

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mission Hill Middle School	44698236060156	May 8, 2023	June 14, 2023

## Purpose and Description

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

### Additional Targeted Support and Improvement

Mission Hill Middle School is eligible for ATSI based on the 2022 Dashboard for the following student groups:

Students with Disabilities - Performance Levels Very Low (105.3 points below standard)

Students with Disabilities - Chronic Absenteeism Very High (29.7%)

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

To effectively meet ESSA requirements and address factors contributing to ATSI eligibility, Mission Hill Middle School will implement the following:

With regard to chronic absenteeism, the MHMS Attendance Task Force will work with site Special Education case workers, social workers, and the Districts Student Services Department to support parents/guardians in ensuring consistent, daily attendance for their students with disabilities. We will offer attendance incentives, and schedule regular home visits when the student is absent.

With regard to low performance levels, MHMS will create a master schedule that allows more opportunities for Special Education students to access academic intervention within the school day. Additionally, we will collaborate with Special Education teachers to create a CAASPP testing schedule that ensures higher completion rates for students with disabilities.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Each year, Santa Cruz City Schools publishes an Annual Family, Student and Staff Survey with results aggregated by school site. Results from Mission Hill's 2022-23 surveys are as follows:

### Family Survey

Please rate your level of agreement with the following statements:

- "I feel that my child is appropriately challenged in school" 61%
- "I feel that my child's school recognizes and values student accomplishments" 68%
- "When academics are challenging, I feel that my child's school supports my child to do better and improve" 63%
- "My child feels safe at school" 67%
- "I feel that teachers have high expectations for all students at my child's school" 63%
- "My child's school and the district seeks my input and ideas in decision making" 54%
- "When I contact my child's school, I receive courteous attention" 80%
- "I receive sufficient information regarding my child's education program, progress and needs" 72%
- "I feel that I receive clear and relevant communication about school and district related events and issues" 79%
- "I know who to go to with a problem or concern" 71%
- "The school website is clear and accessible" 62%

### Student Survey

Please rate your level of agreement with the following statements:

- "I feel connected and engaged with school" 64%
- "I feel that the school recognizes and values student accomplishments" 59%
- "When academics are challenging, I feel my school supports me well to do better and improve" 61%
- "When I have problems or challenges, I feel that there are adults at the school to help and support" 66%
- "All students are well-supported to improve academically" 64%
- "(If you are an English Learner) I feel there are enough supports for me to learn and improve my spoken and written English to progress at school" 28%
- "I feel safe at my school" 70%
- "I feel that teachers and administrators care about all students" 59%
- "My school is clean and well-maintained" 38%
- "I feel that teachers have high expectations for all students" 65%

### Staff Survey

Please rate your level of agreement with the following statements:

- "Students feel connected and engaged at my school" 70%
- "I feel that my school recognizes and values student accomplishments" 95%
- "When academics are challenging, my school supports students to do better and improve" 83%
- "When students have personal problems or challenges, adults at my school work to help and support them" 88%
- Please rate your level of agreement with the following statement, "Under-performing students are well supported to improve academically at my school" 60%
- "I feel there are enough supports for English Learners progress at my school" 58%
- "Students feel safe at my school" 58%
- "My school is clean and well-maintained" 73%
- "I feel that teachers have high expectations for all students" 70%

## Classroom Observations

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

At MHMS, site administration make an effort to conduct 12 classroom observation per week. During classroom observations, site administrators complete a Walkthrough Observation Form designed by our site teacher leadership team (SCIL) and shared with all teachers at the Welcome Back faculty meeting in August. The Walkthrough Observation Form targets three main areas of focus; tier 1 high impact instructional strategies, integrated ELD practices, and

classroom culture and social/emotional learning. Additionally, Walkthrough Observation Form makes note of implementation of school-wide agreed upon norms, including posting daily learning objectives and success criteria, and the regular use of Maverick Essentials (PBIS tenants). 2022/23 walkthrough data show that 94% of teachers are implementing integrated ELD strategies, and 100% of teachers are implementing classroom culture and social emotional strategies. 77% of teachers are consistently posting learning goals and success criteria.

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

Each year, Mission Hill Middle School students complete two local assessments in reading and math using the I-Ready diagnostics. Fall 2022 to winter 2023 data in reading shows the following:

- 4% increase overall of students on or above grade level.
- 7% decrease in students two or more grade levels below standards.
- 52% of all students (260 students) have met their annual typical growth.
- 3% increase of EL's Early on Grade Level.
- 19% decrease of EL's 3 or more grade levels below.
- 59% of EL's (19 students) have met their annual typical growth.

Fall 2022 to winter 2023 data in math shows the following

- 10% increase overall of students on or above grade level.
- 5% decrease of EL's 2 or more grade levels below.
- 41% of all students (200 students) have met their annual typical growth.
- 3% increase of EL's on or above grade level.
- 14% decrease of EL's 2 or more grade levels below.
- 50% of EL's (17 students) have met their annual typical growth.

Overall, local I-Ready diagnostics show that 42% of Mission Hill students are exceeding performance goals, 33% are meeting performance goals, and 25% are not meeting performance goals in reading. Likewise, 18% of students are exceeding performance goals, 52% are meeting performance goals, and 30% are not meeting performance goals in math.

Mission Hill Middle School currently has 46 English Learners who completed the ELPAC diagnostic, and our data was very strong. 2.17% (1 student) went down two or more levels, and 2.17% (1 student) went down one level. 19.57% (9 students) stayed at the same level. 43.48% (20 students) grew by one level, and 26.09% (12 students) grew by two or more levels. 6.52% (3 students) stayed at level 4. Overall, this data shows only 2 student had a decrease in ELPAC scores, and 32 students had an increase in ELPAC scores.

2022 CAASPP data shows that in the category "All Students" we scored "high" on the English Language Arts assessment, with an average of 18.6 points above standard. English Learners and Students with Disabilities scored "very low" on the English Language Arts Assessment. In math, the category "All Students" scored "low", with an average 29.5 points below standard. English Learners, Hispanic, and Students with Disabilities scored "very low".

To support student performance on I-Ready, ELPAC, and CAASPP diagnostics in 2022/23, Mission Hill is focusing on tier one high instructional strategies, partnering with WestEd to improve our integrated ELD strategies, and implementing a master schedule that allows for equitable access to school-day interventions, such as Read Plus and Math Plus, SIPPS reading program, Read 180, Mindset Math, Math Mentors, and Mathletes. Additionally, we have added a third I-Ready diagnostic in the spring to ensure student are finishing the year strong, and using that data to appropriately adjust and plan for 2023/24. We also moved our CAASPP testing window to late March and early April, to ensure higher student completion rates in all categories and avoid testing fatigue. Additionally, all departments (not just English and math) assisted with CAASPP administration in 2023, which helped foster a positive school culture around testing. Finally, we implemented attendance incentives, mindfulness, and extended breaks during our testing window.

Looking ahead to 2023/24, Mission Hill will continue to partner with WestEd to deliver high quality integrated ELD professional development. We will also continue to provide tier 1, 2, and 3 school day interventions in math and reading, such as Math Plus and Read Plus, SIPPS, and Mindset Math. We are creating a co-taught CPM Course 1 math class to support lower performing math students. developing a master schedule that places intervention classes earlier in the day, and providing special education teachers with more Read 180 training so they may better support students with disabilities in reading.

### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Mission Hill's team of teachers, counselors, RTI coordinators, and administrators look at diagnostic data often, and use the data to inform instruction, plan interventions, and create the master schedule. Every Tuesday, the RTI coordinator meets with administration. Based on the time of year, we look at I-Ready data to determine if students are appropriately placed, identify students for intervention programs such as Math Plus and Read Plus, and plan professional development for math and reading teachers. The RTI coordinator also uses this data to meet with students, determine strengths and areas for growths, and set goals. Every Thursday, Mission Hill's Cabinet team, comprised of administrators, counselors, RTI coordinator, social emotional specialist, and activities director meet to review diagnostic data, grades, behavior, and attendance. They identify students of concern and make recommendations for academic, social/emotional, and school connectedness supports. Three Wednesday's a month, Mission Hill PLC teams meet to review formative and summative assessment data, and on the fourth Wednesday of each month, teachers attend PD focused on one of our agree upon site goals - integrated ELD, social/emotional learning, anti racist leadership. Wednesday PLCs and PDs support teachers with planning and implementing instruction, and provide teachers with strategies to support the needs of all students in their classrooms. Once a month Mission Hill's teacher leaders (SCIL) meet to review timely data, including I-Ready, ELPAC, CAASPP, CHKS, SEHS, LCAP and Working Conditions. SCIL uses this data to plan current and future year's instruction and interventions, and make decisions on school-wide needs and changes. Every six weeks counselors look at the D/F list to identify students who are struggling and set up student study teams (SST). In the fall and spring, the RTI coordinator, administration, and ELD teacher review I-Ready, ELPAC, and CAASPP data to inform and plan Language Review Teams (LRT). All academic teachers complete a English language proficiency form and participate in the twice-annual LRT meetings.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

SCCS met standard on this requirement as reported on the California School Dashboard - Local Indicators.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

SCCS met standard on this requirement as reported on the California School Dashboard - Local Indicators.

### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Mission Hill Middle School teachers are currently engaged in three areas of professional development - integrated ELD, social/emotional learning (PBIS) and anti-racist leadership. In addition, our math department is engaged in grading for equity and standards based grading professional development.

Our SCIL team identified integrated ELD as an area of growth, based on our 2019 CAASPP scores and annual local diagnostics, including I-Ready. In 2021, Mission Hill worked with the District to develop quality, standard aligned integrated ELD professional development. In 2022, we partnered with WestEd to enhance our integrated ELD work. WestEd has helped us focus on quality student discourse that support all students, and in particular English learners, with academic language acquisition. Teachers have been developing high impact discourse strategies such as scaffolded discussions, breakout groups, and fishbowls.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional assistance and support for teachers is provided through District Teachers on Special Assignment (TOSAs) including:

- New Teacher TOSA
- History/Social Studies TOSA
- English Learner TOSA
- CTE TOSA (coming in 2023)
- Computer Science TOSA

Additionally, Mission Hill has a full-time Rtl Coordinator who supports teachers with intervention strategies and data to inform interventions and instruction.

Mission Hill also receives instructional support from the District's Director of Learning and Achievement.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers participate in professional learning communities (PLC) every Wednesday, with the exception of the fourth Wednesday each month (PD Wednesday). PLC are determined by subject and grade span, including 6th Core, 7/8 ELA, 7/8 Social Studies, 6/7/8 Science, Math, PE, Music, Visual Arts, and Special Education. Our Librarian also participates in PLCs by visiting each department as needed. PLCs are led by our SCIL team. SCIL members use a school-wide agreed upon template to create a PLC agenda and keep minutes. PLC agendas and minutes are shared to a Google drive and visible to all teaching staff. Mission Hill's PLCs are engaged in the four questions of PLCs, and work collaboratively to achieve better results for the students they serve.

In addition to content and grade level PLCs, we also have an AVID team, ELD Task Force, and PBIS team who meet monthly to review student data and plan instruction and interventions.

Mission Hill also participates in District PLCs. Our teachers meet 5 times a year with content-alike teachers from the other SCCS middle school to create course-aligned assessments and rubrics.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All adopted curriculum is based on Common Core standards. Additionally, high impact strategies are being implemented in classrooms and include integrated ELD, AVID, and social emotional learning.

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

Mission Hill Middle School publishes yearly schedules in reading language/arts and mathematics based on recommended instructional minutes in grades K - 8. Additionally, MHMS is required to turn in planned instructional minutes in the Spring. District oversight ensures compliance.

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

Mission Hill offers a variety of courses within the school day. In math, we offer Math Mentors and Mathletes (tier 1), Math Plus (tier 2), and Mindset Math (tier 3). In reading we offer Read (tier 1), Read Plus (tier 2) and Read 180 and SIPPS (tier 3). Our tier 3 intervention are scheduled during the same period to allow students to easily migrate from intervention to the other, depending on their immediate need. Our tier 1 and 2 interventions are also during the same period. All students have access to tier 1 math and reading interventions through Read, Math Mentors, and Mathletes, and students with more specific needs are pulled into Read Plus and Math Plus groups. movement in and out of Read Plus and Math Plus is fluid and based on a students needs as determined by local diagnostics (I-Ready).

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

100% of students have access to standards-based instructional materials appropriate to their course and grade level as noted in the School Accountability Report Card (SARC). Additionally, Mission Hill is a 1:1 technology school. All students have access to Chromebook at school, and all students have access to check out Chromebooks and hotspots for home use, if needed. Teachers are required to maintain up to date Google classrooms so students and parents may access their education online.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses offered are aligned to the Common Core standards and frameworks. Additionally, science courses follow NGSS content standards. Intervention materials are also aligned to the skills needed to become grade-level proficient based on the Common Core standards.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The following services are provided at Mission Hill Middle School to enable underperforming students to meet standards:

- Mindset Math (tier 3 math intervention) 5th period
- Read 180 and SIPPS (tier 3 reading intervention) 5th period
- Read Plus (tier 2 reading intervention) READ period
- Math Plus (tier 2 math intervention) READ period
- Math Mentors (tier 1 math intervention) READ period
- Mathletes - (tier 1 math enrichment) READ period
- SSR (tier 1 reading enrichment) READ period

Mission Hill Middle School offers 3 ELD classes.

- ELD 6 - 5th period
- ELD 7 - 4th period
- ELD 8 - 2nd period

To ensure ELD students receive their designated services and may participate in an elective, Mission Hill offer a 0 period PE class.

Mission Hill Middle School offers 3 AVID classes.

- AVID 6 - 6th period
- AVID 7 - 6th period
- AVID 8 - 6nd period

Alignment of AVID classes allows teachers to schedule guest speakers, plan field trips, and hold college and career events at the same time.

Mission Hill Middle School offers a variety of tutoring options, including:

- WAVE (tutoring and enrichment program) after school Monday - Thursday
- WiSE (tutoring partnership with UCSC) after school on Monday - Thursday
- Teacher Office Hours (academic support and work completion) after school Monday, Tuesday, Thursday
- Library Support (project completion, computer/printer access, and peer tutors) daily at brunch, lunch, and after school

## Evidence-based educational practices to raise student achievement

Mission Hill Middle School is constantly working to implement evidence-based educational practices to raise student achievement, including:

- Designated ELD
- Integrated ELD
- AVID
- Teacher Clarity
- Learning Outcomes & Success Criteria
- Academic Discourse
- Project-based Learning
- PBIS
- Second Step (coming in 2023/24)
- Read 180 and SIPPS
- I-Ready MyPath
- Reading Counts
- Organized Binders
- Professional Learning Communities
- Common Assessments

To support faculty and staff in the implementation of evidence based educational practices, the following professional development has been offered at Mission Hill or made available:

- Integrated ELD
- Visible Learning - High Impact Instructional Strategies
- Writing Workshops
- Grading for Equity
- Standards Based Grading
- NGSS
- CPM
- PBIS
- 2nd Step (Fall 2023)
- Anti-Racist Leadership
- Educational Software and Technology
- I-Ready
- Supporting Students with Disabilities
- 504/SST Workshops

## Parental Engagement



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

The following services are provided at Mission Hill Middle School to enable underperforming students to meet standards:

- Mindset Math (tier 3 math intervention) 5th period
- Read 180 and SIPPS (tier 3 reading intervention) 5th period
- Read Plus (tier 2 reading intervention) READ period
- Math Plus (tier 2 math intervention) READ period
- Math Mentors (tier 1 math intervention) READ period
- Mathletes - (tier 1 math enrichment) READ period
- SSR (tier 1 reading enrichment) READ period

The District supports Mission Hill in course offerings for under-achieving students, including:

- ELD 6 - 5th period
- ELD 7 - 4th period
- ELD 8 - 2nd period
- AVID 6 - 6th period
- AVID 7 - 6th period
- AVID 8 - 6th period
- 0 period PE

Mission Hill Middle School offers a variety of tutoring options, including:

- WAVE (tutoring and enrichment program) after school Monday - Thursday
- WiSE (tutoring partnership with UCSC) after school on Monday - Thursday
- Teacher Office Hours (academic support and work completion) after school Monday, Tuesday, Thursday
- Library Support (project completion, computer/printer access, and peer tutors) daily at brunch, lunch, and after school

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

SCCS regularly elicits input on programs from families, teachers, classified staff and secondary school students throughout the year. This is achieved through surveys, input meetings, the District Advisory Committee (parents & staff) and visits to secondary classrooms.

## Funding

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

### District Funded

- Learning Ally
- Stipends for SCIL
- Read 180 / SIPPS Curriculum and Teacher
- Newsela
- Teacher Release Days for Curriculum Mapping and Planning
- Mindset Math Teacher
- PBIS Materials
- 2nd Step Curriculum
- Community Coordinator
- RTI Coordinator
- Newcomer Teacher Release

### LCFF

- Professional Development
- Technology Updates and Replacement
- Organized Binders and Student Planner
- AVID
- ELA and Math Paraeducators
- ELD Bilingual Paraeducators
- Read/Math Plus Teachers
- 0 Period PE
- PBIS Coordinator
- Attendance Incentives and Additional FTE for Attendance Tech
- Activities Director

### Parcel Tax

- WAVE After School Program

### Lottery

- Common Core Curriculum
- Library Updates and Inventory
- Accelerated Reader

### ESSER

- Newcomer Teacher Release

### Extended Learning

- Peer Tutoring Coordinator and Peer Tutor Paraeducators

## Fiscal support (EPC)

The district has allocated \$10,000 from the LCFF Supplemental to support schools that are in ATSI.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed, monitored and reviewed annually over the course of four evening SSC meetings. The site principal also meets and collaborates with district personnel, the site leadership team (SCIL), and the entire school staff during faculty meetings. The site principal offers an invitation to review and discuss individually as necessary with any and all stakeholders.

## Resource Inequities

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

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	1.9%	1.95%	1.29%	11	11	7
Asian	3.2%	3.01%	2.57%	18	17	14
Filipino	0.4%	0.18%	0.37%	2	1	2
Hispanic/Latino	30.2%	32.74%	34.19%	172	185	186
Pacific Islander	%	0.18%	0.37%		1	2
White	56.8%	54.16%	54.41%	324	306	296
Multiple/No Response	7.5%	6.73%	6.62%	43	38	36
	<b>Total Enrollment</b>			570	565	544

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	201	163	162
Grade 7	163	217	162
Grade 8	206	185	220
<b>Total Enrollment</b>	570	565	544

### Conclusions based on this data:

1. White students are the largest demographic group.
2. The second largest demographic group is Hispanic/Latino students.
3. Enrollment has seen a slight decrease over the last three years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	49	61	49	8.60%	10.8%	9.0%
Fluent English Proficient (FEP)	101	86	76	17.70%	15.2%	14.0%
Reclassified Fluent English Proficient (RFEP)	8	64	57	16.3%	11.3%	10.5%

### Conclusions based on this data:

1. All EL student groups have remained fairly consistent over 3 years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	198	163		0	158		0	157		0.0	96.9	
Grade 7	165	219		0	211		0	210		0.0	96.3	
Grade 8	201	182		0	178		0	178		0.0	97.8	
All Grades	564	564		0	547		0	545		0.0	97.0	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2538.			24.20			30.57			24.20			21.02	
Grade 7		2578.			23.81			40.48			20.48			15.24	
Grade 8		2586.			21.35			39.89			19.66			19.10	
All Grades	N/A	N/A	N/A		23.12			37.43			21.28			18.17	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 6		30.57			45.22			24.20				
Grade 7		32.54			55.02			12.44				
Grade 8		27.53			56.18			16.29				
All Grades		30.33			52.57			17.10				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		21.02			52.87			26.11	
Grade 7		26.44			53.37			20.19	
Grade 8		25.42			46.33			28.25	
All Grades		24.54			50.92			24.54	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		22.29			68.15			9.55	
Grade 7		16.67			72.86			10.48	
Grade 8		25.84			63.48			10.67	
All Grades		21.28			68.44			10.28	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		25.48			59.24			15.29	
Grade 7		30.95			55.71			13.33	
Grade 8		31.46			58.43			10.11	
All Grades		29.54			57.61			12.84	

**Conclusions based on this data:**

1. Overall, we met participation requirements on the CAASPP ELA/Literacy Assessment in 21/22.
2. Overall, 60.55% of students were at or above standard on the CAASPP ELA/Literacy Assessment on 21/22.
3. In general, most students struggled with writing on the the 21/22 CAASPP ELA/Literacy Assessment.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	198	163		0	156		0	156		0.0	95.7	
Grade 7	165	219		0	208		0	208		0.0	95.0	
Grade 8	201	182		0	176		0	176		0.0	96.7	
All Grades	564	564		0	540		0	540		0.0	95.7	

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2501.			20.51			14.74			23.72			41.03	
Grade 7		2545.			21.15			30.29			22.60			25.96	
Grade 8		2562.			23.86			15.91			26.70			33.52	
All Grades	N/A	N/A	N/A		21.85			21.11			24.26			32.78	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		15.38			37.18			47.44	
Grade 7		22.12			53.37			24.52	
Grade 8		21.59			54.55			23.86	
All Grades		20.00			49.07			30.93	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		16.03			51.92			32.05	
Grade 7		19.71			58.65			21.63	
Grade 8		23.86			48.30			27.84	
All Grades		20.00			53.33			26.67	



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		18.59			55.13			26.28	
Grade 7		22.60			57.21			20.19	
Grade 8		20.45			56.82			22.73	
All Grades		20.74			56.48			22.78	

**Conclusions based on this data:**

1. Overall, we met participation requirements on the CAASPP Math Assessment in 21/22
2. Overall, 43.96% of students were at or above standard on the CAASPP Math Assessment on 21/22.
3. In general, most students struggled with communicating reasoning on the the 21/22 CAASPP Math Assessment.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1476.1	1550.9		1474.9	1560.7		1476.6	1540.4		20	21	
7	1553.7	1566.9		1555.4	1564.1		1551.7	1569.4		18	14	
8	*	1586.2		*	1598.2		*	1573.8		7	13	
All Grades										45	48	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.00	28.57		25.00	47.62		35.00	19.05		25.00	4.76		20	21	
7	35.29	42.86		41.18	28.57		11.76	28.57		11.76	0.00		17	14	
8	*	53.85		*	23.08		*	7.69		*	15.38		*	13	
All Grades	20.45	39.58		29.55	35.42		29.55	18.75		20.45	6.25		44	48	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	20.00	47.62		45.00	47.62		15.00	4.76		20.00	0.00		20	21	
7	47.06	50.00		35.29	42.86		5.88	7.14		11.76	0.00		17	14	
8	*	61.54		*	23.08		*	0.00		*	15.38		*	13	
All Grades	27.27	52.08		45.45	39.58		11.36	4.17		15.91	4.17		44	48	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.00	9.52		20.00	42.86		15.00	23.81		55.00	23.81		20	21	
7	17.65	28.57		29.41	21.43		41.18	42.86		11.76	7.14		17	14	
8	*	38.46		*	30.77		*	15.38		*	15.38		*	13	
All Grades	11.36	22.92		22.73	33.33		25.00	27.08		40.91	16.67		44	48	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	20.00	23.81		60.00	71.43		20.00	4.76		20	21	
7	23.53	21.43		64.71	71.43		11.76	7.14		17	14	
8	*	61.54		*	15.38		*	23.08		*	13	
All Grades	18.18	33.33		63.64	56.25		18.18	10.42		44	48	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	35.00	60.00		40.00	40.00		25.00	0.00		20	20	
7	82.35	71.43		5.88	28.57		11.76	0.00		17	14	
8	*	76.92		*	7.69		*	15.38		*	13	
All Grades	56.82	68.09		25.00	27.66		18.18	4.26		44	47	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.00	14.29		30.00	42.86		60.00	42.86		20	21	
7	35.29	21.43		29.41	57.14		35.29	21.43		17	14	
8	*	30.77		*	38.46		*	30.77		*	13	
All Grades	18.18	20.83		27.27	45.83		54.55	33.33		44	48	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	15.00	35.00		60.00	60.00		25.00	5.00		20	20	
7	5.88	35.71		82.35	64.29		11.76	0.00		17	14	
8	*	23.08		*	61.54		*	15.38		*	13	
All Grades	9.09	31.91		70.45	61.70		20.45	6.38		44	47	

**Conclusions based on this data:**

1. In 21/22 75% of students were at Level 3 or 4 on the ELPAC. which positively reflects our school-wide focus on integrated ELD.
2. Overall, students performed higher in speaking and listening
3. Students need the most support in writing, which holds true with our non-EL population as well.



# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>565</b>	<b>32.9</b>	<b>10.8</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Mission Hill 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	61	10.8
<b>Foster Youth</b>		
<b>Homeless</b>	2	0.4
<b>Socioeconomically Disadvantaged</b>	186	32.9
<b>Students with Disabilities</b>	94	16.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	11	1.9
<b>American Indian</b>		
<b>Asian</b>	17	3.0
<b>Filipino</b>	1	0.2
<b>Hispanic</b>	185	32.7
<b>Two or More Races</b>	38	6.7
<b>Pacific Islander</b>	1	0.2
<b>White</b>	306	54.2

**Conclusions based on this data:**

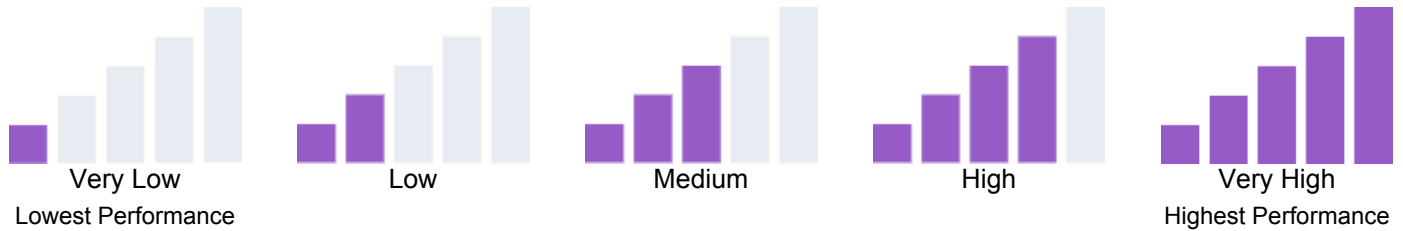
1. In 21/22, socioeconomically disadvantaged student were our largest student group, followed by students with disabilities and ELs.
2. In 21/22, white made up our largest race/ethnic group, followed by Hispanic.
3. African American, Asian, Filipino, and Pacific Islander combined were less than 10% of our race/ethnic groups.

# School and Student Performance Data

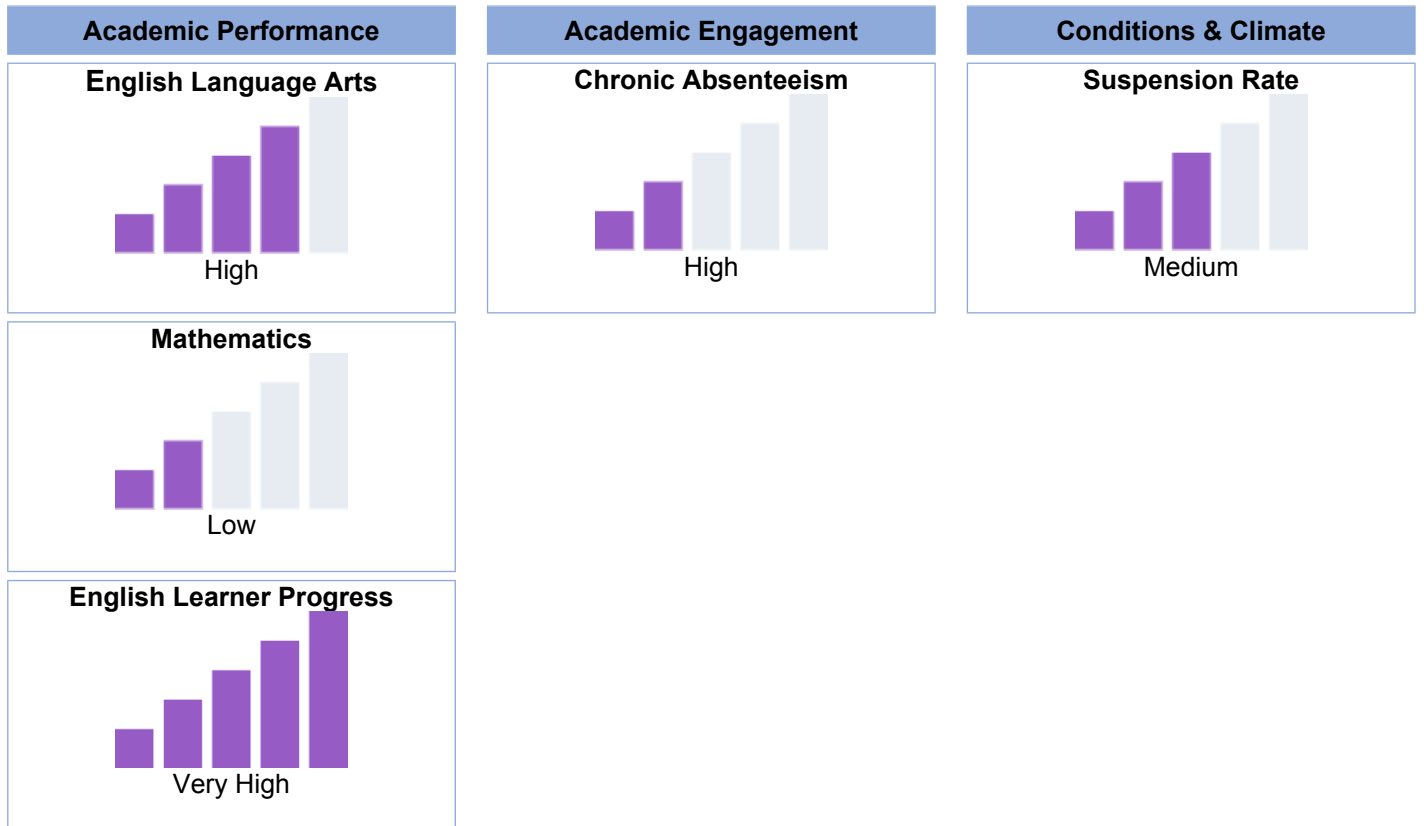
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. In 2022, overall performance was high in ELA and low in math on the CA Dashboard. Our local assessment data predicts an increase in both ELA and math for 2023
2. In 2022, suspension rates were medium and chronic absenteeism was high. Our site data predicts a significant drop in suspensions and a slight drop in chronic absenteeism for 2023

- 
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3. In 2022, ELs showed tremendous growth, and the same appears true for 2023.

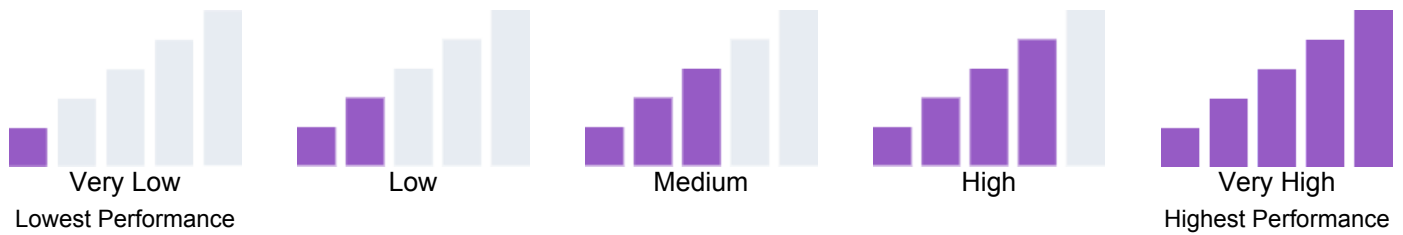


# School and Student Performance Data

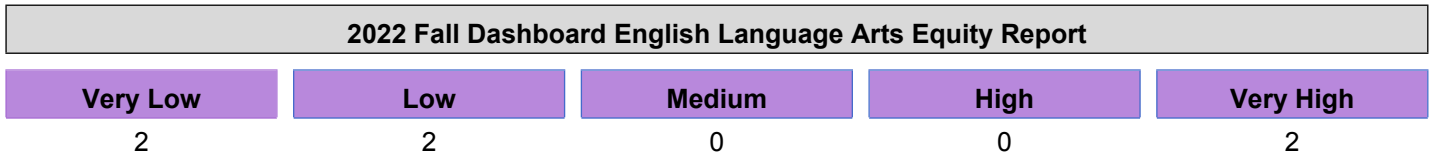
## Academic Performance English Language Arts

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

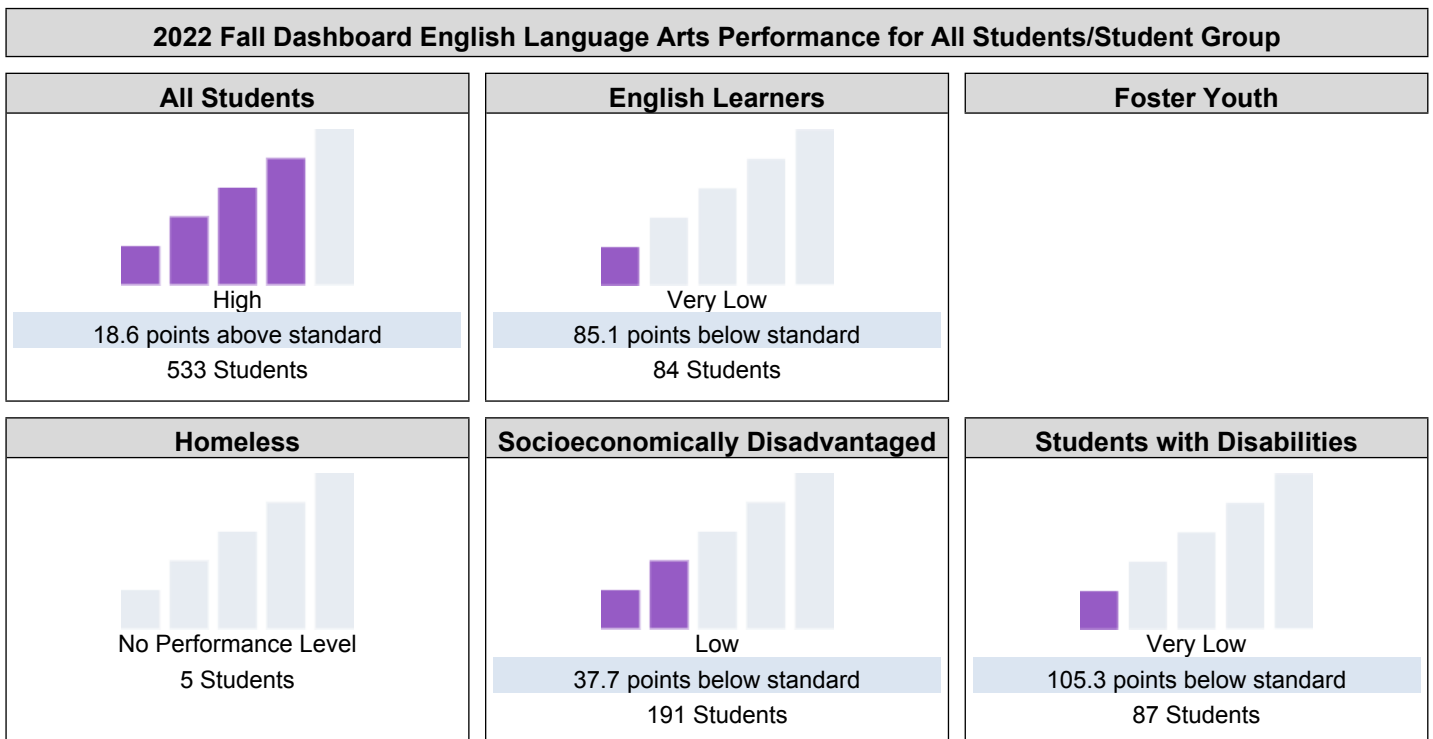
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



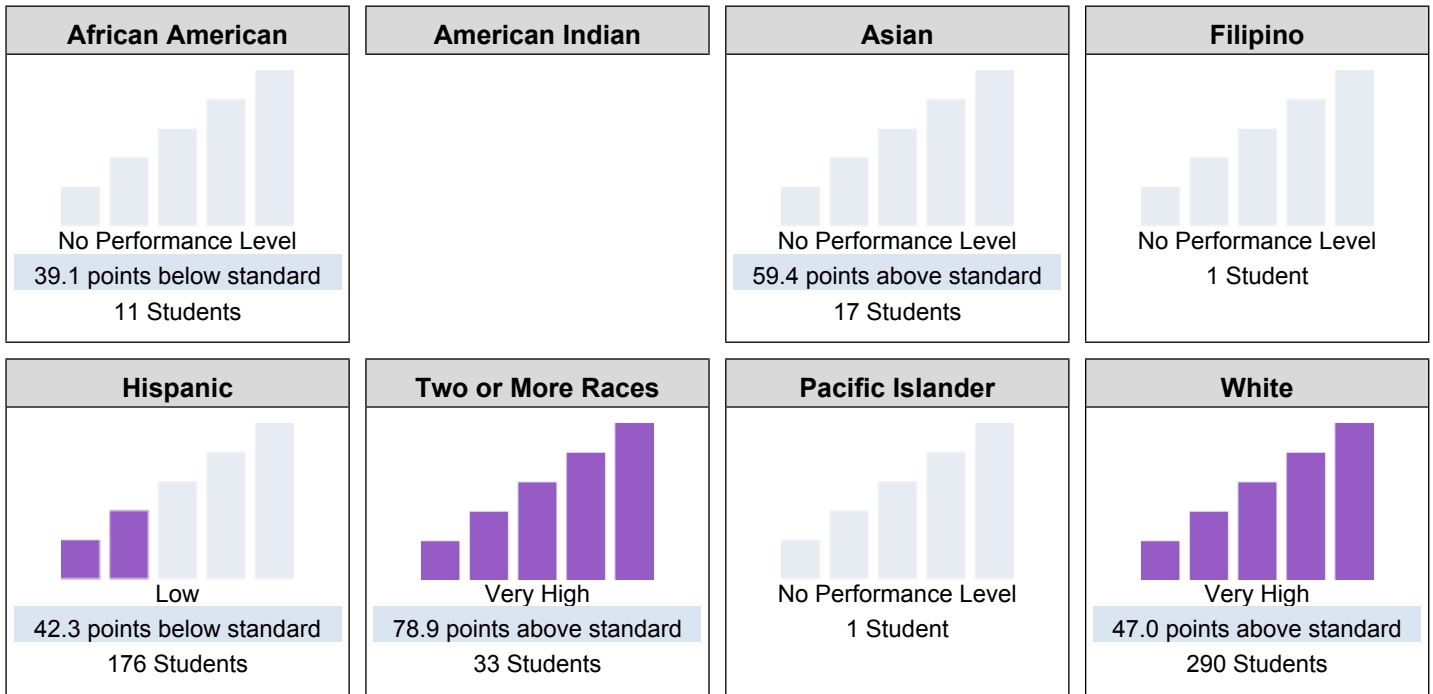
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>100.7 points below standard</p> <p>44 Students</p>	<p>68.0 points below standard</p> <p>40 Students</p>	<p>38.7 points above standard</p> <p>394 Students</p>

### Conclusions based on this data:

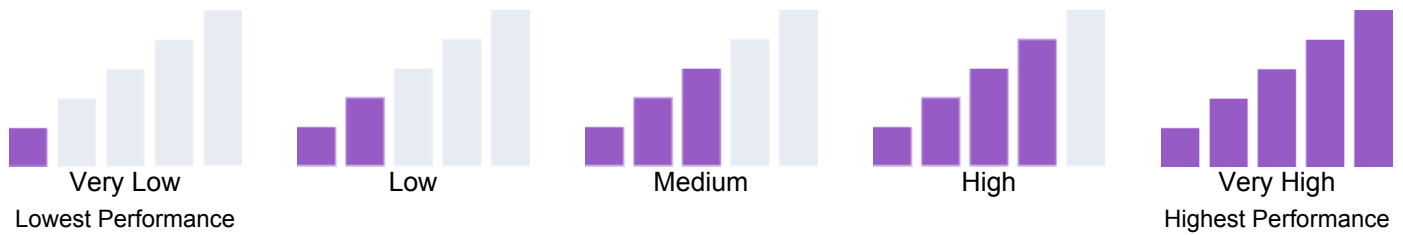
1. In 2022, all student scored high in the ELA. English Learners and Students with Disabilities struggled the most on the ELA assessment.
2. In 2022, students who identified as white scored very high, while student who identified as Hispanic scored low.
3. The achievement gap is narrowing, but 2022 result show there is still work to be done.

# School and Student Performance Data

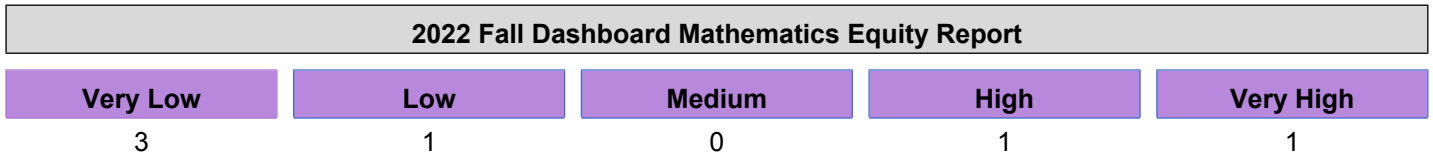
## Academic Performance Mathematics

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

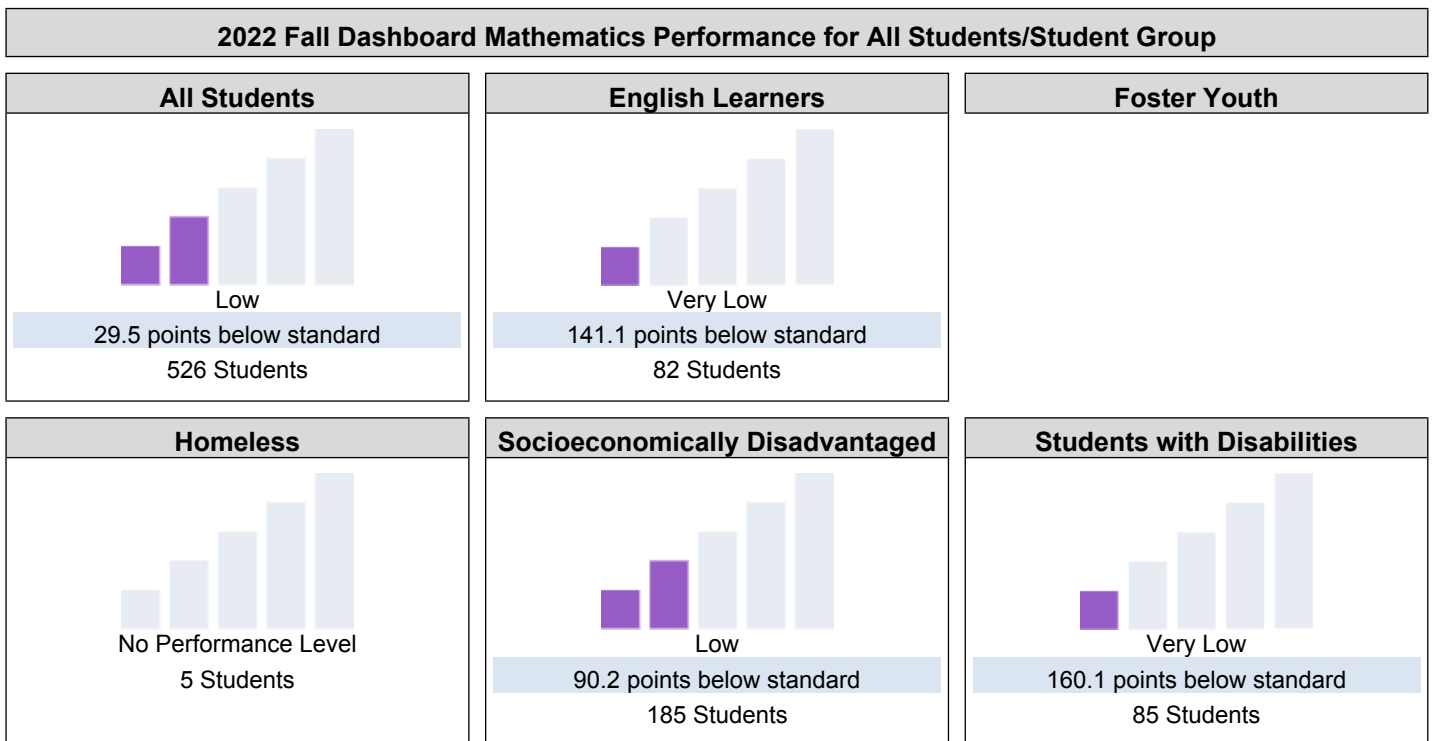
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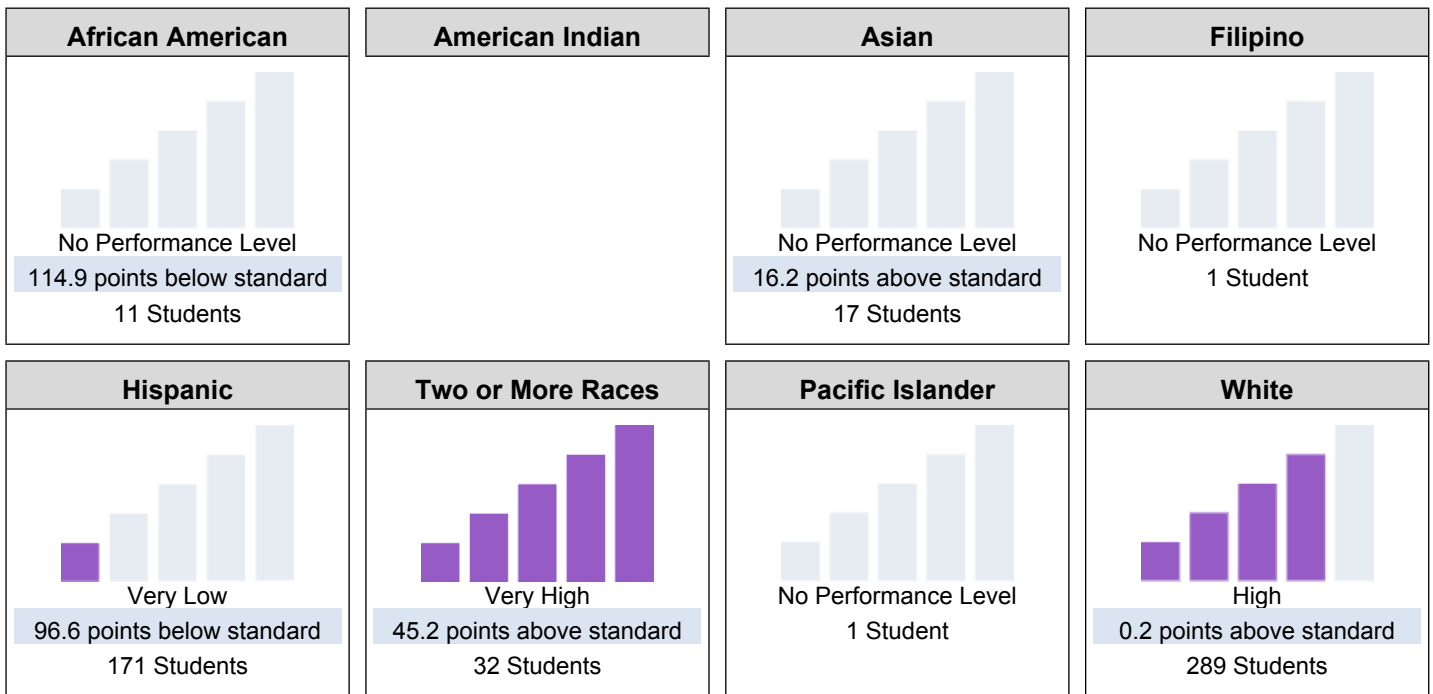
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">154.5 points below standard</p> <p>43 Students</p>	<p style="background-color: #e6f2ff;">126.5 points below standard</p> <p>39 Students</p>	<p style="background-color: #e6f2ff;">10.0 points below standard</p> <p>392 Students</p>

**Conclusions based on this data:**

1. Overall, MHMS students struggled more with math than ELA on the 2022 CAASPP.
2. All Students scored low in math, while English Learners and Students with Disabilities scored very low. This pattern matched in both math and ELA.

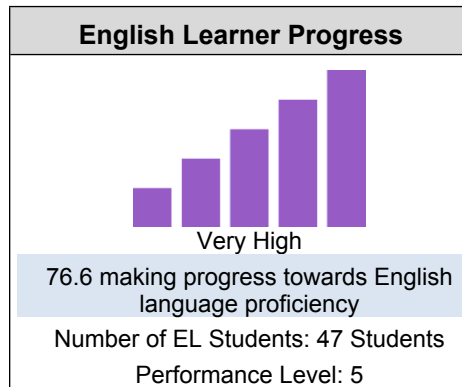
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.3%	19.1%	6.4%	70.2%

#### Conclusions based on this data:

- MHMS has worked very hard to support English Learners.
- 76/6% of our English Learners are making progress toward proficiency.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

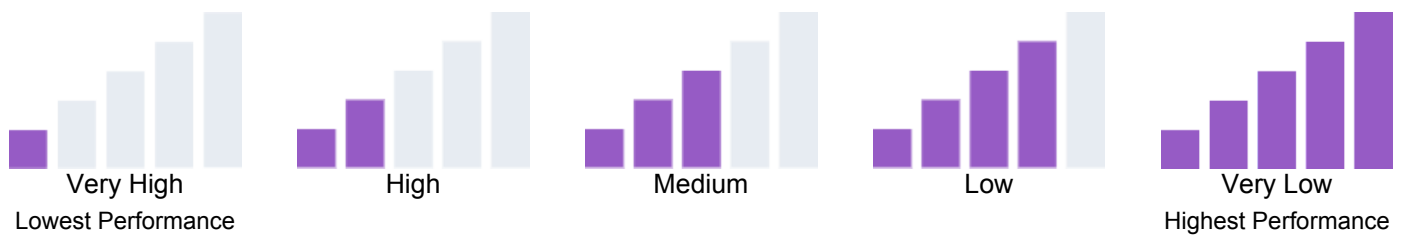
1. N/A

# School and Student Performance Data

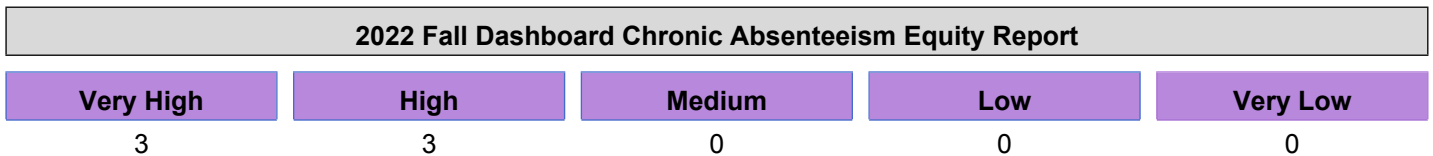
## Academic Engagement Chronic Absenteeism

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

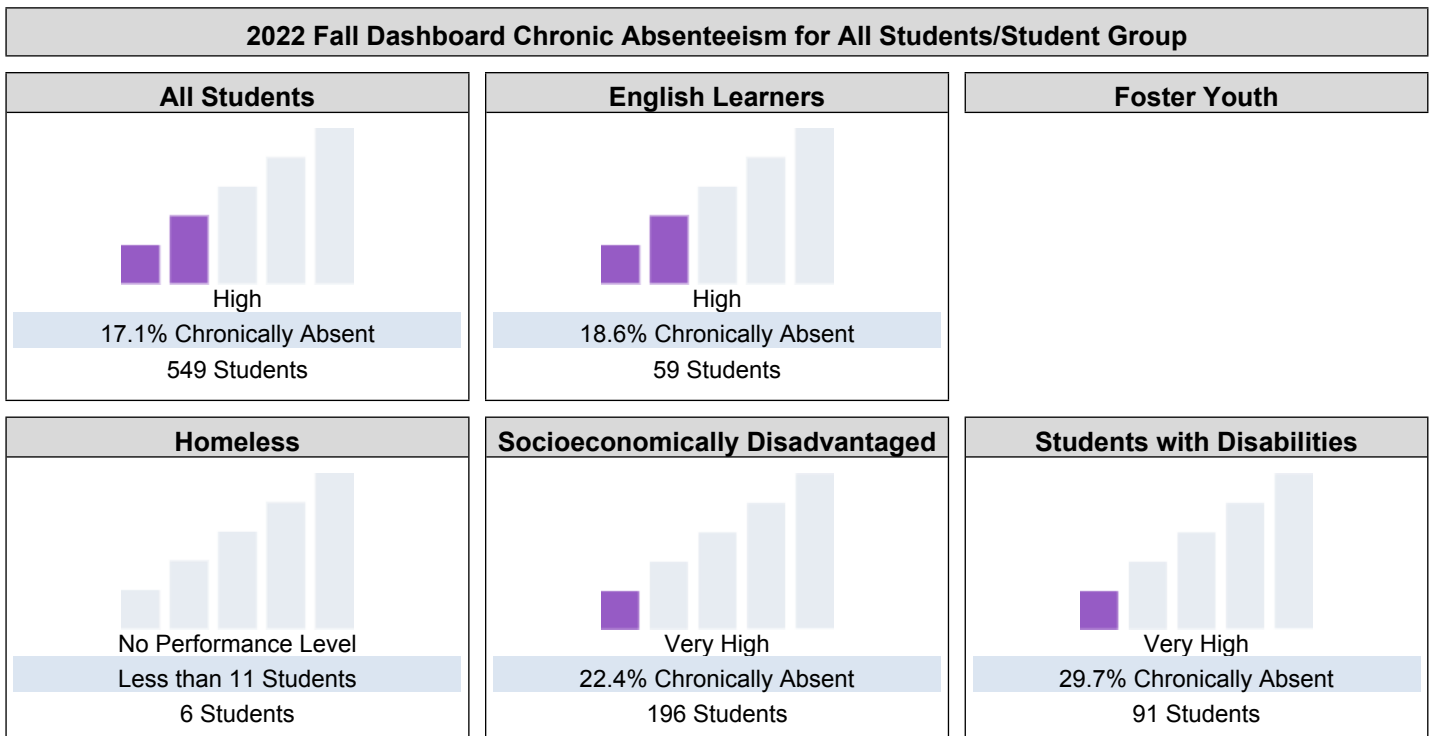
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



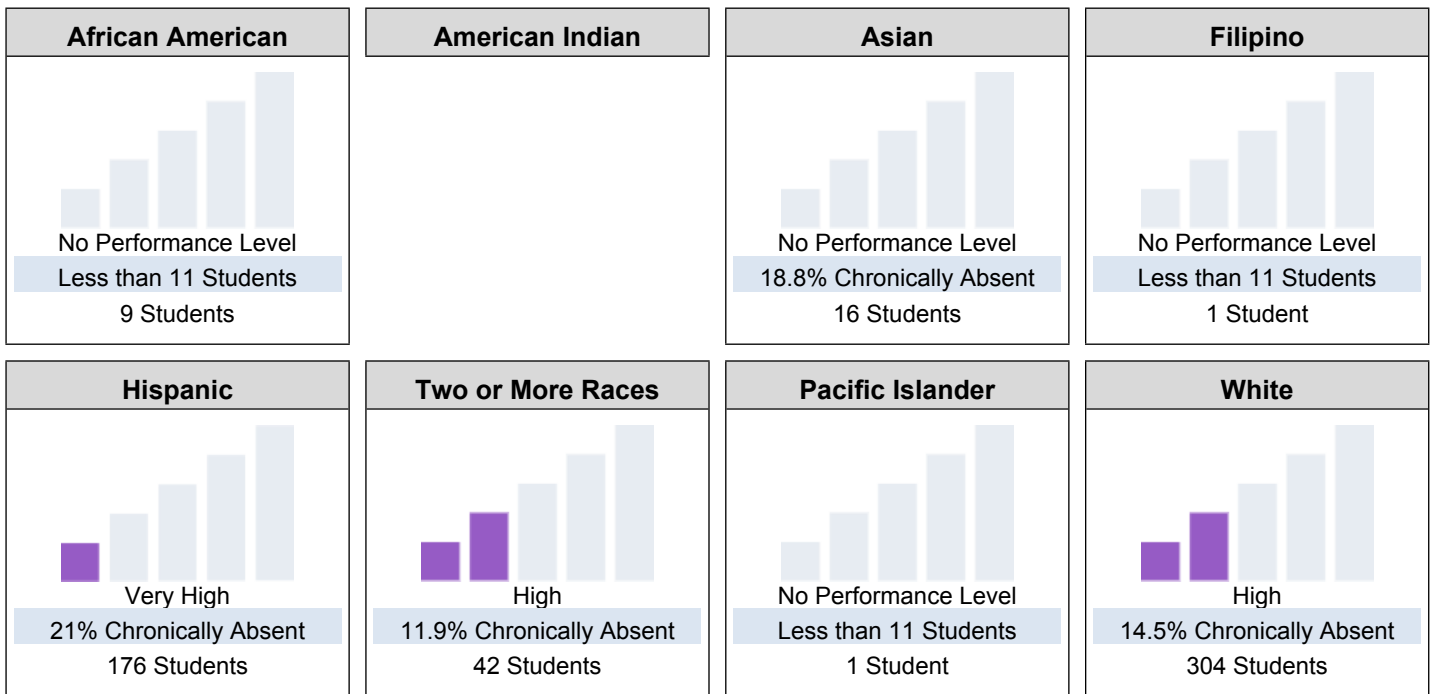
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. COVID had an impact on chronic absenteeism, resulting in a high chronic absenteeism for All Students.
2. In 2022, Students with Disabilities was our most challenging group in regard to chronic absenteeism, and continues to be in 2023.
3. We are working on outreach and interventions to improve chronic absenteeism for Students with Disabilities in 2024.



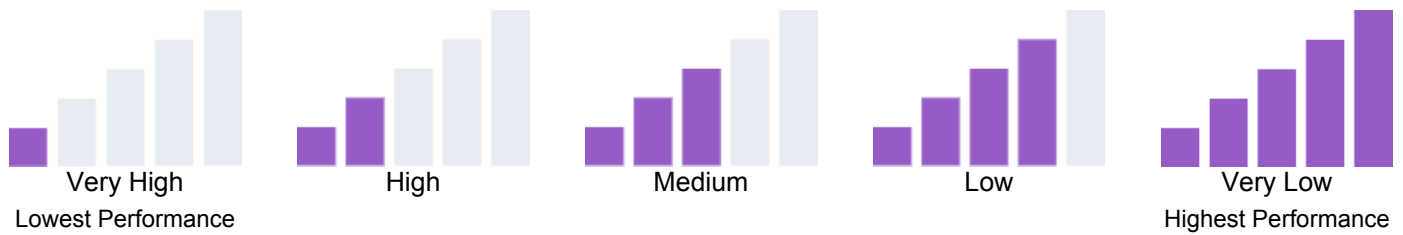


# School and Student Performance Data

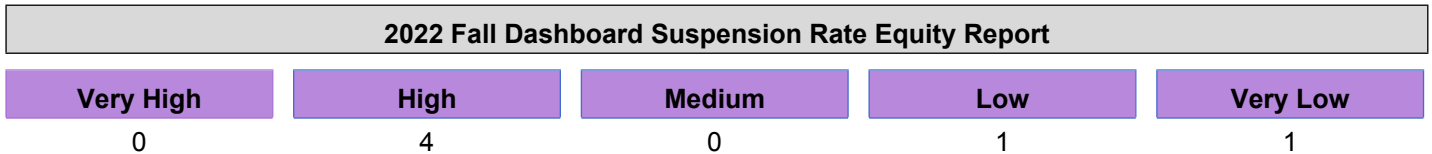
## Conditions & Climate Suspension Rate

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

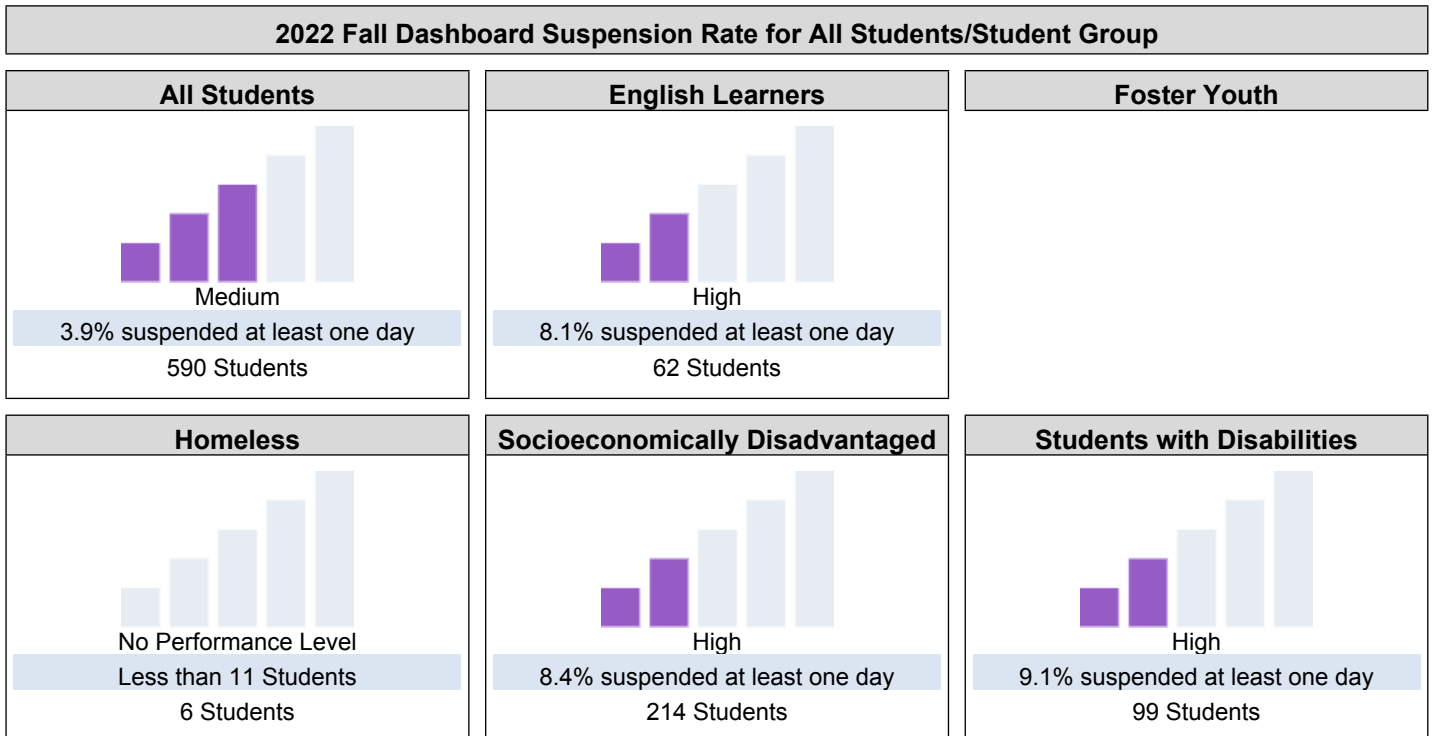
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



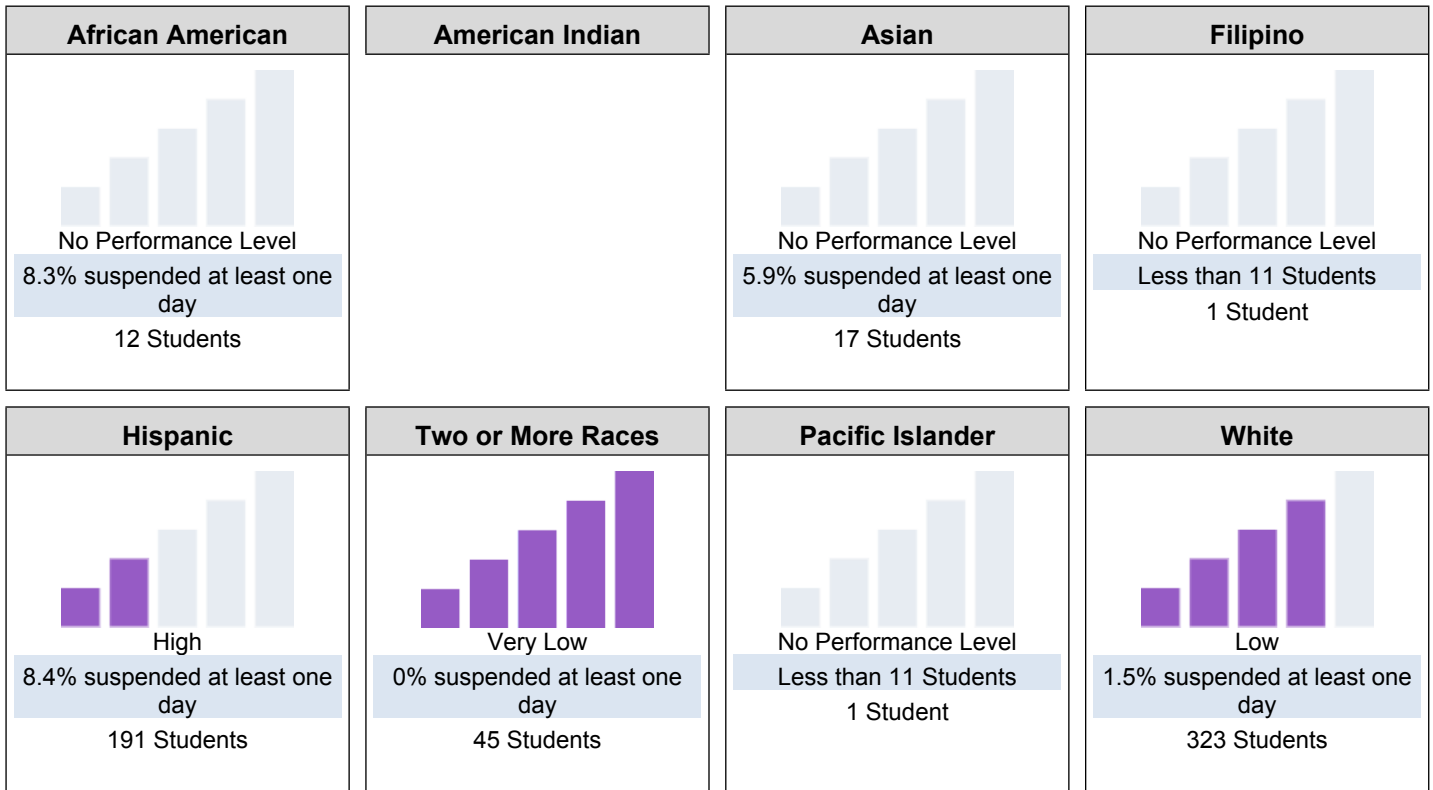
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Following COVID and Distance Learning, 2022 was a challenging year for student behavior.
2. Suspension rates spiked in 2022.
3. MHMS has used outreach, intervention, and alternatives to suspension to dramatically improve suspension rates in 2023.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

## Goal 1

MHMS will create an educational environment that supports all learners in achieving high levels of literacy. We will achieve high "overall" scores on CAASPP and I-Ready Diagnostic, and close learning gaps within student demographic groups by focusing on high impact instructional strategies, including integrated ELD, student engagement, and classroom culture.

## Identified Need

Ever ELs and Special Education students scored "very low" in ELA on the 21-22 CAASPP. Students in these categories need additional supports to increase performance and score proportionally to the overall student population.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
"Overall" student performance will improve by 3 points on the CAASPP ELA assessment. Additionally, each demographic group will show growth proportional to the overall student population.	18.6 points above standard	21.6 points above standard
On the ELPAC assessment, we will maintain a high rate (76.6%) of English Learners who make progress toward English Language proficiency	76.6%	76.7%
70% of students will be on or above grade level on the Spring I-Ready Reading diagnostic. Additionally, each demographic group will show	N/A (no previous Spring I-Ready)	70%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
growth proportional to the overall student population.		
Principal walk-through data will show implementation of integrated ELD, social/emotional learning, and PBIS strategies 85% of the time.	80%	85%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students, EL students, RSP student, struggling students

#### Strategy/Activity

Collaborative Team meetings will occur weekly to focus on aligning curriculum and implementing high impact instructional strategies, including integrated ELD, social/emotional learning, and PBIS. Teams will develop learning goals, success criteria, and create formative assessments. They will examine student work and design next steps for intervention and extension. Additionally, MHMS PLC teams will dedicate 5 of their meeting times to collaborate with B40 to build collective efficacy.

#### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students, EL students, RSP student, struggling students

#### Strategy/Activity

Students’ reading levels will be assessed through the i-Ready and CAASPP reading diagnostic assessment. The data gathered from this diagnostic will be used to determine student placement in Tier 2/3 reading interventions and to create differentiated instruction in Tier 1 classrooms.

#### Proposed Expenditures for this Strategy/Activity

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

500	LCFF - Supplemental 4000-4999: Books And Supplies Incentives, snacks, and supplies
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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

Tier 2 Students in Math and Reading
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**Strategy/Activity**

A tutor coordinator will coordinate and implement a Tier 2 literacy program (Read+) , and tutors will support students in small groups and one-on-one intervention.
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**Proposed Expenditures for this Strategy/Activity**

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

1,600	District Funded 4000-4999: Books And Supplies Learning Ally
2,416	ESSER 1000-1999: Certificated Personnel Salaries Peer Tutor Coordinator Stipend
35,000	ESSER 2000-2999: Classified Personnel Salaries Hourly pay for paraeducators

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students, struggling students, ELD students, Resource students
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**Strategy/Activity**

An RtI Coordinator will monitor the progress of students in Tier 1, 2, 3 interventions and work with admin and teachers to design/adapt reading and writing interventions as needed.
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**Proposed Expenditures for this Strategy/Activity**

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

80,000

District Funded  
1000-1999: Certificated Personnel Salaries  
.8 FTE Rtl Coordinator

## **Strategy/Activity 5**

### **Students to be Served by this Strategy/Activity**

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

All students, struggling students, ELD students, Resource students

### Strategy/Activity

Admin, RTI, and SCIL will conduct classroom walk through observations to gather data on implementation of integrated ELD, social/emotional learning, and PBIS. The data will be used to inform instruction, provide feedback, and develop meaningful PD.

### **Proposed Expenditures for this Strategy/Activity**

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

## **Strategy/Activity 6**

### **Students to be Served by this Strategy/Activity**

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

All Students

### Strategy/Activity

The MHMS School Site Council will meet 4 times per year to monitor the implementation of the site plan and budget, to examine schoolwide data, to provide input, and to make changes as necessary.

### **Proposed Expenditures for this Strategy/Activity**

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

## **Strategy/Activity 7**

### **Students to be Served by this Strategy/Activity**

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

All students, EL students, RSP student, struggling students

### Strategy/Activity

The MHMS SCIL team will be composed of teacher representatives from each content area, a counselor, the RTI coordinator, and administration. SCIL team will meet monthly to plan and deliver professional development, examine schoolwide data, support student growth, and make leadership decisions for the site.

### **Proposed Expenditures for this Strategy/Activity**

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

16,830

District Funded  
1000-1999: Certificated Personnel Salaries  
SCIL stipend

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

All students, EL students, RSP student, struggling students

#### Strategy/Activity

Staff will be provided with opportunities to participate in innovative professional development related to Goal 1 and its action steps.

### **Proposed Expenditures for this Strategy/Activity**

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

8,000

Title IV Part A: Student Support and Academic Enrichment  
5800: Professional/Consulting Services And Operating Expenditures  
professional development activities and expenses

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

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

All students, EL students, RSP student, struggling students

#### Strategy/Activity

Mission Hill will replace aging and damaged technology (i.e. Chromebook, headphones, printers, projectors, speakers, teacher laptops, etc.) at a rate of approximately 25% per year, as well as the purchase of new technology. Additionally, aging and damaged classroom furniture will be replaced as needed to support high quality instruction.



**Proposed Expenditures for this Strategy/Activity**

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

5,000

LCFF - Supplemental  
6000-6999: Capital Outlay  
replacement tech

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Teachers will receive an electronic "Teacher Binder" which identifies all special population students (EL, RFEP, Resource, 504, in transition, etc.), houses IEPs and 504 Plans, and all handouts from PD.

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

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

AVID Students

**Strategy/Activity**

AVID will support students with literacy, organization, and other academic skills. Student materials and instructional materials will be purchased to support the AVID program, and AVID teachers will attend AVID PD as needed. The AVID Site Team will meet monthly to create the AVID Site Plan, review AVID data, monitor implementation of the AVID strategies, and complete requirements for AVID certification.

**Proposed Expenditures for this Strategy/Activity**

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

16,000

ESSER  
1000-1999: Certificated Personnel Salaries

	0.2 FTE AVID elective teacher
40,000	District Funded 1000-1999: Certificated Personnel Salaries 0.4 FTE AVID elective teachers
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra hourly

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

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

English Language Learners

Strategy/Activity

Designated ELD classes will support multilingual students in reading, writing, speaking, and listening in English. Emphasis will be placed on increasing students' knowledge and use of general academic language as well as providing support with content and skills emphasized in general education classes. Student materials and instructional materials will be purchased, and paraeducator(s) will be hired to support students.

**Proposed Expenditures for this Strategy/Activity**

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

45,000	ESSER 2000-2999: Classified Personnel Salaries Bilingual paraeducator
15,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries paraeducator for push-in support for ELs in general education classes
18,000	ESSER 1000-1999: Certificated Personnel Salaries .2 FTE for ELD/Newcomer release period
18,000	LCFF 1000-1999: Certificated Personnel Salaries .2 ELD/Newcomer teacher

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

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

English Language Learners

Strategy/Activity

ELAC will be used as an outreach vehicle to Spanish-speaking families.

### Proposed Expenditures for this Strategy/Activity

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

1,000	Parent-Teacher Association (PTA) 0000: Unrestricted refreshments
350	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries extra hourly for translation services

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

All struggling students, English Language Learners, and Special Education

#### Strategy/Activity

Read 180 (Tier 3 interventions) will support students far below grade level with reading. Instructional materials will be purchased to support this. In addition, System 44, the phonics program aligned with Read 180, will be used in Tier 3 classrooms including SPED to support readers who are far below grade level.

Read Plus (Tier 2 intervention) will support students below grade level in reading. Instructional materials will be purchased and extra hourly pay will be given to those designing and implementing the curriculum. Learning Ally will continue to be used as a resource to support readers who need audio books.

### Proposed Expenditures for this Strategy/Activity

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

20,000	LCFF 1000-1999: Certificated Personnel Salaries .2 FTE Read 180 Teacher
17,000	Lottery: Instructional Materials 4000-4999: Books And Supplies Read 180 curriculum
1200	Lottery: Instructional Materials 4000-4999: Books And Supplies SIPPS Curriculum
8000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

extra hourly Read Plus teachers

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

We will replenish and update our library with high interest, relevant novels and non-fiction reading selections.

### Proposed Expenditures for this Strategy/Activity

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

5000

LCFF - Supplemental  
4000-4999: Books And Supplies  
Library books

## Strategy/Activity 16

### Students to be Served by this Strategy/Activity

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

English Learners and RFEP Students

### Strategy/Activity

LRT meetings will happen twice yearly to monitor the progress of EL and RFEP students. New teachers will receive training from ELD teachers on how to use ELPP and their role in LRTs.

In addition, The ELD Task Force will meet monthly to review data regarding English Language (EL) Learners, examine our practices/protocols for serving ELs and their families, and to make recommendations for changes targeted to reduce the instructional gap. Members of the ELD Task Force will include Designated ELD teachers, the School Community Coordinator, the WAVE Coordinator, the RTI Coordinator, representatives from admin and counseling, and teacher reps from across content areas.

### Proposed Expenditures for this Strategy/Activity

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

2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Roving Guest Teachers
2000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries extra hourly ELD Task Force
1300	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries extra hourly ELPP completion

**Strategy/Activity 17**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Admin, ELA staff, Teacher Librarian, and district staff will work together to implement a new reading comprehension program to be used with all students.

All students will be provided an English composition book

In addition, SDC classes will continue to work with students that are far below grade level using leveled readings with comprehension questions from Reading A-Z.

**Proposed Expenditures for this Strategy/Activity**

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

5000	Lottery: Instructional Materials 4000-4999: Books And Supplies Accelerated Reader program
120	LCFF - Supplemental 4000-4999: Books And Supplies Reading A-Z Subscription
1100	LCFF - Supplemental 4000-4999: Books And Supplies English composition books

**Strategy/Activity 18**

**Students to be Served by this Strategy/Activity**

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

ELD, RSP, and AVID Students

**Strategy/Activity**

We will offer the option of a Zero Period PE to provide ELD, RSP, AVID, and other student groups with the ability to have a preferred elective class.

**Proposed Expenditures for this Strategy/Activity**

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

20,000

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
.2 FTE PE teacher

**Strategy/Activity 19**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

To support all teachers in having appropriate, grade level, and differentiated texts for all students, a NewsELA license will be purchased. This paid version of NewsELA will integrate directly with Google Classroom. In addition, NewsELA training will be made available to all staff.

**Proposed Expenditures for this Strategy/Activity**

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

6,000

District Funded  
4000-4999: Books And Supplies  
subscription and license

**Strategy/Activity 20**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Department teams may receive release time for extended collaboration (curriculum alignment, developing common formative assessments, implementing integrated ELD, strengthening SEL practices, etc.) Release time is limited to 1 day per semester and time must be taken as a team.

Additionally, an agenda is due to the Principal at least 3 days in advance of the release day and minutes are due at least 1 day after the release day.

### **Proposed Expenditures for this Strategy/Activity**

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

8,000

District Funded  
1000-1999: Certificated Personnel Salaries  
guest teachers

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### **ANALYSIS**

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

Mission Hill Middle School implemented the 2022/23 SPSA Goal 1 to fidelity. In particular, strategies and activities associated with this goal supported student achievement in ELA CAASPP, Reading I-Ready, and ELPAC. Overall, MHMS students were 18.6 point above standard on the ELA CAASPP, 52% of all students met their annual typical growth by the the winter I-Ready reading diagnostic, and 76% of English Learners were proficient on the ELPAC.

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

There were no major differences in intended and actual expenditures.

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

Most strategies/activities will maintain their implementation and budget from 2022/23 to 2023/24. Strategy/activity 8 increases PD to support teachers with literacy instruction. Strategy/activity 12 increases support for ELs. Strategy/activity 14 increases support for Special Education students. We have also added funds to ensure every student receives a composition notebook.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal #1: All Santa Cruz City Schools students will be prepared to successfully access post-secondary college and career opportunities.

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

## Goal 2

MHMS will create an educational environment that supports all learners in high levels of achievement in mathematics. We will achieve high overall scores on CAASPP and I-Ready Diagnostic, and close learning gaps within student demographic groups by focusing on high impact instructional strategies, including integrated ELD, student engagement, and classroom culture.

## Identified Need

Hispanic, Ever ELs, and Special Education students scored "very low" in math on the 21-22 CAASPP. Students in these categories need additional supports to increase performance and score proportionally to the overall student population.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
"Overall" student performance will improve by 5 point on the CAASPP math assessment. Additionally, each demographic group will show growth proportional to the overall student population.	29.5 points below standard	24.5 points below standard
70% of students will be on or above grade level on the Spring I-Ready math diagnostic. Additionally, each demographic group will show growth proportional to the overall student population.	N/A (no previous Spring I-Ready)	70%
Principal walk-through data will show implementation of integrated ELD, social/emotional learning, and PBIS strategies 85% of the time.	80%	85%



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

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### **Strategy/Activity**

Collaborative Team meetings will occur weekly to focus on aligning curriculum and implementing high impact instructional strategies, including integrated ELD, social/emotional learning, and PBIS. Teams will develop learning goals, success criteria, and create formative assessments. They will examine student work and design next steps for intervention and extension. Additionally, MHMS PLC teams will dedicate 5 of their meeting times to collaborate with B40 to build collective efficacy.

#### **Proposed Expenditures for this Strategy/Activity**

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

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All students, struggling math students

#### **Strategy/Activity**

Students' math levels will be assessed through the i-Ready and CAASPP math diagnostic assessment. The data gathered from this diagnostic will be used to determine student placement in Tier 2/3 reading interventions and to create differentiated instruction in Tier 1 classrooms.

#### **Proposed Expenditures for this Strategy/Activity**

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

See Goal #1, Strategy #2 for budget information.

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

Tier 2 students, students struggling in math

Strategy/Activity

A tutor coordinator will coordinate and implement a Tier 2 math program (Math+ and Math Mentors), and tutors will support students in small groups and one-on-one intervention.

**Proposed Expenditures for this Strategy/Activity**

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

See Goal #1, Strategy #3 for budget information.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

4. The Rtl Coordinator will monitor the progress of students in Tier 1, 2, 3 interventions and work with admin and teachers to design/adapt math interventions as needed.

**Proposed Expenditures for this Strategy/Activity**

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

See Goal #1, Strategy #4 for budget information.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Admin, RTI, and SCIL will conduct classroom walk through observations to gather data on implementation of integrated ELD, social/emotional learning, and PBIS. The data will be used to inform instruction, provide feedback, and develop meaningful PD.

**Proposed Expenditures for this Strategy/Activity**

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

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### Strategy/Activity

The MHMS School Site Council will meet 4 times per year to monitor the implementation of the site plan and budget, to examine schoolwide data, to provide input, and to make changes as necessary.

#### **Proposed Expenditures for this Strategy/Activity**

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

See Goal #1, Strategy #6 for budget information.

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

All students

#### Strategy/Activity

The MHMS SCIL team will be composed of teacher representatives from each content area, a counselor, the RTI coordinator, and administration. SCIL team will meet monthly to plan and deliver professional development, examine schoolwide data, support student growth, and make leadership decisions for the site.

#### **Proposed Expenditures for this Strategy/Activity**

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

See Goal #1, Strategy #7 for budget information.

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

All students, students struggling with Math

#### Strategy/Activity

Staff will be provided with opportunities to participate in innovative professional development related to Goal 2 and its action steps. Specifically, Math teachers will receive ongoing support and PD with the CPM curriculum.

#### **Proposed Expenditures for this Strategy/Activity**

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

See Goal #1, Strategy #8 for budget information.

#### **Strategy/Activity 9**

##### **Students to be Served by this Strategy/Activity**

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

All students

#### Strategy/Activity

Mission Hill will replace aging and damaged technology (i.e. chromebooks, headphones, printers, projectors, speakers, teacher laptops, etc.) at a rate of approximately 25% per year, as well as the purchase of new technology. Additionally, aging and damaged classroom furniture will be replaced as needed to support high quality instruction.

#### **Proposed Expenditures for this Strategy/Activity**

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

See Goal #1, Strategy #9 for budget information.

#### **Strategy/Activity 10**

##### **Students to be Served by this Strategy/Activity**

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

All Students, struggling Math students

#### Strategy/Activity

WAVE will focus on math support and help students with math work completion and math grades. WAVE staff will work 1:1 and in small groups to support math. Special focus will also be given to relationship-building and socio-emotional support for students.

### **Proposed Expenditures for this Strategy/Activity**

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

20,000	District Funded 2000-2999: Classified Personnel Salaries after school program coordinator
18,000	Parcel Tax 2000-2999: Classified Personnel Salaries program paraeducators
1,000	Lottery: Instructional Materials 4000-4999: Books And Supplies curriculum supports

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### Strategy/Activity

Khan Academy, Khan Academy Spanish, and I-Ready will be used to support instruction for Spanish-speaking students and English-speaking students below grade level.

### **Proposed Expenditures for this Strategy/Activity**

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

	Khan Academy is a free online curricular resource.
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### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

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

All Students, Struggling Math Students

#### Strategy/Activity

Mindset Math (Tier 3) will support students who are far below grade level in math. Student materials, instructional materials, and technology will be purchased to support this intervention class.

Math Plus (Tier 2) will support students below grade level. Student materials, instructional materials, and technology will be purchased to support this intervention class. Extra hourly pay will be given to those teachers designing and implementing this curriculum and program.

A Math Course 1 class will be co-taught, serving students in need of extra support and intervention. All students will receive a graph paper notebook to support their development of CPM standards.

**Proposed Expenditures for this Strategy/Activity**

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

20,000	LCFF 1000-1999: Certificated Personnel Salaries .2 FTE Mindset Math teacher
20,000	LCFF 1000-1999: Certificated Personnel Salaries .2 FTE Co-Teacher Math Course 1
8,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries extra hourly Math+ teachers
1100	LCFF - Supplemental 4000-4999: Books And Supplies graph paper notebooks

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

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

All Students, Struggling Math Students

Strategy/Activity

Paraeducators will push into math classes to provide support to students below grade level (as determined by i-Ready Math Diagnostic testing) who are unable to participate in WAVE or MHMS Peer Tutoring.

**Proposed Expenditures for this Strategy/Activity**

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

	See Goal #1, Strategy #3 for budget information
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**Strategy/Activity 14**

**Students to be Served by this Strategy/Activity**

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

All Students

### Strategy/Activity

A Computer Science class will be added to the math offerings to enhance and enrich students' knowledge and develop 21st Century skills.

### Proposed Expenditures for this Strategy/Activity

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

20,000

District Funded  
1000-1999: Certificated Personnel Salaries  
.2 FTE for Computer Science Teacher

3,000

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
curriculum software

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Mission Hill Middle School implemented the 2022/23 SPSA Goal 2 to fidelity. In particular, strategy and activities associated with this goal supported students in Math CAASPP, and Math I-Ready. Overall, MHMS students were 29.5 point below standard on the ELPAC and 41% of all students met their annual typical growth by the the winter I-Ready math diagnostic.

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

There were no major differences in intended and actual expenditures.

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

Most strategies/activities will maintain their implementation and budget from 2022/23 to 2023/24. Strategy/activity 8 increases PD to support teachers with math instruction. Strategy/activity 12 will add a co-taught math class to increases support for ELs and Special Education students. Strategy/activity 14 will add a computer science course, to increase access and opportunity for all students to 21st century skills. We have also added funds to ensure every student receives a graph paper notebook.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

## Goal 3

MHMS will improve school climate and culture by focusing on students' behavioral, social, and emotional needs. We will continue our implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS), reduce our chronic absenteeism rate and suspension rates, create safe, welcoming and inclusive learning environments for all students, and expand our afterschool and arts programs.

## Identified Need

SED, Hispanic, ELs, and Special Education students had higher rates of suspension than the overall student population. Students in these categories need extra support to lower the rate of suspension. SED, Hispanic, and Special Education students had higher rates of chronic absenteeism than the overall population. Students in these categories need extra support to lower the rate of chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism will decrease 3% overall, and 8.5% among students with disabilities	17.1% Overall and 29.7% Special Education	14.1% Overall and 21.2% Special Education
The number of students suspended at least once will decrease by 0.3%	3.9%	3.6%
80% of students will report feeling connected to school on the LCAP.	70%	80%
80% of students will report feeling safe at school on the LCAP.	67%	80%
Principal walk-through data will show implementation of integrated ELD,	80%	85%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
social/emotional learning, and PBIS strategies 85% of the time.		
Mission Hill will achieve PBIS Silver Medallion status.	N/A	CA PBIS Silver Medallion

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

The PBIS Team will consist of the PBIS Coordinator, the RTI Coordinator, Admin Counseling, and teachers representatives from across content areas. The PBIS Team will meet monthly to build and refine our PBIS practices, design PBIS protocols, create student incentive programs, monitor data, and determine PD needs for staff.

#### Proposed Expenditures for this Strategy/Activity

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

20,000

LCFF

1000-1999: Certificated Personnel Salaries  
.2 FTE PBIS Coach

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

The Social-Emotional Health Survey will be administered to all students. Counseling and Admin staff will take action steps for the whole school, small groups, and individuals as indicated by the survey results.

#### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

all students, students needing social-emotional support and feeling effects of trauma

#### Strategy/Activity

The Social Emotional Health Specialist will research, coordinate, and implement anti bullying, suicide prevention and awareness, sexual harassment and consent training for students and PD for staff. Students training will be delivered each semester and staff PD will be delivered during monthly staff meetings. Material and resources will be provided free of charge through local agencies such as NAMI, Encompass, and Walnut Ave Women's Center.

#### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

all students, students in Tier 2 and Tier 3 interventions

#### Strategy/Activity

The Rtl Coordinator will monitor the progress of students in Tier 1, 2, 3 interventions and work with admin and teachers to support all students in the classroom.

#### Proposed Expenditures for this Strategy/Activity

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

See Goals #1 & #2, Strategy #4 for budget information.

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Admin, RTI, and SCIL will conduct classroom walk through observations to gather data on implementation of integrated ELD, social/emotional learning, and PBIS. The data will be used to inform instruction, provide feedback, and develop meaningful PD.

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

all students

Strategy/Activity

The MHMS School Site Council will meet 4 times per year to monitor the implementation of the site plan and budget, to examine schoolwide data, to provide input, and to make changes as necessary.

**Proposed Expenditures for this Strategy/Activity**

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

See Goal #1 and #2, Strategy # 6 for budget information.

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

all students

Strategy/Activity

The MHMS SCIL team will be composed of teacher representatives from each content area, a counselor, the RTI coordinator, and administration. SCIL team will meet monthly to plan and deliver professional development, examine schoolwide data, support student growth, and make leadership decisions for the site.

**Proposed Expenditures for this Strategy/Activity**

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

See Goal #1 and #2, Strategy # 7 for budget information.

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

all students

**Strategy/Activity**

PBIS Team members will collaborate with Santa Cruz County Office of Education to earn a PBIS Silver Medallion.

Maverick Essentials will be incorporated into instruction across the school. Teachers and staff will use Mighty Maverick tickets to highlight/incentivize positive behaviors. Students can earn incentives by accumulating tickets. The PBIS coordinator will maintain and staff the PBIS Student Store.

The schoolwide PBIS matrix of behavioral expectations (PBIS) will be included in the school planner and explicitly taught in orientation programs, within classroom settings, and through MHTV. Additionally, behavioral expectations will be posted in multiple settings across the campus.

The Maverick Essentials will be recognized and celebrated at Student of the Grading Period assemblies every 6 weeks.

**Proposed Expenditures for this Strategy/Activity**

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

3,000

LCFF - Supplemental  
5800: Professional/Consulting Services And Operating Expenditures  
cost of PBIS professional development

1,000

District Funded  
4000-4999: Books And Supplies  
PBIS Signage

500

ASB  
0000: Unrestricted  
SOTGP assemblies

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

all students

**Strategy/Activity**

Maverick Mentors will support new students and families at annual school events.

**Proposed Expenditures for this Strategy/Activity**

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

200	ASB 0000: Unrestricted End of Year Maverick Mentor Ceelbration
500	ASB 0000: Unrestricted Maverick Mentor t-shirts

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

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

all students

Strategy/Activity

Administration, Rtl, Counseling, and Activities Director will meet weekly to discuss students' academic, behavioral, and social-emotional needs..

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Tier 2 (small group) and Tier 3 (1:1 check-in) interventions for behavioral and social-emotional needs will be implemented by the mental health specialist, counselors and social worker.

**Proposed Expenditures for this Strategy/Activity**

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

500	Lottery: Instructional Materials 4000-4999: Books And Supplies Curriculum for Counseling groups
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**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

2nd Step lessons will be taught across all grade spans (tier 1) to support social/emotional learning.

**Proposed Expenditures for this Strategy/Activity**

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

5,000	District Funded 4000-4999: Books And Supplies 2nd Step Curriculum and license
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**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

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

all students

Strategy/Activity

Staff will support the use of the organized binder system to help students organize their learning, gain executive function skills, and enhance study skills. All students will be provided an organized binder.

**Proposed Expenditures for this Strategy/Activity**

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

8,000	LCFF - Supplemental 4000-4999: Books And Supplies organized binder materials
6,000	LCFF - Supplemental 4000-4999: Books And Supplies MHMS Planner

**Strategy/Activity 14**

**Students to be Served by this Strategy/Activity**

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

All students, students struggling with attendance

Strategy/Activity

The Attendance Tech will make timely phone calls to families regarding attendance issues.  
  
An Attendance Task Force will meet bi-weekly to look at attendance data and devise strategies to improve school-wide attendance. The Attendance Task Force will include the AP, Community Coordinator, Attendance Tech, Counselors, and others as needed.

**Proposed Expenditures for this Strategy/Activity**

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

8,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Attendance Tech
500	Parent-Teacher Association (PTA) 0000: Unrestricted student attendance incentives

**Strategy/Activity 15**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

MHMS will hold Club Fairs 2 times per year. Students will be encouraged to create their own clubs or join existing clubs. Club membership will be open to all students.

**Proposed Expenditures for this Strategy/Activity**

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

100	ASB 0000: Unrestricted Clun Fair posters and materials
200	ASB 0000: Unrestricted materials for Counseling clubs

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Mindfulness will be offered during Read period and during the Arts Academy to support students with stress management and anxiety.

**Proposed Expenditures for this Strategy/Activity**

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

3,000	Parent-Teacher Association (PTA) 0000: Unrestricted Mindfulness Leader/Coach
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### Strategy/Activity 17

#### Students to be Served by this Strategy/Activity

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

all students

#### Strategy/Activity

An Activity Director position will be created to coordinate and implement structured student activities during lunch, plan school events, and promote school spirit. The Leadership class will work with the Activity Director to plan lunchtime activities, plan school events, and run MHTV.

#### Proposed Expenditures for this Strategy/Activity

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

20,000	LCFF 1000-1999: Certificated Personnel Salaries .2 FTE Activity Director
1,500	Parent-Teacher Association (PTA) 0000: Unrestricted activity supplies
20,000	LCFF - Base 1000-1999: Certificated Personnel Salaries .2 FTE Leadership Teacher

### Strategy/Activity 18

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

8th grade Promotion will be an inclusive celebration with a field day.

#### Proposed Expenditures for this Strategy/Activity

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

3,000	District Funded 5000-5999: Services And Other Operating Expenditures site rentals and services
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2,000	Parent-Teacher Association (PTA) 0000: Unrestricted Party Rentals
2,000	Parent-Teacher Association (PTA) 0000: Unrestricted Food and Beversges

**Strategy/Activity 19**

**Students to be Served by this Strategy/Activity**

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

all students, students in need of extra support, ELs, students with attendance issues

Strategy/Activity

The Community Coordinator and After School Program Coordinator position will be combined to better support communication between home and school for all families, develop and implement engaging after school activities, and develop the wellness center.

**Proposed Expenditures for this Strategy/Activity**

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

60,000	District Funded 2000-2999: Classified Personnel Salaries Community Coordinator
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**Strategy/Activity 20**

**Students to be Served by this Strategy/Activity**

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

all students, LGBTQ+ students

Strategy/Activity

Mission Hill will work with the Safe Schools Project to become an LGBTQ+ Model School

**Proposed Expenditures for this Strategy/Activity**

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

200	ASB 0000: Unrestricted LGBTQ+ signage
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**Strategy/Activity 21**

**Students to be Served by this Strategy/Activity**

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

All Students

### Strategy/Activity

Three sections of woodshop, including an beginning/intermediate pathway will be added to the woodshop program.

### Proposed Expenditures for this Strategy/Activity

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

60,000

1000-1999: Certificated Personnel Salaries  
.6 FTE funded through CTIEG Grant

### Strategy/Activity 22

#### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

Two sections of Beginning Music will be added to the music program. Beginning Music will provide non-performance based access to all students who are interested in learning music.

### Proposed Expenditures for this Strategy/Activity

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

40,000

1000-1999: Certificated Personnel Salaries  
.4 FTE paid through Prop 28

### Strategy/Activity 23

#### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

Theater will be added to the after school program (WAVE) twice a week.

### Proposed Expenditures for this Strategy/Activity

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

12,000

1000-1999: Certificated Personnel Salaries  
Program staff paid through Prop 28

### Strategy/Activity 24

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

After funding .4 FTE in Music and program staff for the after school Theater program, remaining Prop 28 funds will be equally distributed to support VAPA at Mission Hill.

### Proposed Expenditures for this Strategy/Activity

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

3,600	4000-4999: Books And Supplies Prop 28 allocation for Art program supplies
3,600	4000-4999: Books And Supplies Prop 28 allocation for Music program supplies
3,600	4000-4999: Books And Supplies Prop 28 allocation for Art program supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Mission Hill Middle School implemented the 2022/23 SPSA Goal 3 to fidelity. In particular, strategy and activities associated with this goal supported students with school connectedness. Overall, 70% of MHMS students reported feeling connected to school, but chronic absenteeism and suspensions increased. Strategies/activities were effective in implementing PBIS and providing social/emotional supports through counseling and mental health services.

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

There were no major differences in intended and actual expenditures.

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

Most strategies/activities will maintain their implementation and budget from 2022/23 to 2023/24. Now that PBIS is established, strategy/activity 8 will slightly decrease funding for program staff, but increase funding for PBIS materials. And to further bolster SEL, strategy/activity 12 will add 2nd Step curriculum. Strategy/activity 19 combines the Community Coordinator and After School Coordinator positions to more effectively and efficiently serve families. Strategy/activity 20 supports LGBTQ+ students. And finally the addition of strategies/activities 21-24 outline Proposition 28 funding of our Visual and Performing Arts programs.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$145,000
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$800,516.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title IV Part A: Student Support and Academic Enrichment	\$8,000.00

Subtotal of additional federal funds included for this school: \$8,000.00

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 (\$)
	\$122,800.00
ASB	\$1,700.00
District Funded	\$261,430.00
ESSER	\$116,416.00
LCFF	\$118,000.00
LCFF - Base	\$40,000.00
LCFF - Supplemental	\$76,470.00
Lottery: Instructional Materials	\$27,700.00
Parcel Tax	\$18,000.00
Parent-Teacher Association (PTA)	\$10,000.00

Subtotal of state or local funds included for this school: \$792,516.00

Total of federal, state, and/or local funds for this school: \$800,516.00

# 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
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Derek Kendall	Principal
Amrik Nijor	Other School Staff
Jill Murgia	Classroom Teacher
Nadine Said	Classroom Teacher
Abigail Weisel, Karen Wilson	Parent or Community Member
Cristine Chopra	Parent or Community Member
Whitney Cohen	Parent or Community Member
Kristina Quilici	Parent or Community Member
Karen Wilson	Parent or Community Member
Jon Sapp	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 08, 2023.

Attested:

Principal, Derek Kendall on May 08, 2023

SSC Chairperson, Cristine Chopra on May 08, 2023