanish, Russian, Armenian, Ukrainian, and many others. The most current California Department of Education (CDE) Ethnicity data from 2023-2024 is as follows: 7.8% African American, 8.5% Asian, 3.4% Filipino, 37.5% Hispanic or Latino, 2.0% Pacific Islander, 24.7% White, 15.2% Two or More Races, and 0.9% Not Reported. As you can see from this data, Mitchell Middle School has a very diverse population of students. Hispanic/Latino is our largest represented ethnic group. The school translates all school communication into Spanish. The comprehensive English Language Advisory Committee (ELAC) group serves our diverse population, and we have three Bilingual Assistants on campus daily to support students.

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

In the fall of 2015, W.E. Mitchell Middle School (the whole school) became an International Baccalaureate Middle Years Programme World School in partnership with Cordova High School. As part of the requirements of the International

Baccalaureate Programme, students receive instruction and engage in learning experiences in eight subject areas. In the fall of 2020, W.E. Mitchell Middle School and Cordova High School participated in their first International Baccalaureate Middle Years Programme Evaluation. Prior to this visit, the schools spent over 12 months conducting a Self-Study and submitting pieces of evidence to the International Baccalaureate. As part of the 5-year International Baccalaureate re-evaluation, Mitchell Middle School participated in a multi-day visit in October 2020 and March 2025, followed by an evaluation report.

Subject areas for Mitchell Middle School Students are:

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

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

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

Parents are encouraged to attend Back to School Night in the fall and Evening on the Green in the spring. Mitchell Middle School hosts a School Site Council (SSC), Coffee with the Principal, Parent Teacher Student Organization (PTSO), and English Language Advisory Committee (ELAC) which focuses on implementing supports for all students including academically underachieving students and those needing additional services to experience success. Parents are always encouraged to be involved, and Student Support Team (SST) meetings are scheduled to support students who struggle academically and/or behaviorally and are experiencing difficulty with maintaining grade level expectations.

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 W.E. Mitchell Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

W.E. Mitchell Middle School utilized a variety of outreach efforts for input and feedback. Meetings in 2024-2025 were held both virtually and in-person.

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

Meeting Dates:

PTSO 8/20/24, 10/10/24, 11/07/24, 12/05/24, 2/06/25, 3/06/25, 4/03/25, 5/01/25

SSC 9/04/24, 10/16/24, 12/11/24, 2/26/25, 5/07/25

ELAC 11/07/24, 1/16/25, 2/13/25, 5/22/25

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

Faculty department/grade level met the other three Thursdays.

The Climate Team met monthly on Wednesdays

Coffee with the Principal 1/21/25.

Student Council within Advisory

Resource Inequities

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

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

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

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

1. English Language Learners (ELL) towards their progress in obtaining English Proficiency. As evidenced by the most recent data available, 46.3% of ELL students are making progress toward English Language Proficiency.

2. The school continues to face challenges with disproportionality. According to the 2024 California Dashboard, 8.7% of students were suspended at least once. Two subgroups are in the very high categories, and these will be an area of focus for 2025-2026. These subgroups include Homeless and African American.

3. Overall, the percent of chronic absenteeism declined by 5.2%. Engagement and attendance will continue to be an area of focus for 2025-2026.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

Mathematics - Orange

Steps to address areas of significant improvement:

- Specific focus in mathematics in the area of concepts and procedures. Math teachers have been trained and will be implementing Building Thinking Classroom.

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

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

Homeless and Long-Term English Learners are in the "Red" performance category for English Language Arts. African American, Asian, English Learners, Two or More Races and Students with Disabilities are in the "Orange" performance category.

English Language Learners, Hispanic, and Long-Term English Learners are in the "Red" performance category for

Mathematics. African American, Asian, Homeless, Two or More Races, Socioeconomically Disadvantaged, and Student with Disabilities are in the "Orange" performance category.

Steps to address areas of significant improvement:

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

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

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

Enrollment By Grade Level

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

Conclusions based on this data:

1. After a minor increase in 2022–2023, overall student enrollment declined in 2023–2024 by 37 students (approximately 4.6% drop from 2022–2023).
2. Hispanic/Latino population increased slightly in percentage from 33.37% (2021–2022) to 37.5% (2023–2024). White student population decreased from 32.75% (2021–2022) to 24.74% (2023–2024), both in number and percentage.
3. African American, Asian, Filipino, and Pacific Islander subgroups have small fluctuations but relatively stable.

School and Student Performance Data

English Learner (EL) Enrollment

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

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

Conclusions based on this data:

1. In comparison to 2021-2022, there is a notable increase in both the number and percentage of English Learners in 2023–2024.
2. Fewer students are being identified as Fluent English Proficient (FEP). Reclassification continues to be a goal for English Learners.
3. Mitchell will leverage instructional strategies that integrate English Language Development (ELD) with core content instruction.

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	259	275	248	248	261	240	248	260	240	95.8	94.9	96.8
Grade 7	259	231	244	249	223	232	249	222	232	96.1	96.5	95.1
Grade 8	242	254	236	235	241	228	235	239	228	97.1	94.9	96.6
All Grades	760	760	728	732	725	700	732	721	700	96.3	95.4	96.2

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	2475.	2461.	2473.	10.48	6.92	9.17	19.35	16.15	20.83	24.60	26.92	25.42	45.56	50.00	44.58
Grade 7	2510.	2510.	2499.	12.45	12.16	9.48	26.91	24.77	24.57	22.89	22.07	22.84	37.75	40.99	43.10
Grade 8	2510.	2517.	2526.	8.09	10.46	9.21	25.96	23.01	25.88	23.83	28.03	26.75	42.13	38.49	38.16
All Grades	N/A	N/A	N/A	10.38	9.71	9.29	24.04	21.08	23.71	23.77	25.80	25.00	41.80	43.41	42.00

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	13.71	10.77	13.39	48.39	42.31	43.10	37.90	46.92	43.51
Grade 7	15.26	13.12	13.36	55.82	59.28	53.45	28.92	27.60	33.19
Grade 8	13.19	14.23	16.67	55.74	51.88	48.25	31.06	33.89	35.09
All Grades	14.07	12.64	14.45	53.28	50.69	48.21	32.65	36.67	37.34

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	7.26	5.02	4.17	38.31	39.00	43.75	54.44	55.98	52.08
Grade 7	15.32	13.12	9.48	43.95	42.99	45.69	40.73	43.89	44.83
Grade 8	8.51	9.21	13.16	40.85	45.19	41.23	50.64	45.61	45.61
All Grades	10.40	8.90	8.86	41.04	42.28	43.57	48.56	48.82	47.57

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	10.89	11.54	9.17	68.55	70.77	72.08	20.56	17.69	18.75
Grade 7	9.64	11.76	6.90	71.08	72.85	70.69	19.28	15.38	22.41
Grade 8	10.64	12.13	11.40	69.79	63.60	70.61	19.57	24.27	17.98
All Grades	10.38	11.81	9.14	69.81	69.03	71.14	19.81	19.17	19.71

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	8.06	7.69	12.92	65.73	64.23	61.25	26.21	28.08	25.83
Grade 7	17.67	16.29	15.95	59.04	64.71	55.60	23.29	19.00	28.45
Grade 8	12.77	14.23	15.79	62.13	65.69	66.23	25.11	20.08	17.98
All Grades	12.84	12.50	14.86	62.30	64.86	61.00	24.86	22.64	24.14

Conclusions based on this data:

1. Participation is strong and consistent across years and grades, exceeding 94% in all cases, ensuring reliable data representation of student performance.
2. The achievement trends for all grade levels are the following: 6th Grade - showed a notable improvement in 2023–2024, 7th Grade - experiencing gradual decline, 8th Grade - slight improvement. Nearly 40–50% of students are not meeting ELA standards.
3. Mitchell will focus on strengthening Tier 1 instruction through the implementation of the FCUSD Model of Instruction.

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	259	275	246	252	266	239	252	263	239	97.3	96.7	97.2
Grade 7	259	231	243	250	224	238	250	223	238	96.5	97.0	97.9
Grade 8	242	254	236	238	239	232	238	239	232	98.3	94.1	98.3
All Grades	760	760	725	740	729	709	740	725	709	97.4	95.9	97.8

* 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	2477.	2446.	2463.	13.49	8.75	8.79	12.70	10.65	12.55	26.19	19.39	26.78	47.62	61.22	51.88
Grade 7	2493.	2491.	2475.	9.60	10.31	11.34	15.60	16.14	10.92	30.80	26.91	21.85	44.00	46.64	55.88
Grade 8	2470.	2491.	2489.	5.46	7.53	11.21	8.40	11.72	10.34	23.11	27.20	16.81	63.03	53.56	61.64
All Grades	N/A	N/A	N/A	9.59	8.83	10.44	12.30	12.69	11.28	26.76	24.28	21.86	51.35	54.21	56.42

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	7.54	7.98	5.02	46.43	36.50	46.44	46.03	55.51	48.54
Grade 7	8.00	8.07	12.61	54.00	52.47	42.02	38.00	39.46	45.38
Grade 8	5.04	9.21	8.19	52.52	51.46	48.71	42.44	39.33	43.10
All Grades	6.89	8.41	8.60	50.95	46.34	45.70	42.16	45.24	45.70

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	10.71	8.75	7.53	55.56	49.05	58.16	33.73	42.21	34.31
Grade 7	8.40	10.31	8.40	63.20	60.54	56.30	28.40	29.15	35.29
Grade 8	3.78	7.53	8.19	58.82	58.16	60.34	37.39	34.31	31.47
All Grades	7.70	8.83	8.04	59.19	55.59	58.25	33.11	35.59	33.71

Conclusions based on this data:

1. Participation is strong and consistent across years and grades, exceeding 94% in all cases, ensuring reliable data representation of student performance.
2. A significant proportion of students are not meeting the established standards. The majority of students in each grade are classified as "Standard Not Met," this percentage has increased over the three years.
3. Mitchell will focus on strengthening Tier 1 instruction through the implementation of the FCUSD Model of Instruction. Intentional intervention supports will be reviewed and determined collaboratively to deliver during the Advisory/Flex period.

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	1503.2	1490.1	1501.8	1494.4	1476.9	1498.7	1511.6	1502.8	1504.3	34	53	42
7	1517.7	1513.9	1512.6	1510.4	1502.5	1506.0	1524.3	1524.7	1518.7	40	30	47
8	1538.1	1520.8	1513.7	1526.9	1500.6	1514.8	1548.8	1540.4	1512.0	39	34	33
All Grades										113	117	122

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	8.82	3.77	14.63	41.18	32.08	34.15	23.53	32.08	36.59	26.47	32.08	14.63	34	53	41
7	20.00	20.00	19.15	27.50	33.33	23.40	30.00	16.67	27.66	22.50	30.00	29.79	40	30	47
8	28.21	14.71	15.15	30.77	29.41	36.36	12.82	26.47	15.15	28.21	29.41	33.33	39	34	33
All Grades	19.47	11.11	16.53	32.74	31.62	30.58	22.12	26.50	27.27	25.66	30.77	25.62	113	117	121

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	35.29	20.75	29.27	26.47	32.08	41.46	20.59	15.09	14.63	17.65	32.08	14.63	34	53	41
7	27.50	30.00	31.91	35.00	30.00	23.40	20.00	10.00	17.02	17.50	30.00	27.66	40	30	47
8	38.46	20.59	24.24	23.08	29.41	36.36	10.26	20.59	9.09	28.21	29.41	30.30	39	34	33
All Grades	33.63	23.08	28.93	28.32	30.77	33.06	16.81	15.38	14.05	21.24	30.77	23.97	113	117	121

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	5.88	3.77	2.44	17.65	9.43	12.20	41.18	41.51	53.66	35.29	45.28	31.71	34	53	41
7	7.50	3.33	8.51	25.00	33.33	12.77	35.00	20.00	29.79	32.50	43.33	48.94	40	30	47
8	17.95	5.88	6.06	33.33	32.35	21.21	12.82	29.41	33.33	35.90	32.35	39.39	39	34	33
All Grades	10.62	4.27	5.79	25.66	22.22	14.88	29.20	32.48	38.84	34.51	41.03	40.50	113	117	121

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	11.76	3.77	15.00	61.76	64.15	60.00	26.47	32.08	25.00	34	53	40
7	7.50	13.33	23.40	65.00	53.33	44.68	27.50	33.33	31.91	40	30	47
8	23.08	11.76	18.18	43.59	58.82	51.52	33.33	29.41	30.30	39	34	33
All Grades	14.16	8.55	19.17	56.64	59.83	51.67	29.20	31.62	29.17	113	117	120

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	48.48	30.19	53.66	39.39	41.51	31.71	12.12	28.30	14.63	33	53	41
7	41.03	36.67	45.65	41.03	36.67	26.09	17.95	26.67	28.26	39	30	46
8	50.00	41.18	54.84	26.32	29.41	12.90	23.68	29.41	32.26	38	34	31
All Grades	46.36	35.04	50.85	35.45	36.75	24.58	18.18	28.21	24.58	110	117	118

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	2.94	1.89	2.44	38.24	20.75	31.71	58.82	77.36	65.85	34	53	41
7	7.50	6.67	10.87	42.50	43.33	21.74	50.00	50.00	67.39	40	30	46
8	35.90	29.41	6.06	20.51	14.71	30.30	43.59	55.88	63.64	39	34	33
All Grades	15.93	11.11	6.67	33.63	24.79	27.50	50.44	64.10	65.83	113	117	120

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	20.59	20.75	10.00	58.82	54.72	75.00	20.59	24.53	15.00	34	53	40
7	20.51	16.67	8.51	58.97	60.00	68.09	20.51	23.33	23.40	39	30	47
8	10.26	17.65	12.12	64.10	55.88	60.61	25.64	26.47	27.27	39	34	33
All Grades	16.96	18.80	10.00	60.71	56.41	68.33	22.32	24.79	21.67	112	117	120

Conclusions based on this data:

1. The number of students assessed each year is rising, from 113 in 2021-2022 to 122 in 2023-2024.
2. The ELPAC data shows that while more students are being assessed each year, mean scale scores in Grades 6–8 are generally declining or remaining flat, particularly in Grade 8. This suggests a need for targeted support in English language development, especially for students approaching the transition to high school.
3. Mitchell will leverage instructional strategies that integrate English Language Development (ELD) with core content instruction.

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
768	67.6%	18.4%	0.4%
Total Number of Students enrolled in W.E. Mitchell Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	141	18.4%
Foster Youth	3	0.4%
Homeless	38	4.9%
Socioeconomically Disadvantaged	519	67.6%
Students with Disabilities	155	20.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	60	7.8%
American Indian	0	0.0%
Asian	65	8.5%
Filipino	26	3.4%
Hispanic	288	37.5%
Two or More Races	117	15.2%
Pacific Islander	15	2%
White	190	24.7%

Conclusions based on this data:

1. The student population is highly diverse, both in terms of race/ethnicity and special program needs.

2. With Hispanic and White students making up the majority, but with meaningful representation from multiple other groups, culturally responsive teaching and inclusive practices are essential for meeting the needs of all students.
3. The largest racial/ethnic group is Hispanic, representing 37.5% of enrollment. White students are the second largest group at 24.7%.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Based on the data available, Mitchell demonstrated growth in all areas and increased at least one performance level, with the exception of Mathematics.
- Students with Disabilities increased by 8.5 points. Although there is evidence of growth, the point below standard continues to be significant (111.2).

3. According to the 2024 California Dashboard data, Mitchell Middle School's chronic absenteeism declined by 5.2% from 24.9% in 2022-2023 to 19.7% in 2023-2024. Attendance continues to be an area of high priority.

School and Student Performance Data

Academic Performance English Language Arts

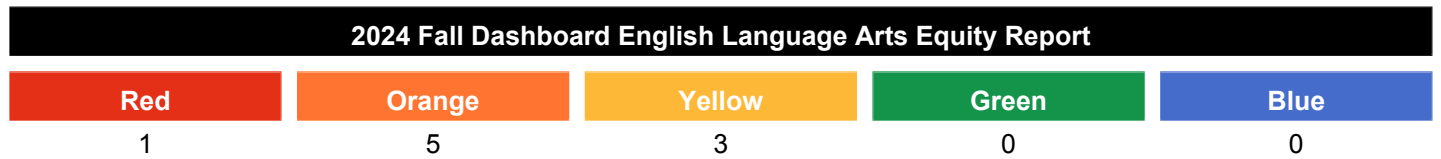
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 46.9 points below standard Increased 3.2 points 697 Students	English Learners  Orange 94.7 points below standard Increased 3.5 points 177 Students	Long-Term English Learners  Red 120.2 points below standard Declined 8.3 points 51 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  Red 110.8 points below standard Declined 22.0 points 32 Students	Socioeconomically Disadvantaged  Yellow 69.8 points below standard Increased 7.2 points 464 Students

Students with Disabilities  Orange 111.2 points below standard Increased 8.5 points 140 Students	African American  Orange 86.1 points below standard Increased 4.4 points 55 Students	American Indian  No Performance Color 0 Students
Asian  Orange 6.2 points below standard Declined 14.2 points 60 Students	Filipino  No Performance Color 14.9 points above standard Increased 18.2 points 26 Students	Hispanic  Yellow 61.0 points below standard Increased 11.9 points 265 Students
Two or More Races  Orange 43.1 points below standard Declined 8.2 points 107 Students	Pacific Islander  No Performance Color Less than 11 Students 9 Students	White  Yellow 35.3 points below standard Increased 4.0 points 168 Students

Conclusions based on this data:

1. Based on the 2024 data available, Mitchell performance scores for English Language Arts increased for the following subgroups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Filipino, Hispanic, and White.
2. Increase is evident across subgroups; all are still points below standard.
3. Mitchell will continue to focus on writing across all subject areas, staff will continue to receive professional development support.

School and Student Performance Data

Academic Performance Mathematics

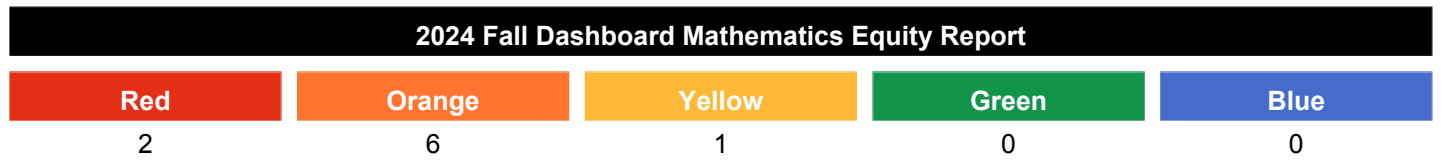
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 86.8 points below standard Maintained 0.9 points 700 Students	English Learners  Red 133.6 points below standard Maintained 0.7 points 183 Students	Long-Term English Learners  Red 193.0 points below standard Declined 41.2 points 50 Students
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  Orange 127.4 points below standard Increased 26.3 points 32 Students	Socioeconomically Disadvantaged  Orange 108.9 points below standard Increased 8.9 points 468 Students

Students with Disabilities  Orange 142.8 points below standard Increased 23.8 points 138 Students	African American  Orange 137.8 points below standard Increased 19.1 points 54 Students	American Indian  No Performance Color 0 Students
Asian  Orange 35.7 points below standard Declined 11.1 points 63 Students	Filipino  No Performance Color 6.8 points below standard Increased 6.8 points 26 Students	Hispanic  Red 111.0 points below standard Maintained 2.6 points 266 Students
Two or More Races  Orange 87.5 points below standard Declined 6.7 points 106 Students	Pacific Islander  No Performance Color 136.5 points below standard 11 Students	White  Yellow 59.1 points below standard Increased 6.4 points 167 Students

Conclusions based on this data:

1. Based on the 2024 California Dashboard data, Mathematics remained in "Orange" with a "Maintained" status for All Students.
2. Six student groups demonstrated an increase in points: Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Filipino, and White.
3. English Learners did not increase or decline (maintained), while Long Term English Learners declined.

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.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Orange
46.3% making progress.	50% making progress.
Number Students: 108 Students	Number Students: 48 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
21.3%	30.6%	1.9%	44.4%

Conclusions based on this data:

1. According to the 2024 California Dashboard data, 46.3% of all English Learners are making progress.
2. 44.4% of students improved by at least one ELPI level, indicating positive language development.
3. 21.3% of students decreased one ELPI level, which is a notable concern.

School and Student Performance Data

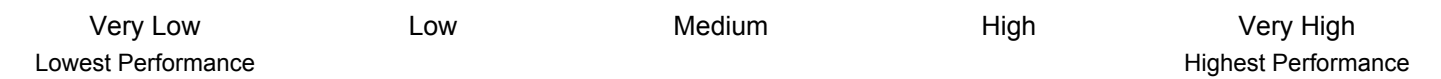
Academic Performance College/Career Report

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.

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

This section 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 for Middle Schools
2. N/A for Middle Schools
3. N/A for Middle Schools

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 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.

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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	English Learners	Long-Term English Learners
 Yellow	 Yellow	 Orange
19.7% Chronically Absent	17.3% Chronically Absent	21.4% Chronically Absent
Declined 5.2	Declined 5	Declined 5
797 Students	150 Students	56 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - data not displayed for privacy	44.7% Chronically Absent	25.3% Chronically Absent
3 Students	Declined 12.5	Declined 5.1
	47 Students	546 Students

Students with Disabilities  Yellow 30.1% Chronically Absent Declined 14.6 166 Students	African American  Orange 30.8% Chronically Absent Declined 9.2 65 Students	American Indian  No Performance Color 0 Students
Asian  Orange 9.9% Chronically Absent Increased 0.8 71 Students	Filipino  No Performance Color 3.7% Chronically Absent Declined 6 27 Students	Hispanic  Yellow 18.6% Chronically Absent Declined 10 295 Students
Two or More Races  Orange 21.3% Chronically Absent Declined 6.3 127 Students	Pacific Islander  No Performance Color 73.3% Chronically Absent 0 15 Students	White  Yellow 18.3% Chronically Absent Declined 1.6 197 Students

Conclusions based on this data:

1. According to the 2024 California Dashboard data, the Chronic Absenteeism Rate at Mitchell Middle School is 19.7%, which is a decline from the previous year.
2. All subgroups demonstrated growth, with the exception of Asian with a slight increase.
3. Mitchell will continue to monitor and inform parents, students, and staff of the attendance rate and chronic absenteeism.

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.

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

School and Student Performance Data

Conditions & Climate Suspension Rate

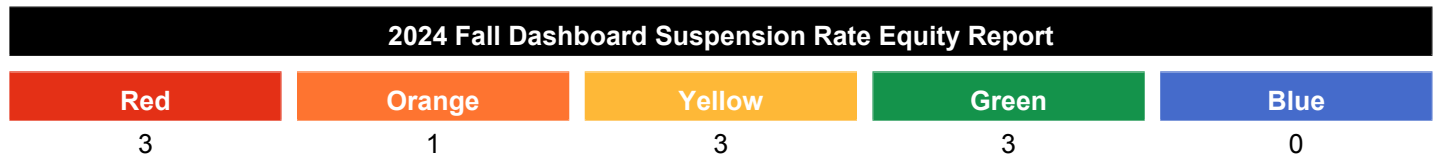
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This section provides number of student groups in each level.



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  Yellow 8.7% suspended at least one day Declined 3.7% 835 Students	English Learners  Green 7% suspended at least one day Declined 1.2% 158 Students	Long-Term English Learners  Red 14% suspended at least one day Increased 0.8% 57 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  Red 24.1% suspended at least one day Increased 3.2% 54 Students	Socioeconomically Disadvantaged  Yellow 9.4% suspended at least one day Declined 4.9% 576 Students

Students with Disabilities  Yellow 9.9% suspended at least one day Declined 7.4% 171 Students	African American  Red 23.3% suspended at least one day Increased 1.7% 73 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 4.1% suspended at least one day Maintained 0.2% 73 Students	Filipino  No Performance Color 0% suspended at least one day Declined 3.1% 28 Students	Hispanic  Green 7.9% suspended at least one day Declined 3.9% 305 Students
Two or More Races  Orange 12.1% suspended at least one day Declined 5.7% 132 Students	Pacific Islander  No Performance Color 6.7% suspended at least one day 15 Students	White  Green 5.7% suspended at least one day Declined 4.7% 209 Students

Conclusions based on this data:

1. Based on the 2024 California Dashboard data, the overall suspension rate declined by 3.7%.
2. Subgroups that increased are the following: Long-Term English Learners, Homeless, and African American.
3. Mitchell will continue to use Social Emotional Learning, Restorative Practices, other means, and engagement strategies to support a positive school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Targeted progress monitoring for academic and SEL student success

School Goal

1.1 Increase student achievement in ELA as measured by Renaissance STAR diagnostics, CAASPP and PLC agreed upon common assessments.

1.2 Increase student achievement in math as measured by Renaissance STAR diagnostics, CAASPP, and PLC agreed upon common assessments.

1.3 Increase the use of research-based instructional strategies to support English Learners.

1.4 Ensure Special Education students make grade level progress.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	46.9 points below standard	44 points below standard
CAASPP Math	86.8 points below standard	84 points below standard

Strategies/Activities

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

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

		student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically, ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 5,530 Title I 3000-3999: Employee Benefits Instructional Coach benefits. 4,565 Title I 5000-5999: Services And Other Operating Expenditures Conferences/Professional Development 8,184 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically, ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 2,023 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach benefits. 8,377 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Counselor. 3,442 LCFF - Supplemental 3000-3999: Employee Benefits .40 FTE Counselor benefits. 5,452 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher. 2,000 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits. 1,250 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs
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			Exposure to the applications of standards outside of the school environment. Transportation 1,250 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Exposure to the applications of standards outside of the school environment. Student Activity Fees.
1.2	Professional development for International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), and Culturally and Linguistic Teaching and Learning (CLR). Professional Development of faculty to support: Professional Learning Communities (PLC) implementation, effective teaching in every classroom, standards-based instruction (CCCSS) literacy and GLAD instructional strategies, International Baccalaureate Implementation and Assessment (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time/subs. 750 LCFF - Supplemental 3000-3999: Employee Benefits Release time/subs benefits. 7,265 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development and consulting for SEL and restorative practices.
1.3	Supporting the ELA and math academic achievement and SEL of all students (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	8,063 Learning Recovery 1000-1999: Certificated Personnel Salaries SEL support teacher release. 3,063 Learning Recovery 3000-3999: Employee Benefits SEL support teacher release benefits. 1,750 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Individualized intervention programs. 9,545 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies. 10,847 Learning Recovery 1000-1999: Certificated Personnel Salaries .40 FTE Math teacher. 2,408 Learning Recovery

			3000-3999: Employee Benefits .40 FTE Math teacher benefits. 5,452 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .20 FTE Additional Math section 1999 LCFF - Supplemental 3000-3999: Employee Benefits .20 FTE Additional Math section
1.4	Support for student safety and instructional leadership (LCAP Goal 2, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	33,751 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal. 8,294 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits. 28,732 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus supervision. 15,642 LCFF - Supplemental 3000-3999: Employee Benefits Campus supervision benefits.
1.5	Academic support for English Language Development (LCAP 1, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	17,684 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE ELL Allocation. 7,886 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE ELL Allocation benefits. 17,180 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant. 11,247 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 4,274 LCFF - Supplemental

			2000-2999: Classified Personnel Salaries Additional Bilingual Instructional Assistant 1,720 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits.
1.6	Increase parent engagement, communication, and attendance support (LCAP 2).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	2,000 LCFF - Supplemental 5900: Communications Postage. 1,451 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time for Bilingual Instructional Assistants (BIA) and classified support. 549 LCFF - Supplemental 3000-3999: Employee Benefits Additional time for Bilingual Instructional Assistants (BIA) and classified support benefits. 7,010 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .50 FTE Clerk. 3,827 LCFF - Supplemental 3000-3999: Employee Benefits .50 FTE Clerk benefits. 3,151 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .313 FTE Health Assistant. 1,141 LCFF - Supplemental 3000-3999: Employee Benefits .313 FTE Health Assistant benefits. 8,809 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator. 6,170 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits.

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.

In reviewing data and previous goals, we determined the need of increasing support in the classrooms. Planned strategies and activities for 2025-2026 will prioritize instruction, supporting faculty and staff through professional development, parent engagement and support, and targeted interventions to meet the needs of our highest need learners.

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

Staff participated in professional development and release days to collaborate and work on lessons and units. Planned professional development for 2025-2026 will prioritize writing and mathematics for all students, specifically students in the following student groups: Long-Term English Learners, Homeless, African American, and Students with Disabilities.

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

We plan to participate in a more robust reflection of our practices with a renewed focus on our Professional Learning Communities (PLC), Social Emotional Learning (SEL), and International Baccalaureate (IB). New for 2025-2026 will be a focus on expanding the resources for families and providing additional interventions to support academic achievement and reduce absenteeism.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

School Goal

2.1 Increase student attendance and reduce chronic absenteeism.

2.3 Reduce suspension rate, specifically in the following student groups: Long-Term English Learners, African American, and Homeless.

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

2.4 Increase parent/community engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

2.01 - Increase student attendance rates and reduce chronic absenteeism .

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	19.7%	17%
Decrease in Suspension Rates	8.7%	6%
Parent Engagement	25 active parent volunteers	20% Increase

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Increase class engagement to improve academic and SEL support for students and teachers (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	22,375 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically in ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers to create/facilitate school-wide intervention systems. 5,530 Title I 3000-3999: Employee Benefits Instructional Coach Benefits. 4,564 Title I 5000-5999: Services And Other Operating Expenditures Conferences/Professional Development 8,184 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically in ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers to create/facilitate school-wide intervention systems. 2,023 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach Benefits. 8,377 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Counselor. 3,442 LCFF - Supplemental 3000-3999: Employee Benefits .40 FTE Counselor Benefits. 5,452 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher. 2,000 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher Benefits.
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2.2	Professional development for International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), and Culturally and Linguistic Teaching and Learning (CLR). Professional Development of faculty to support: Professional Learning Communities (PLC) implementation, effective teaching in every classroom, standards-based instruction (CCCSS) literacy and GLAD instructional strategies, Restorative Practices, International Baccalaureate Implementation and Assessment (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time/subs. 750 LCFF - Supplemental 3000-3999: Employee Benefits Release time/subs benefits. 7,265 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development and consulting for SEL and restorative practices.
2.3	Supporting the academic achievement and SEL of all students (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	8,063 Learning Recovery 1000-1999: Certificated Personnel Salaries SEL support teacher release. 3,063 Learning Recovery 3000-3999: Employee Benefits SEL support teacher release benefits. 1,750 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Individualized intervention programs. 9,541 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies. 5,452 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .20 FTE Additional Math section 2,000 LCFF - Supplemental 3000-3999: Employee Benefits .20 FTE Additional Math section 10,847 Learning Recovery 1000-1999: Certificated Personnel Salaries .40 FTE Math teacher. 2,408 Learning Recovery 3000-3999: Employee Benefits

			.40 FTE Math teacher benefits. 1,250 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Exposure to the application of standards outside of the school environment. Transportation. 1,250 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Exposure to the application of standards outside of the school environment. Student Activity Fees.
2.4	Support for student safety and instructional leadership to reduce suspensions (LCAP 2,3, and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	33,751 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal. 8,294 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits. 28,732 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus supervision. 15,642 LCFF - Supplemental 3000-3999: Employee Benefits Campus supervision benefits.
2.5	Academic support for English Language Development and resources for parent engagement (LCAP 1, 2, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	17,684 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE ELL Allocation. 7,886 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE ELL Allocation benefits. 17,180 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant. 11,247 LCFF - Supplemental 3000-3999: Employee Benefits

			Bilingual Instructional Assistant benefits. 4,274 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Bilingual Instructional Assistant 1,720 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant Benefits
2.6	Increase parent engagement, communication, and attendance support (LCAP 2).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	2,000 LCFF - Supplemental 5900: Communications Postage. 1,451 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time for Bilingual Instructional Assistants (BIA) and classified support. 549 LCFF - Supplemental 3000-3999: Employee Benefits Additional time for Bilingual Instructional Assistants (BIA) and classified support benefits. 7,010 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .50 FTE Clerk. 3,827 LCFF - Supplemental 3000-3999: Employee Benefits .50 FTE Clerk benefits. 3,151 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 FTE Health Assistant. 1,141 LCFF - Supplemental 3000-3999: Employee Benefits .313 FTE Health Assistant benefits. 8,809 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator. 6,170 LCFF - Supplemental

			3000-3999: Employee Benefits Parent Coordinator benefits.
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Annual Review

SPSA Year Reviewed: 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.

In reviewing data and previous goals, we are in need of increasing support in the classrooms both instructionally and with engagement. Planned strategies for 2025-2026 will prioritize instruction, restorative practices, engagement, and parent support.

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

Additional funds have been allocated to support math instruction 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.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

School Goal

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

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

3.02 - Provide professional development opportunities in quality first instruction.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Plan	Attendance data from PD days, recorded PD participants at conferences, and weekly/monthly site PD.	All teachers will be trained in MYP, RTI, and develop the MtMS PLC plan.
CAASPP Mathematics	86.8 points below standard (Low)	84 points below standard
CAASPP ELA	46.9 points below standard (Low)	44 points below standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increase academic and SEL support for students and teachers (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	22,375 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 5530 Title I 3000-3999: Employee Benefits Instructional Coach benefits. 4564 Title I 5000-5999: Services And Other Operating Expenditures Conferences/Professional Development 8,184 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 2,023 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach benefits. 8,377 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Counselor. 3,442 LCFF - Supplemental 3000-3999: Employee Benefits .40 FTE Counselor benefits. 5,452 Learning Recovery 1000-1999: Certificated Personnel Salaries

			Intervention teacher. 2,000 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits.
3.2	Professional development for International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), and Culturally and Linguistic Teaching and Learning (CLR). Professional Development of faculty to support: Professional Learning Communities (PLC) implementation, standards-based instruction (CCCSS) literacy and GLAD instructional strategies, International Baccalaureate Implementation and Assessment (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time/subs. 750 LCFF - Supplemental 3000-3999: Employee Benefits Release time/subs benefits. 7,265 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development and consulting for SEL and restorative practices.
3.3	Supporting the ELA and math academic achievement and SEL of all students (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	8,063 Learning Recovery 1000-1999: Certificated Personnel Salaries SEL support teacher release. 3,063 Learning Recovery 3000-3999: Employee Benefits SEL support teacher release benefits. 1,750 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Individualized intervention programs. 9,542 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies. 5,452 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .20 FTE Additional Math section 2,000 LCFF - Supplemental 3000-3999: Employee Benefits .20 FTE Math section benefits 10,847 Learning Recovery 1000-1999: Certificated Personnel Salaries

			.40 FTE Math teacher. 2,408 Learning Recovery 3000-3999: Employee Benefits .40 FTE Math teacher benefits. 1,250 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Exposure to the application of standards outside of the school environment. Transportation. 1,250 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Exposure to the application of standards outside of the school environment. Student Activity Fees.
3.4	Support for student safety and instructional leadership (LCAP Goal 2, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	33,751 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal. 8,294 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits. 28,732 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus supervision. 15,642 LCFF - Supplemental 3000-3999: Employee Benefits Campus supervision benefits.
3.5	Academic support for English Language Development (LCAP 1, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	17,684 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE Allocation. 7,886 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE Allocation benefits. 17,180 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant. 11,247

			LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 4,274 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Bilingual Instructional Assistant 1,720 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits.
3.6	Increase parent engagement, communication, and attendance support (LCAP 2).	All students, specifically those in the following student groups: Students with Disabilities, African, American, Homeless, and Long-Term English Learners.	1,451 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time for Bilingual Instructional Assistants (BIA) and classified support. 549 LCFF - Supplemental 3000-3999: Employee Benefits Additional time for Bilingual Instructional Assistants (BIA) and classified support benefits. 3,151 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 FTE Health Assistant. 1,141 LCFF - Supplemental 3000-3999: Employee Benefits .313 FTE Health Assistant benefits. 8,809 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Parent Coordinator. 6,170 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits.

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 Instructional Coach and Intervention Teacher continue to support all staff with instructional strategies, resources, and data monitoring.

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

Mitchell Middle School did a satisfactory job meeting and using the budgeted projections. Staff attended and participated in professional development throughout the year.

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

In 2025-2026, the site will have a larger emphasis on increasing math and reading achievement, embedding SEL, and culturally and linguistically responsive teaching and learning into first instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

School Goal

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

4.2 Maintain campus in good repair.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

4.02 - Maintain schools in good repair.

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

Identified Need

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

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

4.2 Continue to do monthly facility inspections.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Audit Instructional Materials Audit	100%	100%
CAASPP ELA	42% not met standard	39% not met standard
CAASPP Math	56.42% not met standard	53% not met standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Increase academic and SEL support for students and teachers (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	22,374 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 5,530 Title I 3000-3999: Employee Benefits Instructional Coach benefits. 4,564 Title I 5000-5999: Services And Other Operating Expenditures Conferences/Professional Development 8,185 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 2,022 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach benefits. 8,377 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Counselor. 3,442 LCFF - Supplemental 3000-3999: Employee Benefits .40 FTE Counselor benefits. 5,452 Learning Recovery 1000-1999: Certificated Personnel Salaries

			Intervention teacher. 1,998 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits.
4.2	Professional development for International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), and Culturally and Linguistic Teaching and Learning (CLR). Professional Development of faculty to support: Professional Learning Communities (PLC) implementation, standards-based instruction (CCCSS) literacy and GLAD instructional strategies, International Baccalaureate Implementation and Assessment (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time/subs. 750 LCFF - Supplemental 3000-3999: Employee Benefits Release time/subs benefits. 7,265 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development and consulting for SEL and restorative practices.
4.3	Supporting the academic achievement and SEL of all students (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	8,062 Learning Recovery 1000-1999: Certificated Personnel Salaries SEL support teacher release. 3,063 Learning Recovery 3000-3999: Employee Benefits SEL support teacher release benefits. 1,750 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Individualized intervention programs. 9,542 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies and equipment 10,846 Learning Recovery 1000-1999: Certificated Personnel Salaries .40 FTE Math teacher. 2,409 Learning Recovery 3000-3999: Employee Benefits .40 FTE Math teacher benefits. 5,452 LCFF - Supplemental

			1000-1999: Certificated Personnel Salaries .20 FTE Additional Math section 2,000 LCFF - Supplemental 3000-3999: Employee Benefits .20 FTE Math section benefits 1,250 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Exposure to the application of standards outside of the school environment. Transportation. 1,250 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Exposure to the application of standards outside of the school environment. Student Activity Fees.
4.4	Support for student safety and instructional leadership (LCAP 2, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	33,751 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal. 8,294 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits. 28,732 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus supervision. 15,642 LCFF - Supplemental 3000-3999: Employee Benefits Campus supervision benefits.
4.5	Academic support for English Language Development (LCAP 1, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	17,684 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE ELL Allocation. 7,886 LCFF - Supplemental 3000-3999: Employee Benefits 1.0 FTE ELL Allocation benefits. 17,180 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

			Bilingual Instructional Assistant. 11,247 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 4,274 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Bilingual Instructional Assistant 1,720 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits.
4.6	Increase parent engagement, communication, and attendance support (LCAP 2).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	2,000 LCFF - Supplemental 5900: Communications Postage for home/school communication. 1,451 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time for Bilingual Instructional Assistants (BIA) and classified support. 549 LCFF - Supplemental 3000-3999: Employee Benefits Additional time for Bilingual Instructional Assistants (BIA) and classified support benefits. 7,010 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .50 FTE Clerk. 3,827 LCFF - Supplemental 3000-3999: Employee Benefits .50 FTE Clerk benefits. 3,151 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 FTE Health Assistant. 1,141 LCFF - Supplemental 3000-3999: Employee Benefits .313 FTE Health Assistant benefits.

			8,809 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator. 6,170 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits.
4.13			

Annual Review

SPSA Year Reviewed: 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.

Parent engagement with the support of our Parent Coordinator has been gradually increasing. Academic after-school student support was well attended throughout the year.

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

No major differences between budgeted expenditures.

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

In 2025-2026, the site will have a larger emphasis on increasing ELA and math achievement, imbedding SEL, and culturally and linguistically responsive teaching and learning into first instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

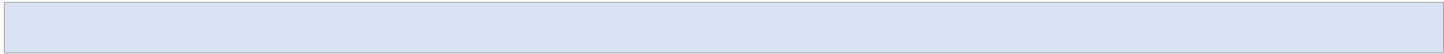
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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	\$1,179,581.00
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	\$129,876.00

Subtotal of additional federal funds included for this school: \$129,876.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$922,376.00
Learning Recovery	\$127,329.00

Subtotal of state or local funds included for this school: \$1,049,705.00

Total of federal, state, and/or local funds for this school: \$1,179,581.00

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	129,876	0.00
LCFF - Supplemental	922,376	0.00
Learning Recovery	127,329	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	922,376.00
Learning Recovery	127,329.00
Title I	129,876.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	492,514.00
2000-2999: Classified Personnel Salaries	271,642.00
3000-3999: Employee Benefits	306,938.00
4000-4999: Books And Supplies	38,170.00
5000-5999: Services And Other Operating Expenditures	47,317.00
5700-5799: Transfers Of Direct Costs	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00
5900: Communications	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	305,569.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	271,642.00
3000-3999: Employee Benefits	LCFF - Supplemental	254,935.00
4000-4999: Books And Supplies	LCFF - Supplemental	38,170.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	29,060.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	12,000.00
5900: Communications	LCFF - Supplemental	6,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	97,446.00
3000-3999: Employee Benefits	Learning Recovery	29,883.00
1000-1999: Certificated Personnel Salaries	Title I	89,499.00
3000-3999: Employee Benefits	Title I	22,120.00
5000-5999: Services And Other Operating Expenditures	Title I	18,257.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	298,108.00
Goal 2	298,104.00
Goal 3	285,268.00
Goal 4	298,101.00

School Site Council Membership

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

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

Name of Members	Role
Sandra Garcia	Principal
Jennifer Trevino	Other School Staff
Cathy Hatcher	Classroom Teacher
David Sewell	Classroom Teacher
Christina Sinclair	Classroom Teacher
Lauren Crosariol	Parent or Community Member
Jennifer Neuenfeld	Parent or Community Member
Elsa Becerra	Parent or Community Member
Marci Wallace	Parent or Community Member
Tovi Sinclair	Secondary Student

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

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
Sandra Garcia	Principal
Cathy Hatcher	Classroom Teacher
Anzhelika Rakin	Other School Staff
Francisco Hinojosa	Other School Staff
Angelica Lozano	Parent or Community Member
Olena Tkach	Parent or Community Member
Yana Velyka	Parent or Community Member
Romina Castro	Secondary Student
Corinna Kirkland-Caplan	Classroom Teacher

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

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Departmental Advisory Committee

Other:

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

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

This SPSA was adopted by the SSC at a public meeting on May 7, 2025.

Attested:



Principal, Sandra Garcia on 5/07/25



SSC Chairperson, Cathy Hatcher on 5/07/25

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

1. Summary

Meeting title	School Site Council Meeting
Attended participants	8
Start time	5/07/25, 4:58:04 PM
End time	5/07/25, 5:37:50 PM
Meeting duration	39m 46s
Average attendance time	35m 31s

2. Participants

Name	First Join	Last Leave	In-Meeting Duration
Sandra Garcia	5/07/25, 4:58:17 PM	5/07/25, 5:37:46 PM	39m 29s
Jennifer Trevino	5/07/25, 4:58:17 PM	5/07/25, 5:37:46 PM	39m 29s
Sheetal Lal	5/07/25, 4:58:43 PM	5/07/25, 5:37:50 PM	39m 7s
Christina Sinclair	5/07/25, 4:59:32 PM	5/07/25, 5:37:48 PM	38m 16s
Tovi Sinclair	5/07/25, 4:59:32 PM	5/07/25, 5:37:48 PM	38m 16s
Jennifer Neuenfeld	5/07/25, 5:00:51 PM	5/07/25, 5:37:42 PM	36m 51s
Cathy Hatcher	5/07/25, 5:02:18 PM	5/07/25, 5:37:47 PM	35m 28s
Marci Wallace (Unverified)	5/07/25, 5:13:50 PM	5/07/25, 5:37:45 PM	23m 55s

3. In-Meeting Activities

Name	Join Time	Leave Time	Duration
Sandra Garcia	5/07/25, 4:58:17 PM	5/07/25, 5:37:46 PM	39m 29s
Jennifer Trevino	5/07/25, 4:58:17 PM	5/07/25, 5:37:46 PM	39m 29s
Sheetal Lal	5/07/25, 4:58:43 PM	5/07/25, 5:37:50 PM	39m 7s
Christina Sinclair	5/07/25, 4:59:32 PM	5/07/25, 5:37:48 PM	38m 16s
Tovi Sinclair	5/07/25, 4:59:32 PM	5/07/25, 5:37:48 PM	38m 16s
Jennifer Neuenfeld	5/07/25, 5:00:51 PM	5/07/25, 5:37:42 PM	36m 51s
Cathy Hatcher	5/07/25, 5:02:18 PM	5/07/25, 5:37:47 PM	35m 28s
Marci Wallace (Unverified)	5/07/25, 5:13:50 PM	5/07/25, 5:37:45 PM	23m 55s

Email	Participant ID (UPN)	Role
sgarcia@fcusd.org	sgarcia@fcusd.org	Organizer
sgarcia@fcusd.org	sgarcia@fcusd.org	Attendee
slal@fcusd.org	slal@fcusd.org	Attendee
CSinclair@fcusd.org	CSinclair@fcusd.org	Attendee
CSinclair@fcusd.org	CSinclair@fcusd.org	Attendee
JNeuenfeld@fcusd.org	JNeuenfeld@fcusd.org	Attendee
CHatcher@fcusd.org	CHatcher@fcusd.org	Presenter
		Attendee

Email	Role
sgarcia@fcusd.org	Organizer
sgarcia@fcusd.org	sgarcia@fcusd.org
slal@fcusd.org	Attendee
CSinclair@fcusd.org	Attendee
CSinclair@fcusd.org	CSinclair@fcusd.org
JNeuenfeld@fcusd.org	Attendee
CHatcher@fcusd.org	Presenter
	Attendee

Sign in sheet for MtMS ELAC Meeting Thursday, May 21, 2025, 8:30 AM

YOUR NAME SU NOMBRE ВАШЕ ИМЯ	Student name Nombre del estudiante Имя студента	Phone number or email address Número de teléfono o dirección de correo electrónico Номер телефона или адрес электронной почты
~~SI~~	~~Mateo~~	
YES	Francisco	
yes	Kevin Molina	
SI	Neymar Cruz Garcia	
yes	Diego Godoy	
Mateo Alcantar (student)	Rosalba Carrillo (Mom)	(916) 862-6867
	Lilia Kucherioventio	
	Anastasiia Kucherioventio	

Sign in sheet for MtMS ELAC Meeting Thursday, May 21, 2025, 8:30 AM

YOUR NAME SU NOMBRE ВАШЕ ИМЯ	Student name Nombre del estudiante Имя студента	Phone number or email address Número de teléfono o dirección de correo electrónico Номер телефона или адрес электронной почты
Yana Velyka	Viktoriia Velyka	+1 916 753 6961
Yana Velyka	Marcharyta Velyka	916 753 6961
Ergeniia Prikhodko	Polina Akseanova	916-912-16-85
Tetiana Kolomiets	Zlata Kolomiets	916-936-50-73
Rida	Hadia	
Amena Hashimi	Asenat Hashimi	619-486-2117

Sign in sheet for MtMS ELAC Meeting Thursday, May 21, 2025, 8:30 AM

YOUR NAME SU NOMBRE ВАШЕ ИМЯ	Student name Nombre del estudiante Имя студента	Phone number or email address Número de teléfono o dirección de correo electrónico Номер телефона или адрес электронной почты
No	Alexia Cardona	
No	Anton D.	
No	Daniil Mizenkov	
~~No~~		
~~No~~	~~Zakhar Mizenkov~~	
Yes	Zakhar H.	

Sign in sheet for MtMS ELAC Meeting Thursday, May 21, 2025, 8:30 AM

YOUR NAME SU NOMBRE ВАШЕ ИМЯ	Student name Nombre del estudiante Имя студента	Phone number or email address Número de teléfono o dirección de correo electrónico Номер телефона или адрес электронной почты
Marina Ajayan ✓	Mari Ajayan.	+1(916) 291-7674
Zurab Toradze	Mirian	+1 347-946-9494
Liliia Blyshchyk ✓	Sofia Blyshchyk	+1 916-548-6218
Oleksandr Horobchenko	Zakhar Horobchenko	+1 249-786-4175
Olena Tkach ○	Lika Tkach	249-254-8173
Fereydon Rahimi	OTabassam	916-336-1166
Hadia Hamidi ○	252354	
Raniba Hamidi	64102	+ 916, 534 2502 ~~Star~~
Faiz Mohammed Noori	Ferdhad Noori	parent only late ~~sh~~

Sign in sheet for MtMS ELAC Meeting Thursday, May 21, 2025, 8:30 AM

YOUR NAME SU NOMBRE ВАШЕ ИМЯ	Student name Nombre del estudiante Имя студента	Phone number or email address Número de teléfono o dirección de correo electrónico Номер телефона или адрес электронной почты
~~Rosa Maria~~	Rosa	
Daniel	Weenderline	(916) 957-8044
Bere	Phemina	
	Rehmat Kaur	
	Sada F Amini	
	Ishmeet Kaur	
	Jasmeen Kaur	
Angelica Lozano	Carlos Lara	Frailolars1080@gmail.com
~~Blanca Estrada~~	Blanca Estrada	
Blanca Estrada	Kassandra Ochoa	(916) 862-6867
	Adrian	

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



Date: 5/7/25

Time: 5:00pm

Location: Microsoft Teams
[Join the meeting now](#)

AGENDA

1. **Call to Order - Warm Welcome** Meeting was called to order at 5pm by Facilitator Dr. Sandra Garcia. *Meeting Attendees* - Dr. Sandra Garcia, Cathy Hatcher, Christina Sinclair, Tovi Sinclair, Jennifer Neuenfeld, Cathy Hatcher, Jennifer Trevino, Sheetal Lal and Marci Wallace.
2. **Previous Meeting Minutes** - [02/26/2025](#) Approved; on the motion of Ms. Hatcher, seconded by Ms. Neuenfeld.
3. **Public Comment** - None
4. **New Business**
 - a. **Quick Check-in: Goals and Progress Monitoring**
 1. Dr. Garcia shared briefly on the school's goals and assessments, focusing on our English Learners and our Special Education students. Site is using Renaissance and just completed our CAASPP testing; these are some things that are guiding our next steps.
 2. Goal #2 it has to do with attendance, suspension rate, 8th grade promotion Parent and community engagement.
 3. Providing professional development opportunities for staff in a continued effort to deliver engaging instructional experiences to promote academic achievement.
 4. All students will receive instruction from a highly qualified teacher and have access to Curriculum which promotes college and career readiness.
 - b. **Budget Update-** Presented by Dr. Garcia- An approximate budget expenditure as of April 2025- a good portion of the budget goes to Human Resources, with supplemental funds used on professional development, supplies and software. As of April 2025 the site has spent close to \$71,177 and the site still has a balance of \$14,280.
 - c. **Supplemental Budget Plan-** was shared at our February meeting; information is similar for you to review. The allocations are not very different from our needs. The only change is the 0.20FTE Math.
Members voted on the budget and supplemental budget plan presented; members voted on the 0.20FTE Math allocation: **The Yay:** Cathy Hatcher, Christina Sinclair, Marcie Wallace, Jennifer Trevino, Tovi Sinclair, Jennifer Neuenfeld and Sheetal Lal. **The Nay:** None

- d. Upcoming Events- Return of textbooks, 6th grade surprise Disney Party, PE Locker clean-up, M.O.M Breakfast, Evening on the Green, 8th grade D/F due in preparation for their field trip and promotion ceremony. All Mitchell materials are due by May 16th, last school dance, Chromebook returns, 8th grade field trip, Awards night, 8th Grade Promotion practice, last day of instruction May 29th, and 8th Grade Promotion Ceremony May 30th. Summer Science Academy in June.

5. Adjournment/Next Meeting-

- a. Meeting was adjourned at 5.35pm
- b. Next meeting will be held in September 2025.

Minutes respectfully submitted by:

Signature

Date

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

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സ്വാഗതം benvenuti Добро пожаловать! सद्वागत

Mitchell Middle School ELAC, May 22, 8:30 AM

Mitchell Middle School
ELAC, 22 de mayo a las
8:30 AM

Средняя школа
Митчелла ELAC, 22 мая,
8:30.

Welcome: introduction to ELAC: discussion of purpose and practice

Bienvenida: introducción a
ELAC: discusión de
propósito y práctica

Добро пожаловать:
введение в ELAC:
обсуждение целей и
практики

Mitchell Middle School GLOWS and GROWS

BRILLA y CRECE

СВЕТИТСЯ и РАСТЕТ

Reports from school and district committees

Informes de los comités
escolares y distritales

Отчеты школьных и
районных комитетов

Site Council Meeting Review

Held on May 7 at 5 PM

1. Goals and Progress Monitoring
2. Budget Update
3. Supplemental Budget Plan

Revisión de la reunión del Consejo del Sitio

Se celebró el 7 de mayo a las 17:00 h

1. Seguimiento de objetivos y progreso
2. Actualización del presupuesto
3. Plan presupuestario complementario

Обзор заседания совета участка

Проведено 7 мая в 17:00

1. Цели и мониторинг прогресса
2. Обновление бюджета
3. Дополнительный бюджетный план

Fostering Connections Parent Summit

Held on April 22

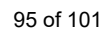
**to celebrate our students who have been Reclassified
[392] and have achieved the Seal of Biliteracy [359].**

Cumbre de padres de Fostering
Connections 22 de abril

para celebrar a nuestros
estudiantes que han sido
Reclasificados y han logrado el
Sello de Bilingüismo.

Родительский саммит
«Содействие установлению
связей» 22 апреля

чтобы отпраздновать наших
учащихся, которые были
реклассифицированы и
получили Знак биграмотности.







ELPAC testing

Test Results for MtMS, Viewing family scores

Prueba ELPAC:
Resultados de la prueba
de MtMS, visualización de
las puntuaciones
familiares

Тестирование ELPAC:
Результаты теста MtMS,
просмотр семейных
оценок

Overall, EL students at MtMS appear to make good growth in their overall ELPAC proficiency levels.

En general, los estudiantes de EL en MtMS parecen lograr un buen crecimiento en ELPAC en sus niveles generales de competencia.

В целом студенты EL в MtMS демонстрируют хороший рост общего уровня владения языком по программе ELPAC.

Are there classroom or school practices that you feel have helped bring your student success on the ELPAC?

Does seeing these ELPAC results help you set expectations for your student for 2025-26?

Do you have ideas to motivate your student at home or at school before we administer the 2026 ELPAC?

¿Existen prácticas en el aula o la escuela que considere que han contribuido al éxito de su estudiante en la prueba ELPAC?

¿Ver estos resultados de la ELPAC le ayuda a establecer expectativas para su estudiante para el año académico 2025-26?

¿Tiene ideas para motivar a su estudiante en casa o en la escuela antes de que administremos la prueba ELPAC de 2026?

Есть ли какие-либо практики в классе или школе, которые, по вашему мнению, помогли вашему ученику добиться успеха на ELPAC?

Помогает ли вам просмотр этих результатов ELPAC сформировать ожидания для вашего ученика на 2025-26 учебный год?

Есть ли у вас идеи, как мотивировать вашего ученика дома или в школе, прежде чем мы проведем ELPAC 2026?

Parent Questions/Discussions and Future business to address

Preguntas/discusiones de
los padres y Futuros
negocios a abordar

Родительские
вопросы/обсуждения и
будущий бизнес для
решения