



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
Mill Street School	11754816007488	April 25, 2023	OUSD Board of Directors

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)

Schoolwide Program
Additional Targeted Support and Improvement

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.

Mill Street School has been identified for ATSI and will address targeted improvement in these subgroups: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities, and Non-Hispanic/White student subgroups. The purpose of this plan will be to identify inequities for these subgroups, outline the plan for effectively meeting the ESSA requirements to align with our LCAP, and improve student outcomes.

The Orland Unified School District has applied a transformational leadership approach when it comes to the involvement of all stakeholders and the ESSA policy implementation process,

specifically the LCAP. OUSD believes that we should become a unified team, which will establish a sense of purpose and accountability, which will ultimately drive the district's vision and mission. Over the past year, our district has made significant gains toward the implementation of ESSA in alignment with the LCAP and other federal, state, and local programs. Each school site is aware of the district LCAP goals, California School Dashboards, and has a plan in place to meet the needs of all students. Through collaborative conversations, district/site committees, strategic planning, and data analysis, we as a district/school site have the tools in place to meet the individual needs of all students and ensure we are moving forward towards continuous school improvement. Through our district process, it is evident that all stakeholders are on the same page with the district plan, accountability, and can recognize that our school site plan and district LCAP encompass all students.

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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).

Mill Street administered both the California School Staff Survey as well as the California School Parent Survey from WestEd. The CA School Staff Survey revealed the further need for developing positive school culture and climate. To collect social and emotional learning needs we have surveyed and collected data on students' (K-2) SEL needs. This data came back with a need to address a "growth mindset" as well as "how to regulate oneself." To support this, our SEL coach presented targeted classroom lessons around "resilience" and "the power of yet" as well as coaching students on multiple breathing techniques. During ELAC/DELAC we collect feedback from participating parents to help with our improvement process and made adjustments to our ELAC/DELAC meetings based on this data. This feedback included ideas around how to engage parents through mailers, flyers, going to community events where the parents of our EL families live/shop, and having our ELD coordinator "table" at certain school-wide events.

Classroom Observations

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

Classrooms are monitored by a formal and informal evaluation process. Tenured teachers are evaluated on a 5-year cycle, or on an every other year cycle (as negotiated by the Orland Teachers Association). Probationary I & II teachers are evaluated annually. During an evaluation year, formal observations are conducted in the areas of ELA, ELD and/or math. Informal observations or walk-throughs are also part of the school culture and are part of the everyday routine of the administrator.

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)

Mill Street has established assessment tools and processes to help evaluate the effectiveness of our programs. We use our assessment data to monitor the progress of each class and target specific groups including Title 1, special education students, foster youth, and English learners. These assessments assist in the evaluation and effectiveness of intervention strategies for individual groups. Students are assessed every trimester. Teachers are provided assessment results for their students using multiple curriculum-based measures and results for target-based assessments. Grade levels use assessments as a collaborative tool to monitor student progress toward state standards and district standards by reviewing results, modifying instructional practices, and modifying emphasis of the curriculum to meet students' needs.

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

In addition to assessment data as described in #1, we look at attendance, truancy, school climate and parent perception data to analyze and improve our instructional program.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of Mill Street's teachers and classified staff are compliant with NCLB's requirements for being highly qualified.

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

All of the credentialed teachers will have received training and professional development on the ELA and math curriculum.

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

The staff development is aligned to our school plan goals in English Language Arts, Math, ELD, SEL, and school safety.

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

All teachers had the opportunity to attend three full days of professional development in August before school started. The first day was SEL-related with Heather Forbes presenting concepts from her book, *Help for Billy*. Over the next two days, teachers chose sessions based on their needs, interest, and grade span. Breakout sessions included Social Emotional Learning (and support) like Trauma-Informed and Restorative Practices. There were also sessions on technology, UDL, data review, and processes, as well as best instructional practices to support all students, including English Learners. In addition to those, there were sessions conducted by our teachers on CAASPP targets and claims, Google Classroom, and ELD Lesson designs.

OUSD has 7 "banking" days throughout the school year to continue to provide learning opportunities for teachers. The district banking days will focus on data and processes to review that data. The District Site Leadership Team will learn the processes and then take these back to their sites to practice. The goal is to have uniform processes for reviewing data throughout the District. As a site, we will focus our site banking days on UDL, Designated ELD, and math games and design.

Teachers had the opportunity to write mini-grants to support their learning and growth. This process allowed for individuals or teams of teachers to choose professional learning opportunities and create plans regarding timing and desired benefits. Examples included UDL, BE GLAD, ELD Design, Math, and Classroom 180.

OUSD has multiple focus-team groups in the District and several groups plan to attend conferences to deepen their knowledge to gain useful strategies to share with their school sites. In addition to these teams, we have 4 Instructional coaches available to teachers to support in Math, Technology, and SEL practices.

The District will continue to support and encourage teachers to attend course-specific professional development. This year, the hurdle is the lack of substitute teachers, so sites may have to be creative.

At the site level, new teachers have received training in iReady, iStation, Flipgrid, and My World Social Science. In addition, teachers have been trained on Footsteps to Brilliance and support F2B with parent outreach.

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

Mill Street teachers collaborate on a weekly basis during our PLC (Professional Learning Community) time. During collaboration, teachers evaluate data, instruction, assessments, and curriculum. Other collaboration meetings may include identifying essential standards, creating and revising curricular pacing guides, creating common assessments, analyzing data from various assessments, forming and revising intervention groups, and sharing effective teaching strategies.

Teaching and Learning

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

All SBE-adopted curriculum and materials used in the classrooms are aligned with the California state standards. Instruction and assessment in all content areas emphasizes mastery of grade-level determined essential performance standards.

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

Teachers in grades 1 and 2 teach 150 minutes of reading/language arts and 60-75 minutes of mathematics daily.

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

Grade levels have year-long pacing guides created and adhered to in English Language Arts, English Language Development, and math standards.

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

Mill Street uses the CA state adopted and standards-based Math, English Language Arts, Spanish Language Arts, Social Studies, Science, and ELD curriculum. There is an ample supply of texts to fully meet student needs as evidenced by compliance with the yearly William's Act updates. There is an ample supply and access to technology, such as Chromebooks. The school library has an expansive collection of books and videos in English and we are currently building up the Spanish selections.

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

Materials that are used to achieve standards-based instructional goals are:

Language Arts:

Benchmark Advance (English language)

Benchmark Adelante (Spanish language)

Bartons Levels 1-4

Foundations in Sounds

Accelerated Reader

iReady Reading

iStation (Dual Immersion Program: Spanish)

Math:

Go Math! (English language)

Go Math! (Spanish language)

iReady Math (English language)

iReady Math (Spanish language)

Opportunity and Equal Educational Access

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

Mill Street's instructional program is based on the RTI (Response to Intervention) model. All students get the core material in the general education classroom. The general education classroom teacher is responsible to differentiate and remediate in the classroom. Students also have access to level 2 strategic interventions for reading and some in math. Students are leveled into groups and then get specific instruction in areas of need. 1st and 2nd grade students have access to an intensive, small group, level 3 intervention.

Evidence-based educational practices to raise student achievement

All strategic and intensive interventions are research-based and are standards-aligned. Research-based instruction strategies include the following:

Language Arts:

Benchmark Advance (English language)

Benchmark Adelante (Spanish language)

Bartons Levels 1-4

Foundations in Sounds

Accelerated Reader

iReady Reading

iStation (Dual Immersion Program: Spanish)

Math:

Go Math! (English language)

Go Math! (Spanish language)

iReady Math (English language)

iReady Math (Spanish language)

Parental Engagement

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

Mill Street school uses a variety of strategies to encourage parental and community involvement, such as Kinder FACTTS, Coffee with the Principal, SEL Learning Night, Back to School Night, Open House, Literacy morning, etc. The school has access to local resources that assist it in meeting state and federal student achievement goals. The local community provides parent education programs, adult school programs, mental health resources, 4-H, Boy and Girl Scouting, and Head Start programs.

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)

Parents are given multiple opportunities to participate in the planning and evaluation of categorical programs through a variety of avenues. Parents participate on the School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee. Parents learn about the Title I program during parent conferences and the Annual Title I Parent Meeting. Parents are surveyed by the school and/or district on a variety of issues including the effectiveness of the Title I parent Involvement program and the academic program.

Funding

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

Services provided by categorical funds include one Intervention teacher, and one ELD coordinator, and one district educational technology coach. Small literacy groups are formed for students identified as below grade level in reading/language arts. These students are identified and reassessed on an ongoing basis. In addition, the Intervention teachers support English Language Learners through direct, leveled instruction.

Fiscal support (EPC)

The school's general and categorical funds are coordinated and allocated to support the implementation of the specified school goals as stated in the School Plan and the district LCAP. The SPSA expenditures detail the implementation of the school goals which are in alignment with the Essential Program Components. The school's general and categorical budgets and SPSA demonstrate an ongoing commitment to improving student achievement and school reform.

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 following stakeholder groups were involved in the Needs Assessment, planning, and monitoring of the SPSA: School Site Council, ELAC, Staff, and Parents to address the inequities of student outcomes for these subgroups: ELs, Hispanics, socio-economically disadvantaged, students with disabilities, white students

Mill Street School has a very active School Site Council which consists of 10 members. Half of the membership consists of parents and the other half consists of classified and certificated staff, as well as the principal. The SSC meets monthly to approve funding and monitor federally funded programs. Each month, the SSC reviews the SPSA goals and discussed implementation as well as possible modifications based on a current needs assessment and analysis of data.

Parents were invited to participate in the process of school beautification where they gave input, helped design, and help paint Mill Street School's south blacktop playground area with interactive lettering, signs, and vocabulary (English and Spanish) that help promote both learning and physical fitness.

Parents are invited to participate in the process of school beautification where they gave input, help design, and helped construct a Mill Street School garden. Teachers along with parents helped to

build and plant 4 garden boxes to be used in conjunction with Mill Street School's ELA and science curriculum.

To target our EL parents we hold our sit ELAC meetings 4 times yearly. Our ELAC is made up of parents and staff. The ELAC meets four times each year and provides input on English Learner programs. During regularly scheduled ELAC meetings in October, December, and February, ELAC members were provided an opportunity to provide feedback on school programs through a parent survey. During our April meeting, the ELAC committee reviewed the final survey results and the updated SPSA.

To target our socio-economically disadvantaged students we have a site social worker that is able to identify and offer resources to families who are socio-economically disadvantaged.

To target our Hispanic student population we hold "Mexican Hot Chocolate and Horchata with the Principal" monthly on the first Tuesday of the month on Mill Street's campus where we share translated "home/parent engagement strategies with parents.

To target our students with disabilities population by holding an annual "Glenn County Special Olympiad" and invite the students, parents, and the greater community to attend.

To target our non-Hispanic/white families they are included in all subgroup populations and events above.

Parents were invited to participate in our reading literacy mornings where they were encouraged to come to the library to read a story with their attending Mill Street student. Parents were encouraged to bring their favorite book from home, and our librarian would help support parents in partnering them with a grade-level appropriate book (English or Spanish) upon request. These dates were held once a trimester for a total of three family literacy mornings.

The principal shares newsletters, upcoming events, Home to School Connection information. Parents were invited to celebrate the success and learning of their Mill Street students during our PBIS/SEL Assemblies for kindness, safety, responsibility, and being a problem solver. Parents were also invited to celebrate perfect attendance during our trimester ADA assemblies. Additionally, parents were invited to celebrate collaboration during our "Collaborative Kid Award" assembly. These dates fell between the months of September through June.

Resource Inequities

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

Mill Street School students grade TK-2 has been identified as a school in ATSI based on the state guidelines for this through the Every Student Succeeds Act (ESSA). Local education agencies with schools that meet that criterion for ATSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes. Mill Street School meets these criteria in ELs, Hispanic population, socio-economically disadvantaged, students with disabilities, and white.

Through our needs assessment, site, and districtwide data we have found these resource inequities:

One resource inequity we have identified for ELs is inequity within Mill Street's iReady math data, showing that our ELs are not performing to the level that their counterparts are performing. To address this we will look into our math intervention groupings and review if our ELs are being equitably serviced.

One resource inequity we have identified for our Hispanic population is our BPST. To address these inequities we will have PLCs and grade-level goals that focus on this student demographic.

One resource inequity we have identified for our socio-economically disadvantaged population is chronic absenteeism (38.1% in 2022). To address these inequities we will offer expanded learning opportunities with our after-school SPARK program, summer school, and additional extended services (funded through ELO-P).

One resource inequity we have identified for students with disabilities is chronic absenteeism (42.7% in 2022). To address these inequities we will look into specific needs such as district transportation and the specific disability identified for the student through their IEP and create goals to support increased attendance.

One resource inequity we have identified for Non-Hispanic/white students is our Non-Hispanic/white students in the dual immersion program to assess their Spanish language acquisition. To address these inequities we will look into formative assessments that help DI and intervention teachers inform their instruction.

Mill Street School plans to improve in each of these areas by examining the inequities for each of the subgroups listed above.

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	1.2%	1.43%	1.96%	6	7	10
African American	0.2%	0.20%	0%	1	1	0
Asian	1.6%	1.63%	1.57%	8	8	8
Filipino	0.2%	%	0%	1		0
Hispanic/Latino	69.9%	64.49%	67.98%	353	316	346
Pacific Islander	%	%	0%			0
White	25.0%	30.20%	27.31%	126	148	139
Multiple/No Response	2.0%	1.63%	0.39%	10	8	2
Total Enrollment				505	490	509

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	198	186	203
Grade 1	145	157	155
Grade 2	162	147	151
Total Enrollment	505	490	509

Conclusions based on this data:

1. Student enrollment by subgroup: Hispanic/latino population increased from around 65% in 2021/2022 to 68% 2022/2023.
2. Student enrollment by subgroup: White population declined from 30.7% in 2021/2022 to 27.3% in 2022/2023.
3. Total student enrollment has been steady and grade-level enrollment has been stable. *2022/2023 Highest enrollment in the past 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	172	180	190	34.10%	36.7%	37.3%
Fluent English Proficient (FEP)	24	24	15	4.80%	4.9%	2.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Student enrollment: The percentage of Mill Street School's EL enrollment is well-above the state average.
2. Student enrollment: The percentage of Mill Street School's ELs has steadily increased from 34.1% in 2020/2021 to 37.3% in 2022/2023.
3. Mill Street's EL population has increased increased from 172 students in 2020/2021 to 190 students in 2022/2023.

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

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
All Grades	N/A	N/A	N/A												

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

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

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

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

Conclusions based on this data:

1. NA
2. NA
3. NA

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

* 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
All Grades	N/A	N/A	N/A												

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

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

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

Conclusions based on this data:

1. NA
2. NA
3. NA

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	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	1401.9	1400.6	1425.0	1415.1	1347.6	1366.3	67	79
Grade 1	1426.9	1399.6	1453.1	1446.1	1400.3	1352.7	45	56
Grade 2	1444.4	1449.2	1458.3	1461.5	1429.8	1436.4	56	49
All Grades							168	184

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	2.99	3.80	22.39	29.11	50.75	43.04	23.88	24.05	67	79
1	0.00	0.00	13.33	12.50	71.11	39.29	15.56	48.21	45	56
2	5.36	0.00	26.79	24.49	39.29	55.10	28.57	20.41	56	49
All Grades	2.98	1.63	21.43	22.83	52.38	45.11	23.21	30.43	168	184

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	11.94	11.39	28.36	26.58	50.75	40.51	8.96	21.52	67	79
1	11.11	21.43	42.22	30.36	35.56	35.71	11.11	12.50	45	56
2	14.29	14.29	32.14	38.78	35.71	32.65	17.86	14.29	56	49
All Grades	12.50	15.22	33.33	30.98	41.67	36.96	12.50	16.85	168	184

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	0.00	1.27	8.96	11.39	38.81	56.96	52.24	30.38	67	79
1	0.00	0.00	8.89	0.00	31.11	12.50	60.00	87.50	45	56
2	1.79	0.00	8.93	16.33	35.71	36.73	53.57	46.94	56	49
All Grades	0.60	0.54	8.93	9.24	35.71	38.04	54.76	52.17	168	184

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	20-21	21-22	20-21	21-22	20-21	21-22
K	8.96	12.66	88.06	64.56	2.99	22.78	67	79
1	28.89	21.43	64.44	69.64	6.67	8.93	45	56
2	21.43	16.33	57.14	71.43	21.43	12.24	56	49
All Grades	18.45	16.30	71.43	67.93	10.12	15.76	168	184

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	20-21	21-22	20-21	21-22	20-21	21-22
K	11.94	11.39	62.69	59.49	25.37	29.11	67	79
1	4.44	17.86	82.22	67.86	13.33	14.29	45	56
2	18.52	16.33	62.96	67.35	18.52	16.33	54	49
All Grades	12.05	14.67	68.07	64.13	19.88	21.20	166	184

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	20-21	21-22	20-21	21-22	20-21	21-22
K	0.00	1.27	70.15	74.68	29.85	24.05	67	79
1	0.00	0.00	40.00	12.50	60.00	87.50	45	56
2	1.79	10.20	37.50	55.10	60.71	34.69	56	49
All Grades	0.60	3.26	51.19	50.54	48.21	46.20	168	184

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	20-21	21-22	20-21	21-22	20-21	21-22
K	7.46	13.92	34.33	45.57	58.21	40.51	67	79
1	0.00	0.00	37.78	32.14	62.22	67.86	45	56
2	3.57	2.04	41.07	57.14	55.36	40.82	56	49
All Grades	4.17	6.52	37.50	44.57	58.33	48.91	168	184

Conclusions based on this data:

1. On average, there are more students scoring in the "well-developed" performance level in the oral language and speaking/listening domains than they are in the reading and writing domains.
2. The number of students testing raised in kinder and second-grade and reduced in first-grade from 2020/2021 from 2021/2022.

3. Students showed a growth in being "well-developed" and "somewhat/moderately" overall in the Writing Domain for both Kinder and 2nd-grade.

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			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
490	80.6	36.7	0.8
Total Number of Students enrolled in Mill Street School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	180	36.7
Foster Youth	4	0.8
Homeless	5	1.0
Socioeconomically Disadvantaged	395	80.6
Students with Disabilities	69	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian	7	1.4
Asian	8	1.6
Filipino		
Hispanic	316	64.5
Two or More Races	8	1.6
Pacific Islander		
White	148	30.2

Conclusions based on this data:

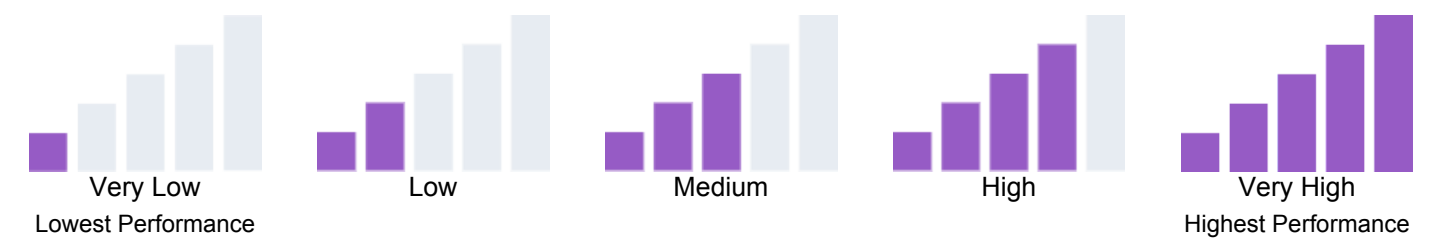
- 1. Mill Street School serves 36.7 % English Language Learners which is about double the state average.
- 2. Socioeconomically Disadvantaged is our largest subgroup at 80.6%.
- 3. Mill Street serves 64.5% hispanic population.

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

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>VeryLow</div>		

Conclusions based on this data:

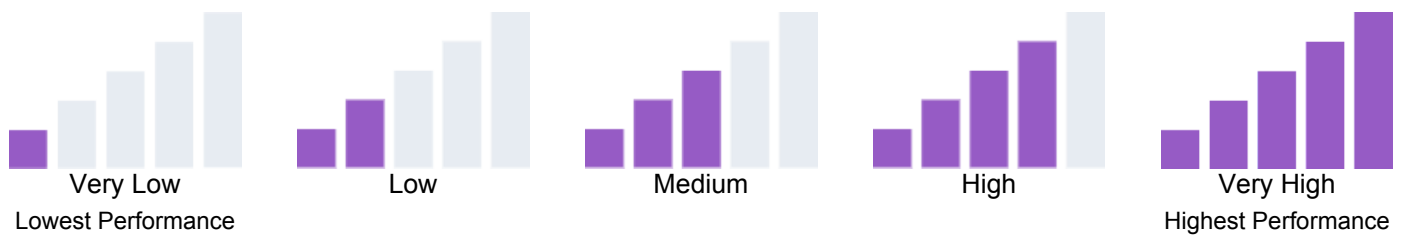
- English language arts is in the "very low" category.
- Chronic Absenteeism is in the "very high" category.
- Performance in math is in the "low" category.

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.

2022 Fall Dashboard English Language Arts Equity Report

Very Low

Low

Medium

High

Very High

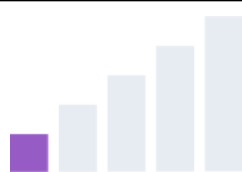
This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

English Learners

Foster Youth



96.1 points below standard
147 Students

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

Conclusions based on this data:

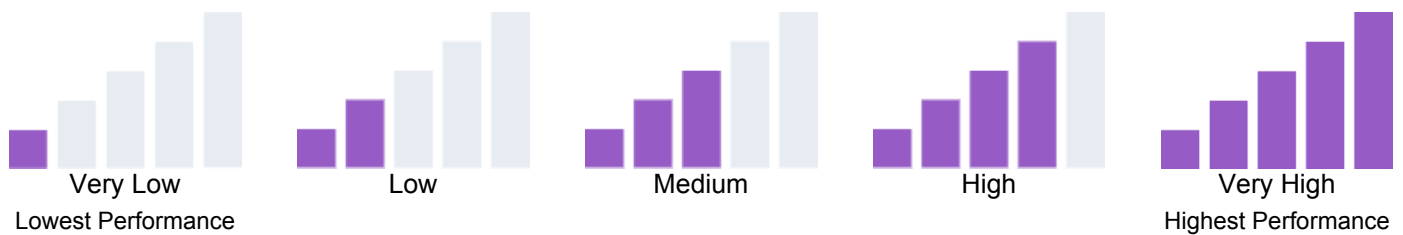
1. This data is based on 147 reporting third-graders taking the CAASPP.
2. Students are performing on average 96.1 points below standard.
3. Dashboard data is in the "very low" performance category.

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](#).

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.

2022 Fall Dashboard Mathematics Equity Report

Very Low

Low

Medium

High

Very High

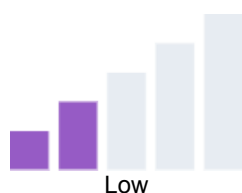
This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

English Learners

Foster Youth



87.0 points below standard

147 Students

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

Conclusions based on this data:

1. Students are on average 87.0 points below standard.
2. Dashboard data is in the "low" performance category.
3. This data is based on 147 reporting third-graders taking the CAASPP.

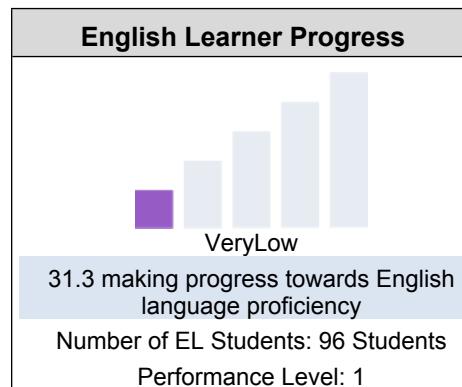
School and Student Performance Data

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
32.3%	36.5%	0.0%	31.3%

Conclusions based on this data:

1. The site-level performance data shows 36.5% students maintained one ELPI level.
2. The performance data shows that we had 32.3% students decreased one ELPI level.
3. The performance data shows 31% students making progress towards EL proficiency out of 96.

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:

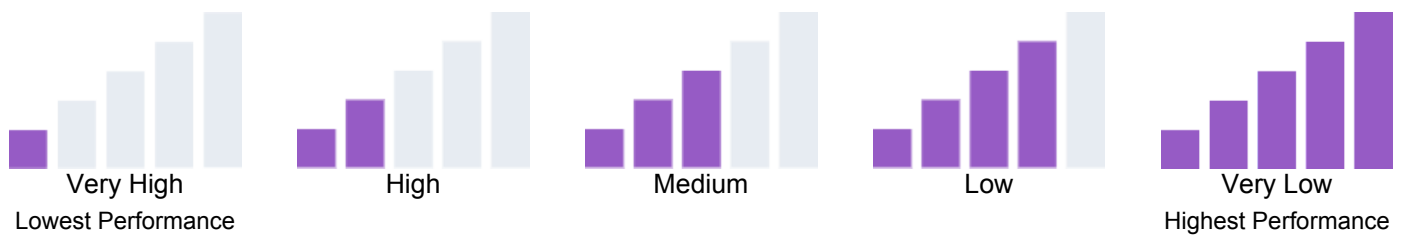
1.	NA
2.	NA
3.	NA

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).



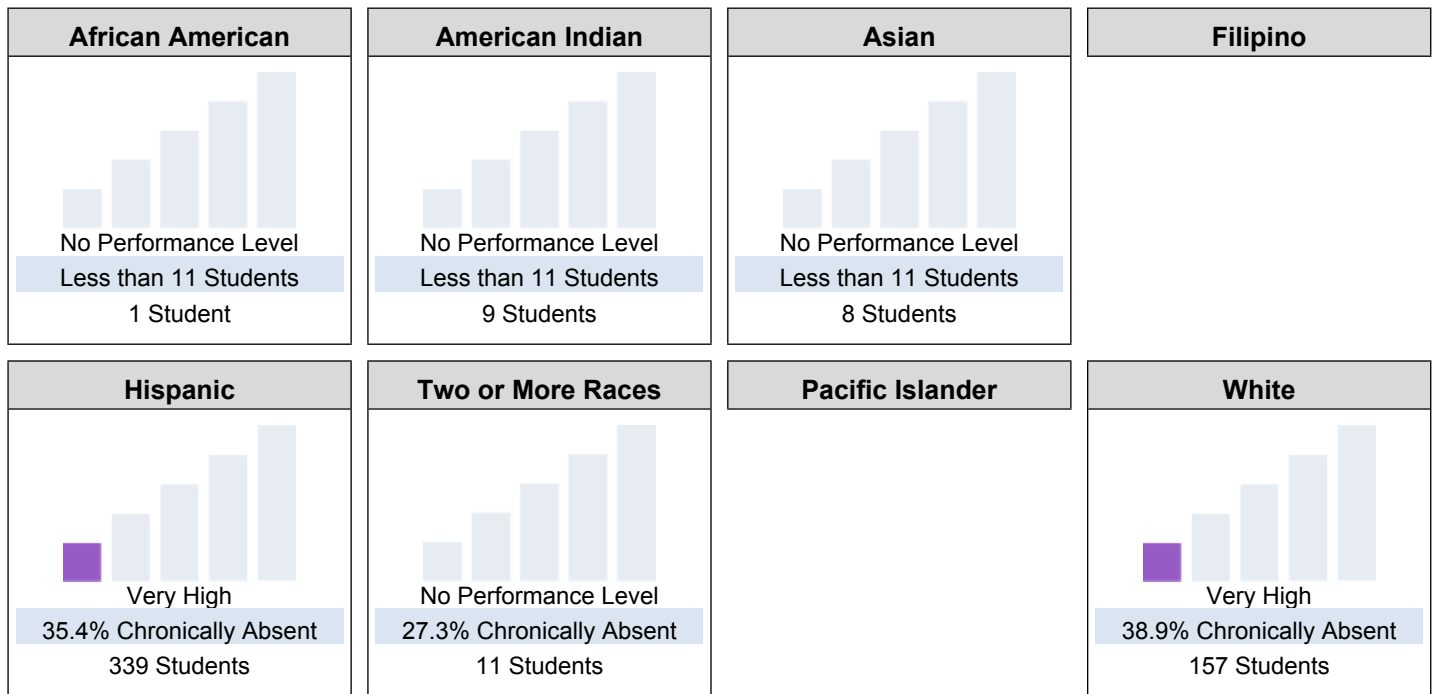
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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 for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>36.6% Chronically Absent</p> <p>525 Students</p>	<p>Very High</p> <p>31.6% Chronically Absent</p> <p>193 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Very High</p> <p>38.1% Chronically Absent</p> <p>436 Students</p>	<p>Very High</p> <p>42.7% Chronically Absent</p> <p>82 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Mill Street has 192 students who were considered chronically absent.
2. Mill Street's Subgroup with the highest chronic absenteeism is students with disabilities at 42.7%
3. Mill Streets Chronic Absenteeism is 36.6% which is 6.6% percent higher than the state of CA.

School and Student Performance Data

Academic Engagement Graduation 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](#).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

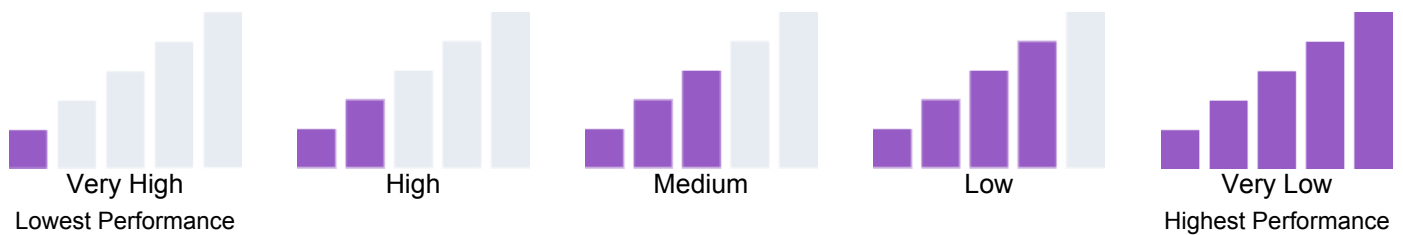
1. NA
2. NA
3. NA

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).



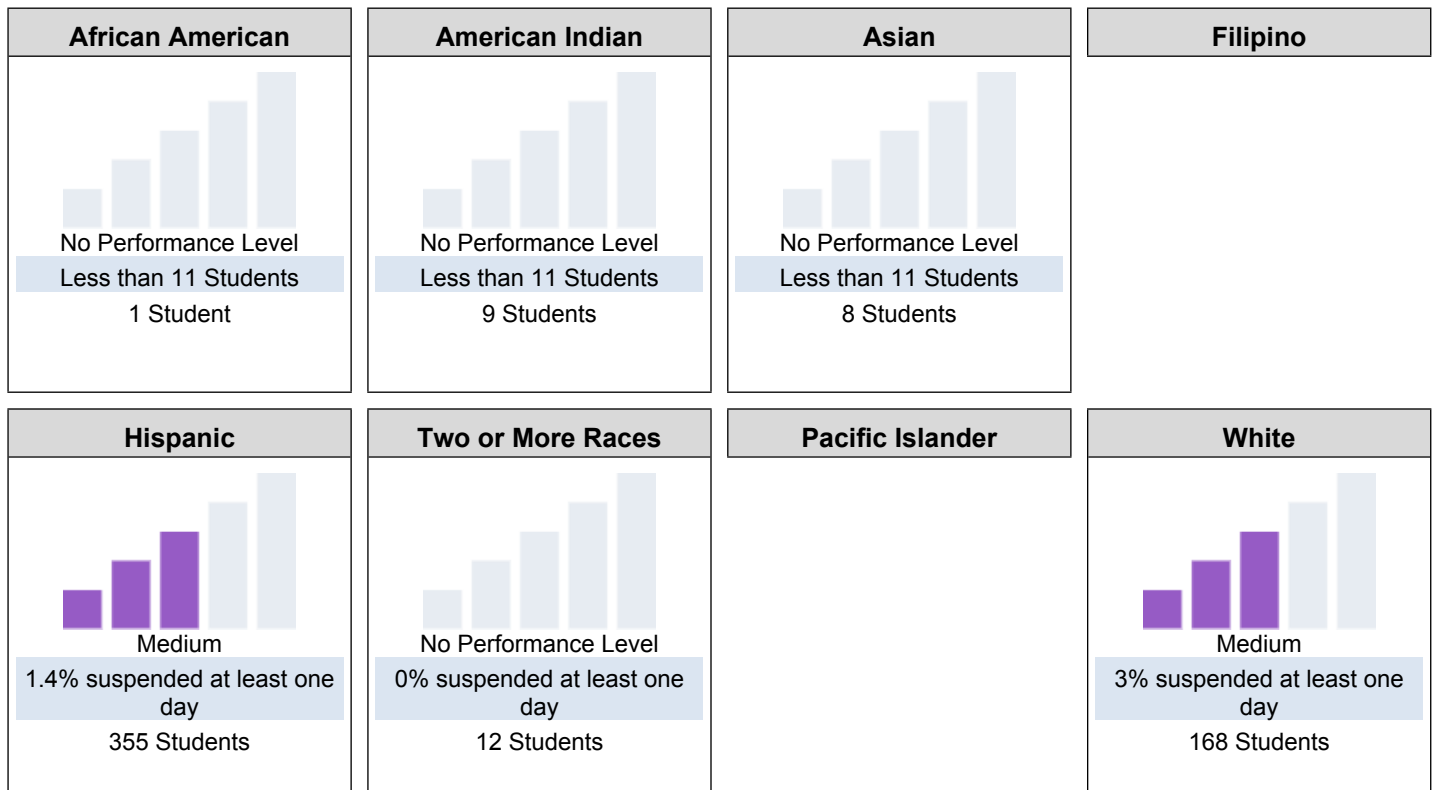
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	4	1	0

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 for All Students/Student Group					
All Students		English Learners		Foster Youth	
<p>Medium</p> <p>2.2% suspended at least one day</p> <p>553 Students</p>		<p>Low</p> <p>1% suspended at least one day</p> <p>199 Students</p>		<p>No Performance Level</p> <p>Less than 11 Students</p> <p>8 Students</p>	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>		<p>Medium</p> <p>2.6% suspended at least one day</p> <p>454 Students</p>		<p>Medium</p> <p>2.3% suspended at least one day</p> <p>86 Students</p>	

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Mill Street's suspension rate was 2.2% which is lower than the CA state average of 3.1%
2. Mill Street's highest subpopulation is white students at 3% rate.
3. English Learners had the lowest suspension rates among subpopulation.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts *KEY: "Focus" - Ongoing strategies to support the goal. "Priority" - New or energy-intensive strategies to support the goal. "Informational" - Strategies that provide "information" to support the goal.

LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

Goal 1

Increase overall student growth in English Language Arts/Spanish Language Arts

Identified Need

Focused growth model for student achievement in ELA and SLA.

Mill Street School has been identified for ATSI and will address targeted improvement in these subgroups: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities, and Non-Hispanic/White student subgroups. One resource inequity we have identified for our Hispanic population is our BPST. One resource inequity we have identified for Non-Hispanic/white students is our Non-Hispanic/white students in the dual immersion program to assess their Spanish language acquisition.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	2022 CAASPP Data 3rd Grade: 12.0% met or exceed standards 2021 CAASPP Data 3rd Grade: 13.4% met or exceed standards	2023 Goal: Increase the percentage of students who meet or exceed standards by 4.5% All Students: From 12 to 16.5% (Stretch Goal) DID NOT MEET 2021 Goal: Increase the percentage of students who meet or exceed standards by 3% All Students: From 13.4 to 16.4% (Actual: 2022 CAASPP Data 3rd Grade: 12.0% met or exceed standards)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement Local Benchmarks (iReady ELA)	Measure the "Median Percent Progress" towards the Annual Typical Growth goal set by iReady based on students' iReady ELA diagnostic. (In June 2021 it was 34% of students). *Annual Typical Growth is the average annual growth for a student at their grade and baseline placement level.	Grow the median percent progress towards Typical Growth by 6% to 40% (Actual: May 2022 data was 64%)
State Priority 4: Pupil Achievement Local Benchmarks (iReady ELA)	Students meet 100% of their "Annual Typical Growth" goal set by iReady based on students' iReady ELA diagnostic 1 (August). (Actual: 14% of students reached this in 2021)	20% of students will meet their "Annual Typical Growth" goal based on iReady ELA diagnostic 1 (August) to iReady ELA diagnostic 3 (May). This would be a growth of 6%. (Actual: 28% in May 2022)
State Priority 4: Pupil Achievement Local Benchmarks (iStation SLA)	Instructional grouping category "on level" set by iStation based on students' iStation SLA diagnostic 1 (August).	50% of students will reach Tier 1 (on grade-level) status based on iStation SLA diagnostic 1 (August) to iReady SLA diagnostic 3 (May).
State Priority 4: Pupil Achievement Local Benchmarks (District Writing Assessment)	2022 DWA: Percentage of Students Showing Mastery of Writing Standards: K - 28.4%, 1st - 21.2%, 2nd - 8.3% 2021 DWA: Percentage of Students Showing Mastery of Writing Standards: K - 24.3%, 1st - 13.9%, 2nd - 14.9%	2023 DWA Goals: Increase the percentage of students showing mastery of the K-2 writing standards by 5% to reach: K - 33.4%, 1st - 26.2%, and 2nd - 13.3% as measured by the DWA. 2022: Increase the percentage of students showing mastery of the K-2 writing standards by 5% to reach: K - 29.3%, 1st - 18.9%, and 2nd - 19.9% as measured by the DWA. (2021 Actuals: (Actual: K- 28.4%, 1st-17%, 2nd-15.2% in May 2022)
State Priority 4: Pupil Achievement Local Benchmarks (District Writing Assessment)	2023 Growth Goal #1: Phonics - Move 50% of our "level 1's into "level 2's" (or above) measured by benchmarks from	(To be entered after Tri 3)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	our BPST Scores. *Tri 1 > Tri 2 > Tri 3.	

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)

(Focus) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Provide intervention support: Title 1 teacher and Support Staff will provide additional help to meet tier 2 and tier 3 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.

Amount(s)	Source(s)
47,737	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1.0 FTE intervention teacher
24,362	Title I Part A: Allocation 3000-3999: Employee Benefits 1.0 FTE intervention teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

(Focus) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Purchase Intervention Curriculum and Supplemental Material to Support Instruction (Ie. evidence-based materials such as Heggerty)

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.

Amount(s)

500

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Materials needed to support interventions

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

(Focus) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Supporting Certificated Staff for Release Time to Create Standards-Aligned Pacing Guides and Planning Time to Increase Student Outcomes.

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.

Amount(s)

8,450

Source(s)

Other
None Specified
District Funded from the "Arts, Materials, and Music" Grant that runs through the 2025/2026 school year.

The total was created based on this formula:
The number of certificated teachers (26), X 5
(hours of release time per year) X \$65.00 (rate of hourly pay including benefits).

This comes out to \$8,450 per year until the 2025/2026 school year.

*TK: 3, K: 6, 1st: 6, 2nd: 6, Intervention: 3, SPED: 2 (26 certificated total)

1,000

Other
4000-4999: Books And Supplies
Supporting Certificated Staff for Release Time to Create Standards-Aligned Pacing Guides and Planning Time to Increase Student Outcomes.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

(Focus) All Students (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Continue to provide professional development to implement a CCSS aligned ELA/ELD curriculum in all 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.

Amount(s)	Source(s)
550	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Continue to provide professional development to implement a CCSS aligned ELA/ELD curriculum in all classrooms.
0	District Funded 1000-1999: Certificated Personnel Salaries If Title 1 monies come in higher than projected we can allocate more funds to to support strategy/activity 4.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

(Focus) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Technology needs with additional educational technology supports (le. headphones, etc.)

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.

Amount(s)	Source(s)
700	Title I Part A: Allocation 4000-4999: Books And Supplies Any stakeholder determined needs to keep technology implementation moving forward for classroom and intervention support.
0	District Funded None Specified Technology needs with additional educational technology supports.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

(Focus) English Language Learners (With a focus on ELs)

Strategy/Activity

Bi-lingual Services

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.

Amount(s)

0

Source(s)

District Funded

2000-2999: Classified Personnel Salaries
Parents will receive information through the student's home language, about academic proficiency levels, grade-level standards, assessment results, and available assistance for students. Communication methods include: Back to School Night, Open House, School Site Council, District and site English Learner Advisory Committees, report cards, progress reports, parent/teacher conferences, school newsletter, classroom newsletters, school web site, Title 1 informational meetings, parent training, and School Board meetings.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

(Priority) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Provide intervention support: Title 1 teacher and Participating Staff will provide additional help to meet tier 2 and tier 3 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.

Amount(s)

5,000

Source(s)

Title I Part A: Allocation

	1000-1999: Certificated Personnel Salaries Before school, after school, or in-school interventions
3,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Before school, after school, or in-school interventions (NOTE: This additional funding was shifted around to fill additional after school interventions supports due to the additional funding we received for the "Arts, Materials, and Music" Grant that runs through the 2025/2026 school year. Planning for how this re-allocation of Title 1 funds will be redistributed will need to be planned out during the 2025/2026 school year).

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

(Priority) All Students Eligible (With a focus on ELs)

Strategy/Activity

Designated ELD lessons with specifically designed language lessons with BE GLAD patterning evident-based strategies integrating the four domains assessed in the ELPAC (listening, speaking, reading, writing), mirroring the ELPAC assessment.

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.

Amount(s)

0

Source(s)

District Funded
None Specified
ELD Design Team developing Designated ELD lessons

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

(Focus) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Extra-Curricular Academic Experiences (as funding allows)

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.

Amount(s)

0

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Educational field trips off-campus or speaker/program to come on-campus to provide an added enrichment for students.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

(Focus) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

District Ed-Tech Coach Supports Teachers in the Use of Technology for the Benefit of Student Achievement.

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.

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
District Ed-Tech Coach supports teachers in the use of technology for the benefit of student achievement.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

(Focus) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

To continue using an evidenced based program, iReady ELA, to monitor and support student growth, determine interventions, and celebrate 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.

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies

To continue using iReady to monitor and support student growth, determine interventions, and celebrate learning.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

(Focus) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Targeted professional development for stakeholders around student growth in ELA.

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.

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies
Targeted professional development for stakeholders around student growth in ELA.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

(Priority) Students Enrolled in the Dual Language Immersion Program at Mill Street School.

(Approximately 1/3 of our school population) (With a focus on our Non-Hispanic/white students)

Strategy/Activity

Implement the evidenced based program, iStation SLA (Spanish Language Arts), adaptive technology language program and our BPST (Basic Phonics Skills Test) to monitor and support student growth, determine interventions, and celebrate 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.

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies
To continue using iStation to monitor and support student growth, determine interventions, and celebrate learning.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

(Priority) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Implement the evidenced-based program Step Up to Writing 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.

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies
Use of the DWA to monitor growth and effectiveness of the Step Up to Writing program.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

(Focus) SPARK After School Program (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

OUSD district-run after school program mitigates learning loss and develops social and emotional learning through multi tiered supports and evidence-based interventions interventions such as iReady.

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.

Amount(s)

0

Source(s)

District Funded
None Specified

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

(Priority) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Use the evidenced-based practices around the science of reading using strategies from IMSE (Three-part drill), OG, and Heggerty.

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.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

(FOCUS) Professional Learning Communities (PLCs) (With a focus on HISP)

Strategy/Activity

Using PLCs to create a cycle of inquiry around measurable goals to increase learning outcomes 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.

Amount(s)	Source(s)
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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.

Expected Outcome 1: CAASPP data of those who "met or exceeded standard" will increase 3% to 16.4% (Actual 12%) *Our actual was 12%, which was a decrease of 1.4%

Expected Outcome 2: Measure the "Median Percent Progress" toward the annual typical growth from 34% to 40% *Our actual 64%, which is a growth of 30%.

Expected Outcome 3: 20% of students will meet their "Annual Typical Growth" goal based on iReady ELA diagnostic 1 (August) to iReady ELA diagnostic 3 (May). This would be a growth of 6%. *Our actual was 28%, which is a growth of 14%.

Expected Outcome 4: (Data not available at this time)

Expected Outcome 5: Increase the percentage of students showing mastery of the K-2 writing standards by 5% to reach: Goal K - 29.3% (Actual 28.4%) 1st - 18.9% (Actual 17%) and 2nd - 19.9% (Actual 15.2%) as measured by the District Writing Assessment. *Although we did not meet the 5% increase goal, we showed growth in all grade levels of the DWA.

Our annual measures have our growth goals met for 2 of the 5 measures (1 measure reflected growth, but did not reach the goal). The state CAASPP data decreased for the second year in a row as measured by our 3rd-grade partners at Fairview Elementary.

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

Site and Title 1 monies were allocated fully to support strategies and activities 1-16 as proposed in goal 1. For goal 15, the SPARK after school program has expanded and will offer additional cohorts (expansion dependent on staffing).

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.

To create more equitable and report-ready use of our iReady data, we will continue to set goals around student growth using the tiered proficiency bands and "Annual Typical Growth" measurements. The iReady diagnostic 1 to diagnostic 3 will reflect student growth over time and progress from Tier 3 (below grade level) to Tier 1 (at/above grade level). Our small group intervention instruction will focus on pre-reading/phonemic awareness skills using the Bartons and Foundations In Sounds programs. To continue to support this, we will staff two full-time intervention teachers. In addition to the use of iReady adaptive learning technology for ELA, we will also be implementing iStation adaptive learning technology (SLA) for students who are in our dual immersion language program. Our Dual Language Program will be piloting a newly revamped iStation to further develop language skills. If safety protocols allow, all teachers will receive training with digital curriculum in the adopted ELA/SLA curriculum. We will also be resourcing strategically by using our bi-lingual services aide and bi-lingual ed-specialist aide to further support language learning in the classroom through a push-in support model. Additionally, we will have extended the hours and additionally cohorts for our afterschool SPARK program to allow additional student support and aide services to be used as a push-in model to support student ELA/SLA growth. Many of our staff received IMSE (Institute for Multi-Sensory Education) over the summer and we will work strategically to have them bring that learning back to help develop best practices in other teachers and staff.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics *KEY: "Focus" - Ongoing strategies to support the goal. "Priority" - New or energy-intensive strategies to support the goal. "Informational" - Strategies that provide "information" to support the goal.

LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

Goal 2

Increase overall growth in mathematics.

Identified Need

Focused growth model for student achievement in mathematics.

Mill Street School has been identified for ATSI and will address targeted improvement in these subgroups: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities, and Non-Hispanic/White student subgroups. One resource inequity we have identified for ELs is inequity within Mill Street's iReady math data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	2022 CAASPP Data: Students that meet or exceeded standards: 3rd Grade: 12%	2023: Increase the percentage of students who meet or exceed standards by 5.5% in 3rd Grade: 17.5%
	2022 CAASPP Sub-Group Data EL: 3rd Grade 2% or 1 of 51 students	2023: Increase the percentage of students who meet or exceed standards by 7.2% or 5 of 51 students in 3rd Grade: 9%
	2021 CAASPP Data: Students that meet or exceeded standards: 3rd Grade: 14.4%	2022: Increase the percentage of students who meet or exceed standards by 3% in 3rd Grade: 17.4% (Actual: 3rd Grade 12% in 2022 *Did not meet the goal)
	PLEASE NOTE: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement Local Benchmarks Using Evidenced Based Program (iRead Math)	<p>2022: Measure the "Median Percent Progress" toward the Annual Typical Growth goal set by iReady based on students' iReady Math diagnostic. (In May 2022 it was 64%). *Annual Typical Growth is the average annual growth for a student at their grade and baseline placement level. (Additional focus on our EL subgroup data)</p> <p>2021: Measure the "Median Percent Progress" toward the Annual Typical Growth goal set by iReady based on students' iReady Math diagnostic. (In June 2021 it was 31% of students). *Annual Typical Growth is the average annual growth for a student at their grade and baseline placement level.</p>	<p>2023: Grow the median percent progress towards Typical Growth by 6% to 70% including our EL student group</p> <p>2022: Grow the median percent progress towards Typical Growth by 6% to 37% (Actual: May 2022 data was 64%)</p>
State Priority 4: Pupil Achievement Local Benchmarks Using Evidenced Based Program (iReady Math)	<p>2022: Students meet 100% of their "Annual Typical Growth" goal set by iReady based on students' iReady Math diagnostic 1 (August). (Actual: 19% of students reached this in 2021)</p>	<p>25% of students will meet their "Annual Typical Growth" goal based on iReady Math diagnostic 1 (August) to iReady ELA diagnostic 3 (May). This would be a growth of 6%.</p> <p>(Actual: 27% in May 2022)</p>
State Priority 4: Pupil Achievement Local Benchmarks (District Math Assessment)	<p>2022: (To be entered after Tri 3 of 2023) (Additional focus on our EL subgroup data)</p> <p>2021: DMA Data (Percentage of standards mastered): K: 36.1% mastered, 1st-grade: 55.2% mastered, 2nd-grade: 60.3% mastered.</p>	<p>2023: (To be entered after Tri 3 of 2023)</p> <p>2022: Increase the percentage of students who mastered standards on the DMA by 3% in 2021/2022 (May 2022)</p>

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)

(Priority) All Students Eligible (With a focus on ELs)

Strategy/Activity

Math Intervention: Title 1 Support 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.

Amount(s)

0

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Duplicate Expenditure-See Goal #1
Strategy/Activity 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

(Priority) All Students Eligible (With a focus on ELs)

Strategy/Activity

Purchase evidenced-based intervention curriculum and supplemental material to support 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.

Amount(s)

250

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
Math intervention curriculum and supplemental materials as needed.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

(Focus) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Use state and district adopted evidence-based materials (Go Math!) to help promote student achievement in mathematics.

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.

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies
Use state and district adopted materials to help promote student achievement in mathematics.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

(Focus) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Continue to provide professional development to implement a CCSS aligned math curriculum in all 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.

Amount(s)

0

Source(s)

None Specified
None Specified
Duplicate expenditure-See Goal #1
Strategy/Activity 4

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

(Priority) All Students Eligible (With a focus on ELs,)

Strategy/Activity

To continue using an evidenced-based program, iReady Math, to monitor and support student growth, determine interventions, and celebrate 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.

Amount(s)

Source(s)

0

District Funded
4000-4999: Books And Supplies
To continue using iReady Math to monitor and support student growth, determine interventions, and celebrate learning.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

(Focus) All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Support for Curriculum Development: Teacher release time to collaborate to help promote student achievement.

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.

Amount(s)

0

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Duplicate expenditure-See Goal #1
Strategy/Activity 3

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

(Focus) SPARK After School Program (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

OUSD district-run after school program mitigates learning loss and develops social and emotional learning through multi tiered supports and interventions.

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.

Amount(s)

0

Source(s)

District Funded
None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

(Focus) District Math Coach (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

Math expert to support student growth in mathematics by supporting teachers and students with math coaching, modeling, evidenced-based practices, and planning.

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.

Amount(s)

0

Source(s)

District Funded
None Specified

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.

Expected Outcome 1: CAASPP data for those who "met or exceeded standard" will increase 3% to 17.4% *The actual was 12%, which is a decrease of 2.4%

Expected Outcome 2: Measure the "Median Percent Progress" toward the annual typical growth from 31% to 37% *The actual was 61%, which is a growth of 30%

Expected Outcome 3: 25% of students will meet their "Annual Typical Growth" goal based on iReady ELA diagnostic 1 (August) to iReady ELA diagnostic 3 (May). This would be a growth of 6%. (Actual: 27%) *Growth of 12%

Expected Outcome 4: (Data not available at this time)

Our annual measures have our growth goals met for 2 of the 4 measures. The state CAASPP data decreased for the second year in a row as measured by our 3rd-grade partners at Fairview Elementary.

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

District, Site, and Title 1 monies were allocated fully to support strategies and activities 1-6 as proposed in goal 2.

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.

To create more equitable and report-ready use of our iReady data, we will begin to set goals around student growth using the tiered proficiency bands and "Annual Typical Growth" measurements. The iReady diagnostic 1 to diagnostic 3 will reflect student growth over time and progress from Tier 3 (below grade level) to Tier 1 (at/above grade level). We will build in small group math intervention time into the schedule for both 1st and 2nd grade. All teachers will continue to receive math professional development to support our common core alignment and support of our district-adopted curriculum. In addition to in-person professional learning, all teachers will receive training with a digital curriculum in the adopted math curriculum and iReady PD. To further address student math needs we will continue with two full-time intervention teachers who will support student growth through targeted math intervention as well as a full-time math "coach" who will be supporting student needs by pushing into the classroom to develop teachers and their instruction. This math coach "push-in" will grow in support from a few, targeted classrooms to scheduled time with each classroom teacher once a month. Additionally, we plan to extend the hours and add additional cohorts to our afterschool SPARK program to allow additional student support and aide services to be used as a push-in model to support student math growth.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development: *KEY: "Focus" - Ongoing strategies to support the goal. "Priority" - New or energy-intensive strategies to support the goal. "Informational" - Strategies that provide "information" to support the goal.

LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

Goal 3

All English Language Learners will improve their acquisition of the English language as evidenced by an increase of one (or more) ELPI level on the ELPAC exam or being reclassified.

Identified Need

Focused growth model for student achievement in the sub-category of English Language Development.

Mill Street School has been identified for ATSI and will address targeted improvement in these subgroups: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities, and Non-Hispanic/White student subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4: Pupil Achievement: Language Proficiency.	<p>Below is the data from 2021-2022</p> <p>Baseline/Actual Outcome</p> <p>Below is our most recent data point:</p> <p>In 2022, our ELPAC were as follows: Out of 133 students</p> <p>Decreased one ELPI level: 20 or 15%</p> <p>Maintained ELPI Level: 1L, 1H, 2L, 2H, 3H, 3L, or 3H: 62 or 47%</p> <p>Maintained ELPI Level 4: 0 or 0%</p> <p>Progressed at least one ELPI Level: 51 or 38%</p> <p>ELPI data from 2020-2021</p> <p>*NOTE: Some students only had one year of data to</p>	<p>ELPI data goals for 2022/2023</p> <p>The percentage of students who progressed at least one ELPI Level grow by 5%.</p> <p>ELPI data goals for 2021/2022</p> <p>*NOTE: Some students only had one year of data to compare, which would affect the "decrease" and "increase" data.</p> <p>The percentage of students who progressed at least one ELPI Level grow by 5%. (Actual was 38%)</p> <p>Decrease the number of students who decreased one ELPI level by 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>compare, which would affect the "decrease" and "increase" data.</p> <p>Baseline/Actual Outcome Below is our most recent data point:</p> <p>In 2021, our ELPAC were as follows: Out of 114 students Decreased one ELPI level: 2 or 1% Maintained ELPI Level: 1L, 1H, 2L, 2H, 3H, 3L, or 3H: 103 or 96% Maintained ELPI Level 4: 2 or 1% Progressed at least one ELPI Level: 5 or 2%</p> <p>(ELPI Data from 2018/2019) In 2019, our ELPAC were as follows: Out of 111 students Decreased one ELPI level: 27 or 24% Maintained ELPI Level 1, 2L, 2H, 3H, 3L, or 3H: 34 or 30% Maintained ELPI Level 4: 0 or 0% Progressed at least one ELPI Level: 50 or 45%</p>	<p>(ELPI level goals from 2020/2021) The percentage of students who progressed at least one ELPI Level grow by 5%.</p> <p>Decrease the number of students who decreased one ELPI level by 5%.</p>
Priority 4: Pupil Achievement: Language Proficiency.	Summative ELPAC 2020/2021 Outcomes: K-2 English Language Proficiencies for "Well Developed": 2.98%	The percentage of students who scored in the category of "Well Developed" on the ELPAC will increase by 2% to 4.98% as a school, K-2.

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)

(Focus) English Learners (With a focus on ELs)

Strategy/Activity

Use state and district adopted English Language Development materials to meet the needs of English Language learners.

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.

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies
Use state and district adopted English Language Development materials to meet the needs of English Language learners.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

(Focus) English Learners (With a focus on ELs)

Strategy/Activity

Supplemental 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.

Amount(s)

300

Source(s)

Other
4000-4999: Books And Supplies
ELD Curriculum/resources, other supplemental resources

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

(Focus) English Learners (With a focus on ELs)

Strategy/Activity

Train staff and/or entire staff on ELA/ELD framework to fully implement Designated and Integrated ELD 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.

Amount(s)

0

Source(s)

District Funded

5800: Professional/Consulting Services And Operating Expenditures
ELPAC training, district office, district adopted ELD training, PD

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

(Focus) English Learners (With a focus on ELs)

Strategy/Activity

ELD coordinator

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.

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
ELD coordinator to support english learners and other intervention needs.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

(Focus) English Learners (With a focus on ELs)

Strategy/Activity

Bilingual Services Aide

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.

Amount(s)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Bilingual Services Aide to support with translation of communication documents, SST, IEPs, and parent conferences.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

(Priority) English Learners (With a focus on ELs)

Strategy/Activity

Targeted professional development through the district funded and supported ELAC committee focused around student growth in English language proficiencies.

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.

Amount(s)

0

Source(s)

District Funded
4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

(Focus) SPARK After School Program (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

OUSD district-run after school program mitigates learning loss and develops social and emotional learning through multi tiered supports, and evidenced-based interventions such as iReady.

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.

Amount(s)

0

Source(s)

District Funded
None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

(Priority) Designated English Language Development (With a focus on ELs)

Strategy/Activity

Designated Language Development using the evidenced-based curriculum Benchmark Advanced Curriculum (Designated by Proficiency 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.

Amount(s)	Source(s)
0	District Funded None Specified

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.

The implementation of strategies/activities were completed to fidelity. All students required to take ELPAC were assessed.
Expected Outcome 1: Our goal was to increase ELPI levels from 2% to 7% (Actual 38%)
Expected Outcome 2: Our goal was to increase the Summative ELPAC 2020/2021 Outcomes: K-2 English Language Proficiencies for "Well Developed" from 2.98% to 4.98%. *Actual was 1%, which is a decrease of 1.98%.

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

Site and Title 1 monies were allocated fully to support strategies and activities 1-6 for goal 3.

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

We will use our bilingual services aide strategically by having her "push-in" to support in classrooms during designated ELA time (K-2 depending on need). Our Designated ELD time is 180 minutes a week for the first and second grades and increase our ELD minutes in kinder by 10 minutes a week. We will continue to support and develop our D-ELD Benchmark lessons through a vertically aligned district D-ELD committee with 2 stakeholders representing their site. Our EL coordinator will create "catch-up" plans to support students at risk of being LTELS. ELPAC student-group data will be used to identify where the specific need is for each EL and this data will be used to create and inform our strategic designated ELD groupings. We will continue to support a language program called "Footsteps to Brilliance" that addresses language acquisition in both Spanish and English and early literacy. As an SSC team, we will look at our proposed expected outcome for goal 3 and make the necessary adjustments to better reflect appropriate growth goals.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Community Involvement *KEY: "Focus" - Ongoing strategies to support the goal. "Priority" - New or energy-intensive strategies to support the goal. "Informational" - Strategies that provide "information" to support the goal.

LEA/LCAP Goal

LCAP Goal 3: Increase parent and community partnership through consistent communication to build support and participation for our families, students and community members.

Goal 4

State Priority 3: Increase opportunities for parent involvement and engagement.

Identified Need

Focused growth model for student achievement in the category of parent involvement.

Mill Street School has been identified for ATSI and will address targeted improvement in these subgroups: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities, and Non-Hispanic/White student subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 3: Parent Involvement	Mill Street uses Aeires as our district-adopted SIS parent communication portal for use as our classroom and site parent/guardian communications. (Email, messages, and phone calls).	Continued and maintained parent communication and feedback cycle.
State Priority 3: Parent Involvement	<p>Data from 2021/2022 Increase agree/strongly agree from 85% in the "School encourages parents to be an active partner with the school in educating my child" category from the CA Parent Survey (WestEd).</p> <p>(Data from 2020/2021) Increase agree/strongly agree from 84% in the "School encourages parents to be an active partner with the school in educating my child" category</p>	<p>Increase agree/strongly agree by 5% (for a total of 90%) in the "School Welcomes Parents Contributions" category from the CA Parent Survey (WestEd)</p> <p>(Goal from 2020/2021) Increase agree/strongly agree by 6% in the "School Welcomes Parents Contributions" category from the CA Parent Survey (WestEd) (Actual: Increased</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	from the CA Parent Survey (WestEd).	from 84% to 85%, an increase of 1%)
State Priority 3: Parent Involvement	<p>Data from 2021/2022 Increase agree/strongly agree from 80% in the "Parents feel welcomed to participate at this school" category from the CA Parent Survey (WestEd).</p> <p>(Data from 2020/2021) Increase agree/strongly agree from 85% in the "Parents feel welcomed to participate at this school" category from the CA Parent Survey (WestEd).</p>	<p>Increase agree/strongly agree by 6% (for a total of 86%) in the "Parents feel welcomed to participate at this school" category from the CA Parent Survey (WestEd).</p> <p>(Goal from 2020/2021) Increase agree/strongly agree by 5% in the "Parents feel welcomed to participate at this school" category from the CA Parent Survey (WestEd). Actual: Data decreased by 5% to 80%.</p>
State Priority 3: Parent Involvement	Increases parent engagement through Mill Street School Facebook social media account by increasing "Followers" (743 followers August 2022)	Increase "Followers" by 5% to 780 by August 2023

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 Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Informational) Title 1 Parent Night

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.

Amount(s)

100

Source(s)

Other
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Informational) Provide training on the evidenced-based tools available to parents to support our curriculum and classroom 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.

Amount(s)

250

Source(s)

Other
4000-4999: Books And Supplies
Extra duty rate for staff to provide training on tools available for parents.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Priority) Family BBQ and Soccer Night (Additional Funding Source from FS 2)

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.

Amount(s)

200

Source(s)

Other
4000-4999: Books And Supplies
Water, Snacks, Food

1200

Other
None Specified
Parent Engagement: District Funded (Funding Stream 2)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Focus) Social Media Communication

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.

Amount(s)

0

Source(s)

None Specified
None Specified
Social Media Communication: Mill Street Facebook account, Mill Street district webpage, Mill Street Twitter account.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Priority) Dia de los Muertos Procession: To encourage parent engagement and student learning around the third pillar (socio-cultural competencies) of the Dual Immersion programs at OUSD through a Dia de Los Muertos procession.

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.

Amount(s)

550

Source(s)

Title I Part A: Parent Involvement
None Specified
Funding Stream 1 (Parent Engagement Title 1)

250

Other
None Specified
Parent Engagement: District Funded (Funding Stream 2)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Informational) Open House

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.

Amount(s)

0

Source(s)

Other
4000-4999: Books And Supplies
NA

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Focus) Family Literacy Morning(s) using evidenced-based literature and resources.

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.

Amount(s)

300

Source(s)

Other
4000-4999: Books And Supplies
Water, snacks, materials

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Informational) Back to School Night

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.

Amount(s)

0

Source(s)

Other
4000-4999: Books And Supplies
NA

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Informational) Coffee with the Principal providing tips and evidenced-based home-to-school resources.

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.

Amount(s)

100

Source(s)

Other
4000-4999: Books And Supplies
Coffee, snacks, water

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Focus) Social and Emotional Learning Night using evidenced-based SEL tools and best practices.

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.

Amount(s)

0

Source(s)

Other
None Specified
Social and Emotional Learning Night

200

Title I Part A: Parent Involvement
None Specified
Funding Stream 1 (Parent Engagement Title 1)
Water, snacks, materials

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Families and Students of all Incoming Kinder and TK Students Eligible

Strategy/Activity

(Priority) Kinder FACTTS

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.

Amount(s)	Source(s)
350	Other 4000-4999: Books And Supplies Kinder FACTTS: Water, snacks, ice cream, materials

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Priority) Movie Night

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.

Amount(s)	Source(s)
200	Other None Specified Water, snacks, popcorn, materials
300	Other None Specified Parent Engagement: District Funded (Funding Stream 2) Water, snacks, popcorn, materials

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Informational) Mill Street "Meet and Greet"

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.

Amount(s)	Source(s)
0	Other None Specified

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Priority) "Love Bug Boogie" School Dance: Parents/Guardians and Mill Street Students will be invited to campus for a school dance.

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.

Amount(s)

750

Source(s)

Other
None Specified
Parent Engagement: District Funded (Funding Stream 2) Water, snacks, materials, DJ, Photo Booth

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Priority) Parent Literacy Night(s): Literacy strategies to build the capacities of parents and guardians so they can support their child at home.

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.

Amount(s)

250

Source(s)

Other
None Specified
Water, snacks, materials

250

Title I Part A: Parent Involvement
None Specified
Funding Stream 1 (Parent Engagement Title 1)
Water, snacks, materials

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.

Expected Outcome 1: NA

Expected Outcome 2: "School encourages parents to be an active partner with the school in educating my child" *Actual was 85% which is an increase of 1%.

Expected Outcome 3: "Parents feel welcomed to participate at this school" category from the CA Parent Survey (WestEd) (Actual: 80% a decrease of 5%)

Expected Outcome 4: New Goal for 2022/2023

We found that COVID-19 closures had a profound effect on the efficacy of encouraging parent involvement.

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

Site and Title 1 monies were allocated fully to support strategies and activities 1-17 for goal 4.

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.

Changes or updates to Goal 4: Increase opportunities for parent involvement and engagement are listed in the following strategies/activities: Provide training on the tools available to parents to support our curriculum and classroom instruction, "Footsteps to Brilliance" training, Home to School Connection Resource Materials, Social Media Communication, Family Literacy Morning, Coffee with the Principal, Mill Street Carnival, Open House, Back-to-School Night, SEL Parent Information Night, Mill Street TWIGS community garden, and Jog-a-thon for community engagement. Through our SSC we developed a plan to add an additional parent engagement opportunity ("Family Game Night") to our parent engagement calendar. In addition, our COVID-19 protocol has loosened and allowed us to welcome parents back on campus for a daily afternoon pick-up, we participated in this on a trial basis at the end of the 2021/2022 school year and will continue to practice this for the 2022/2023 school year (as school safety allows). The metrics for parent engagement will be measured through the CA School/Climate Parent Survey to be administered during the 2022/2023 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Centered School Culture and Climate *KEY: "Focus" - Ongoing strategies to support the goal. "Priority" - New or energy-intensive strategies to support the goal. "Informational" - Strategies that provide "information" to support the goal.

LEA/LCAP Goal

LCAP Goal 2: Increase knowledge, application, and implementation for social and emotional learning strategies and promote positive school cultures and student adaptive skills.

LCAP Goal 4: OUSD will maintain or improve current levels of performance in all other areas identified as State Priorities.

Goal 5

State Priority 5, 6, 7: All students will have a safe and supportive school culture, climate and learning environment that encourages physical, mental and emotional health.

Identified Need

Focused growth model for student achievement in the sub-category of developing a safe and supportive school culture.

Mill Street School has been identified for ATSI and will address targeted improvement in these subgroups: English Learners, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities, and Non-Hispanic/White student subgroups. One resource inequity we have identified for our socio-economically disadvantaged population is chronic absenteeism (38.1% in 2022). One resource inequity we have identified for students with disabilities is chronic absenteeism (42.7% in 2022).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1: Basic Facilities in good repair.	Facilities Inspection Tool (FIT) indicates "Good" for overall rating.	Maintain Facilities Inspection Tool (FIT) indicates "Good" for overall rating.
Priority 5: Pupil Engagement Attendance Rate as indicated from OUSD information system.	Below is our most recent data point: The attendance rate for the 2022/2023 school year was 93% as indicated by our school information system.	Increase attendance rate to above 95% as indicated from OUSD information system.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 5: Pupil Engagement Chronic Absenteeism Rate as indicated from the California Dashboard.	<p>Below is our most recent data point: (ALL STUDENT POPULATION) The chronic absentee rate as indicated by the California Dashboard for 2022 was 36.6%</p> <p>Sub-Group: Students with Disabilities were 42.7% in 2022</p> <p>Sub-Group: Socio-Economic Disadvantaged was 38.1 in 2022</p> <p>Past Data Point: The chronic absentee rate as indicated by the California Dashboard for 2019 was 9.6%</p>	<p>(ALL STUDENT POPULATION) Reduce the current site chronic absentee rate or stay below the 30% CA State Average as indicated from the California Dashboard from 2022 (Reduction of 6.6%)</p> <p>(SWD) Reduce the current site chronic absentee rate or stay below the 39.6% CA State Average as indicated from the California Dashboard from 2022 (Reduction of 6.6% - Stretch Goal)</p> <p>(SED) Reduce the current site chronic absentee rate or stay below the 37.4% CA State Average as indicated from the California Dashboard from 2022 (Reduction of 6.4% - Stretch Goal)</p>
Priority 6: School Climate Suspension Rate as indicated from the California Dashboard.	<p>Below is our most recent data point: The suspension rate as indicated by the California Dashboard for 2022 was 2.2%</p> <p>Past Data Point: The suspension rate as indicated by the California Dashboard for 2019 was 1.5%</p>	<p>Maintain or reduce the current site suspension rate or stay below the 3.1% CA State Average as indicated from the California Dashboard. (Reduction of 0.8% to 1.4% *below 2019 suspension rate).</p>
Priority 6: School Climate Parent Survey.	<p>The number of parents completing the WestEd Parent Survey was 121 participants.</p> <p>Past Data Point: (Data from 2021/2022 - 121 survived) Pre-/Transitional Kindergarten 10 Kindergarten 26 1st grade 29 2nd grade 30</p>	<p>The number of parents completing the survey will increase by 5% to 127.</p> <p>Past Data Point: (Data from 2021/2022 - 121 survived) Pre-/Transitional Kindergarten 10 Kindergarten 26 1st grade 29 2nd grade 30</p>

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 Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Focus) Continue with evidenced-based PBIS and Social and Emotional Learning Development: Bi-monthly SEL push-in lessons, SEL Parent Night, SEL Assemblies, PBIS Assemblies, Character Education (PBIS)

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.

Amount(s)

800

Source(s)

Other
4000-4999: Books And Supplies
PBIS and Social and Emotional Learning:
Assemblies, certificates, materials, informational
nights (snacks, water)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Priority) Evidenced-based ADA Incentives: Daily, weekly, monthly, trimester, and yearly incentives for students to raise their ADA. (Pizza with the principal, awards-assemblies, spirit-week, etc.)

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.

Amount(s)

250

Source(s)

Other
4000-4999: Books And Supplies
Lunch with the principal, positive
communication/certificates, games

0

Other
None Specified
Monthly ADA data displayed in the front office

0	Other 4000-4999: Books And Supplies Trimesterly Perfect Attendance Awards
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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)

All Students Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Focus) Positive Office Referrals: Evidenced-based Positive phone call home, a certificate, and a selfie photograph with the principal.

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.

Amount(s)	Source(s)
150	Other 4000-4999: Books And Supplies Photo paper, certificates

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students and Stakeholders Eligible (With a focus on ELs, HISP, SED, SWD, and WH subgroups)

Strategy/Activity

(Priority) Social and Emotional Learning Professional Development and Supports

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.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Social and Emotional Learning Professional Development and Supports

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students and Stakeholders Eligible (With a focus on SED subgroups)

Strategy/Activity

(Focus) Expanded Learning Opportunities and Programs: After School Program Expansion, Summer School. Additional ELO-P Learning and Engagement Opportunities.

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.

Amount(s)

0

Source(s)

District Funded
None Specified
Expanded student enrollment through ELO-P funding source.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students and Stakeholders Eligible (With a focus on SWD subgroups)

Strategy/Activity

(Priority) Though the IEP Process and SSTs We Will Work with Parents and Stakeholders of SWD and SED to Identify the Root Cause of Chronic Absenteeism.

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.

Amount(s)

0

Source(s)

None Specified
None Specified
Systems and process checks during standard operational hours

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.

The implementation of strategies/activities were completed to fidelity, however, due to COVID-19 school closures, re-openings, distance learning, and subsequent school interruptions during the 2020/2021 school year, the California Data Dashboard is not actively reflecting data from which to pull.

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

Site and Title 1 monies were allocated fully to support strategies and activities 1-4 for goal 5.

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

Due to COVID-19 and student safety, we will suspend some of the following action steps but will look to bring these back in the future.

ADA Committee will suspend initiatives to incentivize and increase student attendance, such as a weekly "Pizza with the Principal" ADA incentive, which incentivizes students to come to school every day, will not be put in place in fear that it would encourage students to come to school with symptoms. Home visits were completed by the principal and other stakeholders as needed to support students and families. PBIS and SEL goals were created to support the whole child and create a culture of restorative practices that helped to reduce our suspension rate. Goals to be reviewed with SSC and ADA committee and modified as needed based on dashboard data. In addition, we have added a "behavioral aide" and a School Resource Officer that works closely with our kids and community.

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	\$83,099
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$98,299.00

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 I Part A: Allocation	\$82,099.00
Title I Part A: Parent Involvement	\$1,000.00

Subtotal of additional federal funds included for this school: \$83,099.00

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 (\$)
District Funded	\$0.00
None Specified	\$0.00
Other	\$15,200.00

Subtotal of state or local funds included for this school: \$15,200.00

Total of federal, state, and/or local funds for this school: \$98,299.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	82,099	0.00
Other	4,350	-10,850.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
None Specified	0.00
Other	15,200.00
Title I Part A: Allocation	82,099.00
Title I Part A: Parent Involvement	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	55,737.00
2000-2999: Classified Personnel Salaries	0.00
3000-3999: Employee Benefits	24,362.00
4000-4999: Books And Supplies	5,250.00
5000-5999: Services And Other Operating Expenditures	550.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	12,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Other	3,800.00
None Specified	Other	11,400.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	55,737.00
3000-3999: Employee Benefits	Title I Part A: Allocation	24,362.00
4000-4999: Books And Supplies	Title I Part A: Allocation	1,450.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	550.00
None Specified	Title I Part A: Parent Involvement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,299.00
Goal 2	250.00
Goal 3	300.00
Goal 4	5,250.00
Goal 5	1,200.00

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

Name of Members	Role
Samuel M. Hess	Principal
Melissa Raburn	Classroom Teacher
Carolina Valdovinos	Classroom Teacher
Maria Martienz	Classroom Teacher
Kelley Stofle	Other School Staff
Coreen Deleon	Parent or Community Member
Lisa Reimers	Parent or Community Member
Ubaldo Sanchez	Parent or Community Member
Katie Bettencourt	Parent or Community Member
Jessica Medina Sanchez	Parent or Community Member

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

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

Other: District Site Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on April 25, 2023.

Attested:



Principal, Samuel M. Hess on 4/25/2023



SSC Chairperson, Jessica Medina-Sanchez on 4/25/2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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