



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Marguerite Montgomery Elementary School
Address	1441 Danbury Street Davis, CA 95616
County-District-School (CDS) Code	57726786118905
Principal	Amelia D. Hess
District Name	Davis Joint Unified School District
SPSA Revision Date	April 20, 2022
Schoolsite Council (SSC) Approval Date	May 18, 2022
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

At Marguerite Montgomery Elementary we cultivate a vibrant community dedicated to nurturing each child in a respectful, caring environment and providing rigorous, language-rich academic instruction in Spanish and English.

School Profile

In the Marguerite Montgomery Elementary School community we focus on learning for every student. Teachers, parents and administrators work collaboratively to ensure success and growth for each child. We spend significant time identifying what all students will learn and ensuring that this learning takes place. We partner with our diverse communities to provide active learning experiences through meaningful curriculum. PTA supports us in providing our students with enrichment activities including art, music, and robotics. We have clubs and activities that engage students with the world around them including Make a Difference Club, Bridge tutoring program, Robotics and more. MME enjoys strong community support in a culture that is warm and welcoming. MME takes pride in its diversity of students and experiences. MME is a Two Way Bilingual Immersion Spanish-English program grades K-6th. Our campus is well-maintained with ample open space, green areas, a play structure, and a network of gardens.

Stakeholder 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

Staff regularly reviews student progress in relation to goal areas throughout the year during weekly grade level collaboration. This collaboration time is critical to closing the achievement and opportunity gap as well as providing high quality 21st century learning. Every 6-8 weeks these collaborative teams evaluate Tier 2 and Tier 3 intervention and determine instructional shifts required based on reading, writing, speaking/listening and math data. During collaboration we review data from difference sources including i-Ready (new in 2020-2021), Youth Truth Survey, reading assessments, Positive Behavior Intervention and Supports (PBIS), ELPAC, and class assignments and assessments. In the spring staff coordinates data and does a thorough review of our SPSA goals and makes edits for the following year.

Likewise, our School Site Council team reviews academic, behavioral and climate data throughout the year. Each meeting is dedicated to a different topic area in the SPSA. We attend in house workshops and tours for newer members and bring in MME departmental speakers (English Learner, Math, Reading, Bridge, Climate, etc.) to our SSC meetings to present data. SSC reviews CAASPP data (when available), climate data, and also engages in a comprehensive SPSA review and approval process in April and May. This year we completed our meeting and review via Zoom due to the COVID-19 pandemic and related school closures.

Our parent community also participates through both school-wide surveys such as Youth Truth, presentations on goals at Back To School Night, and in our ELAC meetings. Specifically, at ELAC meetings we review strengths and concerns with our academic programs, and our parent engagement activities, such as our Parent-School-Student compact. We do this parent engagement in order to strengthen our relationships and include their input directly into our SPSA so that we can improve student achievement and family participation.

During parent-teacher conferences, of which we have a 98-99% participation rate in November, teachers review progress on standards and CAASPP (when available) and i-Ready testing as it pertains to certain grade levels. This one-on-one conference is critical to parent engagement with our individual student goals and growth. At the monthly Parent Teacher Association Meetings the Principal gives a report on school goals, staffing, and invites parents to attend Site Council.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	57	72	63
Grade 1	63	60	71
Grade 2	70	60	54
Grade3	59	66	52
Grade 4	70	53	51
Grade 5	69	70	52
Grade 6	47	70	67
Total Enrollment	435	451	410

Conclusions based on this data:

1. MME attendance has fluctuated due to our planned and BOE approved programmatic transition to an all TWBI program. This means TWBI sections increase and English Only sections decrease. In 2019-2020 we reduced English Only by one section and increased 2nd grade TWBI. For 2020-2021 we will increase TWBI in 3rd grade and decrease/phase out EO in 3rd grade. By 2021-2022 MME will be full TWBI with all EO classes phased out.
2. Program enrollment for Kindergarten will continue to increase and stabilize at 72. These numbers above do not reflect or include our migrant students.
3. We expect our overall enrollment to decrease slightly when English Only is completely phased out in 2021-2022.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	164	163	129	37.7%	36.1%	31.5%
Fluent English Proficient (FEP)	35	42	52	8.0%	9.3%	12.7%
Reclassified Fluent English Proficient (RFEP)	32	17	34	17.0%	10.4%	20.9%

Conclusions based on this data:

1. The percentage of English learners has remained relatively consistent; decrease in percentage is due to overall school enrollment changes.
2. Our number of RFEP students has increased as we continue to improve outcomes for English Learners and reclassify them at higher rates.
3. There was a significant drop in the percentage of reclassified students last year due to COVID school closure.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	70	61	53	69	58	0	69	58	0	98.6	95.1	0.0
Grade 4	67	72	52	66	72	0	66	72	0	98.5	100	0.0
Grade 5	48	70	53	46	67	0	46	67	0	95.8	95.7	0.0
Grade 6	83	49	66	79	47	0	79	47	0	95.2	95.9	0.0
All Grades	268	252	224	260	244	0	260	244	0	97	96.8	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2389.	2387.		13.04	15.52		20.29	25.86		27.54	6.90		39.13	51.72	
Grade 4	2475.	2466.		31.82	25.00		22.73	22.22		16.67	26.39		28.79	26.39	
Grade 5	2491.	2519.		15.22	29.85		34.78	29.85		19.57	19.40		30.43	20.90	
Grade 6	2520.	2533.		17.72	14.89		39.24	40.43		13.92	25.53		29.11	19.15	
All Grades	N/A	N/A	N/A	19.62	22.13		29.23	28.69		19.23	19.67		31.92	29.51	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.39	20.69		43.48	39.66		39.13	39.66	
Grade 4	25.76	26.39		54.55	52.78		19.70	20.83	
Grade 5	17.39	37.31		52.17	37.31		30.43	25.37	
Grade 6	27.85	23.40		40.51	51.06		31.65	25.53	
All Grades	22.69	27.46		46.92	45.08		30.38	27.46	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.59	8.62		42.03	41.38		46.38	50.00	
Grade 4	24.24	15.28		45.45	54.17		30.30	30.56	
Grade 5	23.91	29.85		45.65	50.75		30.43	19.40	
Grade 6	24.05	14.89		44.30	70.21		31.65	14.89	
All Grades	20.77	17.62		44.23	53.28		35.00	29.10	

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.94	17.24		55.07	53.45		28.99	29.31	
Grade 4	27.27	22.22		57.58	59.72		15.15	18.06	
Grade 5	19.57	25.37		52.17	53.73		28.26	20.90	
Grade 6	20.25	12.77		51.90	78.72		27.85	8.51	
All Grades	20.77	20.08		54.23	60.25		25.00	19.67	

2019-20 Data:

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.70	10.34		52.17	41.38		39.13	48.28	
Grade 4	37.88	20.83		42.42	52.78		19.70	26.39	
Grade 5	28.26	41.79		50.00	35.82		21.74	22.39	
Grade 6	35.44	23.40		37.97	59.57		26.58	17.02	
All Grades	27.69	24.59		45.00	46.72		27.31	28.69	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Overall the percentage of students in grades 3-6th who met or exceeded standards has increased from 49.18% to 50.82% in 18-19. This is a 10% increase from overall ELA performance in 16-17.
- Writing performance on CAASPP has consistently improved in grades 4-6th from 16-17 to 18-19.

3. In the subset of Reading, the percent of students below standards has remained stable in grades 3-4 according to 18-19 CAASPP. There is a significant improvement in the reading subset for grades 5-6 as indicated by the drop in % of students performing below standard from 16-17 to 18-19. This increase in student performance suggests that reading supports & interventions are significantly improving student ELA reading development.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	70	61	53	70	59	0	70	59	0	100	96.7	0.0
Grade 4	67	72	52	67	71	0	67	71	0	100	98.6	0.0
Grade 5	48	70	53	47	69	0	47	69	0	97.9	98.6	0.0
Grade 6	83	49	66	80	48	0	80	48	0	96.4	98	0.0
All Grades	268	252	224	264	247	0	264	247	0	98.5	98	0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2419.	2411.		15.71	15.25		22.86	28.81		28.57	22.03		32.86	33.90	
Grade 4	2502.	2488.		29.85	23.94		26.87	26.76		28.36	30.99		14.93	18.31	
Grade 5	2501.	2529.		12.77	26.09		23.40	26.09		36.17	26.09		27.66	21.74	
Grade 6	2519.	2525.		20.00	20.83		25.00	16.67		27.50	39.58		27.50	22.92	
All Grades	N/A	N/A	N/A	20.08	21.86		24.62	25.10		29.55	29.15		25.76	23.89	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.57	30.51		28.57	32.20		42.86	37.29	
Grade 4	40.30	30.99		26.87	43.66		32.84	25.35	
Grade 5	23.40	33.33		27.66	36.23		48.94	30.43	
Grade 6	32.50	25.00		28.75	41.67		38.75	33.33	
All Grades	31.82	30.36		28.03	38.46		40.15	31.17	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.00	16.95		44.29	40.68		35.71	42.37	
Grade 4	23.88	22.54		53.73	49.30		22.39	28.17	
Grade 5	14.89	28.99		51.06	42.03		34.04	28.99	
Grade 6	22.50	18.75		41.25	54.17		36.25	27.08	
All Grades	20.83	22.27		46.97	46.15		32.20	31.58	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.43	22.03		44.29	44.07		34.29	33.90	
Grade 4	40.30	28.17		43.28	47.89		16.42	23.94	
Grade 5	10.64	30.43		57.45	44.93		31.91	24.64	
Grade 6	23.75	18.75		47.50	64.58		28.75	16.67	
All Grades	25.00	25.51		47.35	49.39		27.65	25.10	

2019-20 Data:

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Conclusions based on this data:

1. Overall, 46.96% of students in grades 3-6 in 2018-2019 met or exceeded math standards on CAASPP. This is a 10% increase in student performance since 16-17.
2. Conversely, the percentage of students who nearly or did not meet standards decreased from 63.63% to 53.04% from 16-17 to 18-19. Due to COVID-19 school closures there is no current CAASPP data available post 18-19 to measure more up to date progress.
3. In the area of problem solving & Modeling which involves using appropriate tools and strategies to solve real world and mathematical problems, there is steady growth in grades 5 & 6 and a decline in grades 3-4.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1418.3	1406.1	1370.6	1433.8	1418.6	1391.9	1382.0	1376.7	1320.8	25	22	22
1	1449.3	1401.7	1403.0	1468.8	1403.5	1425.8	1429.5	1399.4	1379.8	26	17	22
2	1469.0	1472.0	1463.0	1480.3	1490.1	1471.4	1457.1	1453.5	1454.1	34	29	20
3	1503.9	1477.4	1462.6	1497.1	1462.7	1472.2	1510.3	1491.6	1452.3	28	30	15
4	1531.5	1537.0	1499.6	1522.3	1526.6	1509.4	1540.3	1546.8	1489.3	27	25	26
5	1503.3	1562.2	1505.7	1487.8	1531.8	1501.3	1518.4	1592.2	1509.5	12	25	22
6	*	1531.2	*	*	1514.8	*	*	1547.2	*	*	13	8
All Grades										159	161	135

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	18.18	0.00	*	27.27	31.82	*	27.27	31.82	*	27.27	36.36	25	22	22
1	*	0.00	4.55	42.31	11.76	9.09	*	41.18	27.27	*	47.06	59.09	26	17	22
2	41.18	6.90	5.00	*	51.72	35.00	*	24.14	45.00	*	17.24	15.00	34	29	20
3	*	16.67	6.67	53.57	30.00	13.33	*	23.33	46.67	*	30.00	33.33	28	30	15
4	*	40.00	15.38	44.44	44.00	34.62	*	12.00	23.08	*	4.00	26.92	27	25	26
5	*	60.00	13.64	*	24.00	36.36	*	12.00	22.73	*	4.00	27.27	12	25	22
6		23.08	*	*	53.85	*		15.38	*	*	7.69	*	*	13	*
All Grades	28.30	24.22	7.41	38.36	34.78	29.63	15.09	21.74	30.37	18.24	19.25	32.59	159	161	135

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	48.00	31.82	18.18	*	18.18	36.36	*	18.18	9.09	*	31.82	36.36	25	22	22
1	46.15	11.76	18.18	*	29.41	13.64	*	17.65	27.27	*	41.18	40.91	26	17	22
2	55.88	37.93	20.00	*	37.93	45.00	*	13.79	25.00	*	10.34	10.00	34	29	20
3	39.29	16.67	13.33	39.29	40.00	60.00	*	6.67	0.00	*	36.67	26.67	28	30	15
4	48.15	52.00	38.46	*	36.00	30.77	*	8.00	19.23	*	4.00	11.54	27	25	26
5	*	56.00	36.36	*	32.00	31.82		0.00	9.09	*	12.00	22.73	12	25	22
6	*	38.46	*		46.15	*	*	7.69	*	*	7.69	*	*	13	*
All Grades	46.54	35.40	25.93	27.67	34.16	34.81	11.95	9.94	15.56	13.84	20.50	23.70	159	161	135

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	*	36.36	0.00	52.00	50.00	40.91	*	13.64	59.09	25	22	22
1	*	0.00	0.00	*	0.00	4.55	*	23.53	27.27	42.31	76.47	68.18	26	17	22
2	*	0.00	0.00	35.29	37.93	25.00	*	27.59	45.00	*	34.48	30.00	34	29	20
3	*	10.00	0.00	39.29	23.33	20.00	*	40.00	20.00	*	26.67	60.00	28	30	15
4	*	32.00	3.85	48.15	40.00	19.23	*	24.00	34.62	*	4.00	42.31	27	25	26
5	*	52.00	13.64	*	20.00	4.55	*	24.00	45.45	*	4.00	36.36	12	25	22
6		15.38	*	*	30.77	*	*	46.15	*	*	7.69	*	*	13	*
All Grades	13.84	16.15	2.96	28.93	27.95	11.11	30.19	32.92	38.52	27.04	22.98	47.41	159	161	135

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	31.82	4.55	*	40.91	59.09	*	27.27	36.36	25	22	22
1	65.38	29.41	18.18	*	41.18	54.55	*	29.41	27.27	26	17	22
2	47.06	27.59	5.00	47.06	58.62	80.00	*	13.79	15.00	34	29	20
3	*	13.33	6.67	57.14	40.00	73.33	*	46.67	20.00	28	30	15
4	44.44	28.00	23.08	44.44	60.00	57.69	*	12.00	19.23	27	25	26
5	*	16.00	36.36	*	72.00	31.82	*	12.00	31.82	12	25	22
6	*	15.38	*	*	76.92	*	*	7.69	*	*	13	*
All Grades	43.40	22.98	16.30	42.14	54.66	58.52	14.47	22.36	25.19	159	161	135

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	60.00	27.27	18.18	*	40.91	45.45	*	31.82	36.36	25	22	22
1	42.31	5.88	13.64	50.00	52.94	40.91	*	41.18	45.45	26	17	22
2	67.65	48.28	40.00	*	44.83	45.00	*	6.90	15.00	34	29	20
3	64.29	40.00	26.67	*	33.33	53.33	*	26.67	20.00	28	30	15
4	77.78	64.00	56.00	*	32.00	40.00	*	4.00	4.00	27	25	25
5	*	80.00	50.00	*	16.00	31.82	*	4.00	18.18	12	25	22
6	*	46.15	*	*	46.15	*	*	7.69	*	*	13	*
All Grades	60.38	46.58	37.31	27.04	36.65	40.30	12.58	16.77	22.39	159	161	134

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	64.00	81.82	50.00	*	18.18	50.00	25	22	22
1	*	0.00	4.55	*	29.41	31.82	42.31	70.59	63.64	26	17	22
2	32.35	3.45	10.00	32.35	62.07	70.00	35.29	34.48	20.00	34	29	20
3	*	10.00	0.00	57.14	46.67	46.67	*	43.33	53.33	28	30	15
4	*	16.00	3.85	51.85	72.00	46.15	*	12.00	50.00	27	25	26
5	*	56.00	9.09	*	40.00	54.55	*	4.00	36.36	12	25	22
6		0.00	*	*	61.54	*	*	38.46	*	*	13	*
All Grades	22.01	13.66	4.44	45.91	56.52	48.89	32.08	29.81	46.67	159	161	135

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.73	0.00	44.00	63.64	22.73	*	13.64	77.27	25	22	22
1	*	0.00	0.00	50.00	35.29	27.27	*	64.71	72.73	26	17	22
2	*	0.00	5.00	67.65	58.62	50.00	*	41.38	45.00	34	29	20
3	*	10.00	0.00	71.43	70.00	53.33	*	20.00	46.67	28	30	15
4	51.85	48.00	7.69	40.74	48.00	46.15	*	4.00	46.15	27	25	26
5	*	52.00	9.09	*	44.00	68.18		4.00	22.73	12	25	22
6		38.46	*	*	61.54	*	*	0.00	*	*	13	*
All Grades	21.38	23.60	3.70	57.86	55.28	46.67	20.75	21.12	49.63	159	161	135

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall in 2020-2021 the percentage of students who scored in level 3 and 4 is 37.04% and 62.96% are in level 1 and 2. This is a 22% increase in levels 1 & 2 since 2018-2019.
2. In 2017-2019, our school has transitioned to an all dual immersion program with 90% instruction in Spanish in grades K-1. It would be expected that percentages of students in grades K-2 who score overall in levels 1-2 is higher than levels 3-4.
3. In the sub categories, Speaking , oral, and listening are strongest areas, however there is large decline in the well developed categories of reading and writing. Due to COVID19 school closures no data is available for 19-20.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
410	48.5	31.5	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	129	31.5
Foster Youth	1	0.2
Homeless	6	1.5
Socioeconomically Disadvantaged	199	48.5
Students with Disabilities	71	17.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.2
American Indian or Alaska Native	4	1.0
Asian	17	4.1
Filipino	1	0.2
Hispanic	241	58.8
Two or More Races	11	2.7
Native Hawaiian or Pacific Islander		
White	121	29.5

Conclusions based on this data:

1. 48.5 % of our school is categorized as Socially Economically Disadvantaged (SED).

2. Our largest student group by ethnicity is Latino/Hispanic at 58.8%.
3. White students account for 29.5% of our enrollment, as the second largest ethnicity/race.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall, our dashboard has dramatically transitioned to all green in the overall Academic performance areas for ELA and math!
2. Overall, our suspension rate improved from the previous year.
3. Chronic absenteeism is also now in the green indicator.

School and Student Performance Data

Academic Performance English Language Arts

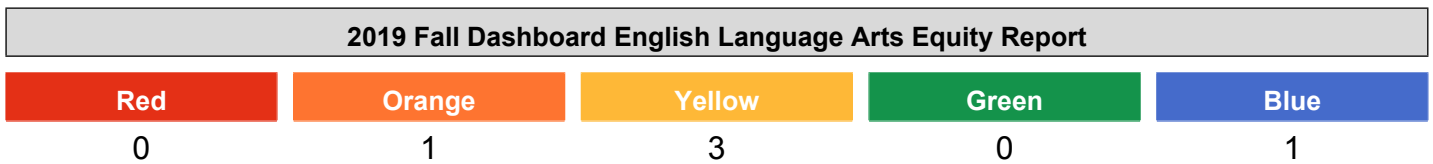
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 0.5 points above standard Increased ++13.3 points 226	<p>English Learners</p> Yellow 44 points below standard Increased ++7.8 points 102	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p> Yellow 32.6 points below standard Increased ++10.9 points 142	<p>Students with Disabilities</p> Orange 78.4 points below standard Increased ++4.7 points 33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 21.9 points above standard Declined Significantly -39.4 points 12	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.8 points below standard Increased ++13.6 points 138	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 Blue 50.5 points above standard Increased ++14.9 points 59

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
71.6 points below standard Increased ++6.7 points 69	13.7 points above standard Increased Significantly ++29.6 points 33	34.7 points above standard Increased Significantly ++21.4 points 120

Conclusions based on this data:

- Every single sub group in ELA increased or significantly increased their ELA scores.
- Our English learner Reclassified student sub group increased 7.8 points.
- Latino/a, EL, students with disabilities all increased. However, an opportunity and achievement gap exists between these groups and our white student scores. Specifically, White students score 50.5 points above the standard, where Hispanic students are 24.8 points below the standard.

School and Student Performance Data

Academic Performance Mathematics

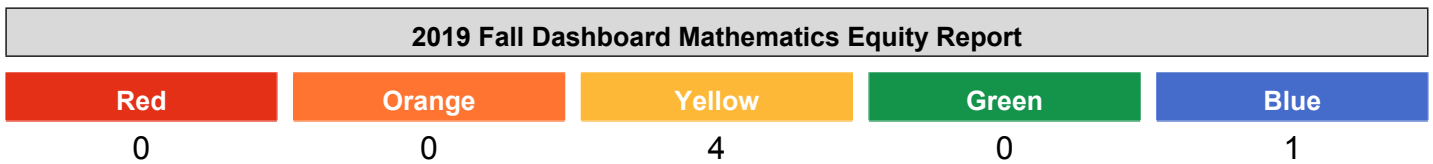
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Green 3.1 points below standard Increased ++8.6 points 223	<p>English Learners</p> Yellow 32.7 points below standard Increased ++4.3 points 102	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p> Yellow 35.5 points below standard Increased ++3.7 points 140	<p>Students with Disabilities</p> Yellow 88.8 points below standard Increased ++9.1 points 32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 24.3 points above standard Increased ++13.4 points 11	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 27.3 points below standard Increased ++4.2 points 137	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		 Blue 51.4 points above standard Increased Significantly ++17.2 points 58

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
52.4 points below standard Declined -7.4 points 69	8.5 points above standard Increased Significantly ++34.6 points 33	20.2 points above standard Increased Significantly ++15.2 points 117

Conclusions based on this data:

1. Overall, our all student data shows in the green area for Mathematics with an increase of 8.6 points.
2. Although all subgroups increased (EL +4.3, Students with disabilities 9.1 and SED 3.7points), an opportunity gap persists between these subgroups and our white students.
3. In data comparison among EL sub groups, we saw tremendous growth with our reclassified English Learners up 34.6 points, although our current ELs declined by 7.4 points due to a variety of factors.

School and Student Performance Data

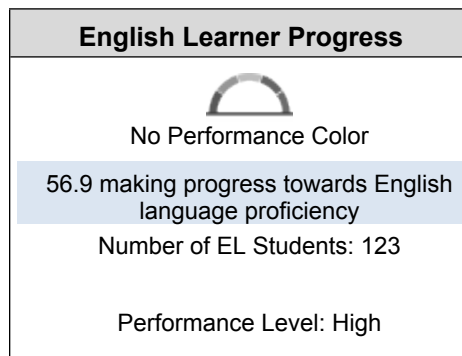
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 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
7.3	35.7	8.9	47.9

Conclusions based on this data:

1. With 56.9% of students making progress toward English Language proficiency, we are categorized as "high" in our EL progress.
2. About half of our EL students progressed at least one ELPI level and about 44% have maintained their current ELPI level in 2019.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	2

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 8.4 Declined -0.5 462	 Green 7.6 Declined -1.8 184	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 21.4 14	 Yellow 11.6 Declined -1.3 277	 Orange 13.6 Increased +3 66

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 20 Increased +9.5 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Blue 0 Declined -2.5 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.3 Maintained +0.3 274	 No Performance Color 0 Declined -16.7 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 2.5 Declined -2.8 119

Conclusions based on this data:

1. EL and SED student groups decreased absenteeism. EL students are approximately one percentage point lower than the all student percent chronically absent.
2. Overall, 8.4% of our student population qualifies as chronically absent, which is in the "green" performance area and slightly down from 9% for 2017-2019.
3. Students with disabilities and Hispanic students maintained or slightly increased in chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

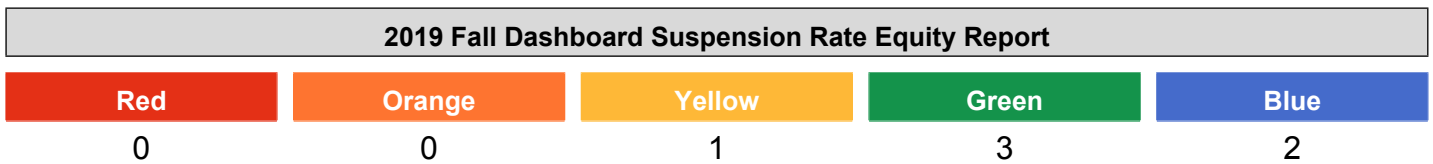
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Green 1.5 Declined Significantly -1.9 467	<p>English Learners</p> Yellow 1.6 Maintained +0.1 189	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 5
<p>Homeless</p> No Performance Color 6.3 Declined -10.4 16	<p>Socioeconomically Disadvantaged</p> Green 2.1 Declined Significantly -1.6 281	<p>Students with Disabilities</p> Green 3 Declined -7.6 66

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -10.5 15	 No Performance Color Less than 11 Students - Data 6	 Blue 0 Declined -2.4 32	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.8 Declined -0.5 279	 No Performance Color 14.3 Declined -1.5 14	(Empty)	 Blue 0 Declined -3.3 119

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
(Empty)	3.4	1.5

Conclusions based on this data:

1. Overall, our suspension rate declined significantly by 1.9%.
2. Our socio economic student percentage declined significantly as well by 1.6%.
3. Suspension rates for English Learners maintained.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

21st Century Teaching and Learning

Goal Statement

Every child at MME will engage in 21st Century learning and make a year or more of academic growth as measured by the metrics below.

LCAP Goal

All students will experience 21st Century teaching and learning in DJUSD.

Basis for this Goal

DJUSD LCAP, review of previous data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Trimester 2 report card standards in reading, writing, and mathematics.	<p>UPDATE</p> <p>Data School-Wide K-6 Approaching or Meeting/Exceeding Standards (score of 1-4 on report card standard).</p> <p>Reading 10.9% score 1 Reading 30% score 1 21.5% score 2 70% score 2 - 4 67.6% score 3 or 4</p> <p>Writing 9.3% score 1 Writing 24% score 1 28.8% score 2 76% score 2 - 4 61.9% score 3 or 4</p> <p>Math 11.4% score 1 Math 22% score 1 20.1% score 2 78% score 2 - 4 68.5% score 3 or 4</p>	<p>Trimester 2 March 2021 Data School-Wide K-6 Approaching or Meeting/Exceeding Standards (score 1-4 on report card standard)</p> <p>Reading 75% or more score 3 or 4</p> <p>Writing 75% or more score 3 or 4</p> <p>Math 75% or more score 3 or 4</p>

Planned Strategies/Activities

Strategy/Activity 1

Small group differentiated reading instruction for all students utilizing paraeducators and teachers.

Students to be Served by this Strategy/Activity

Students grades 1-6th who are not demonstrating grade level proficiency as measured by report card standards based on oral running records, language arts performance tasks/assessments, district adopted assessments, and CAASPP or i-Ready.

Timeline

August 2021-June 2022

Person(s) Responsible

Principal, reading specialists, ELD teacher, and classroom teachers.

Proposed Expenditures for this Strategy/Activity

Amount	75132
Source	Title I Part A: Allocation
Description	Para-educator salaries

Strategy/Activity 2

Provide readily available and appropriate texts to support reading instruction and common core implementation.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-June 2023

Person(s) Responsible

Reading specialists, librarian, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Base
Description	Instructional supplies, expository texts, and classroom libraries

Strategy/Activity 3

Provide teachers K-3 with SEAL sustainability coaching and professional development. Continue with SEAL professional development and coaching for grades 4-6th.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, SEAL Coach

Proposed Expenditures for this Strategy/Activity

Amount	73,000
Source	District Funded
Description	SEAL coach 1.0 FTE
Amount	55,000
Source	District Funded
Description	SEAL Program Fees
Amount	23,000
Source	District Funded
Description	SEAL Unit Dev days and travel
Amount	16,000
Source	District Funded
Description	SEAL Summer PD

Strategy/Activity 4

EL Intervention Specialists and paraeducator will provide small group and individual instruction and supports to help ELs access grade level common core State standards. EL intervention specialists will use ELD assessment and reading data for differentiated instruction and will coach classroom teachers about appropriate differentiation based on the data. Re-assess EL students on an approximately 11-week schedule (three rotations per year). Lead teachers in developing differentiated instructional groups based on data.

The specialist will coach classroom teachers on instructional strategies and provide professional development to teachers on best practices for supporting English Learners. The specialist will attend and direct academic conferencing and grade level collaboration. In all primary and intermediate grades they will collaborate with classroom teachers to provide intentional strategies for ELs that align with thematic classroom units, which are based on common core State standards.

Using state criteria, specialist and paraeducator will identify long-term English learners (6th grade) and students at risk of becoming LTELs (3rd-5th grade) and provide tier 2 and tier 3 interventions.

Students to be Served by this Strategy/Activity

English Learners grades K-6th

Timeline

August 2022-June 2023

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	47,800
Source	Title III
Description	EL Intervention Specialist 1.0 FTE
Amount	37,500
Source	District Funded
Description	EL Specialist .5 FTE
Amount	15,207
Source	Title I Part A: Allocation
Description	Paraeducator EL .3 FTE Site funded (Need to switch to Title 1 due to budget cut in LCFF Supp))

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Close the Opportunity Gap

Goal Statement

Educators will close the opportunity gap at MME for EL, Latino, low SED, Students with disabilities.

LCAP Goal

DJUSD educators will close the opportunity gap.

Basis for this Goal

CAASPP Dashboard data & i-Ready

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Dashboard data and i-Ready in ELA and Math grades 3-6th by subgroups and all students	<p>2019</p> <p>All students ELA .2 above standard, increased 12.9 points EL 44.8 points below standard, increased 7 points Latino 25.4 below standard, increased 13 points SES 33.1 points below standard, increased 10.4 points Stu with Disabilities 78.4 points below standard, increased 4.7 points</p> <p>All students Math 3.1 below standard, increased 8.6 points EL 32.7 below standard, increased 4.3 points Latino 27.3 below standard, increased 4.2 points SES 35.5 below standard, increased 3.7 points Stu with Disabilities 88.8 below standard, increased 9.1 points</p> <p>EL Progress 56.9 making progress toward English language proficiency, Performance Level: High</p>	Each sub group raises by 2-12 points

Planned Strategies/Activities

Strategy/Activity 1

Provide after school tutoring Bridge Program support via collaboration with UC Davis.

Students to be Served by this Strategy/Activity

Students in the identified achievement gap areas have priority (SED, Latino, EL, FY, students with disabilities and any other identified subgroup)

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, Bridge Program Supervisor, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	56,314
Source	District Funded
Description	Student Success and Program Supervisor (Bridge)
Amount	6,800
Source	District Funded
Description	Teacher VSA for Bridge supervision and instruction

Strategy/Activity 2

Teacher collaboration to review data and make instructional adjustments

Students to be Served by this Strategy/Activity

All students will participate in tiered instruction, assessments and scored based on rubrics. Teachers will sort data for all students. Intervention decisions and actions will be based and organized around students in gap areas.

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, Specialists, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	9,169
Source	LCFF - Base
Description	Student supervision position in order to support teacher release time for collaboration
Amount	27,000

Source	District Funded
Description	Teacher release time for collaboration, music instruction all 1st, 2nd and 3rd, library, and PBIS/SEL

Strategy/Activity 3

Provide additional Tier 2 and 3 reading specialist support.

Students to be Served by this Strategy/Activity

.4FTE serves students in the priority gap areas: SED, EL, Foster and Homeless for reading intervention.

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, Reading Specialists

Proposed Expenditures for this Strategy/Activity

Amount	3309
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reading Specialists targeted for priority area students
Amount	38423
Source	LCFF - Supplemental
Description	Reading Specialist targeted for priority area students

Strategy/Activity 4

Provide math intervention for students.

Students to be Served by this Strategy/Activity

Students in the high priority areas (EL, SED, foster and homeless) receive intervention support.

Timeline

August 2022 June 2023

Person(s) Responsible

Principal, Math coach/ intervention staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Remove VSA Math intervention in order to prioritize teacher release time for collaboration.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Inclusive Environment

Goal Statement

All students at MME will experience an inclusive and safe climate that promotes social and emotional health.

LCAP Goal

Classrooms and school communities will be safe and inclusive environments.

Basis for this Goal

Youth Truth survey data, attendance and behavior intervention data (PBIS and discipline)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Youth truth survey results Chronic absentee data Suspension data	Youth Truth survey results showed more favorable outcomes than other schools on: Engagement Instructional Methods Relationships Culture Less favorable on: Rigor Chronic absence: currently 8.4% overall, declined -.5%; SED 11.6%, declined -1.3%; stu with disabilities 13.6%, increased 3%; EL attendance is 7.6%, declined -1.8% and is lower than the all student average. Suspension data for MME on the dashboard is in Green, 1.5% overall, declined significantly by -1.9%	Maintain or improve favorable survey areas. Decrease chronic absence for SED, Stu with Disabilities. Maintain or decrease suspension rates for all students and subgroups to 1%.

Planned Strategies/Activities

Strategy/Activity 1

Additional counseling support for Tier 2 and 3 interventions

Students to be Served by this Strategy/Activity

All students who meet referral criteria

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, Counselor

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

Will not offer additional counseling support for Tier 3 students to do individual and small group counseling - No funding due to decrease in Title 1 allocation for MME.

Strategy/Activity 2

PBIS Behavior intervention support for Check In Check Out and problem solving/restorative Tier 2 strategies

Students to be Served by this Strategy/Activity

Students with office discipline referrals

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, counselor, PBIS paraeducator

Proposed Expenditures for this Strategy/Activity

Amount

44,094

Source

District Funded

Description

PBIS Paraeducator CICO - Funded by ELO Grant

Strategy/Activity 3

Behavior intervention coaching, coordination and support for both teachers and students.

Students to be Served by this Strategy/Activity

All teachers and students who have office discipline referrals

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, Student Success and Project Specialist

Proposed Expenditures for this Strategy/Activity

Amount	34,720
Source	District Funded
Description	Student Success Coordinator .5 FTE

Strategy/Activity 4

Provide interpretation and translation as needed.

Students to be Served by this Strategy/Activity

For EL students and families.

Timeline

August 2022-June 2023

Person(s) Responsible

Principal, MME Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF - Supplemental
Description	Interpretation and translation supplies, VSA - No funding & minimal need since MME staff/faculty is bilingual.

Strategy/Activity 5

Improve parent engagement via activities that are targeted at including parents in learning such as Circulo our home-school reading program.

Students to be Served by this Strategy/Activity

Students in the priority areas, achievement and opportunity gap.

Timeline

Aug 2022-June 2023

Person(s) Responsible

Principal, Leadership team

Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	Title I Part A: Allocation
Description	Parent Engagement Circulo stipend, materials for Circulo books for parents to read to/with students at home.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

Every child at MME will engage in 21st Century learning and make a year or more of academic growth as measured by the metrics below.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Trimester 2 report card standards in reading, writing, and mathematics.	<p>Trimester 2 March 2021 Data School-Wide K-6</p> <p>Approaching or Meeting/Exceeding Standards (score 1-4 on report card standard)</p> <p>Reading 75% or more score 3 or 4</p> <p>Writing 75% or more score 3 or 4</p> <p>Math 75% or more score 3 or 4</p>	<p>Percentage "proficient" at Trimester 2 Report Cards.</p> <p>Grade Reading Writing Math</p> <p>K 44.8% 46.3% 55.2%</p> <p>1 40.9% 56.1% 60.6%</p> <p>2 19.1% 43.8% 35.8%</p> <p>3 50.0% 56.3% 52.1%</p> <p>4 38.5% 38.5% 43.1%</p> <p>5 57.1% 59.2% 51.0%</p> <p>6 63.0% 77.8% 72.3%</p>

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Small group differentiated reading instruction for all students utilizing paraeducators and teachers.	Small group differentiated reading instruction for all students utilizing paraeducators and teachers.	Para-educator salaries Title I Part A: Allocation 75132	Para-educator Salaries Title I Part A: Allocation 75132
Provide readily available and appropriate texts to support reading instruction and common core implementation.	Provide readily available and appropriate texts to support reading instruction and common core implementation.	Instructional supplies, expository texts, and classroom libraries LCFF - Base 4,000	Instructional supplies, expository texts, and classroom libraries LCFF - Base 4000
Provide teachers K-3 with SEAL sustainability coaching and professional development. Continue with SEAL professional development and coaching for grades 4-6th.	Provide teachers K-3 with SEAL sustainability coaching and professional development. Continue with SEAL professional development and coaching for grades 4-6th.	SEAL coach 1.0 FTE District Funded 73,000	SEAL coach 1.0 FTE District Funded 73000
		SEAL Program Fees District Funded 55,000	SEAL Program Fees District Funded 55000
		SEAL Unit Dev days and travel District Funded 23,000	SEAL Unit Development Days and travel District Funded 23000
		SEAL Summer PD District Funded 16,000	SEAL Summer PD District Funded 16000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>EL Intervention Specialists and paraeducator will provide small group and individual instruction and supports to help ELs access grade level common core State standards. EL intervention specialists will use ELD assessment and reading data for differentiated instruction and will coach classroom teachers about appropriate differentiation based on the data. Re-assess EL students on an approximately 11-week schedule (three rotations per year). Lead teachers in developing differentiated instructional groups based on data.</p>	<p>EL Intervention Specialists and paraeducator will provide small group and individual instruction and supports to help ELs access grade level Common Core State standards. EL intervention specialists will use ELD assessment and reading data for differentiated instruction and will coach classroom teachers about appropriate differentiation based on the data. Re-assess EL students on an approximately 11-week schedule (three rotations per year). Lead teachers in developing differentiated instructional groups based on data.</p>	<p>EL Intervention Specialist 1.0 FTE Title III 47,800</p>	<p>EL Intervention Specialist Title III 47800</p>
<p>The specialist will coach classroom teachers on instructional strategies and provide professional development to teachers on best practices for supporting English Learners. The specialist will attend and direct academic conferencing and grade level collaboration. In all primary and intermediate grades they will collaborate with classroom teachers to provide intentional strategies for ELs that align with thematic classroom units, which are based on common core State standards.</p>	<p>The specialist will coach classroom teachers on instructional strategies and provide professional development to teachers on best practices for supporting English Learners. The specialist will attend and direct academic conferencing and grade level collaboration. In all primary and intermediate grades they will collaborate with classroom teachers to provide intentional strategies for ELs that align with thematic classroom units, which are based on common core State standards.</p>	<p>EL Specialist .5 FTE District Funded 37,500</p>	<p>EL Specialist .5 FTE District Funded 37500</p>
<p>Using state criteria, specialist and paraeducator will identify long-term English learners (6th grade) and students at risk of becoming LTELs (3rd-5th grade) and</p>	<p>Using state criteria, specialist and paraeducator will identify long-term English learners (6th grade) and students at risk of becoming LTELs (3rd-5th grade) and</p>	<p>Paraeducator EL .3 FTE Site funded (Need to switch to Title 1 due to budget cut in LCFF Supp)) Title I Part A: Allocation 15,207</p>	<p>Paraeducator EL .3 FTE Site & Title 1 Funding Title I Part A: Allocation 15207</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
provide tier 2 and tier 3 interventions.	provide tier 2 and tier 3 interventions.		

Analysis

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

All strategies listed in Goal 1 were implemented fully to support all students, especially those with greatest need for support (EL, SED, Foster...etc)

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We were able to stay within budget, however the current and proposed budget falls short in terms of being able to fully fund release time for weekly teacher collaboration.

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 budget cuts, we are forced to decrease amount of funds allocated to reading room for books and supplies by 75%.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Educators will close the opportunity gap at MME for EL, Latino, low SES, Students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Dashboard data and i-Ready in ELA and Math grades 3-6th by subgroups and all students	Each sub group raises by 2-12 points	Do not have CAASPP data but have seen measurable growth in i-Ready diagnostics.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide after school tutoring Bridge Program support via collaboration with UC Davis.	Provide after school tutoring Bridge Program support via collaboration with UC Davis.	Student Success and Program Supervisor (Bridge) District Funded 56,314	Student Success and Program Supervisor District Funded 56314
		Teacher VSA for Bridge supervision and instruction District Funded 6,800	Teacher VSA for Bridge supervision and instruction District Funded 6800
Teacher collaboration to review data and make instructional adjustments	Teacher collaboration to review data and make instructional adjustments	Student supervision position in order to support teacher release time for collaboration LCFF - Base 9,964	Student Supervision position in order to support teacher release time for collaboration LCFF - Base 9964
		Teacher release time for collaboration, music instruction all 1st, 2nd and 3rd, library, and PBIS/SEL District Funded 27,000	Teacher release time for collaboration, music instruction for 2nd, 3rd, and 4th grades. District Funded 27000
Provide additional Tier 2 and 3 reading specialist support.	Provide additional Tier 2 and 3 reading specialist support.	Reading Specialist targeted for priority area students LCFF - Supplemental 41,732	Reading Specialist targeted for priority area students LCFF - Supplemental 41732
Provide math intervention for students.	Provide math intervention for students.	Remove VSA Math intervention in order to prioritize teacher release time for collaboration. 0	Remove VSA math intervention allocation due to budget cuts and to prioritize teacher

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
			release time for collaboration. 0

Analysis

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

All interventions noted above were implemented with fidelity. Important to note that this is our first year back to full day since March 13, 2020. As expected after a full year of distance learning, students demonstrated additional support in all academic & social emotional learning areas.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategies were relatively effective. Some challenges included availability of UCD tutors for after school Bridge support which lead to smaller numbers of students being served. The number of students in Bridge increased throughout the year as more tutors became available. This was in large impacted by COVID 19 staffing shortages.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

School was able to stay within budget this year in large due to staffing shortages but it is evident that additional funds are needed in order to maintain teacher collaboration next year.

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

Due to budget cuts in LCFF supplemental funds, there is a need to decrease reading supplies budget in order to fully fund the reading specialist paid with LCFF supplemental funds.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

All students at MME will experience an inclusive and safe climate that promotes social and emotional health.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Youth truth survey results Chronic absentee data Suspension data	Maintain or improve favorable survey areas. Decrease chronic absence for SED, Stu with Disabilities. Maintain or decrease suspension rates for all students and subgroups to 1%.	Maintain or improve favorable survey areas. Decrease chronic absence for SED, Stu with Disabilities. Maintain or decrease suspension rates for all students and subgroups to 1%.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Additional counseling support for Tier 2 and 3 interventions	Additional counseling support for Tier 2 and 3 interventions	Will not offer additional counseling support for Tier 3 students to do individual and small group counseling - No funding due to decrease in Title 1 allocation for MME. 0	Will not offer additional counseling support for Tier 3 students to do individual and small group counseling - No funding due to decrease in Title 1 allocation for MME. 0
PBIS Behavior intervention support for Check In Check Out and problem solving/restorative Tier 2 strategies	PBIS Behavior intervention support for Check In Check Out and problem solving/restorative Tier 2 strategies	PBIS Paraeducator CICO - Funded by ELO Grant District Funded 44,094	PBIS Paraeducator CICO - Funded by ELO Grant District Funded 44094
Behavior intervention coaching, coordination and support for both teachers and students.	Behavior intervention coaching, coordination and support for both teachers and students.	Student Success Coordinator .5 FTE District Funded 34,720	Student Success Coordinator .5 FTE District Funded 34720
Provide interpretation and translation as needed.	Provide interpretation and translation as needed.	Interpretation and translation supplies, VSA - No funding & minimal need since	Interpretation and translation supplies, VSA - No funding & minimal need since

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		MME staff/faculty is bilingual. Translations are done on site. LCFF - Supplemental 0	MME staff/faculty is bilingual. Meetings run primarily in parent's primary language. LCFF - Supplemental 0
Improve parent engagement via activities that are targeted at including parents in learning such as Circulo our home-school reading program.	Improve parent engagement via activities that are targeted at including parents in learning such as Circulo our home-school reading program.	Parent Engagement Circulo stipend, materials for Circulo books for parents to read to/with students at home. Title I Part A: Parent Involvement 1500.00	Parent Engagement Circulo stipend, materials for Circulo books for parents to read to/with students at home. Title I Part A: Parent Involvement 15000

Analysis

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

The overall implementation of the strategies/activities above was done with an expected level of success. Some challenges include staffing shortages that interfered with our ability to fully develop some areas of need such as our PBIS program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of our PBIS CICO system is very effective. The overall effectiveness of the PBIS program as a whole needs additional support for next year due to severe staffing shortages this academic year we were unable to fully develop this area. Same with regards to counseling support.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to budget cuts we were unable to fund additional counseling support for our students. This has impacted our school significantly this year due to the ongoing impact that COVID is having on families. In addition, severe staffing shortages has limited the amount of counseling support available at MME this year (counselor on leave for several months without viable substitute coverage to support students).

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.

No changes to this goal for the following school year due to budget limitations. However, the hope is that staffing shortages will decline next year and MME will be able to better serve students with allotted staff.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	143740
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	564,968.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	14531	1,053.00
LCFF - Supplemental	38423	0.00
Title I Part A: Allocation	90786	-1,053.00
Title III	47800	0.00
District Funded	373428	0.00
Local Categorical	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	373,428.00
LCFF - Base	13,478.00
LCFF - Supplemental	38,423.00
Title I Part A: Allocation	91,839.00
Title III	47,800.00

Expenditures by Budget Reference

Budget Reference	Amount
	468,452.00
1000-1999: Certificated Personnel Salaries	3,309.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	76,500.00
	District Funded	296,928.00
	LCFF - Base	10,169.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	3,309.00
	LCFF - Supplemental	38,423.00
	Title I Part A: Allocation	16,707.00
	Title I Part A: Allocation	75,132.00
	Title III	47,800.00

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
Amelia Hess	Principal
Erika Strand	Parent or Community Member
Kelly Heung	Parent or Community Member
Katharine Desjarlais	Parent or Community Member
Sarah Williams	Parent or Community Member
Lupita Torres - Community Member	Parent or Community Member
Emelina Villalobos	Parent or Community Member
Cecila Ortega	Classroom Teacher
Liliana Valdez	Classroom Teacher
Edith Suarez	Classroom Teacher
Patricia Lara	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/18/2022.

Attested:

Principal, Amelia D. Hess on 5/18/22

SSC Chairperson, Erika Strand on 5/18/22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program