



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Mills Middle School	34673306059190	May 13, 2026	August 20, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

- Schoolwide Program
- Targeted Support and Improvement
- Title I Schoolwide, California Community School

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

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

Schoolwide Program
Targeted Support and Improvement
Title I Schoolwide, California Community School

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

School Vision and Mission

Vision:

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

Mission:

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

School & Community Profile

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

Mills Middle School operates on a six-period day schedule. There were 886 students enrolled in grades six through eight in the 2024-2025 school year. The school's gender distribution is roughly equal. The school's largest ethnic group is Hispanic/Latino, with 43% of the school population describing themselves as Hispanic. In terms of racial subgroups, significant numbers include White at 20.1%, African American at 9.3%, Two or more races at 12.8%, Asian at 11.2%, Filipino at 0.6%, American Indian at 0.1%, and Pacific Islander at 1.1%. Mills is a Title 1 school where 35% of students are categorized as English Learners (EL), 0.1% Foster Youth, 6% Homeless youth, and/or 87.5% as socioeconomically disadvantaged. Students with disabilities also make up 14.3% of the population. Mills Middle School has approximately 30 students enrolled in the After School Education & Safety (ASES) program daily until 6:00 pm. Mills provides pre-Career Technical Education (CTE) and Visual and Performing Arts (VAPA) opportunities for students to grow and succeed. Mills values the importance of teaching Social and Emotional Learning (SEL) skills and implements Second Step curriculum on a weekly basis. Mills also received Gold Recognition from the California PBIS Coalition for the second time last year (Mills earned Silver recognition the previous three years). Recently, Mills applied for Platinum Recognition (the highest level) in 2026 and will receive notification this Fall.

Our school received a Community Schools grant from the state three years ago and uses a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our youth, their families, and community service agencies to bring resources onto our campus that remove barriers to students learning,

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

The School Site Council is comprised of parent representatives, students, teachers, and other school staff. Student achievement data and relevant topics, including family engagement strategies, data, goals, budget, school mission and vision, attendance, parent engagement policy, and suspensions, were discussed at meetings. Specific SPSA discussions were held on May 13th (School Site Council, SSC), August 26th (English Learner Advisory Committee, ELAC), and August 28th, 2025 (Back to School night for all parents and staff/Annual Title 1 Parent Meeting). The current SPSA was reviewed, and additional feedback on student learning was received. The process and timelines for constituent involvement were outlined.

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

SSC: 8/28/25 (Back to school night/Title 1 Parent Meeting), 10/21/25, 12/16/25, 2/24/26, 5/13/26.

ELAC: 8/28/25, 10/21/25, 12/16/25, 2/24/26, 3/31/26.

Staff (monthly)

Leadership (monthly)

Guiding Coalition (monthly)

Student Council (as needed)

Student Senate (as needed)

Collaboration meetings (3x/month)

Resource Inequities

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

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

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

Mills was not in ATSI for the 2025-2026 school year. However, Mills is in TSI for our Homeless population. Strategies and activities to specifically target this subgroup will be included in the goals section, and Mills is continuing to monitor the additional subgroups in red.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

CAASPP scores for 2024-2025: In English Language Arts, students were 71.7 points below the standard schoolwide (in comparison to 61.4 in '2023-2024). This decrease resulted in Mills moving into red on the dashboard. Student groups that scored the lowest included Homeless, English learners, Socioeconomically disadvantaged, African American, and Hispanic. There are also two additional subgroups in the orange: Asian and White. To address the literacy need at Mills, a Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) program was piloted in Spring 2024 and ran for the full school year of 2024-2025. Diagnostic data and progress monitoring show very strong results in students' growth in reading.

In math, students were 122.2 points below standard. This was a drop of approximately 8 points from the previous year. Six of the fourteen subgroups were in the red: Homeless, English learners, Socioeconomically disadvantaged, African American, Asian, and Hispanic.

To address this math need, Mills piloted a small group math intervention class 4x/week in 2025-2026. These groups will be expanded in the 2026-2027 school year. Mills has also implemented a Flex intervention period 2x/week where teachers provide targeted support in their subject areas for students who need additional time mastering a learning target. However, additional training and support are needed for teachers in this area. Mills hosted a full-day professional development in August 2025 specifically on this topic. Additional training and support are also needed to help teachers strengthen tier 1 instructional practices. District and site professional development in '2024-2025, '2025-2026, and '2026-2027 will continue to focus on this area.

Six subgroups fell in the red for chronic absenteeism: Homeless, African American, Hispanic, Two or more races, Students with disabilities, and White. Three subgroups fell into the orange category: Asian, English Learners, and Long-Term English Learners. This is being addressed through the addition of a bilingual community school liaison, increased parent participation in ELAC meetings and SSC, and the addition of a full-time attendance specialist. Academic engagement and school connectedness are also being supported with the programs Improve Your Tomorrow (IYT) and Earth Mama Healing.

The suspension rate remained about the same, with the following subgroups in red: Homeless, African American, Two or more races, and Socioeconomically disadvantaged. The Hispanic subgroup moved out of red and into yellow. The following subgroups fell into orange: Students with Disabilities and White. Strategies for improving the suspension rates for these subgroups include the addition of a bilingual community school liaison, increased parent participation in ELAC meetings and SSC, and the addition of a full-time attendance specialist. Academic engagement and school connectedness are also being supported with the programs Improve Your Tomorrow (IYT) and Earth Mama Healing. An intentional focus on strengthening the MTSS program at Mills continues to be a top priority. For example, last year Mills created a Coordination of Services Team (COST) to address students with tier two behaviors, attendance, academic, and mental health concerns. This program became a model for other community schools to observe and create at their own sites. This past year, Mills implemented a tier three team, led by our school behaviorist and assistant principal. Mills also employs a Restorative Specialist and Student Support Specialist who, working together with administration, employ various restorative practices as an 'other means of correction' to avoid suspension yet still hold students accountable for behaviors.

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

CAASPP Math scores indicate all student groups were in the orange or red (except Two or More Races in the yellow). The subgroups that were furthest below standard include: Students with disabilities (144), although there was an overall increase of approximately 40 points from the previous year; Long-term English Learners (104.7), although there was an increase of almost 60 points from the previous year; African American (116.2) and Homeless (100.2). Mills is implementing a targeted math intervention class 4x/week in 2026-2027.

CAASPP Reading scores indicate seven student groups fell into the red on the dashboard: Homeless, Hispanic, African American, Students with Disabilities, Socioeconomically Disadvantaged, English Learners, and Long-Term English Learners. However, Two or More Races moved from red to yellow. The SIPPS reading intervention program will continue in 2025-2026. Mills also implemented the Sonday reading intervention program for students with disabilities three years ago and will continue to offer it to any student with an IEP who qualifies.

Chronic Absenteeism: Seven subgroups fell into red the past year, and Mills moved from yellow to red on this indicator on the dashboard: Homeless, African American, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White. Asian, English Learners, and Long-Term English Learners fell into orange. Attendance efforts were prioritized the past year with additional strategies which included: Attendance challenges (3x/year), March Madness attendance challenge, Check and Connect, and home visits. Folsom Cordova USD is planning to implement an eighth grade attendance contract for all eighth graders in the four middle schools starting in the 2026-2027 school year.

Suspension Rate: In 2023-2024, all subgroups fell into the orange or red in this area. However, in 2024-2025, four subgroups moved into orange (students with disabilities and white), yellow (Hispanic, Long-Term English Learners), or green (Asian, English Learners). Increased effort was placed on restorative practices, including alternatives to suspension and community service. Additionally, Mills started an Afghan boys mentoring group, and other means to suspension have increased by 16% in the 2025-2026 school year.

Other Needs

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

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

Mills is also in TSI for 2025-2026 due to the Homeless subgroup. Additional strategies will be outlined in the goals section for how Mills will target these students moving forward.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.37%	0.11%	0.24%	3	1	2
African American	10.39%	9.26%	8.60%	85	82	73
Asian	9.66%	11.17%	11.07%	79	99	94
Filipino	1.22%	0.56%	0.82%	10	5	7
Hispanic/Latino	43.03%	44.92%	42.64%	352	398	362
Pacific Islander	1.10%	1.13%	1.18%	9	10	10
White	21.64%	20.09%	20.85%	177	178	177
Multiple/No Response	12.10%	12.75%	14.61%	99	113	124
Total Enrollment				818	886	849

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	266	277	273
Grade 7	290	301	277
Grade 8	262	308	299
Total Enrollment	818	886	849

Conclusions based on this data:

1. Mills ended the school year in 2025 with 880 students. However, over the past year our enrollment has dropped by about 50 students. This has also occurred at our sister middle school a few miles from here.
2. Students who identify as Hispanic make up the largest subgroup, followed by White, Two or More Races, Asian and African American. This has been a shift, as we have seen growth with our Two or More Races and Asian subgroups.
3. The number of students who identify as Hispanic, White, or African American remains consistent. Mills should plan for the continued growth of the Hispanic or Latino subgroup and provide resources that will help them remain/become successful. Mills has also continued to see an influx of students from the Middle East, Russia, and Ukraine. In response to the continued increase of emerging bilinguals from these regions, Mills opened an Emerging Bilingual Academy in 2024-2025, which includes the addition of three more bilingual instructional aides. Supplemental funding also supports extra hours for current bilingual aides.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	255	306	300	30.8%	31.2%	35.3%
Fluent English Proficient (FEP)	153	175	175	19.3%	18.7%	20.6%

Conclusions based on this data:

1.

The number of students reclassifying increased greatly over the past five years. In 2025, Mills reclassified 53 students. In Spring of 2026, 70 English Learners scored a 4 on the ELPAC. Of those, Mills reclassified 38 students. With the next Renaissance diagnostic in August, Mills is hopeful to reach close to 70 students having reclassified at that point.
2.

Spanish is the most common language spoken by our English learners. (53% to 65%).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	266	271	283	259	244	260	258	243	260	97.4	90	91.9
Grade 7	258	297	293	249	274	270	249	274	270	96.5	92.3	92.2
Grade 8	260	276	306	249	254	283	247	254	282	95.8	92	92.5
All Grades	784	844	882	757	772	813	754	771	812	96.6	91.5	92.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2460.	2457.	2426.	4.65	4.53	1.92	17.44	16.46	13.46	29.07	26.34	19.23	48.84	52.67	65.38
Grade 7	2473.	2490.	2483.	3.61	6.93	7.41	20.08	18.25	17.41	18.07	27.37	27.78	58.23	47.45	47.41
Grade 8	2491.	2496.	2515.	4.86	3.54	6.03	20.24	20.47	24.82	25.91	29.13	30.14	48.99	46.85	39.01
All Grades	N/A	N/A	N/A	4.38	5.06	5.17	19.23	18.42	18.72	24.40	27.63	25.86	51.99	48.90	50.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	5.43	6.17	5.38	49.22	46.09	37.69	45.35	47.74	56.92
Grade 7	8.03	9.12	8.52	50.20	55.84	52.59	41.77	35.04	38.89
Grade 8	8.13	7.09	7.45	50.00	51.18	57.45	41.87	41.73	35.11
All Grades	7.17	7.52	7.14	49.80	51.23	49.51	43.03	41.25	43.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	4.65	4.53	2.31	40.70	36.21	28.46	54.65	59.26	69.23
Grade 7	4.44	9.12	9.67	41.53	42.70	42.38	54.03	48.18	47.96
Grade 8	5.71	6.30	9.22	38.78	40.55	48.58	55.51	53.15	42.20
All Grades	4.93	6.74	7.15	40.35	39.95	40.07	54.73	53.31	52.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.91	6.17	6.54	70.93	73.66	63.46	20.16	20.16	30.00
Grade 7	9.64	8.76	7.78	68.27	68.61	63.70	22.09	22.63	28.52
Grade 8	6.91	6.30	8.16	70.33	75.59	71.63	22.76	18.11	20.21
All Grades	8.50	7.13	7.51	69.85	72.50	66.38	21.65	20.36	26.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	6.23	7.41	3.46	68.09	61.73	58.08	25.68	30.86	38.46
Grade 7	4.02	11.31	12.59	61.45	62.41	58.15	34.54	26.28	29.26
Grade 8	13.82	11.02	12.41	55.28	70.08	68.09	30.89	18.90	19.50
All Grades	7.98	9.99	9.61	61.70	64.72	61.58	30.32	25.29	28.82

Conclusions based on this data:

1. Sixth graders made significant growth on the ELA CAASPP this past year. Seventh and eighth graders remained steady. However, looking at cohort data, last year's sixth graders made significant growth this year in seventh grade and last year's seventh graders made significant growth this year in eighth grade.
2. In Spring of 2024, a SIPPS pilot was started. This program continued into 2024-2025 in efforts to intervene with student's multiple grade levels below in reading. A Sonday program was also started in 2023-2024 to address the same needs for students with IEPs. Both programs continue today with very positive results.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	266	271	283	256	262	273	256	262	273	96.2	96.7	96.5
Grade 7	258	297	293	246	288	282	246	288	281	95.3	97	96.2
Grade 8	260	276	305	251	265	298	249	265	298	96.5	96	97.7
All Grades	784	844	881	753	815	853	751	815	852	96.0	96.6	96.8

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2453.	2440.	2403.	5.47	3.44	2.20	10.55	6.11	3.30	29.69	27.10	17.22	54.30	63.36	77.29
Grade 7	2444.	2453.	2454.	4.47	3.47	3.91	8.94	10.42	12.10	21.95	24.65	25.62	64.63	61.46	58.36
Grade 8	2461.	2451.	2466.	4.42	3.40	4.03	6.83	9.06	9.40	26.10	17.74	21.14	62.65	69.81	65.44
Grade 11															
All Grades	N/A	N/A	N/A	4.79	3.44	3.40	8.79	8.59	8.33	25.97	23.19	21.36	60.45	64.79	66.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	3.13	1.91	2.20	38.67	30.53	17.58	58.20	67.56	80.22
Grade 7	4.07	3.47	4.98	28.86	30.21	35.23	67.07	66.32	59.79
Grade 8	6.45	4.91	3.36	41.53	30.94	38.59	52.02	64.15	58.05
Grade 11									
All Grades	4.53	3.44	3.52	36.40	30.55	30.75	59.07	66.01	65.73

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	4.30	3.82	1.83	45.70	38.17	34.07	50.00	58.02	64.10
Grade 7	3.25	2.43	4.63	41.46	48.26	51.25	55.28	49.31	44.13
Grade 8	4.02	3.77	3.69	40.16	41.89	43.96	55.82	54.34	52.35
All Grades	3.86	3.31	3.40	42.48	42.94	43.19	53.66	53.74	53.40

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	5.86	3.82	1.83	50.00	58.40	44.32	44.14	37.79	53.85
Grade 7	4.88	5.21	3.91	52.44	59.72	54.80	42.68	35.07	41.28
Grade 8	1.61	2.64	2.68	55.82	54.34	50.67	42.57	43.02	46.64
All Grades	4.13	3.93	2.82	52.73	57.55	50.00	43.14	38.53	47.18

Conclusions based on this data:

1. Sixth graders made significant growth with an increase of 14% proficiency from '2024-2025. Seventh grade had a significant decline, while eighth grade made some growth in proficiency but significant growth moving students from minimal to developing.
2. This past year, Mills ran a pilot of a small group math intervention class 4x/week and math intervention through Flex time. The math intervention class will be extended to two classes next year while piloting two different curricula. There has been some initial success shown with these targeted groups.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1513.9	1486.4	1495.5	1508.6	1478.9	1489.5	1518.7	1493.3	1501.1	91	113	102
7	1519.6	1525.5	1518.9	1510.7	1516.5	1510.4	1528.0	1534.1	1526.8	66	97	124
8	1519.9	1521.0	1521.9	1511.7	1511.7	1509.3	1527.6	1529.7	1534.0	86	77	91
All Grades										243	287	317

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	16.48	6.19	8.82	34.07	31.86	29.41	27.47	21.24	28.43	21.98	40.71	33.33	91	113	102
7	12.12	21.65	21.77	39.39	28.87	24.19	31.82	28.87	24.19	16.67	20.62	29.84	66	97	124
8	13.95	18.18	18.68	30.23	28.57	30.77	27.91	23.38	17.58	27.91	29.87	32.97	86	77	91
All Grades	14.40	14.63	16.72	34.16	29.97	27.76	28.81	24.39	23.66	22.63	31.01	31.86	243	287	317

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	30.77	19.47	22.55	37.36	30.97	34.31	13.19	17.70	15.69	18.68	31.86	27.45	91	113	102
7	25.76	32.99	32.26	45.45	29.90	24.19	9.09	17.53	15.32	19.70	19.59	28.23	66	97	124
8	26.74	27.27	28.57	26.74	32.47	26.37	23.26	12.99	13.19	23.26	27.27	31.87	86	77	91
All Grades	27.98	26.13	28.08	35.80	31.01	28.08	15.64	16.38	14.83	20.58	26.48	29.02	243	287	317

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	5.49	2.65	2.94	23.08	5.31	5.88	38.46	38.05	40.20	32.97	53.98	50.98	91	113	102
7	4.55	15.46	10.48	31.82	15.46	25.00	33.33	39.18	29.03	30.30	29.90	35.48	66	97	124
8	6.98	3.90	10.99	24.42	32.47	23.08	29.07	22.08	26.37	39.53	41.56	39.56	86	77	91
All Grades	5.76	7.32	8.20	25.93	16.03	18.30	33.74	34.15	31.86	34.57	42.51	41.64	243	287	317

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	18.68	14.16	13.73	61.54	45.13	59.80	19.78	40.71	26.47	91	113	102
7	13.64	23.71	19.35	63.64	54.64	49.19	22.73	21.65	31.45	66	97	124
8	9.30	19.48	25.27	60.47	50.65	39.56	30.23	29.87	35.16	86	77	91
All Grades	13.99	18.82	19.24	61.73	49.83	49.84	24.28	31.36	30.91	243	287	317

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	41.76	37.17	39.22	39.56	28.32	29.41	18.68	34.51	31.37	91	113	102
7	50.00	48.45	48.39	31.82	30.93	25.00	18.18	20.62	26.61	66	97	124
8	47.67	50.65	46.67	29.07	20.78	21.11	23.26	28.57	32.22	86	77	90
All Grades	46.09	44.60	44.94	33.74	27.18	25.32	20.16	28.22	29.75	243	287	316

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	3.30	1.77	2.94	39.56	23.89	20.59	57.14	74.34	76.47	91	113	102
7	4.55	15.46	17.74	42.42	44.33	28.23	53.03	40.21	54.03	66	97	124
8	11.63	19.48	19.78	33.72	27.27	25.27	54.65	53.25	54.95	86	77	91
All Grades	6.58	11.15	13.56	38.27	31.71	24.92	55.14	57.14	61.51	243	287	317

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	17.58	7.08	3.92	62.64	64.60	81.37	19.78	28.32	14.71	91	113	102
7	18.18	15.46	10.48	65.15	69.07	70.97	16.67	15.46	18.55	66	97	124
8	3.49	7.79	2.20	70.93	74.03	79.12	25.58	18.18	18.68	86	77	91
All Grades	12.76	10.10	5.99	66.26	68.64	76.66	20.99	21.25	17.35	243	287	317

Conclusions based on this data:

1. In Spring 2025, Mills reclassified 53 students. This past Spring of 2026, Mills reclassified
2. The focus for English Learners continues to be to increase the number of students who are Reclassified Fluent English Proficient (RFEP) and decrease the number of Long-Term English Learners (LTEs), as well as continuing the Emerging Bilingual Academy and adding a third group to better serve the needs of the newcomer students. The addition of another bilingual aide who speaks Farsi, Dari and Pashto has had significant impact.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
886	83.2%	34.5%	0.2%
Total Number of Students enrolled in Mills Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	306	34.5%
Foster Youth	2	0.2%
Homeless	50	5.6%
Socioeconomically Disadvantaged	737	83.2%
Students with Disabilities	129	14.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	82	9.3%
American Indian	1	0.1%
Asian	99	11.2%
Filipino	5	0.6%
Hispanic	398	44.9%
Two or More Races	113	12.8%
Pacific Islander	10	1.1%
White	178	20.1%

Conclusions based on this data:

1. The student group with the highest population is Hispanic. It is critical that we ensure as many supports and resources are in place to support the students and their families. This year there has been a noticeable increase in Two or More Races and Asian subgroups as well.
2. Enrollment percentages are critical to watch when observing any type of disproportionality taking place. Enrollment of English Learners continues to increase.
3. It is important to recognize the high percentage of students who are Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. This information needs to be taken into account when allocating resources.

School and Student Performance Data

Overall Performance

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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Except for English Learner Progress, school-wide performance levels are very low in math, English, chronic absenteeism, and suspension rates.
- The overall suspension rate was 12.3%, which was an increase of 0.7% from the previous year. The subgroups with the highest percentage of suspension are: Hispanic, Homeless, Long-Term English Learners, and

Socioeconomically disadvantaged. There were a total of 187 Off Site Suspensions in 2024-2025. In 2025-2026, there were 173. The number of incidents of Other Means of Correction increased greatly from 156 to 210.

3. In English, all subgroups fell in the red except for Two or More Races, Asian and White. The Homeless subgroup has continued to fall in the red in all categories for the second year in a row. Strategies to support this subgroup include: the math intervention, SIPPS and SONDAY reading intervention and the addition of a new Advancement Via Individual Determination (AVID) program.

School and Student Performance Data

Academic Performance English Language Arts

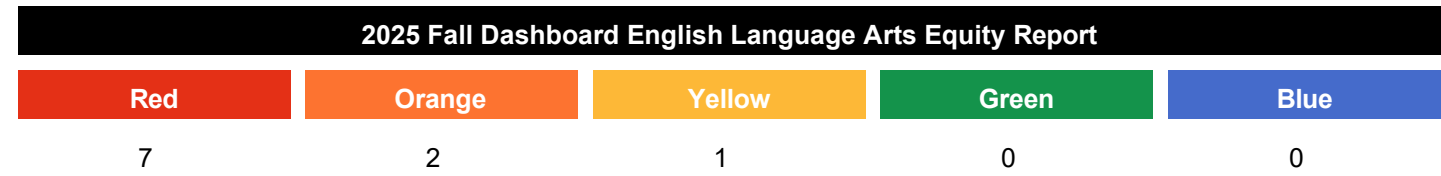
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 71.7 points below standard Declined 7.2 points 770 Students	English Learners  Red 93.3 points below standard Declined 4.5 points 351 Students	Long-Term English Learners  Red 104.7 points below standard Declined 4.8 points 106 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Red 100.2 points below standard Declined 23.7 points 48 Students	Socioeconomically Disadvantaged  Red 79.1 points below standard Declined 6.8 points 643 Students

Students with Disabilities  Red 144 points below standard Declined 7.4 points 115 Students	African American  Red 116.2 points below standard Declined 12.7 points 65 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 65.4 points below standard Declined 12.6 points 85 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Red 78.2 points below standard Declined 8.1 points 354 Students
Two or More Races  Yellow 63.5 points below standard Increased 9.1 points 91 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Orange 47.3 points below standard Declined 8.4 points 159 Students

Conclusions based on this data:

1. All student groups, except Asian, White and Two or More Races, fell into red.
2. All student groups, except Two or More Races, declined compared to last year.
3. CAASPP data, as well as the Renaissance diagnostic data, continue to show that reading is an area of focus for Mills. This emphasizes the need for continued reading intervention through SIPPS and SONDAY.

School and Student Performance Data

Academic Performance Mathematics

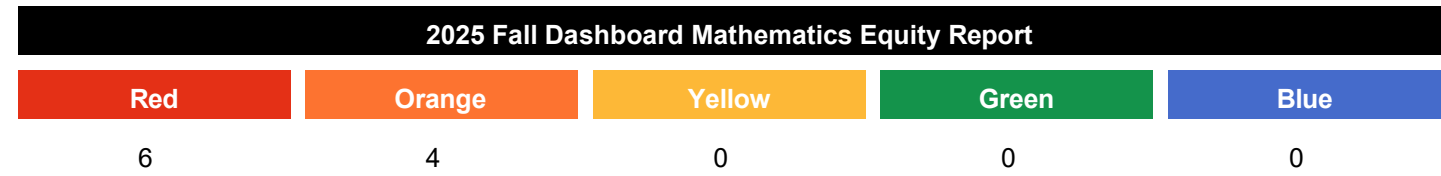
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 122.2 points below standard Declined 8.8 points 798 Students	English Learners  Red 142.1 points below standard Declined 10.7 points 380 Students	Long-Term English Learners  Orange 149.8 points below standard Increased 11.4 points 106 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  Red 162.2 points below standard Declined 52.6 points 51 Students	Socioeconomically Disadvantaged  Red 131.6 points below standard Declined 12.6 points 671 Students

Students with Disabilities  Orange 168.3 points below standard Increased 15.4 points 115 Students	African American  Red 162.5 points below standard Declined 10.4 points 65 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Red 119.3 points below standard Declined 14.4 points 97 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Red 135.1 points below standard Declined 12.4 points 359 Students
Two or More Races  Orange 116.8 points below standard Increased 14.9 points 98 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Orange 80.3 points below standard Maintained -1.9 points 163 Students

Conclusions based on this data:

1. African American and Homeless are subgroups that scored the furthest below standard, with 162.5 and 162.2 points respectively.
2. Students with Disabilities improved from last year, increasing by 15.4 points in getting closer to at standard and moving from red to orange.
3. CAASPP data, as well as the Renaissance diagnostic data, continue to show that math is an area of focus for Mills. This emphasizes the need for more intensive math intervention in addition to Flex. In '2025-2026 Mills will continue the math intervention program this year, adding a second class, and piloting two new intervention curricula.

School and Student Performance Data

Academic Performance Science

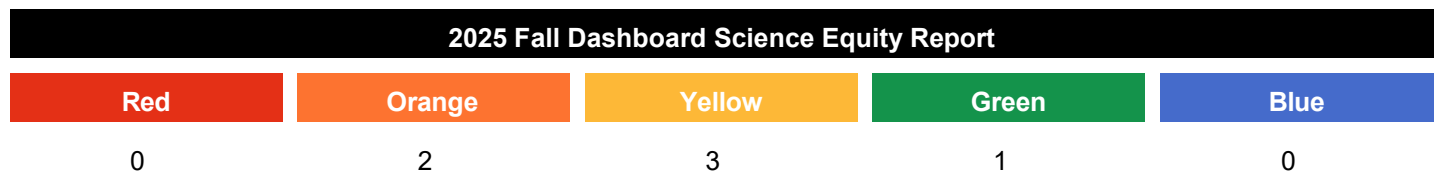
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 44.1 science points Increased 3.8 points 276 Students	English Learners  Yellow 38.6 science points Increased 4.9 points 122 Students	Long-Term English Learners  Orange 33.7 science points Increased 3.1 points 47 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 29.9 science points Declined 7.6 points 13 Students	Socioeconomically Disadvantaged  Yellow 41.7 science points Increased 2.7 points 232 Students

Students with Disabilities  Orange 32.5 science points Increased 3 points 35 Students	African American  No Performance Color 31 science points Maintained -1.9 points 24 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 43.9 science points Increased 3 points 37 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 42.2 science points Increased 3.8 points 123 Students
Two or More Races  No Performance Color 45.8 science points Increased 12.7 points 27 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 51.6 science points Increased 5.8 points 64 Students

Conclusions based on this data:

1. Science made significant growth on the eighth grade CAST, increasing the percentage of students proficient and advanced by 4%.
2. There was also a decline in the percent of students below standard by 4%.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green 60.2 making progress. Number Students: 256 Students	 Blue 70.7 making progress. Number Students: 92 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.

2025 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
10.2%	29.7%	1.2%	59%

Conclusions based on this data:

1. The number of English Learners has continued to grow over the past three years but so has the number of students who reclassify each year.
2. Over half of the English Learners are making progress toward English proficiency.
3. Close to three quarters of the Long-Term English Learners (LTELs) are making progress, scoring in the blue. Mills expects to see continued increased in numbers of students reclassifying each year.

School and Student Performance Data

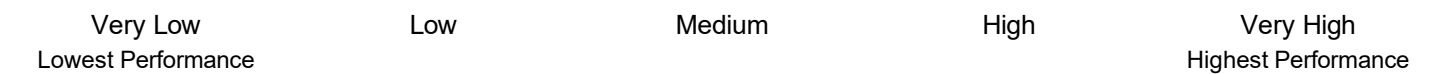
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Red 19.7% Chronically Absent Increased 3.5 946 Students	English Learners  Orange 12.2% Chronically Absent Increased 3 361 Students	Long-Term English Learners  Orange 18.3% Chronically Absent Increased 7.6 115 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  Red 42.5% Chronically Absent Increased 8.3 73 Students	Socioeconomically Disadvantaged  Red 20.5% Chronically Absent Increased 4.4 803 Students

Students with Disabilities  Red 29.6% Chronically Absent Increased 6.1 135 Students	African American  Red 37.2% Chronically Absent Increased 7 86 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 9.3% Chronically Absent Increased 5 107 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Red 21.2% Chronically Absent Increased 4.4 415 Students
Two or More Races  Red 21.6% Chronically Absent Maintained -0.2 125 Students	Pacific Islander  No Performance Color 9.1% Chronically Absent Declined 9.1 11 Students	White  Red 13.8% Chronically Absent Increased 3.5 196 Students

Conclusions based on this data:

1. Mills chronic absentee rate fell to 16.1% in 2024-2025. This was a decline of 4.1%. However, 2025-2026 saw a 3.6% increase in the number of students chronically absent, rising to 19.7.
2. All student groups, except for Two or More Races which maintained, had an increase in their chronically absent rates.
3. Mills student body are a highly mobile group, and this contributes to its absentee rate as students often move on short notice without checking out of school. Homeless students had the greatest percentage of students chronically absent at 34.2% in 2024-2025 and 42.5% in 2025-2026.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

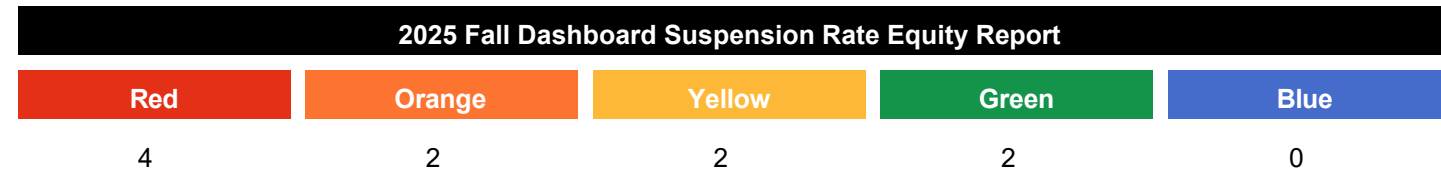
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 12.6% suspended at least one day Increased 0.3% 993 Students	English Learners  Green 5.6% suspended at least one day Declined 3.5% 378 Students	Long-Term English Learners  Yellow 9.1% suspended at least one day Declined 7.4% 121 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  Red 24.7% suspended at least one day Increased 3.7% 81 Students	Socioeconomically Disadvantaged  Red 13.1% suspended at least one day Maintained 0.2% 839 Students

Students with Disabilities  Orange 17.1% suspended at least one day Declined 0.4% 146 Students	African American  Red 31.6% suspended at least one day Increased 9% 95 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green 4.3% suspended at least one day Declined 1.8% 115 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  Yellow 11.5% suspended at least one day Declined 1.6% 434 Students
Two or More Races  Red 16.3% suspended at least one day Increased 1% 129 Students	Pacific Islander  No Performance Color 9.1% suspended at least one day Maintained 0% 11 Students	White  Orange 7.9% suspended at least one day Increased 1% 202 Students

Conclusions based on this data:

1. The overall suspension rate was 12.6% which was an increase of 0.3% from the previous year.
2. The ethnic group with the lowest suspension rate is Asian at 4.3%.
3. The ethnic groups with the highest suspension rates are Homeless at 24.7%, African American at 31.6% although five other subgroups declined from the previous year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

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

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

1.2 - Increase math mastery toward grade level standards through targeted Flex intervention and implementation of tier 3 MIPPS math intervention.

1.3 - Increase the percent of emerging bilinguals who reclassify.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance ELA and Math	Several students not meeting grade level standard and enrolled in intervention class for math. Several students not meeting grade level standards and enrolled in reading intervention class.	Increase percentage of students performing at or above grade level by 5%.
CAASPP ELA	24%	29%
CAASPP Math	12%	17%
ELPAC		Increase percentage of students who reclassify by 10%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (LCAP Goal 1)	All students	22,823 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 8838 Title I 3000-3999: Employee Benefits Instructional coach 22823 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 5263 Title I 3000-3999: Employee Benefits Instructional coach 4235 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 1640 LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach 7264 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 1675 LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach 24994 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student support specialist 5767 LCFF - Supplemental 3000-3999: Employee Benefits Student support specialist 30234 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD teacher allocation 7548

			LCFF - Supplemental 3000-3999: Employee Benefits ELD teacher allocation 11065 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor 2591 LCFF - Supplemental 3000-3999: Employee Benefits Counselor 2526 LCFF - Supplemental 2000-2999: Classified Personnel Salaries New .25 BIA position 13333 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra hourly for professional development 933 LCFF - Supplemental 3000-3999: Employee Benefits New .25 BIA position 37210 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 12982 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal 7458 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Middle school clerk 3978 LCFF - Supplemental 3000-3999: Employee Benefits Middle school clerk 17366 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance specialist 7091 LCFF - Supplemental 3000-3999: Employee Benefits Attendance specialist 13958 LCFF - Supplemental
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			4000-4999: Books And Supplies Instructional supplies, parent event snacks & drinks to increase attendance 3333 LCFF - Supplemental 3000-3999: Employee Benefits Extra hourly for professional development
1.2	1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations 1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.	All students	27612 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sp Ed Services Liaison 10461 LCFF - Supplemental 3000-3999: Employee Benefits Sp Ed Services Liaison 10200 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for release time for PD, Field trips and conferences 2500 LCFF - Supplemental 3000-3999: Employee Benefits Subs for release time for PD, Field trips and conferences 43642 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual aids 16915 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual aids 14923 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aids for academy 6946 LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual aids for academy 2526 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual aide extra time

			1508 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual aide extra time 7272 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Ancient artifacts guest speakers, AVID tutors
1.3	1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations 1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.	All students	9855 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behavior specialist 4657 LCFF - Supplemental 3000-3999: Employee Benefits Behavior specialist 14783 California Community Schools 2000-2999: Classified Personnel Salaries Behavior specialist 6986 California Community Schools 3000-3999: Employee Benefits Behavior specialist 8333 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences 26555 California Community Schools 2000-2999: Classified Personnel Salaries Community school facilitator 14455 California Community Schools 3000-3999: Employee Benefits Community school facilitator 6042 Title I 4000-4999: Books And Supplies Instructional supplies
1.6			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

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

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

Successful initiatives continue to be budgeted for, such as staffing for the Emerging Bilingual Academy. The goal of this program is to reduce the number of LTELs that move onto high school and help more students reclassify as fluent English proficient in middle school.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

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

2.1 - Increase student attendance to 95%.

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

2.01 - Increase student attendance rates and reduce chronic absenteeism.

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student surveys, CalSchools Survey (Nov), staff survey, parent survey, administrative data (suspensions, attendance, student support calls, class suspensions)	Parent and student surveys	Increased connectedness
Chronically Absent	19.7%	Reduction by 5%
Suspension rates	12.6%	Reduce number of suspensions by 2%
Parent Engagement	Parent engagement increased at ELAC and SSC based on attendance data.	Continue to Increase parent participation (ELAC, SSC) and through schoolwide events such as Rodeo Day and Parent Engagement Academy.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations. LCAP Goal 2. Increase student attendance rates and reduce chronic absenteeism. 2.01	All students	24995 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student support specialist 5767 LCFF - Supplemental 3000-3999: Employee Benefits Student support specialist 17366 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance specialist 7091 LCFF - Supplemental 3000-3999: Employee Benefits Attendance specialist 26555 California Community Schools 2000-2999: Classified Personnel Salaries Community school liaison 14455 California Community Schools 3000-3999: Employee Benefits Community school liaison None Specified None Specified None Specified None Specified Keep Going Sis Program to mentor young women of color None Specified None Specified Improve Your Tomorrow Program to mentor young men of color
2.2	Title I Instructional Support Coach. Sp Ed Services Liaison. 2.2 - Increase the high school graduation rate and decrease the dropout rate for all students. (LCAP Goal 2)	All students	22823 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 8838 Title I 3000-3999: Employee Benefits

			Instructional coach 22823 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 5263 Title I 3000-3999: Employee Benefits Instructional coach 4235 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 1640 LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach 7264 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 1675 LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach 27612 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sp Ed Services Liaison 10461 LCFF - Supplemental 3000-3999: Employee Benefits Sp Ed Services Liaison
2.3	Reduce student suspensions, expulsions rates, and bullying incidents. 2.3	All students	55531 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus monitors 29196 LCFF - Supplemental 3000-3999: Employee Benefits Additional campus monitor time 13958 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, parent event snacks & drinks to increase attendance 6042 Title I

			4000-4999: Books And Supplies Instructional supplies 11065 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor 2591 LCFF - Supplemental 3000-3999: Employee Benefits Counselor 37210 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 12983 LCFF - Supplemental 3000-3999: Employee Benefits Assistant principal
2.4	2.01 - Increase student attendance rates and reduce chronic absenteeism. 2.02 - Increase the high school graduation rate and decrease the dropout rate for all students. 2.03 - Reduce student suspensions, expulsion rates, and bullying incidents. 2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers. 2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.	All students	7458 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Clerk 3978 LCFF - Supplemental 3000-3999: Employee Benefits Clerk 30235 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELD teacher allocation 7548 LCFF - Supplemental 3000-3999: Employee Benefits ELD teacher allocation 43642 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual aids 16915 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual aids 1671 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Restorative specialist 974 LCFF - Supplemental

			3000-3999: Employee Benefits Restorative specialist 14923 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aids for academy 6946 LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual aids for academy
2.5	2.01 - Increase student attendance rates and reduce chronic absenteeism. 2.02 - Increase the high school graduation rate and decrease the dropout rate for all students. 2.03 - Reduce student suspensions, expulsion rates, and bullying incidents. 2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.	All students	6689 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health assistant 2734 LCFF - Supplemental 3000-3999: Employee Benefits Health assistant 4839 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent coordinator 3089 LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator 9856 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behavior specialist 4658 LCFF - Supplemental 3000-3999: Employee Benefits Behavior specialist 14783 California Community Schools 2000-2999: Classified Personnel Salaries Behavior specialist 6986 California Community Schools 3000-3999: Employee Benefits Behavior specialist 6000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs

			Field trips
2.6	Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations. Goal 2. 2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.	All students	2526 LCFF - Supplemental 2000-2999: Classified Personnel Salaries New .25 BIA position 933 LCFF - Supplemental 3000-3999: Employee Benefits New .25 BIA position 13333 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra hourly for professional development 3333 LCFF - Supplemental 3000-3999: Employee Benefits Extra hourly for professional development 20871 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .5 Clerk 8113 LCFF - Supplemental 3000-3999: Employee Benefits .5 Clerk
2.7	Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations. Goal 2.	All students	2526 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional BIA position 1508 LCFF - Supplemental 3000-3999: Employee Benefits Additional BIA position 208 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified professional development extra time 52 LCFF - Supplemental 3000-3999: Employee Benefits Classified professional development extra time 8333 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences to support PBIS, English/ELD, etc.

			56067 Learning Recovery 1000-1999: Certificated Personnel Salaries 1.0 FTE 21108 Learning Recovery 3000-3999: Employee Benefits 1.0 FTE 7272 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Ancient artifacts guest speakers, AVID tutors 850 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 5 Star
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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.

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

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

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

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

3.02 - Provide professional development opportunities in quality first instruction.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Evaluation of school budgets, teacher surveys	Teacher and staff surveys, SSC and ELAC meeting input	Improved teacher efficacy and staff collaboration in Professional Learning Teams
Instructional coaches, administration and Sp Ed services liaison to provide professional development (PD)	Agendas, presentations and exit tickets from PD days	Improved tier 1 instruction, measured by instructional rounds data.
STEM and VAPA Courses	STEM and VAPA courses offered in all grades 6-8.	Increase enrollment of all diverse learners.
Mustang Walks (instructional rounds)	Half of the teachers participated.	Increase participation by 25%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study.	All students	22823 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 8839 Title I 3000-3999: Employee Benefits Instructional coach 22823 Title I 1000-1999: Certificated Personnel Salaries Instructional coach 5263 Title I 3000-3999: Employee Benefits Instructional coach 4236 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 1640 LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach 7264 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional coach 1675 LCFF - Supplemental 3000-3999: Employee Benefits Instructional coach 11065 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor 2591 LCFF - Supplemental 3000-3999: Employee Benefits Counselor
3.2	3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards. 3.02 - Provide professional development opportunities in quality first instruction.	All students	37210 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 12982

			LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal 24994 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student support specialist 5767 LCFF - Supplemental 3000-3999: Employee Benefits Student support specialist 9855 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behavior specialist 4657 LCFF - Supplemental 3000-3999: Employee Benefits Behavior specialist 14783 California Community Schools 2000-2999: Classified Personnel Salaries Behavior specialist 6986 California Community Schools 3000-3999: Employee Benefits Behavior specialist 7272 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Guest speakers for history classes, AVID tutors 13958 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, parent event snacks & drinks to increase attendance
3.3	3.3 - Provide access to research-based instructional strategies, with a focus on English Learners, to increase student achievement.	All students	43642 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual aids 16915 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual aids 14923

			LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aids for academy 6946 LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual aids for academy 6042 Title I 4000-4999: Books And Supplies Instructional supplies
3.4	3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready		10200 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for field trips, professional development and conferences 13334 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated extra hourly professional development 2500 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for subs to release teachers for professional development 208 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified professional development 52 LCFF - Supplemental 3000-3999: Employee Benefits Classified professional development 56068 Learning Recovery 1000-1999: Certificated Personnel Salaries 1.0 FTE 21109 Learning Recovery 3000-3999: Employee Benefits 1.0 FTE 8334 LCFF - Supplemental

			5000-5999: Services And Other Operating Expenditures Conferences 3334 LCFF - Supplemental 3000-3999: Employee Benefits Certificated extra hourly professional development benefits
3.5	3.3 - Provide access to research-based instructional strategies, with a focus on English Learners, to increase student achievement.	All students	30234 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional English learner teacher allocation 7548 LCFF - Supplemental 3000-3999: Employee Benefits Additional English learner teacher allocation 2526 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional BIA position 1508 LCFF - Supplemental 3000-3999: Employee Benefits Additional BIA position 2526 LCFF - Supplemental 2000-2999: Classified Personnel Salaries New .25 BIA position 933 LCFF - Supplemental 3000-3999: Employee Benefits New .25 BIA position 26555 California Community Schools 2000-2999: Classified Personnel Salaries Community school facilitator 14455 California Community Schools 3000-3999: Employee Benefits Community school facilitator
3.6	3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards. 3.02 - Provide professional development opportunities in quality first instruction.	All students	27613 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sp Ed Services Liaison 10461 LCFF - Supplemental

			3000-3999: Employee Benefits Sp Ed Services Liaison
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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.

This year Mills is continuing to fund a full time STEM teacher to provide increased access to students in this area. Mills is also continuing the expansion of the Emerging Bilingual Academy to three groups and the addition of a fourth bilingual aide. Quarterly progress monitoring data shows a great deal of success in the speed in which newcomers are learning to read, write, speak and listen in English. Data will continue to be monitored quarterly.

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

Both the STEM teacher position and Bilingual Academy will continue to be monitored for success. Evaluation of effectiveness will occur again in Spring '27.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

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

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

4.2 - Maintain classrooms in good repair.

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

4.02 - Maintain schools in good repair.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher surveys (including new teacher pre and post surveys), student surveys (Panorama, HRS), meeting agendas/minutes, budget monitoring, interview questions and ratings.	Teacher surveys, student surveys (Panorama, HRS) SSC and ELAC meetings	Improved connectedness with students and staff.
Williams Audit	100%	100%
CAASPP ELA	24%	29%
CAASPP Math	12%	17%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected	All students	22824 Title I

	and thrive. School Goal 4.1 - Provide teacher support through professional development, collaboration, and coaching, with a focus on new teachers.	1000-1999: Certificated Personnel Salaries Instructional Coach 8839 Title I 3000-3999: Employee Benefits Instructional Coach 22824 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach 5263 Title I 3000-3999: Employee Benefits Instructional Coach 4236 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 1641 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach 7265 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach 1676 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach 11066 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor 2591 LCFF - Supplemental 3000-3999: Employee Benefits Counselor 7273 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Guest speaker for history classes and AVID tutors 27613 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Sp Ed Services Liaison 10462 LCFF - Supplemental
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		3000-3999: Employee Benefits Sp Ed Services Liaison 30235 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional English learner teacher allocation 7549 LCFF - Supplemental 3000-3999: Employee Benefits Additional English learner teacher allocation 43643 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual aids 16918 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual aids 14923 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aids for academy 6949 LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual aids for academy 4839 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent coordinator 3089 LCFF - Supplemental 3000-3999: Employee Benefits Parent coordinator 17367 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance specialist 7091 LCFF - Supplemental 3000-3999: Employee Benefits Attendance specialist 2526 LCFF - Supplemental 2000-2999: Classified Personnel Salaries New .25 BIA position
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			934 LCFF - Supplemental 3000-3999: Employee Benefits New .25 BIA position 2526 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional bilingual aids position 1508 LCFF - Supplemental 3000-3999: Employee Benefits Additional bilingual aids position
4.2	LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive. 4.02 - Maintain schools in good repair.	All students	6042 Title I 4000-4999: Books And Supplies Instructional supplies, parent event snacks to increase attendance 13957 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, parent event snacks to increase attendance 37210 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal 12984 LCFF - Supplemental 3000-3999: Employee Benefits Assistant principal 24995 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Student support specialist 5767 LCFF - Supplemental 3000-3999: Employee Benefits Student support specialist 6000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Field trips 7457 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Part time office clerk

			3980 LCFF - Supplemental 3000-3999: Employee Benefits Part time office clerk
4.3	LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive. 4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students	All students	26555 California Community Schools 2000-2999: Classified Personnel Salaries Community school liaison 14458 California Community Schools 3000-3999: Employee Benefits Community school liaison 9856 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Behaviorist 4658 LCFF - Supplemental 3000-3999: Employee Benefits Behaviorist 14783 California Community Schools 2000-2999: Classified Personnel Salaries Behaviorist 6989 California Community Schools 3000-3999: Employee Benefits Behaviorist 1672 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Restorative specialist 974 LCFF - Supplemental 3000-3999: Employee Benefits Restorative specialist 6690 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health assistant extra time 2734 LCFF - Supplemental 3000-3999: Employee Benefits Health assistant extra time 7424

			California Community Schools 5000-5999: Services And Other Operating Expenditures 55532 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus monitors 29197 LCFF - Supplemental 3000-3999: Employee Benefits Campus monitors 209 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified extra time for professional development 53 LCFF - Supplemental 3000-3999: Employee Benefits Classified extra time for professional development 850 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures 5 Star
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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.

The addition of new support staff due to the community schools grant has enabled Mills to create a strong multiple tiered system of support. Mills received High Reliability Schools (HRS) Level 1 certification, which is based on school culture and climate.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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
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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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,380,840.00
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	\$263,160.00

Subtotal of additional federal funds included for this school: \$263,160.00

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

State or Local Programs	Allocation (\$)
California Community Schools	\$258,546.00
LCFF - Supplemental	\$1,704,782.00
Learning Recovery	\$154,352.00

Subtotal of state or local funds included for this school: \$2,117,680.00

Total of federal, state, and/or local funds for this school: \$2,380,840.00

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	263,160	0.00
LCFF - Supplemental	1,704,782	0.00
Learning Recovery	154,352	0.00
California Community Schools	258,546	0.00

Expenditures by Funding Source

Funding Source	Amount
California Community Schools	258,546.00
LCFF - Supplemental	1,704,782.00
Learning Recovery	154,352.00
Title I	263,160.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	925,587.00
2000-2999: Classified Personnel Salaries	692,674.00
3000-3999: Employee Benefits	607,367.00
4000-4999: Books And Supplies	79,999.00
5000-5999: Services And Other Operating Expenditures	33,274.00
5700-5799: Transfers Of Direct Costs	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	29,939.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	California Community Schools	165,352.00
3000-3999: Employee Benefits	California Community Schools	85,770.00
5000-5999: Services And Other Operating Expenditures	California Community Schools	7,424.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	630,866.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	527,322.00
3000-3999: Employee Benefits	LCFF - Supplemental	422,974.00
4000-4999: Books And Supplies	LCFF - Supplemental	55,831.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	25,850.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	29,939.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	112,135.00
3000-3999: Employee Benefits	Learning Recovery	42,217.00
1000-1999: Certificated Personnel Salaries	Title I	182,586.00
3000-3999: Employee Benefits	Title I	56,406.00
4000-4999: Books And Supplies	Title I	24,168.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	513,099.00
Goal 2	718,396.00
Goal 3	554,649.00
Goal 4	594,696.00

School Site Council Membership

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

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

Name of Members	Role
Dana Carrigan	Principal
Stephanie Cecil-Spaulding, Chairperson	Other School Staff
Avery Gillepsie	Secondary Student
Susan Sirk	Classroom Teacher
Jason McKnight	Classroom Teacher
Jesse DeGooyer	Classroom Teacher
Lori-Dean Gillepsie	Parent or Community Member
Alexis Washington	Parent or Community Member
Teresa Avila	Parent or Community Member
Veronica Lane	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Veronica Lane	Parent or Community Member
Yasaman Taghavi	Other School Staff
Dana Carrigan, Chairperson	Principal
Stephanie Cecil-Spaulling	Other School Staff
Dana Huppert-Saiz	Parent or Community Member
Amanda Bills	Parent or Community Member
Zhennet Bilalova	Parent or Community Member
Elizabeth Cantero	Parent or Community Member
Josefina Rivera	Parent or Community Member
Irma Nochez	Parent or Community Member
	Parent or Community Member

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2026.

Attested:



Principal, Dana Carrigan on 5/13/26



SSC Chairperson, Stephanie Cecil-Spaulding on 5/13/26

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 the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

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

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Mills Middle School



School Site Council

05.13.26

AGENDA

I. Warm Welcome: *Favorite thing looking forward to for summer***8**

II. SPSA Draft Plan for SY 26.27

A. SPSA Presentation

B. Discussion/Q & A

C. Vote to approve

IV. Community School Announcements

Site Council Next Steps:

- I> Implement plan for 26.27
- I> SSC Membership is a 2-year term.
 - o Any openings?
 - o Will hold nominations week of Aug. 10th
 - o Vote for open positions week of Aug. 17th
- I> First SSC meeting: Tuesday, August 25th

Thank you for a great year!

Mills Middle School



School Site Council

05.13.26

MINUTES

I. Warm Welcome: *Favorite thing looking forward to for summer*0

II. SPSA Draft Plan for SY 26.27

A. SPSA Presentation

B. Discussion/Q & A

a. Principal shared school data

i. Mills is in TSI for 26-27 for homeless subgroup

1. Shared that staff has ensured some of our homeless students will be included in the AVID sections as one method of providing targeted support

ii. Discussed other strategies to support:

1. Continue home visits, check & connect

2. Pay close attention to that subgroup during beginning/middle of year attendance challenges

iii. Discussed other subgroups in the red/subgroups to target:

1. African American, Students with Disabilities, English Learners, Hispanic

b. Reviewed updates to goals - no questions

c. Reviewed proposed budget plan - no questions

C. Vote to approve

a. Vote was unanimous to approve

IV. Community School Announcements

Site Council Next Steps:

- I> Implement plan for 26.27
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- I> First SSC meeting: Tuesday, August 25th

Thank you for a great year!

[illegible]

Oh yeah! Δ^2 Δ^2 Δ^2

22.11.18
 2018/11/22
 2018/11/22



School Site Council 05.13.26

Mills Middle School

SY 26.27

School Plan for Student Achievement (SPSA) Summary



Mills Vision

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

Current Data for 26.27 Expenditures

Dashboard Data SY 24.25

- ❖ Enrollment - 886
- ❖ Socioeconomically disadvantaged - 83.2%
- ❖ English learner - 34.5%
- ❖ Foster youth - 0.2%

- ❖ English Language Arts
 - 71.7 points below standard
 - Declined by 7.2 points
 - Fell from YELLOW to RED
 - Lowest subgroups: Homeless, Hispanic, African American, ELs, LTELs, Socioeconomically Disadvantaged, Students with Disabilities

Dashboard Data SY 24.25

❖ Math

- 122.2 points below standard
 - Declined 8.8 points
 - Remain in the RED
 - Lowest subgroups: African American, Asian, English Learners, Hispanic, Asian, Homeless, Socioeconomically Disadvantaged

❖ English Learner Progress

- Increased 8.4%
- Moved to GREEN!
- 60.2% making progress toward English language proficiency

Dashboard Data SY 24.25

❖ Chronic Absenteeism

- 19.7% chronically absent
 - Increased by 3.5%
 - Fell from YELLOW to RED
 - African American, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, White

❖ Suspension Rate

- 12.6% students suspended at least one day
 - Increased by .3%
 - Remain in the RED
 - African American, Hispanic, Homeless, Long Term English Learners and Socioeconomically Disadvantaged have the highest suspension rates

Dashboard Indicators Last Seven Years

Category	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Chronic Absenteeism		*No data this year due to Covid	*No data this year due to Covid					
Suspension Rate								
English Learner Progress								
ELA								
Math								

Climate Data

Relationship Skills

Social Perspective-Taking ⓘ
Grades 6–12

43%

40th–59th percentile

▼ 2

Responsible Decision Making

Emotion Regulation ⓘ
Grades 6–12

47%

40th–59th percentile

▲ 1

Self-Management ⓘ
Grades 6–12

69%

40th–59th percentile

▼ 4

Social Awareness ⓘ
Grades 6–12

55%

20th–39th percentile

0

Self-Awareness

Growth Mindset ⓘ
Grades 6–12

51%

60th–79th percentile

▲ 1

Self-Efficacy ⓘ
Grades 6–12

44%

20th–39th percentile

▲ 3
Greatest increase

Self-Management

Self-Management ⓘ
Grades 6–12

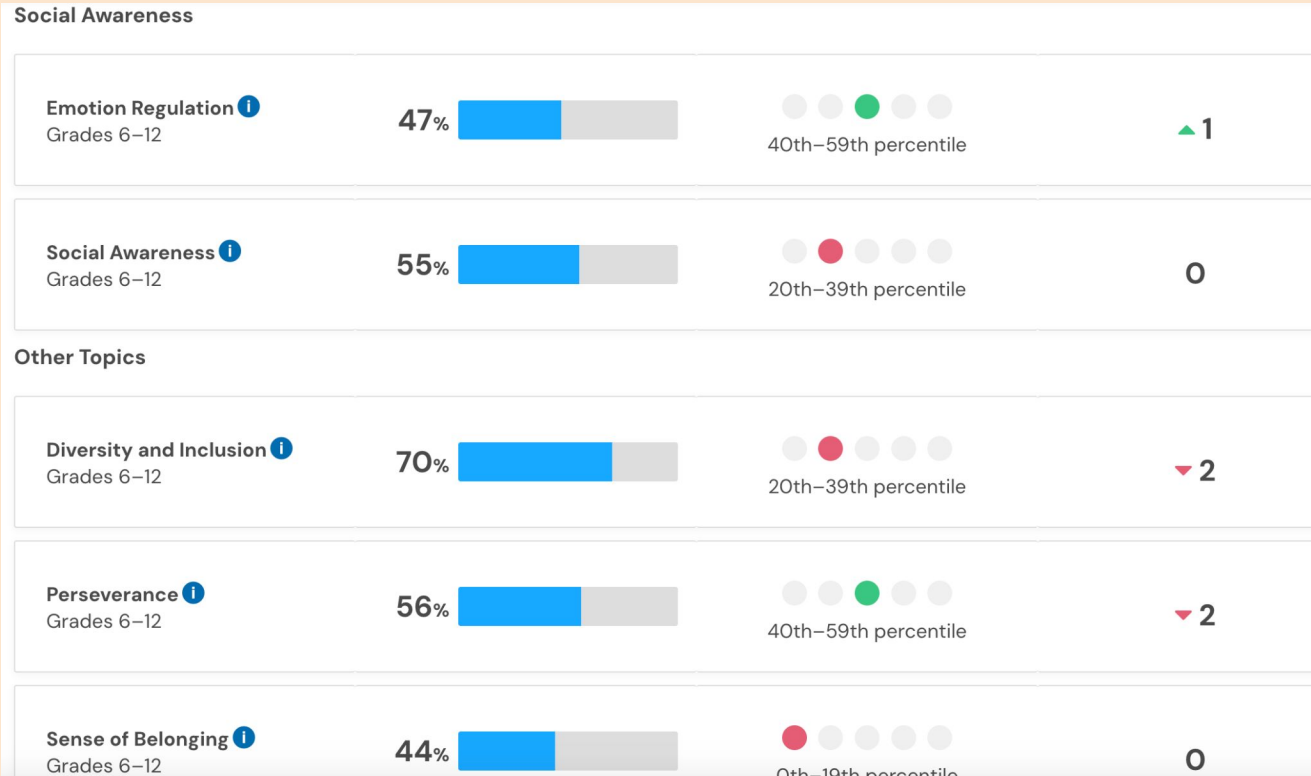
69%

40th–59th percentile

▼ 4

24.25

Climate Data

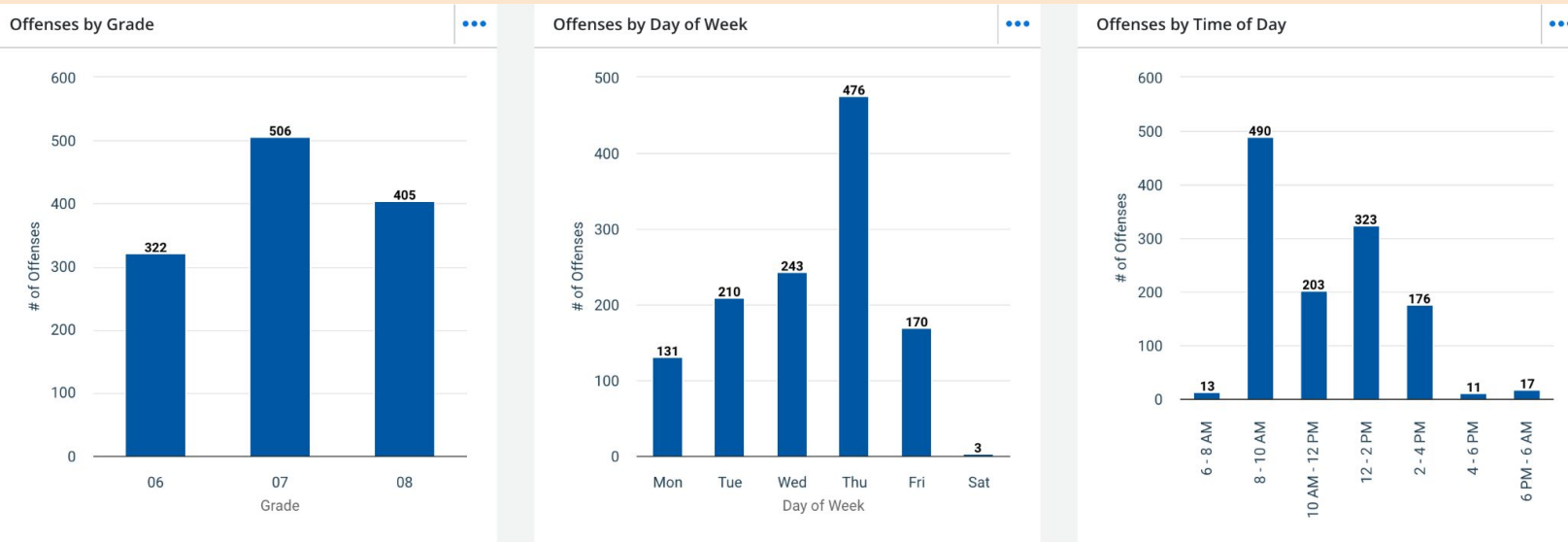


6

Suspension Data: SY 25.26, through 04.24.26

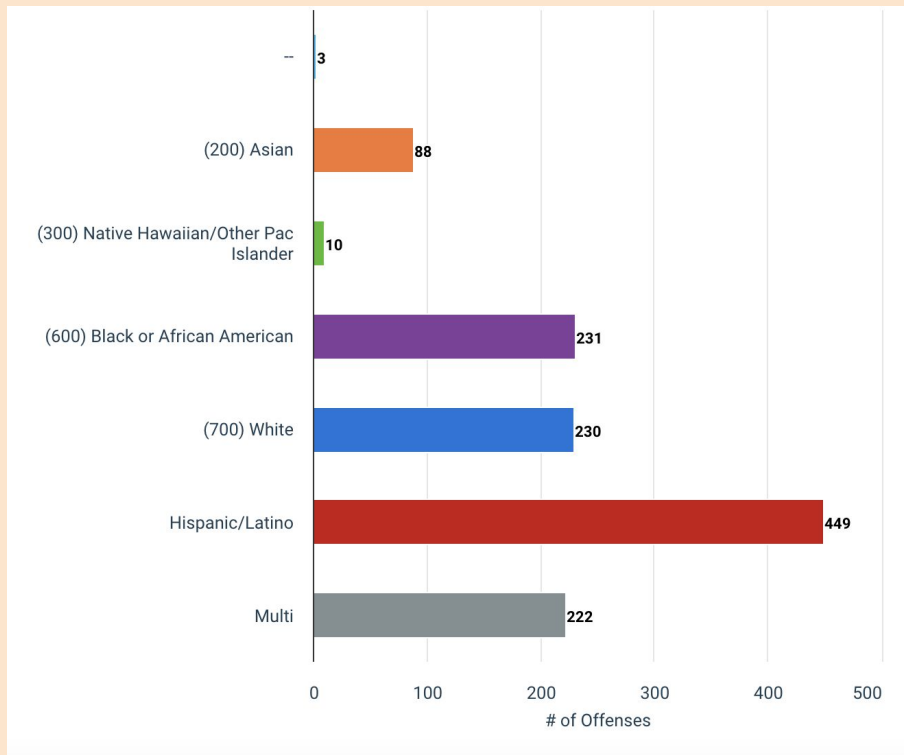
ACTION ⌵		<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>
<u>(100) Out of School Suspension^</u>		<u>138</u>	<u>163</u>	<u>187</u>	<u>158</u>
<u>(300) Other Means of Correction^</u>		<u>19</u>	<u>44</u>	<u>156</u>	<u>185</u>
<u>Class Suspension</u>		<u>931</u>	<u>274</u>	<u>373</u>	<u>142</u>

Suspension Data: SY 25.26, through 04.24.26



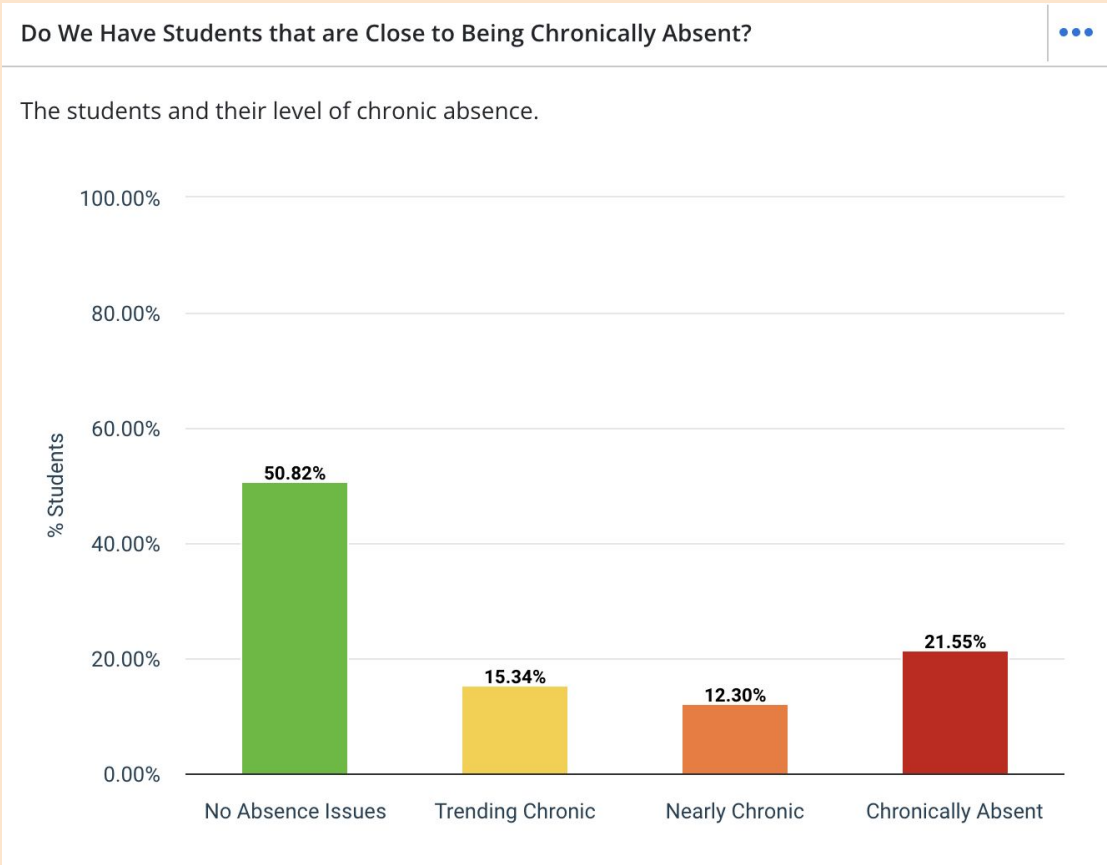
Suspension Data: SY 25.26, through 04.24.26

By
Ethnicity



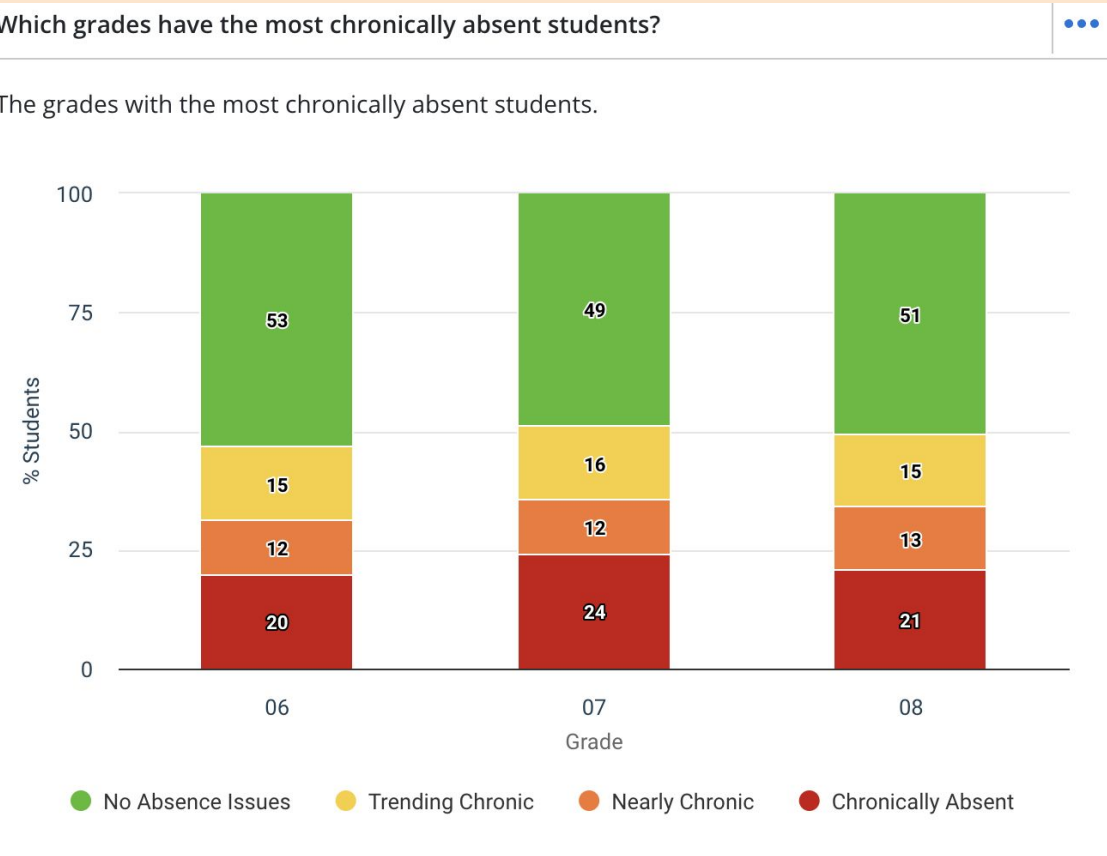
Attendance Data

6



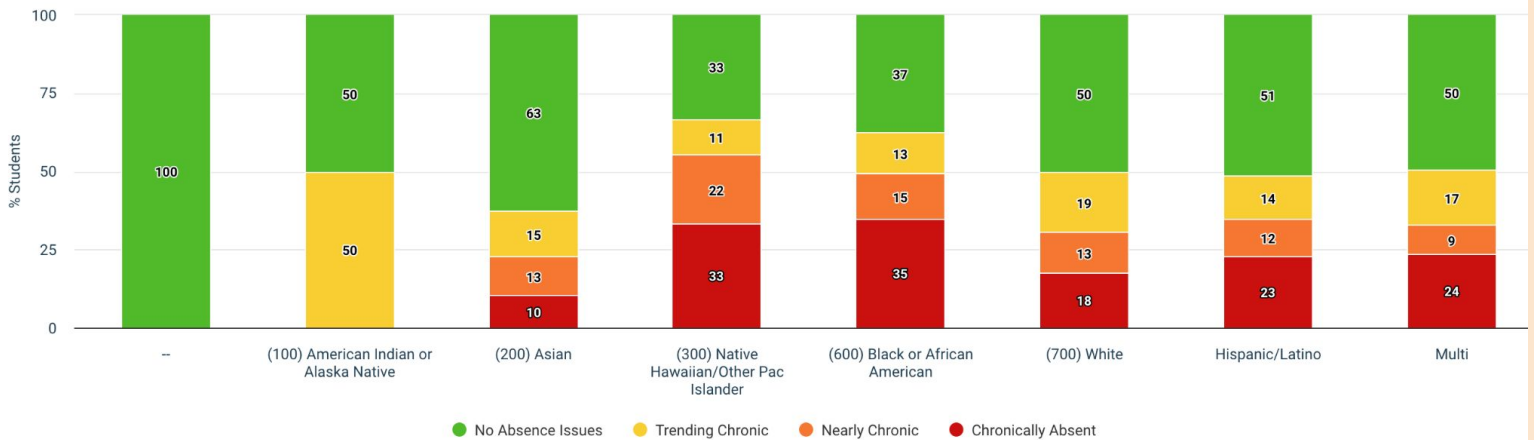
Attendance Data

6



Attendance Data

The student subgroups with the most chronically absent students.



Student Groups of Highest Concern

- ▶ These subgroups **MUST** be specifically targeted for additional supports in the SPSA

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

Mills Schoolwide Goals '25-26

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

School Goals:

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

1.2 - Increase math mastery toward grade level standards through targeted Flex intervention and implementation of tier 3 MIPPS math intervention.

1.3 - Increase percent of emerging bilinguals who reclassify.

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

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

School Goals:

2.1 - Increase student attendance to 95%.

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

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

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

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

School Goals:

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

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

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

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

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

School Goals:

- 4.1 - Provide teacher support through professional development, collaboration, and coaching, with a focus on new teachers.
- 4.2 - Maintain classrooms in good repair.
- 4.3 - Increase the use of linguistically and culturally responsive instructional strategies and materials.
- 4.4 - Continue to prioritize tiers 1 & 2 mental health supports.

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

- ~~▶ .40 FTE Middle School Teacher/PE - \$54,257 (salary + benefits)~~
- ~~▶ .40 FTE Middle School Teacher/Academy Prep - \$54,257 (salary + benefits)~~
- ~~▶ .20 FTE Middle School Teacher/ELD & ELA - \$27,129 (salary + benefits)~~
- ▶ .5 Middle School Front Office Clerk - \$34,309 (salary + benefits)
- ▶ Additional FTE: .5 Counselor - \$54,625 (salary + benefits)
- ▶ BIA 2 additional hours (Spanish) - \$16,136 (salary + benefits)
- ▶ BIA 2 additional hours (Farsi) - \$13,837 (salary + benefits)
- ▶ Part of 1 Instructional coach - \$23,503 (salary + benefits)
- ▶ Behaviorist - \$58,052 (salary + benefits)
- ▶ 3 BIAs for EBA - \$87,479 (salary + benefits)
- ▶ Program Specialist - \$152,295 (salary + benefits)

- ▷ Classified PD - \$782
- ▷ Certificated PD (extra hourly) - \$50,000
- ▷ 5 Star- \$1700
- ▷ Classroom supplies - \$55,831
- ▷ Conferences - \$25,000
- ▷ Field trips - \$12,000 (busses)
- ▷ Release time/Subs for field trips, conferences & PD - \$25,400
- ▷ Other services (Ancient Artifacts guest speakers, AVID tutors, AVID membership fee & starter package) - \$29,089

Total Supplemental Funding: \$640,038

Vote to approve:

- ❖ Motion to approve SY 26.27 SPSA

Next Steps:

- ▷ Implement plan for 26.27
- ▷ SSC Membership is a 2-year term.
 - Any openings?
 - Will hold nominations week of Aug. 10th
 - Vote for open positions week of Aug. 17th
- ▷ First SSC meeting: Tuesday, August 25th

Thank you for serving on the
Mills School Site Council!