

School Year: **2021-22**

# 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.

<b>School Name</b>	Mission Hill Middle School
<b>Address</b>	425 King St. Santa Cruz, CA 95060-3411
<b>County-District-School (CDS) Code</b>	44698236060156
<b>Principal</b>	Derek Kendall
<b>District Name</b>	Santa Cruz City Schools
<b>SPSA Revision Date</b>	October 4, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	October 4, 2021
<b>Local Board Approval Date</b>	October 20, 2021

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.

# School Vision and Mission

MHMS Vision: All Mavericks are learners who who persevere, collaborate and innovate. We grow into our world with responsibility and integrity.

MHMS Mission: Engaging students' hearts and minds - every student, every day.

## School Profile

Mission Hill Middle School is located on the central coast of California in a residential community on the west side of Santa Cruz. We are situated between King Street and Mission Street, within walking distance of downtown, and in close proximity to the University of California. Mission Hill serves about 625 students in grades 6 through 8, and our student body reflects the wide range of socioeconomic and cultural diversity found in the neighborhoods of west side Santa Cruz.

Through partnership and collaboration with its stakeholders, Mission Hill is able to provide a safe environment for students and a positive school climate that supports all learners. Mission Hill places great value on academic rigor while also being mindful of the unique, social-emotional needs of adolescents. This sentiment is apparent in our school mission: "Engaging students' hearts and minds; every student, every day." In addition to rigorous academic instruction, we also support students in the pursuit of the Maverick Essentials - Perseverance, Responsibility, Integrity, Innovation, Collaboration. The Essentials are referenced in our school vision: "All Mavericks are learners who persevere, collaborate, and innovate. We grow into our world with responsibility and integrity."

Mission Hill Middle School believes:

- all students should be known and valued
- all students can learn
- that rigorous academic instruction is essential to students' academic growth
- in providing a safe and caring environment in which students and staff respect one other
- in maintaining high expectations for all learners
- that music and the arts are important
- that educational equity is essential for all students to feel connected and be successful
- in doing whatever is necessary to close the achievement gap
- in challenging all learners
- that demographics should not determine outcomes

## 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

The SPSA is developed, monitored and reviewed annually across at least four evening SSC meetings. The site principal also met and conferred with district personnel, the Site Leadership Team (SCIL), and the entire school staff during faculty meetings. Principal offers invitation to review and discuss individually as necessary with any and all stakeholders.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.16%	0.16%	%	1	1	
African American	2.8%	2.08%	1.9%	17	13	11
Asian	3.62%	3.36%	3.2%	22	21	18
Filipino	0.49%	0.32%	0.4%	3	2	2
Hispanic/Latino	30.31%	30.08%	30.2%	184	188	172
Pacific Islander	0.33%	0.16%	%	2	1	
White	55.19%	56.32%	56.8%	335	352	324
Multiple/No Response	6.26%	7.52%	7.5%	38	47	43
	<b>Total Enrollment</b>			607	625	570

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	186	182	201
Grade 7	238	203	163
Grade 8	183	240	206
<b>Total Enrollment</b>	607	625	570

### Conclusions based on this data:

1. White students are the largest demographic group.
2. The second largest demographic group is Hispanic/Latino students.
3. Enrollment has remained relatively stable over the last three years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	37	42	49	6.1%	6.7%	8.6%
Fluent English Proficient (FEP)	111	109	101	18.3%	17.4%	17.7%
Reclassified Fluent English Proficient (RFEP)	12	11	17	29.3%	29.7%	40.5%

### Conclusions based on this data:

1. According to our enrollment data, the number of ELs and number of RFEPs is staying relatively consistent over the past 3 years.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 6	218	185	198	214	179	0	214	179	0	98.2	96.8	0.0
Grade 7	171	240	165	167	231	0	166	231	0	97.7	96.3	0.0
Grade 8	212	182	201	210	176	0	210	176	0	99.1	96.7	0.0
All Grades	601	607	564	591	586	0	590	586	0	98.3	96.5	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 6	2546.	2560.		23.36	27.93		36.45	36.31		21.50	20.11		18.69	15.64	
Grade 7	2584.	2575.		24.70	22.51		46.39	42.42		16.27	19.48		12.65	15.58	
Grade 8	2590.	2599.		24.29	22.73		38.57	46.02		19.05	21.02		18.10	10.23	
All Grades	N/A	N/A	N/A	24.07	24.23		40.00	41.64		19.15	20.14		16.78	13.99	

### 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 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 6	31.31	30.17		47.20	46.93		21.50	22.91	
Grade 7	36.75	30.30		46.99	47.19		16.27	22.51	
Grade 8	37.62	35.23		36.67	45.45		25.71	19.32	
All Grades	35.08	31.74		43.39	46.59		21.53	21.67	

### 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 6	31.31	34.64		44.39	50.28		24.30	15.08	
Grade 7	35.54	33.33		50.60	51.08		13.86	15.58	
Grade 8	34.29	31.82		42.86	53.41		22.86	14.77	
All Grades	33.56	33.28		45.59	51.54		20.85	15.19	

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 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 6	21.96	23.46		63.55	67.04		14.49	9.50	
Grade 7	19.28	17.32		69.28	74.03		11.45	8.66	
Grade 8	33.33	26.14		55.71	68.75		10.95	5.11	
All Grades	25.25	21.84		62.37	70.31		12.37	7.85	

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.

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 6	36.92	38.55		48.13	49.16		14.95	12.29	
Grade 7	42.17	35.06		47.59	48.48		10.24	16.45	
Grade 8	40.00	40.34		42.38	46.02		17.62	13.64	
All Grades	39.49	37.71		45.93	47.95		14.58	14.33	

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. Our CAASPP ELA scores are still relatively flat overall. We hope that our school-wide focus on increasing students' general academic vocabulary will boost all areas of standardized testing in English Language Arts.
2. While the All Student group is above standard, there is still a pronounced gap between ELs and English only students.
3. Our low SES student group, students with disabilities group, and Hispanic student group are still far below standard.

# 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 6	218	185	198	215	180	0	215	180	0	98.6	97.3	0.0
Grade 7	171	240	165	167	232	0	167	232	0	97.7	96.7	0.0
Grade 8	212	182	201	210	175	0	210	175	0	99.1	96.2	0.0
All Grades	601	607	564	592	587	0	592	587	0	98.5	96.7	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 6	2535.	2529.		25.58	18.89		21.86	19.44		29.30	35.56		23.26	26.11	
Grade 7	2570.	2555.		23.95	25.43		30.54	28.02		28.74	21.98		16.77	24.57	
Grade 8	2598.	2600.		32.86	32.00		21.90	25.14		26.19	25.14		19.05	17.71	
All Grades	N/A	N/A	N/A	27.70	25.38		24.32	24.53		28.04	27.09		19.93	23.00	

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.

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 6	28.84	22.78		39.07	37.78		32.09	39.44	
Grade 7	36.53	34.91		40.12	31.03		23.35	34.05	
Grade 8	35.71	38.29		39.52	38.29		24.76	23.43	
All Grades	33.45	32.20		39.53	35.26		27.03	32.54	

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.

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 6	25.58	20.56		42.33	47.78		32.09	31.67	
Grade 7	28.74	28.45		53.29	50.86		17.96	20.69	
Grade 8	33.81	33.71		52.86	47.43		13.33	18.86	
All Grades	29.39	27.60		49.16	48.89		21.45	23.51	

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.

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 6	26.98	22.78		46.98	49.44		26.05	27.78	
Grade 7	26.35	25.43		56.89	52.59		16.77	21.98	
Grade 8	39.52	28.57		41.43	58.29		19.05	13.14	
All Grades	31.25	25.55		47.80	53.32		20.95	21.12	

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. Our CAASPP math scores are relatively flat overall. We hope that our school-wide focus on increasing students' general academic vocabulary (Goal #1 & #2) coupled with the focus on building students' understanding of mathematical vocabulary will boost all areas of standardized testing in Mathematics.
2. While our All Student group has remained relatively stable, the gap has widened amongst almost all groups - ELStudents, Students with Disabilities, Hispanic, low SES Students.



# 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
6	1499.3	1542.8	1476.1	1480.2	1524.2	1474.9	1518.2	1561.2	1476.6	11	13	20
7	1545.5	1520.9	1553.7	1528.3	1501.3	1555.4	1562.3	1540.0	1551.7	11	15	18
8	1566.0	*	*	1557.3	*	*	1574.4	*	*	12	8	7
All Grades										34	36	45

### 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
6	*	46.15	15.00	*	7.69	25.00	*	38.46	35.00	*	7.69	25.00	11	13	20
7	*	26.67	35.29	*	53.33	41.18	*	6.67	11.76	*	13.33	11.76	11	15	17
8	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	47.06	38.89	20.45	35.29	33.33	29.55	*	19.44	29.55	*	8.33	20.45	34	36	44

### 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
6	*	46.15	20.00	*	23.08	45.00	*	23.08	15.00	*	7.69	20.00	11	13	20
7	*	33.33	47.06	*	46.67	35.29	*	6.67	5.88	*	13.33	11.76	11	15	17
8	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	55.88	47.22	27.27	32.35	30.56	45.45	*	13.89	11.36	*	8.33	15.91	34	36	44

### 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
6	*	23.08	10.00	*	30.77	20.00	*	30.77	15.00	*	15.38	55.00	11	13	20
7	*	20.00	17.65	*	40.00	29.41	*	26.67	41.18	*	13.33	11.76	11	15	17
8	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	47.06	25.00	11.36	*	36.11	22.73	*	27.78	25.00	*	11.11	40.91	34	36	44

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
6	*	46.15	20.00	*	53.85	60.00	*	0.00	20.00	11	13	20
7	*	46.67	23.53	*	40.00	64.71	*	13.33	11.76	11	15	17
8	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	44.12	47.22	18.18	44.12	47.22	63.64	*	5.56	18.18	34	36	44

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
6	*	30.77	35.00	*	61.54	40.00	*	7.69	25.00	11	13	20
7	*	26.67	82.35	*	60.00	5.88	*	13.33	11.76	11	15	17
8	*	*	*	*	*	*	*	*	*	12	*	*
All Grades	58.82	36.11	56.82	35.29	55.56	25.00	*	8.33	18.18	34	36	44

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
6	*	23.08	10.00	*	53.85	30.00	*	23.08	60.00	11	13	20
7	*	20.00	35.29	*	60.00	29.41	*	20.00	35.29	11	15	17
8	*	*	*	*	*	*	*	*	*	12	*	*
<b>All Grades</b>	41.18	30.56	18.18	*	50.00	27.27	32.35	19.44	54.55	34	36	44

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
6	*	53.85	15.00	*	46.15	60.00	*	0.00	25.00	11	13	20
7	*	6.67	5.88	*	80.00	82.35	*	13.33	11.76	11	15	17
8	*	*	*	*	*	*		*	*	12	*	*
<b>All Grades</b>	*	25.00	9.09	67.65	69.44	70.45	*	5.56	20.45	34	36	44

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. Based on this data, more than 70% of students are at Level 3 or 4 on the ELPAC which is highly encouraging and may reflect the recent work we have put into improving the instruction in our Designated ELD class, as well as the schoolwide emphasis on Academic Language (Tier 2 Vocabulary).
2. Additionally, the data shows that almost 40% of students (38.89% precisely) are at Level 4 which means that over a third of our EL students are getting the highest rating possible on the ELPAC.

# 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
<b>570</b>	<b>39.3</b>	<b>8.6</b>	<b>0.2</b>
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	49	8.6
Foster Youth	1	0.2
Homeless	52	9.1
Socioeconomically Disadvantaged	224	39.3
Students with Disabilities	91	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.9
American Indian or Alaska Native		
Asian	18	3.2
Filipino	2	0.4
Hispanic	172	30.2
Two or More Races	43	7.5
Native Hawaiian or Pacific Islander		
White	324	56.8

### Conclusions based on this data:

1. 34.1% of our students are socioeconomically disadvantaged.
2. 6.7% of our students are English Learners.







# 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
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. In 2019, ELA overall CA Dashboard rating was Green due to our overall student scores being in the meeting standard range.
2. In 2019 our suspension rate improved, and has continued to improve over the previous year.
3. In 2019, we received a red rating for Chronic Absenteeism. Our Chronic Absenteeism has since increased.

# School and Student Performance Data

## Academic Performance English Language Arts

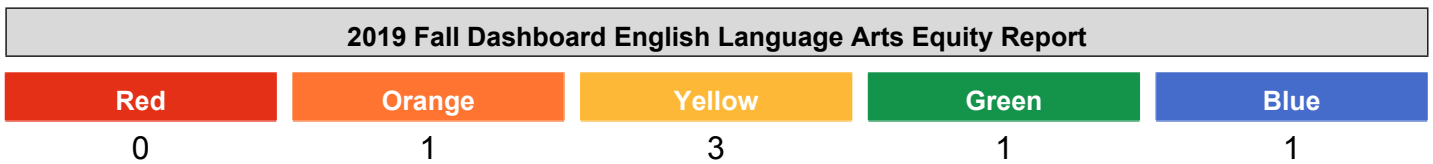
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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.



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><b>All Students</b></p> Green 28.4 points above standard Increased ++4.5 points 570	<p><b>English Learners</b></p> Yellow 46.9 points below standard Increased Significantly ++31.1 points 85	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 19.9 points below standard Increased ++11.9 points 217	<p><b>Students with Disabilities</b></p> Orange 80.7 points below standard Increased Significantly ++29.7 points 63

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 37.8 points below standard Increased Significantly ++38.3 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 80.8 points above standard Declined -10.4 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.3 points below standard Increased ++10.1 points 178	 Green 55.3 points above standard Declined -6.3 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 54.6 points above standard Increased ++3 points 317

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
68.5 points below standard Increased Significantly ++44.6 points 32	33.8 points below standard Increased Significantly ++27.9 points 53	43 points above standard Maintained ++0.1 points 426

**Conclusions based on this data:**

- In 2019 all Student group ELA scores remained relatively stable, though we still have a big gap between our White student group and all other groups.



# School and Student Performance Data

## Academic Performance Mathematics

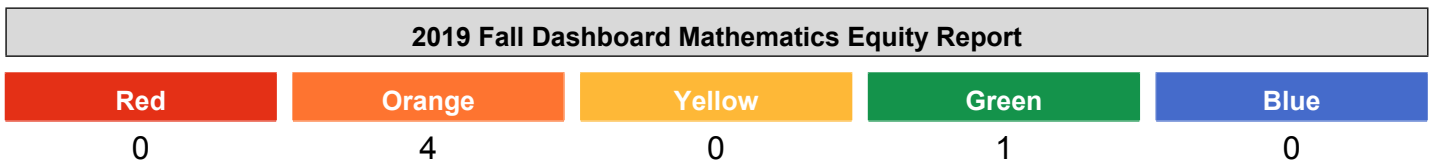
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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.



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><b>All Students</b></p> Yellow 7.1 points below standard Declined -7.3 points 569	<p><b>English Learners</b></p> Orange 96 points below standard Increased ++7.7 points 85	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p> Orange 68.6 points below standard Declined -4.6 points 217	<p><b>Students with Disabilities</b></p> Orange 129.2 points below standard Increased ++6.8 points 63

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 101.8 points below standard Increased Significantly ++21.2 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 68.5 points above standard Maintained -1.8 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.3 points below standard Declined -6.2 points 178	 No Performance Color 31.7 points above standard Declined Significantly -36.3 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 23.4 points above standard Declined -5.5 points 316

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
109.1 points below standard Increased Significantly ++18.4 points 32	88.1 points below standard Increased ++4.6 points 53	9.7 points above standard Declined -10.1 points 425

#### Conclusions based on this data:

- In 2019, the all student group Math scores remained relatively stable. We continue to have a gap between our White student group and all other groups.

# School and Student Performance Data

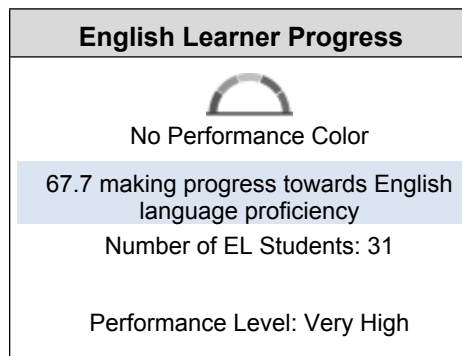
## Academic Performance English Learner Progress

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
19.3	12.9	9.6	58.0

#### Conclusions based on this data:

- In 2019, our English Learner students performed well on the ELPAC, with 67.7% of our English Learners growing in their English language proficiency. This is considered "Very High" by the state. We still have work to do to support the 32.2% of students who maintained or decreased their English language proficiency.

# 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.

The College/Career Measures Only Report is Expected in February 2021

### Conclusions based on this data:

1. No reportable data.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

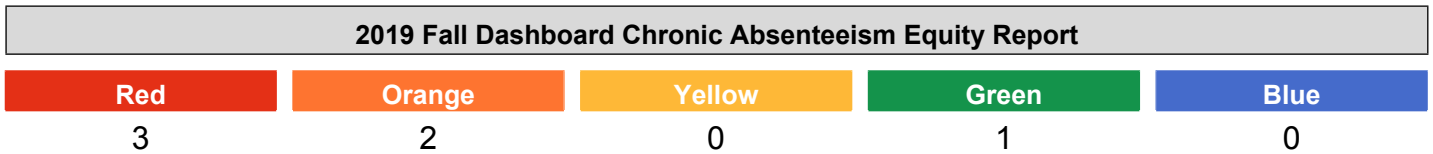
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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.



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		
<p><b>All Students</b></p> Red 16.1 Increased Significantly +3.8 627	<p><b>English Learners</b></p> Green 7.7 Declined -12.8 39	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p> Red 22.5 Increased Significantly +3.1 236	<p><b>Students with Disabilities</b></p> Red 20.3 Increased +4.1 74

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 29.4 Increased +0.8 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 4.5 Increased +1.1 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 14 Increased +0.9 186	 Orange 13.2 Increased +0.7 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Red 16.8 Increased Significantly +5.4 357

**Conclusions based on this data:**

1. In 2019 our chronic absenteeism rate of 16.1% was higher than the 10% state average.
2. We need to decrease our Chronic Absenteeism rate for all student groups.

# 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. No reportable data.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

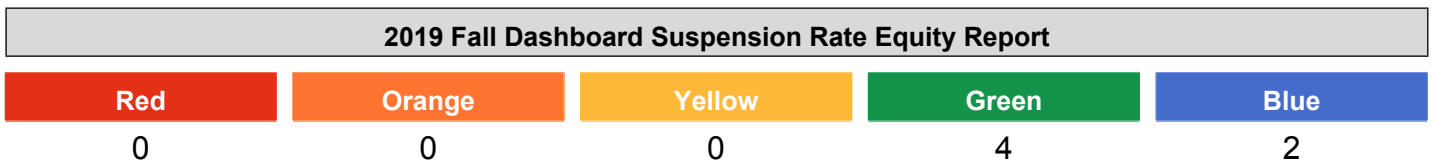
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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.











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><b>All Students</b></p> <p>Green</p> <p>1.4</p> <p>Declined -1.4</p> <p>633</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Declined -2.2</p> <p>40</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>2.9</p> <p>Declined -1.7</p> <p>239</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>5.4</p> <p>Declined -5.9</p> <p>74</p>



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #ccccff; padding: 5px; display: inline-block;">11.8</div> Increased +5.1 17	 No Performance Color Less than 11 Students - Data <div style="background-color: #ccccff; padding: 5px; display: inline-block;">2</div>	 No Performance Color <div style="background-color: #ccccff; padding: 5px; display: inline-block;">0</div> Maintained 0 23	 No Performance Color Less than 11 Students - Data <div style="background-color: #ccccff; padding: 5px; display: inline-block;">4</div>
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #ccccff; padding: 5px; display: inline-block;">2.1</div> Declined -1.9 188	 Blue <div style="background-color: #ccccff; padding: 5px; display: inline-block;">0</div> Maintained 0 38	 No Performance Color Less than 11 Students - Data <div style="background-color: #ccccff; padding: 5px; display: inline-block;">2</div>	 Green <div style="background-color: #ccccff; padding: 5px; display: inline-block;">0.6</div> Declined -2.1 359

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.8	1.4

**Conclusions based on this data:**

1. Our suspension rate improved from 2.8% in 2018 to 1.4% in 2019. This resulted in a Green rating on the CA Dashboard Suspension Rate.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Literacy and Equity

### Goal Statement

MHMS will create an educational environment that supports all learners in achieving high levels of literacy. Specifically, we will maintain our high overall scores on CAASPP and I-Ready Diagnostic and close the gap between the “white only” group and the “Hispanic”, “Sw/D”, and “Low SES” groups on these reading assessments.

### LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.  
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.  
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

### Basis for this Goal

Literacy is probably the single most important student skill for success in high school, college, and career. Improving students' literacy skills means they can access text and will be more likely to experience success in all content areas - from English Language Arts to Mathematics, History, and Science. Language is thinking and thinking is language.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The “All Students” group will improve by at least 3 points on ELA CAASPP testing (from 27 points above standard to 30 points above standard or greater).	27 points above standard	30 points above standard
The “English Learners” group will improve by at least 3 points on ELA CAASPP testing (from 71.6 points below standard to 68 points below standard or lower).	71.6 points below standard	68.6 points below standard
The “Students with Disabilities” group will improve by at least 3 points on ELA CAASPP testing (from 81.6 points below standard to 79 points below standard or lower).	81.6 points below standard	78.6 points below standard
The “Socioeconomically Disadvantaged” group will improve by at least 3 points on MATH CAASPP testing (from 68.6 points below	68.6 points below standard	65.6 points below standard

Metric/Indicator	Baseline	Expected Outcome
standard to 65 points below standard or lower).		
The “Hispanic” group will improve by at least 3 points on ELA CAASPP testing (from 68.3 points below standard to 65 points below standard or lower).	68.3 points below standard	65.3 points below standard
English Learner Progress on ELPAC will increase by 6%.	59% of English Learners grew one or more levels in their English language proficiency as measured by the spring 2021 ELPAC.	At least 65% of Mission Hill's English Learners will grow one or more levels in their English Language proficiency as measured by the spring 2022 ELPAC.
For the i-Ready Diagnostic in Reading, Fall to Spring: The All Student group will increase their percentile by a minimum of 4 percentile points (from 59.80 to 63.80).	59.80	63.80
For the i-Ready Diagnostic in Reading, Fall to Spring: The Hispanic/Latinx will increase their percentile by a minimum of 4 percentile points (from 40.50 to 44.50).	40.50	44.50
For the i-Ready Diagnostic in Reading, Fall to Spring: The Students w/ Disabilities group will increase their percentile by a minimum of 4 percentile points (from 18.40 to 22.40).	18.40 - It should be noted that for the first time in 2021, both RSP and SDC data is included in SWD data, which significantly lowers the base.	22.40
For the i-Ready Diagnostic in Reading, Fall to Spring: The English Language Learner group will increase their percentile by a minimum of 4 percentile points (from 25.00 to 29.00).	25.00	29.00
For the i-Ready Diagnostic in Reading, Fall to Spring: The low SES group will increase their percentile by a minimum of 4 percentile points (from to )	Data currently unavailable.	
Principal walk-through Integrated ELD data	There is no baseline data for this data point.	Principal walk-through data will show that Integrated ELD strategies (sentence starters, sentence frames, word banks, direct vocabulary

Metric/Indicator	Baseline	Expected Outcome
		instruction) are incorporated into instruction at least 50% of the time.

## Planned Strategies/Activities

### Strategy/Activity 1

Collaborative Team meetings will occur at least weekly to focus on the implementation of equitable and aligned curricula through high quality instructional practices including: visible learning strategies, trauma-informed strategies, and integrated ELD strategies. Teams will work together to write essential learnings, create formative assessments, examine student work, and design next steps in learning including intervention and extension.

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

All students, EL students, RSP student, struggling students

#### Timeline

2021-2022

#### Person(s) Responsible

Admin, SCIL Leads, All Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Paid time for teachers to do team planning over the summer for next school year. Also, paid time for classroom prep for Woodshop teacher.

### Strategy/Activity 2

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

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

All students, EL students, RSP student, struggling students

#### Timeline

2021-2022

#### Person(s) Responsible

Admin, RTI Coordinator, ELA Teachers, Math Teachers, Intervention Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	0
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<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	i-Ready Reading Diagnostic Assessment. This reading assessment was given to us at no charge because we purchased the i-Ready/Math Ready math curriculum.

### Strategy/Activity 3

SB 86 (COVID relief) funds will be used to fund peer tutor coordinator to implement a Tier 2 literacy and math peer tutoring program. This program will be called MHMS Mentors. Each tutor will be in charge of about 10 students and activities will include: silent reading, i-Ready work time, small group work, and individual check-ins. The RTI Coordinator will be responsible for managing this program and training all tutors.

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

Tier 2 Students in Math and Reading

### Timeline

2021-2022

### Person(s) Responsible

Admin, RTI Coordinator, Study Club Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,600
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Learning Ally
<b>Amount</b>	2,416
<b>Source</b>	SB86
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Peer Tutor Stipend
<b>Amount</b>	35,196
<b>Source</b>	SB86
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Hourly pay for one paraeducator to support Peer Tutoring program

### Strategy/Activity 4

RTI Coordinator will continue to monitor the progress of students in Tier 1, 2, 3 and work with admin and teachers to design/adapt reading and writing interventions as needed.

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

All students, struggling students, ELD students, Resource students

**Timeline**

2021-2022

**Person(s) Responsible**

Admin, RTI Coordinator, School Counselors, ELA and Math Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	100,574
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	1.0 FTE Rtl Coordinator

**Strategy/Activity 5**

Admin will routinely conduct classroom walk through observations to gather data on school wide use of integrated ELD strategies, student engagement, and classroom culture. This data will be used to inform instruction and provide meaningful feedback to teachers.

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

All students, struggling students, ELD students, Resource students

**Timeline**

2021-2022

**Person(s) Responsible**

Site Admin

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 6**

The MHMS School Site Council will continue to meet at least 4x/yr to monitor the implementation of the site plan and budget, to examine schoolwide data, to provide input, and to make changes as necessary.

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

All Students

**Timeline**

2021-2022

**Person(s) Responsible**

Admin, School Site Council

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	cost of hourly pay for staff representatives to School Site Council

### Strategy/Activity 7

The MHMS SCIL team will be composed of teacher representatives from across all content areas and admin and counseling representatives. The SCIL team will continue to meet monthly to plan and guide professional development activities for staff in accordance with school goals, to examine schoolwide data, to support each other's growth as Teacher Leaders, and to make leadership decisions for the site.

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

All students, EL students, RSP student, struggling students

### Timeline

2021-2022

### Person(s) Responsible

Site admin, SCIL Leads

### Proposed Expenditures for this Strategy/Activity

Amount	16,830
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	stipends for SCIL Leads

### Strategy/Activity 8

Staff will be provided with opportunities and encouraged to attend professional development related to Goal 1 and its action steps.

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

All students, EL students, RSP student, struggling students

### Timeline

2021-2022

### Person(s) Responsible

Site Admin

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	cost of professional development activities and travel expenses as necessary

### Strategy/Activity 9

Mission Hill currently has existing chrome books to support high quality, 21st century instruction school-wide. Ongoing replacement of aging technology such as chrome books, headphones, printers, projectors, speakers, teacher laptops, and document cameras as well as the purchase of new technology. New chrome books carts will be purchased to cover the replacement of devices that are given out to families. New classroom furniture will be purchased as needed to support high quality instruction.

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

All students, EL students, RSP student, struggling students

#### Timeline

2021-2022

#### Person(s) Responsible

Site Admin, School Office Manager

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	6000-6999: Capital Outlay
<b>Description</b>	replacement cost of technology

### Strategy/Activity 10

At the start of the year, all teachers will receive a “Teacher Binder” which identifies all special population students (EL, RFEP, Resource, 504, in transition, etc.), houses IEPs and 504 Plans, and all handouts from school-wide Professional Development.

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

All students

#### Timeline

Fall 2021

#### Person(s) Responsible

Site admin, School Office Manager

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	200
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<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	cost of new binders and materials

## Strategy/Activity 11

AVID will continue to support identified students with literacy, organization, and other academic skills. Student materials and instructional materials will be purchased to support this. AVID Teachers and other staff will attend AVID Trainings as needed. The AVID Site Team will continue to meet monthly to create AVID Site Plan, review AVID data, monitor implementation of the AVID program, and to meet all compliance requirements for AVID certification. In addition, two chromebook carts will be purchased specifically for the AVID classrooms to support students' development in 21st century skills.

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

AVID Students

### Timeline

2021-2022

### Person(s) Responsible

Site admin, AVID Teachers, AVID Site Team

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	40,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	cost of 0.4 AVID electives (part of allocated FTE)

<b>Amount</b>	20,000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	cost of 0.2 AVID electives

<b>Amount</b>	2,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Funding for AVID Path Trainings

<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	extra hourly for AVID Teachers to attend AVID mini-trainings (Title 1)

<b>Amount</b>	1,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	extra hourly for AVID Site Team meetings

## Strategy/Activity 12

Academic Literacy classes will support EL students' growth in reading, writing, speaking, and listening in English. Emphasis will be placed on increasing students' knowledge and use of general academic language as well as providing support with content and skills emphasized in general education classes. Student materials and instructional materials will be purchased to support this. Two para-educators will be hired to support students in Academic Literacy classes and to provide push-in support for newcomers in their general education classes. Additionally, one Paraeducator will be hired to provide push-in support to ELs in their general education classes. Additionally, a chrome book cart will be purchased for ELD students to use in class to support their development of 21st century skills. In addition, class novels will be purchased to support students literacy skills.

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

English Language Learners

### Timeline

2021-2022

### Person(s) Responsible

Site admin, ELD Teachers, all Teachers of EL students

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	20,000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	cost of 2 bilingual paraeducators for ELD classes
<b>Amount</b>	10,000
<b>Source</b>	SB86
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	cost of 1 paraeducator to supply push-in support for ELs in general ed classes
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	cost of curricular materials

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	cost of classroom novels for ELD
<b>Amount</b>	15,460
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	cost of ELD release period for ELD teacher to plan and implement interventions

### Strategy/Activity 13

ELAC will be used as an outreach vehicle to Spanish-speaking families. Funds will be used to pay for babysitting, translation, and food.

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

English Language Learners

#### Timeline

2021-2022

#### Person(s) Responsible

Site Admin, School Community Coordinator

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1,000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	cost of food for ELAC parents
<b>Amount</b>	1,000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	cost of babysitter for ELAC meetings
<b>Amount</b>	350
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	extra pay for one teacher to attend 9 yearly ELAC meeting outside of contract hours

## Strategy/Activity 14

Community Coordinator will continue to support communication between home and school and to especially support our Spanish-speaking students and families. In addition, the Community Coordinator will continue to work with the AP to plan and implement monthly ELAC meetings. A portion of the Communicator Coordinator hours will be paid out of the school budget.

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

English Language Learners

### Timeline

2021-2022

### Person(s) Responsible

Site Admin, School Community Coordinator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	0.15 FTE Community Coordinator

## Strategy/Activity 15

Read 180, our Tier 3 Reading Intervention, will support students needing to make significant reading growth. Instructional materials will be purchased to support this. In addition, System 44, the phonics program aligned with Read 180 will be used in Tier 3 classrooms, including SPED, to support readers who are far below grade level.

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

struggling readers

### Timeline

2021-2022

### Person(s) Responsible

Site Admin, Intervention Teachers, Resource Teachers, SDC Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	20,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	0.2 Intervention Teacher (Read 180) - funded centrally through LCFF Supplemental funds

<b>Amount</b>	17,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Read 180 curriculum update

<b>Amount</b>	1,200
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	System 44 update

### Strategy/Activity 16

We will continue to replenish and update our library with high interest, relevant novels and non-fiction reading selections. Additionally, many books from last year were not been returned (due to the switch to distance learning) so our library collection needs more support than is our norm.

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

All students

#### Timeline

2021-2022

#### Person(s) Responsible

Site admin, Teacher Librarian

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	New library books to update collection

<b>Amount</b>	700
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Junior Library Guild to provide reading materials to support ELD, RSP, and Title 1 students

### Strategy/Activity 17

LRT meetings will continue to happen twice yearly to monitor the progress of EL and RFEP students. New Teachers will receive training from ELD Teachers on how to use ELPP and their role in LRTs. In addition, The ELD Task Force will continue to meet monthly to review data regarding English Language (EL) Learners, examine our practices/protocols for serving ELs and their families, and to make recommendations for changes targeted to reduce the instructional gap. Members of the ELD Task Force will include the Academic Literacy teachers, the School Community Coordinator, the WAVE Coordinator, the RTI Coordinator, representatives from admin and counseling, and teacher reps from across the campus.

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

ELD and RFEP Students

### Timeline

2021-2022

### Person(s) Responsible

Site admin, RTI Coordinator, Counseling Staff, ELD Teachers, All Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	200
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	cost for hourly pay to train new teachers on how to complete the ELPP form
<b>Amount</b>	2,200
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	cost of roving guest teachers for LRT meetings
<b>Amount</b>	2,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	hourly pay for teachers on ELD Task Force
<b>Amount</b>	2000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	hourly pay for Math, Science, English, History teachers to complete the ELPP

## Strategy/Activity 18

Admin, ELA staff, Teacher Librarian, and district staff will work together to maintain and continue implementation of the reading comprehension program - Reading Counts - to be used with all students. In addition, the SDC classes will continue to work with students that are far below grade level in both reading and math. To support students' reading needs, the SDC teachers will use leveled readings w/ comprehension questions from Reading A-Z.

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

All students

### Timeline

2021-2022

### Person(s) Responsible

Site Admin, Teacher Librarian, ELA Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	100.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	The initial Reading Counts purchase for all enrolled students as of the start of school was made by the District. Additional funds are needed to cover subscriptions for any newly enrolled students throughout the year.

<b>Amount</b>	115.45
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Reading A-Z subscription

## Strategy/Activity 19

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

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

ELD Students, Resource Students, AVID Students

### Timeline

2021-2022

### Person(s) Responsible

Site Admin, PE Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	20,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	cost of adding 0.2 PE for Zero Period PE

## Strategy/Activity 20

To support all teachers in having appropriate, grade level, and differentiated texts for all students, a NewsELA license will be purchased. This paid version of NewsELA will integrate directly with Google Classroom. In addition, NewsELA training will be made available to all staff. In addition to support students' academic writing, composition notebooks will be purchased for all 6th graders, ELD classes, and History classes.

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

All Students

### Timeline

2021-2022

### Person(s) Responsible

Site Admin, Teacher Librarian, All Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6,000
<b>Source</b>	Lottery: Instructional Materials
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	NewsELA site license

<b>Amount</b>	800
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Composition Notebooks



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

MHMS will create an educational environment that supports all learners in high levels of achievement in mathematics. Specifically, we will maintain our high overall scores on CAASPP and I-Ready Diagnostic and close the gap between the "white only" group and the "Hispanic", "Sw/D", and "Low SES" groups on these math assessments.

### LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.  
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.  
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

### Basis for this Goal

Math is an important "gate keeper" course in high school. Students with capable math skills are able to access higher courses in both math and science which sets students up for success in high school, college, and beyond.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The "All Students" group will improve by at least 3 points on MATH CAASPP testing (from 7.1 point above standard to 10.1 points above standard or greater).	7.1 points above standard on 2019 CAASPP	10.1 points above standard on 2021 CAASPP
The "English Learner" group will improve by at least 3 points on MATH CAASPP testing (from 96 points below standard to 93 points below standard or lower).	96 points below standard on 2019 CAASPP	93 points below standard on 2021 CAASPP
The "Students with Disabilities" group will improve by at least 3 points on MATH CAASPP testing (from 129.2 points below standard to 126.2 points below standard).	129.2 points below standard on 2019 CAASPP	126.2 points below standard on 2021 CAASPP
The "Socioeconomically Disadvantaged" group will improve by at least 3 points on MATH CAASPP testing (from 68.6 points below standard to 65.6 points below standard).	68.6 points below standard on 2019 CAASPP	65.6 points below standard on 2021 CAASPP
The "Hispanic" group will improve by at least 3 points on MATH CAASPP	68.3 points below standard on 2019 CAASPP	65.3 points below standard on 2021 CAASPP

Metric/Indicator	Baseline	Expected Outcome
testing (from 68.3 points below standard to 65.3 points below standard).		
For the i-Ready Diagnostic in Reading, Fall to Spring: The All Student group will increase their percentile by a minimum of 4 percentile points (from 46.70 to 50.70).	46.70	50.70
For the i-Ready Diagnostic in Reading, Fall to Spring: The Hispanic/Latinx group will increase their percentile by a minimum of 4 percentile points (from 40.50 to 44.50).	40.50	44.50
For the i-Ready Diagnostic in Reading, Fall to Spring: The Students w/ Disabilities group will increase their percentile by a minimum of 4 percentile points (from 18.40 to 22.40).	18.40 - It should be noted that for the first time 2021 data included both RSP and SDC data, which significantly lowers SWD baseline data.	22.40
For the i-Ready Diagnostic in Reading, Fall to Spring: The English Learner group will increase their percentile by a minimum of 4 points (from 25.00 to 29.00).	25.00	29.00
For the i-Ready Diagnostic in Reading, Fall to Spring: The low SES group will increase their percentile by a minimum of 4 percentile points.	Data not available	
Principal walk-through data focused on Teacher Clarity moves (Learning Goals and Success Criteria), Trauma-Informed Practices, and Integrated ELD strategies (sentences starters, sentence frames, word banks, direct vocabulary instruction)	Gathering baseline data	Principal walk-through data will show that Teacher Clarity moves (Learning Goals and Success Criteria) are regularly incorporated into instruction (posted on the board, stated aloud, or both) in Math classes at least 85% of the time, that Trauma-Informed Practices are incorporated into instruction at least 50% of the time, and that Integrated ELD strategies (sentences starters, sentence frames, word banks, direct vocabulary instruction) are incorporated into instruction at least 50% of the time.

## Planned Strategies/Activities

## Strategy/Activity 1

Collaborative Team meetings will occur at least weekly to focus on the implementation of equitable and aligned curricula through high quality instructional practices including: visible learning strategies, trauma-informed strategies, and integrated ELD strategies. Teams will work together to write essential learnings, create formative assessments, examine student work, and design next steps in learning including intervention and extension.

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

All Students

### Timeline

2021-2022

### Person(s) Responsible

Site admin, SCIL Leaders, All Teachers

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 2

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

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

All students, struggling math students

### Timeline

2021-2022

### Person(s) Responsible

Site admin, RTI Coordinator, Math Teachers, Intervention Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	53,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	iReady & Ready Math curriculum were purchased as distance learning MS math curriculum

## Strategy/Activity 3

SB 86 (COVID relief) funds will be used to fund peer tutor coordinator to implement a Tier 2 literacy and math peer tutoring program. This program will be called MHMS Mentors. Each tutor will be in charge of about 10 students and

activities will include: silent reading, i-Ready work time, small group work, and individual check-ins. The RTI Coordinator will be responsible for managing this program and training all tutors.

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

Tier 2 students, students struggling in math

### Timeline

Fall 22021-2022

### Person(s) Responsible

Site admin, RTI Coordinator

### Proposed Expenditures for this Strategy/Activity

#### Description

See Goal #1 for budget information.

## Strategy/Activity 4

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

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

All students

### Timeline

2021-2022

### Person(s) Responsible

Site admin, RTI Coordinator

### Proposed Expenditures for this Strategy/Activity

#### Source

LCFF - Supplemental

#### Budget Reference

1000-1999: Certificated Personnel Salaries

#### Description

Rtl Coordinator. See Goal #1 for budget information

## Strategy/Activity 5

Admin will routinely conduct classroom walk throughs in math classrooms to gather data on schoolwide math instruction. This data will be used to inform instruction and provide meaningful feedback to math teachers.

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

All students

### Timeline

2021-2022

### Person(s) Responsible

Site admin

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

### **Strategy/Activity 6**

The MHMS School Site Council will continue to meet at least 4x/yr to monitor the implementation of the site plan and budget, to examine schoolwide data, to provide input, and to make changes as necessary.

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

All Students

### **Timeline**

2021-2022

### **Person(s) Responsible**

Administration and SSC Members

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

**Description**

See Goal #1 for budget information.

### **Strategy/Activity 7**

The MHMS SCIL team will be composed of teacher representatives from across all content areas and admin and counseling representatives. The SCIL team will continue to meet monthly to plan and guide professional development activities for staff in accordance with school goals, to examine schoolwide data, to support each other's growth as Teacher Leaders, and to make leadership decisions for the site.

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

All students

### **Timeline**

2021-2022

### **Person(s) Responsible**

Site admin, SCIL Leads

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

**Description**

See Goal #1 for budget information.

### **Strategy/Activity 8**

Staff will be provided with opportunities and encouraged to attend professional development related to Goal 2 and its action steps.

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

All students, students struggling with Math

### Timeline

2021-2022

### Person(s) Responsible

Site admin, all Teachers

### Proposed Expenditures for this Strategy/Activity

#### Description

See Goal #1 for budget information

## Strategy/Activity 9

Mission Hill currently has existing chrome books to support high quality, 21st century instruction school-wide. Ongoing replacement of aging technology such as chrome books, headphones, printers, projectors, speakers, teacher laptops, and document cameras as well as the purchase of new technology. New chrome books carts will be purchased to cover the replacement of devices that are given out to families. New classroom furniture will be purchased as needed to support high quality instruction.

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

All students

### Timeline

2021-2022

### Person(s) Responsible

Site Admin, School Office Manager

### Proposed Expenditures for this Strategy/Activity

#### Description

See Goal #1 for budget information

## Strategy/Activity 10

All Math Teachers will receive training in new i-Ready Math curricula. In addition, all Math teachers will receive training in Equatio which will support Students w/ Disabilities in completing online coursework.

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

All Students, Students w/ Disabilities, struggling Math students

### Timeline

Fall 2021-2022

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

#### Amount

1,000

#### Source

LCFF - Supplemental

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Hourly pay for teachers doing i-Ready training outside of contract hours

### Strategy/Activity 11

WAVE, our after school program, will continue to focus on math and helping to improve students' math work completion and math grades. WAVE staff will work 1:1 and in small groups with students to support math and all content areas as needed. Special focus will also be given to relationship-building and socio-emotional support for students.

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

WAVE (We All Value our Education) Students

#### Timeline

2021-2022

#### Person(s) Responsible

Site admin, WAVE Coordinator, WAVE Staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	36,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Salaries for WAVE program staff
<b>Amount</b>	1,000
<b>Source</b>	Lottery: Instructional Materials
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies for enrichment portion of WAVE (after school) Program

### Strategy/Activity 12

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

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

Struggling Math Students who are Bilingual

#### Timeline

2021-2022

#### Person(s) Responsible

Site Admin, RTI Coordinator, Math Teachers, ELD Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
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**Description**

Khan Academy is a free online curricular resource.

**Strategy/Activity 13**

Tier 3 Math (Mindset Math) will continue to support students who are below grade level in math. Student materials, instructional materials, and technology will be purchased to support this intervention class. In addition the Mindset Math Teacher and RTI Coordinator will have two release days (each) to plan intervention curriculum.

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

Struggling Math students

**Timeline**

2021-2022

**Person(s) Responsible**

Principal & Math Teacher

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	20,000
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Salary for 0.2 Intervention Teacher (Mindset Math)
<b>Amount</b>	400
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Cost of guest teachers for Mindset Math Teacher and RTI Coordinator release days to plan intervention curriculum.

**Strategy/Activity 14**

Math textbooks in Spanish, at the appropriate grade level, will be purchased for our newcomer students.

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

Bilingual Math Students

**Timeline**

Fall 2021-2022

**Person(s) Responsible**

Site admin, School Office Manger, RTI Coordinator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	300
<b>Source</b>	Lottery: Instructional Materials



<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Cost of Math workbooks in Spanish

**Strategy/Activity 15**

SB86 funds will be used to hire 2 additional para-educators to push in to math classes and provide support to students not at grade level (as determined by i-Ready Math Diagnostic testing) who are unable/unwilling to participate in WAVE or MHMS Peer Tutoring.

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

All students, struggling Math students

**Timeline**

Fall 2021-2022

**Person(s) Responsible**

Site admin, RTI Coordinator

**Proposed Expenditures for this Strategy/Activity**

<b>Description</b>	See Goal #1 for budget information
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# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

School Connectedness

### Goal Statement

MHMS will improve school climate and culture by focusing on students' behavioral, social, and emotional needs. Specifically we will continue our implementation of school-wide Positive Behavioral Interventions and Supports (PBIS), reduce our chronic absenteeism rate, and add Trauma Informed strategies to our classroom practices.

### LCAP Goal

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.  
 Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.  
 Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.

### Basis for this Goal

In order to support all learners, schools need to focus on social-emotional learning just as much as academics. Many students cannot engage academically until their socio-emotional needs are met; and students are more likely to achieve academically when learning institutions consider and support the whole child.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Mission Hill's chronic absenteeism rate of 2.92% (20/21) is a 13.2% improvement over previous years, and below the State rate. Chronic absenteeism rates will decrease by .5% in 2021/22	2.92% chronic absenteeism	2.52% chronic absenteeism
When taking the Social Emotional Health Survey (SEHS), 80% of students will respond "strongly agree" or "agree" to the prompt: "I feel like I am a part of this school".	70%	80%
When taking the SEHS, 80% of students will respond "strongly agree" or "agree" to the prompt: "I feel safe in my school".	70%	80%
The number of students suspended at least once will decrease by 0.5%.	2.8%	2.3%
Principal walk-through data will show that Learning Goals and Success Criteria are regularly incorporated (posted on the board, stated aloud, or	No data available	85%

Metric/Indicator	Baseline	Expected Outcome
both) into instruction at least 85% of the time.		
Principal walk-through data will show visible learning strategies related to classroom culture are incorporated into instruction at least 50% of the time.	No data available	50%

## Planned Strategies/Activities

### Strategy/Activity 1

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

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

All students

### Timeline

2021-2022

### Person(s) Responsible

Site admin, PBIS Coordinator, PBIS Team, all teachers

### Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher hourly for PBIS Team meetings
Amount	20,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary for 0.2 PBIS Coach (paid for by Santa Cruz Community Foundation Grant)

### Strategy/Activity 2

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

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

all students

### Timeline

Fall 2021

### Person(s) Responsible

Admin Team, PE Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

The Social Emotional Health Specialist will develop Professional Development for all staff on Trauma Informed Practices. The Professional Development for all staff will be delivered monthly during MHMS Staff Meetings and will be focused on Tier 1 strategies to use within the classroom to lower affective filters of students so that learning can occur.

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

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

### Timeline

2021-2022

### Person(s) Responsible

Site Admin, Social Emotional Specialist

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

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

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

all students, students in Tier 2 and Tier 3 interventions

### Timeline

2021-2022

### Person(s) Responsible

Site admin, RTI Coordinator

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Rtl Coordinator. See Goal #1 for budget information.

## Strategy/Activity 5

Admin will routinely conduct classroom walk through observations to gather data on schoolwide use of Visible Learning strategies and Trauma-Informed strategies. This data will be used to inform instruction and provide meaningful feedback to teachers.

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

All students

### Timeline

2021-2022

### Person(s) Responsible

Site admin

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 6

The MHMS School Site Council will continue to meet at least 4x/yr to monitor the implementation of the site plan and budget, to examine schoolwide data, to provide input, and to make changes as necessary.

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

all students

### Timeline

2021-2022

### Person(s) Responsible

Site admin, School Site Council

### Proposed Expenditures for this Strategy/Activity

#### Description

See Goal #1 for budget information.

## Strategy/Activity 7

The MHMS SCIL team will be composed of teacher representatives from across all content areas and admin and counseling representatives. The SCIL team will continue to meet monthly to plan and guide professional development activities for staff in accordance with school goals, to examine schoolwide data, to support each other's growth as Teacher Leaders, and to make leadership decisions for the site.

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

all new students

### Timeline

2021-2022

### Person(s) Responsible

Site admin, PBIS Coordinator, Counseling staff

### Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SCIL Stipends. See Goal #1 for budget information.

### Strategy/Activity 8

PBIS Team members will participate in professional development.

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

all students

### Timeline

2021-2022

### Person(s) Responsible

Site admin, PBIS Team members

### Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	cost of PBIS professional development
Amount	2,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	extra hourly pay for teachers who attend PBIS trainings outside of contract hours

### Strategy/Activity 9

Teachers and staff will liberally use Mighty Maverick tickets (or raffle tickets in virtual setting) to highlight/incentivize positive behaviors. Students can earn incentives by accumulating tickets.

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

all students

### Timeline

2021-2022

### Person(s) Responsible

site admin, PBIS Coordinator, PBIS Team, all teachers

### Proposed Expenditures for this Strategy/Activity

Amount	200
Source	ASB
Budget Reference	0000: Unrestricted
Description	for Mighty Maverick paper tickets or raffle tix
Amount	500
Source	ASB
Budget Reference	0000: Unrestricted
Description	Cost of student class incentives for each teacher

### Strategy/Activity 10

The PBIS coordinator, PBIS Team members, and other staff and volunteers will work to maintain and staff the PBIS Student Store (whether virtual or in-person).

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

all students

### Timeline

2021-2022

### Person(s) Responsible

site admin, PBIS Coordinator, PBIS Team

### Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	ASB
Budget Reference	0000: Unrestricted
Description	student "prizes" for PBIS store
Amount	1,500
Source	Donations
Budget Reference	0000: Unrestricted
Description	Cost of student gift cards (paid by PTSA)

### Strategy/Activity 11

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

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

All students

### Timeline

2021-2022

### Person(s) Responsible

site admin, PBIS Coordinator, PBIS Team

### Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Cost of signage for different areas of campus

### Strategy/Activity 12

Maverick Essentials will be incorporated into instruction across the school.

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

All students

### Timeline

2021-2022

### Person(s) Responsible

site admin, all teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 13

Positive postcards, reflecting the Maverick Essentials will be sent home to recognize student success.

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

all students

### Timeline

2021-2022

### Person(s) Responsible

Site admin, RTI Coordinator, all teachers

### Proposed Expenditures for this Strategy/Activity

Amount	100
Source	ASB



<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	cost of having postcards printed with MHMS logo

### Strategy/Activity 14

The Maverick Mentor program will continue. Maverick Mentors will be used to support new student orientation programs (before and during the school year) and to support family events (BTSN, Open House, etc.) throughout the school year.

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

All students

#### Timeline

2021-2022

#### Person(s) Responsible

site admin, Counseling staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	400
<b>Source</b>	ASB
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	Cost of Maverick Mentor t-shirts
<b>Amount</b>	200
<b>Source</b>	ASB
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	cost of end-of-year Mav Mentor Celebration

### Strategy/Activity 15

Student of the Grading Period selections (by teachers and staff) every six weeks will be based on the Maverick Essentials. Additionally, Essential Excellence assemblies will happen three times a year and will focus on the Maverick Essentials.

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

All students

#### Timeline

2021-2022

#### Person(s) Responsible

site admin, School Registrar, School Community Coordinator, all Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	100
<b>Source</b>	ASB
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	Cost of student certificates
<b>Amount</b>	250
<b>Source</b>	ASB
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	cost of or student gifts (MHMS notebooks) for being selected as Student of the Grading Period
<b>Amount</b>	200
<b>Source</b>	Donations
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	cost of covering student donations to charitable organizations
<b>Amount</b>	500
<b>Source</b>	ASB
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	cost for Essential Excellence awards

## Strategy/Activity 16

Administration, the RtI Coordinator, and Counseling staff will discuss students' academic, behavioral, and social-emotional needs during weekly MHMS Cabinet meetings. In addition, Tier 2 and Tier 3 interventions for behavioral and social-emotional needs will be created.

Tier 2 interventions - small groups

Tier 3 interventions - 1:1 check-ins (Counseling, Admin, RtI)

Other supports (Social Worker, outside counseling, Parent Education).

## Students to be Served by this Strategy/Activity

Students in Tier 2 and Tier 3 interventions

## Timeline

2021-2022

## Person(s) Responsible

site admin, RTI Coordinator, School Counselors, Intervention Teachers

## Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 17

The entire staff will continue to support the use of the organized binder system to help students organize their learning, gain executive function skills, and enhance study skills. Scholarships will be provided to students who need them. (For the 2021-2022 school year, scholarships were provided to all students.) In addition, we will provide PE uniforms to all students in need.

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

all students

### Timeline

2021-2022

### Person(s) Responsible

site admin, School Office Manager, School Community Coordinator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	cost of organized binder materials
<b>Amount</b>	5,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	cost of MHMS Planners
<b>Amount</b>	5200
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	None Specified
<b>Description</b>	Provide PE uniforms for all students who do not have the funds.

### Strategy/Activity 18

An Attendance Task Force will be created to meet weekly to look at attendance data and devise strategies to improve school-wide attendance. The Attendance Task Force will include the AP, Community Coordinator, Attendance Tech, ELD Teachers, and others as needed.

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

students struggling with attendance issues

### Timeline

2021-2022

**Person(s) Responsible**

site admin, attendance tech, Attendance Task Force, counseling staff, RTI Coordinator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Cost of student attendance incentives

**Strategy/Activity 19**

The Attendance Tech will make timely phone calls to families regarding attendance issues. A portion of the Attendance Tech hours will be paid out of the school budget.

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

all students

**Timeline**

2021-2022

**Person(s) Responsible**

site admin, attendance tech

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	8,000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	cost of adding 0.25 FTE for attendance tech

**Strategy/Activity 20**

MHMS will continue to hold Club Fairs 1-2 x/yr. Students will be encouraged to create their own clubs or join existing clubs. Club membership will be open to all students.

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

all students

**Timeline**

2021-2022

**Person(s) Responsible**

site admin, all Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	100
<b>Source</b>	ASB
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	cost of Club Fair posters & materials
<b>Amount</b>	200
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Cost of materials for Counseling-based clubs (Mindfulness, Mellow Mondays, etc.)

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

MHMS will create an educational environment that supports all learners in achieving high levels of literacy. Specifically, we will maintain our high overall scores on CAASPP and the I-Ready Diagnostic and close the gap between the “white only” group and the “Hispanic”, “Sw/D”, and “Low SES” groups on these reading assessments.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The “All Students” group will improve by at least 3 points on ELA CAASPP testing (from 27 points above standard to 30 points above standard or greater).	30 points above standard	No CAASPP data for 20/21 - baseline and expected outcomes will carry over to 21/22.
The “English Learners” group will improve by at least 3 points on ELA CAASPP testing (from 71.6 points below standard to 68 points below standard or lower).	68.6 points below standard	No CAASPP data for 20/21 - baseline and expected outcomes will carry over to 21/22.
The “Students with Disabilities” group will improve by at least 3 points on ELA CAASPP testing (from 81.6 points below standard to 79 points below standard or lower).	78.6 points below standard	No CAASPP data for 20/21 - baseline and expected outcomes will carry over to 21/22.
The “Socioeconomically Disadvantaged” group will improve by at least 3 points on MATH CAASPP testing (from 68.6 points below standard to 65 points below standard or lower).	65.6 points below standard	No CAASPP data for 20/21 - baseline and expected outcomes will carry over to 21/22.
The “Hispanic” group will improve by at least 3 points on ELA CAASPP testing (from 68.3 points below standard to 65 points below standard or lower).	65.3 points below standard	No CAASPP data for 20/21 - baseline and expected outcomes will carry over to 21/22.
English Learner Progress on ELPAC	At least 70% of Mission Hill's English Learners will grow one or more levels in their English Language proficiency as measured by the spring 2021 ELPAC.	59% of ELs grew one or more levels.

Metric/Indicator	Expected Outcomes	Actual Outcomes
For the i-Ready Diagnostic in Reading, Fall to Spring: The All Student group will increase their percentile by a minimum of 4 percentile points (from 63.15 to 67.15).	67.15	59.80
For the i-Ready Diagnostic in Reading, Fall to Spring: The Hispanic/Latinx will increase their percentile by a minimum of 4 percentile points (from 52.31 to 57.31).	57.31	40.50
For the i-Ready Diagnostic in Reading, Fall to Spring: The Students w/ Disabilities group will increase their percentile by a minimum of 4 percentile points (from 44.35 to 49.35).	49.35	18.40 (it should be noted that for the first time in 2021, both RSP and SDC data is included in SWD data)
For the i-Ready Diagnostic in Reading, Fall to Spring: The English Language Learner group will increase their percentile by a minimum of 4 percentile points (from 24.67 to 29.67).	29.67	25.00
For the i-Ready Diagnostic in Reading, Fall to Spring: The low SES group will increase their percentile by a minimum of 4 percentile points (from 47.46 to 52.46)	52.46	data not available
Principal walk-through Integrated ELD data	Principal walk-through data will show that Integrated ELD strategies (sentence starters, sentence frames, word banks, direct vocabulary instruction) are incorporated into instruction at least 50% of the time.	data not available

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services
Collaborative Team meetings will occur at least weekly to focus on the implementation of equitable and aligned curricula through high quality instructional practices including: visible learning strategies, trauma-informed strategies, and integrated ELD strategies. Teams will work together to write essential learnings, create formative assessments, examine student work,	Collaborative Team meetings occurred at least weekly to focus on the implementation of equitable and aligned curricula through high quality instructional practices including: visible learning strategies, trauma-informed strategies, and integrated ELD strategies. Teams worked together to write essential learnings, create formative assessments, examine student work, and design

**Planned  
Actions/Services**

and design next steps in learning including intervention and extension.

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

Learning Loss Mitigation funds will be used to hire three after school tutors (in addition to those in the WAVE program) to staff a Tier 2 literacy and math intervention program. This program will be called MHMS Study Club. Each tutor will be in charge of about 10 students and activities will include: silent reading, i-Ready work time, small group work, and individual check-ins. The RTI Coordinator will be responsible for managing this program and training all tutors.

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

Admin will routinely conduct classroom walk through observations to gather data on schoolwide use of Integrated ELD strategies and Visible Learning strategies. This data will be used to inform instruction and provide meaningful feedback to teachers.

The MHMS School Site Council will continue to meet at least 4x/yr to monitor the implementation of the site plan and budget, to examine schoolwide data, to provide input, and to make changes as necessary.

The MHMS SCIL team will be composed of teacher representatives from across all content areas and admin and counseling representatives. The SCIL team will continue to meet monthly to plan and guide professional development activities for staff in accordance with school goals, to examine schoolwide data, to support each other's

**Actual  
Actions/Services**

next steps in learning including intervention and extension.

All students' reading levels were assessed through the i-Ready reading diagnostic assessment. The data gathered from this diagnostic was used to determine student placement in Tier 2/3 reading interventions and to create differentiated instruction in Tier 1 classrooms.

Learning Loss Mitigation funds were used to hire two after school tutors (in addition to those in the WAVE program) to staff a Tier 2 literacy and math intervention program. This program was called MHMS Study Club. Each tutor was in charge of about 10 students and activities included: silent reading, i-Ready work time, small group work, and individual check-ins. The RTI Coordinator was responsible for managing this program and training all tutors.

Rtl Coordinator continued to monitor the progress of students in Tier 1, 2, 3 and work with admin and teachers to design/adapt reading and writing interventions as needed.

Admin conduct classroom walk through observations (as able during CIVID hybrid instruction) to gather data on school-wide use of Integrated ELD strategies and Visible Learning strategies. The data was used to inform instruction and provide meaningful feedback to teachers.

The MHMS School Site Council met 4x/yr to monitor the implementation of the site plan and budget, to examine school-wide data, to provide input, and to make changes as necessary.

The MHMS SCIL team was composed of teacher representatives from across all content areas and admin and counseling representatives. The SCIL team met monthly to plan and guide professional development activities for staff in accordance with school goals, to examine school-wide data, to support each other's growth as Teacher Leaders, and to make leadership decisions for the site.



**Planned  
Actions/Services**

growth as Teacher Leaders, and to make leadership decisions for the site.

Staff will be provided with opportunities and encouraged to attend professional development related to Goal 1 and its action steps.

Technology will be purchased to support high quality, 21st century instruction schoolwide. This may include replacement of aging technology such as chromebooks, headphones, printers, projectors, speakers, teacher laptops, and document cameras as well as the purchase of new technology. New chromebooks carts will be purchased to cover the replacement of devices that were given out to families.

At the start of the year, all teachers will receive a "Teacher Binder" which identifies all special population students (EL, RFEP, Resource, 504, in transition, etc.), houses IEPs and 504 Plans, and all handouts from school-wide Professional Development.

AVID will continue to support identified students with literacy, organization, and other academic skills. Student materials and instructional materials will be purchased to support this. AVID Teachers and other staff will attend AVID Trainings as needed. The AVID Site Team will continue to meet monthly to create AVID Site Plan, review AVID data, monitor implementation of the AVID program, and to meet all compliance requirements for AVID certification. In addition, two chrome book carts will be purchased specifically for the AVID classrooms to support students' development in 21st century skills.

Academic Literacy classes will support EL students' growth in reading, writing, speaking, and listening in English. Emphasis will be placed on increasing students' knowledge and use of general academic language as well as providing support with content and skills emphasized in general education classes. Student materials and instructional materials will be purchased to support this. Three para-educators will be hired to support students in Academic Literacy classes and to provide push-in support for newcomers in their general education classes. Additionally, one Paraeducator will be hired to provide push-in support to ELs in their general education classes.

**Actual  
Actions/Services**

Due to COVID staff did not attend outside professional development.

Technology was purchased to support high quality, 21st century instruction school-wide. This included replacement of aging technology such as chromebooks, headphones, printers, projectors, speakers, teacher laptops, and document cameras as well as the purchase of new technology. New chromebooks carts were purchased to cover the replacement of devices that were given out to families.

At the start of the year, all teachers received a "Teacher Binder" which identified all special population students (EL, RFEP, Resource, 504, in transition, etc.), houses IEPs and 504 Plans, and all handouts from school-wide Professional Development.

AVID continued to support identified students with literacy, organization, and other academic skills. Student materials and instructional materials were purchased to support this. AVID Teachers and other staff attended AVID Trainings as needed. The AVID Site Team continued to meet monthly to create AVID Site Plan, review AVID data, monitor implementation of the AVID program, and to meet all compliance requirements for AVID certification. In addition, two chrome book carts were purchased specifically for the AVID classrooms to support students' development in 21st century skills.

Academic Literacy classes supported EL students' growth in reading, writing, speaking, and listening in English. Emphasis will be placed on increasing students' knowledge and use of general academic language as well as providing support with content and skills emphasized in general education classes. Student materials and instructional materials were purchased to support this. Three para-educators were hired to support students in Academic Literacy classes and to provide push-in support for newcomers in their general education classes. Additionally, a chrome book cart was purchased for ELD students to use in class to support their development of 21st century skills. In

**Planned  
Actions/Services**

Additionally, a chromebook cart will be purchased for ELD students to use in class to support their development of 21st century skills. In addition, class novels will be purchased to support students literacy skills.

ELAC will be used as an outreach vehicle to Spanish-speaking families. Funds will be used to pay for babysitting, translation, and food.

Community Coordinator will continue to support communication between home and school and to especially support our Spanish-speaking students and families. In addition, the Community Coordinator will continue to work with the AP to plan and implement monthly ELAC meetings. A portion of the Communicator Coordinator hours will be paid out of the school budget.

Read 180, our Tier 3 Reading Intervention, will support students needing to make significant reading growth. Instructional materials will be purchased to support this. In addition, System 44, the phonics program aligned with Read 180 will be used in Tier 3 classrooms, including SPED, to support readers who are far below grade level.

We will continue to replenish and update our library with high interest, relevant novels and non-fiction reading selections. Additionally, many books from last year were not been returned (due to the switch to distance learning) so our library collection needs more support than is our norm.

LRT meetings will continue to happen twice yearly to monitor the progress of EL and RFEP students. New Teachers will receive training from ELD Teachers on how to use ELPP and their role in LRTs. In addition, The ELD Task Force will continue to meet monthly to review data regarding English Language (EL) Learners, examine our practices/protocols for serving ELs and their families, and to make recommendations for changes targeted to reduce the instructional gap. Members of the ELD Task Force will include the Academic Literacy teachers, the School Community Coordinator, the WAVE Coordinator, the RTI Coordinator, representatives from admin and counseling, and teacher reps from across the campus.

**Actual  
Actions/Services**

addition, class novels were purchased to support students literacy skills.

ELAC was used as an outreach vehicle to Spanish-speaking families. Funds were not used to pay for babysitting and food due to COVID.

Community Coordinator continued to support communication between home and school and to especially support our Spanish-speaking students and families. In addition, the Community Coordinator continued to work with the AP to plan and implement monthly ELAC meetings. A portion of the Communicator Coordinator hours were paid out of the school budget.

Read 180, our Tier 3 Reading Intervention, supported students needing to make significant reading growth. Instructional materials were purchased to support this. In addition, System 44, the phonics program aligned with Read 180 was used in Tier 3 classrooms, including SPED, to support readers who are far below grade level.

We continued to replenish and update our library with high interest, relevant novels and non-fiction reading selections. Additionally, many books from last year were not returned (due to the switch to distance learning) so our library collection needed more support than is our norm.

LRT meetings continued to happen twice yearly to monitor the progress of EL and RFEP students. New Teachers received training from ELD Teachers on how to use ELPP and their role in LRTs. In addition, The ELD Task Force continued to meet monthly to review data regarding English Language (EL) Learners, examine our practices/protocols for serving ELs and their families, and to make recommendations for changes targeted to reduce the instructional gap. Members of the ELD Task Force included the Academic Literacy teachers, the School Community Coordinator, the WAVE Coordinator, the RTI Coordinator, representatives from admin and counseling, and teacher reps from across the campus.

**Planned  
Actions/Services**

**Actual  
Actions/Services**

Admin, ELA staff, Teacher Librarian, and district staff will work together to maintain and continue implementation of the reading comprehension program - Reading Counts - to be used with all students. In addition, the SDC classes will continue to work with students that are far below grade level in both reading and math. To support students' reading needs, the SDC teachers will use leveled readings w/ comprehension questions from Reading A-Z.

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

To support all teachers in having appropriate, grade level, and differentiated texts for all students, a NewsELA license will be purchased. This paid version of NewsELA will integrate directly with Google Classroom. In addition, NewsELA training will be made available to all staff. In addition to support students' academic writing, composition notebooks will be purchased for all 6th graders, ELD classes, and History classes.

Admin, ELA staff, Teacher Librarian, and district staff worked together to maintain and continue implementation of the reading comprehension program - Reading Counts - to be used with all students. In addition, the SDC classes continued to work with students that were far below grade level in both reading and math. To support students' reading needs, the SDC teachers used leveled readings w/ comprehension questions from Reading A-Z.

As a school site, we continued to offer the option of a Zero Period PE to provide ELD, RSP, AVID, and other student groups with the ability to have a preferred elective class.

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

**Analysis**

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

Overall, MHMS implemented all of the strategies/activities proposed in the 2020/21 plan to achieve the articulated goal. One notable area of difference was professional development. Due to COVID, teachers did not attend as many outside professional developments, but rather participated in SCCS lead professional development to support their work with distance learning.

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

Overall, the strategies/activities proposed in the 2020/21 plan were effective to achieve the articulated goal. Although iReady data shows a decrease across all demographic categories, the losses were minimal in consideration of school closures, distance learning, and hybrid instruction.

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

Despite distance learning and hybrid instruction, actual expenditures for materials were as proposed. MHMS staff, teachers, and administration worked hard to provide students a consistent educational experience which included the same materials and supplies as an in-person experience.

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.

For 2021/22, MHMS will maintain it's efforts in Goal #1, keeping most of the same strategies/activities proposed in 2020/21. Items previously supported by Learning Loss Mitigation Funds will be funded by SB86 in 2021/22. Additionally, some items previously funded by Title 1 will be covered by LCFF in 2021/22.



# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 2

MHMS will create an educational environment that supports all learners in high levels of achievement in mathematics. Specifically, we will maintain our high overall scores on CAASPP and I-Ready Diagnostic and close the gap between the “white only” group and the “Hispanic”, “Sw/D”, and “Low SES” groups on these math assessments.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The "All Students" group will improve by at least 3 points on MATH CAASPP testing (from 7.1 point above standard to 10.1 points above standard or greater).	10.1 points above standard on 2021 CAASPP	No CAASPP data for 20/21 - baseline and expected outcomes will carry over to 21/22.
The "English Learner" group will improve by at least 3 points on MATH CAASPP testing (from 96 points below standard to 93 points below standard or lower).	93 points below standard on 2021 CAASPP	No CAASPP data for 20/21 - baseline and expected outcomes will carry over to 21/22.
The "Students with Disabilities" group will improve by at least 3 points on MATH CAASPP testing (from 129.2 points below standard to 126.2 points below standard).	126.2 points below standard on 2021 CAASPP	No CAASPP data for 20/21 - baseline and expected outcomes will carry over to 21/22.
The "Socioeconomically Disadvantaged" group will improve by at least 3 points on MATH CAASPP testing (from 68.6 points below standard to 65.6 points below standard).	65.6 points below standard on 2021 CAASPP	No CAASPP data for 20/21 - baseline and expected outcomes will carry over to 21/22.
The "Hispanic" group will improve by at least 3 points on MATH CAASPP testing (from 68.3 points below standard to 65.3 points below standard).	65.3 points below standard on 2021 CAASPP	No CAASPP data for 20/21 - baseline and expected outcomes will carry over to 21/22.
For the i-Ready Diagnostic in Reading, Fall to Spring: The All Student group will increase their percentile by a minimum of 4 percentile points (from 54.39 to 58.39).	58.39	46.70
For the i-Ready Diagnostic in Reading, Fall to Spring: The Hispanic/Latinx group will increase their percentile by a minimum of 5 percentile points (from 44.32 to 49.32).	49.32	40.50

Metric/Indicator	Expected Outcomes	Actual Outcomes
For the i-Ready Diagnostic in Reading, Fall to Spring: The Students w/ Disabilities group will increase their percentile by a minimum of 5 percentile points (from 36.19 to 41.19).	41.19	18.40 (it should be noted that for the first time in 2021, both RSP and SDC data is included in SWD data)
For the i-Ready Diagnostic in Reading, Fall to Spring: The English Learner group will increase their percentile by a minimum of 5 points (from 18.38 to 23.38).	23.38	25.00
For the i-Ready Diagnostic in Reading, Fall to Spring: The low SES group will increase their percentile by a minimum of 5 percentile points.	data not available	data not available
Principal walk-through data focused on Teacher Clarity moves (Learning Goals and Success Criteria), Trauma-Informed Practices, and Integrated ELD strategies (sentences starters, sentence frames, word banks, direct vocabulary instruction)	Principal walk-through data will show that Teacher Clarity moves (Learning Goals and Success Criteria) are regularly incorporated into instruction (posted on the board, stated aloud, or both) in Math classes at least 85% of the time, that Trauma-Informed Practices are incorporated into instruction at least 50% of the time, and that Integrated ELD strategies (sentences starters, sentence frames, word banks, direct vocabulary instruction) are incorporated into instruction at least 50% of the time.	data not available

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services
Collaborative Team meetings will occur at least weekly to focus on the implementation of equitable and aligned curricula through high quality instructional practices including: visible learning strategies, trauma-informed strategies, and integrated ELD strategies. Teams will work together to write essential learnings, create formative assessments, examine student work, and design next steps in learning including intervention and extension.	Collaborative Team meetings occurred weekly to focus on the implementation of equitable and aligned curricula through high quality instructional practices including: visible learning strategies, trauma-informed strategies, and integrated ELD strategies. Teams worked together to write essential learnings, create formative assessments, examine student work, and design next steps in learning including intervention and extension.
All students' math levels will be assessed through the i-Ready mathematics diagnostic assessment. The data gathered from this diagnostic will be used	All students' math levels were assessed through the i-Ready mathematics diagnostic assessment. The data gathered from this diagnostic was used

**Planned  
Actions/Services**

to determine student placement in Tier 2/3 math interventions and to create differentiated instruction in Tier 1 classrooms.

Learning Loss Mitigation funds will be used to hire 4 after school tutors (in addition to those in the WAVE program) to staff a Tier 2 literacy and math intervention program. This program will be called MHMS Study Club. Each tutor will be in charge of about 10 students and activities will include: silent reading, i-Ready work time, small group work, and individual check-ins. The RTI Coordinator will be responsible for managing this program and training all tutors. Funds for 20hrs/week of tutoring will come from District allocation of Learning Loss Mitigation (LLM) Funds.

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

Admin will routinely conduct classroom walk throughs in math classrooms to gather data on school-wide math instruction. This data will be used to inform instruction and provide meaningful feedback to math teachers.

The MHMS School Site Council will continue to meet at least 4x/yr to monitor the implementation of the site plan and budget, to examine school-wide data, to provide input, and to make changes as necessary.

The MHMS SCIL team will be composed of teacher representatives from across all content areas and admin and counseling representatives. The SCIL team will continue to meet monthly to plan and guide professional development activities for staff in accordance with school goals, to examine schoolwide data, to support each other's growth as Teacher Leaders, and to make leadership decisions for the site.

Staff will be provided with opportunities and encouraged to attend professional development related to Goal 2 and its action steps.

**Actual  
Actions/Services**

to determine student placement in Tier 2/3 math interventions and to create differentiated instruction in Tier 1 classrooms.

Learning Loss Mitigation funds were used to hire 2 after school tutors (in addition to those in the WAVE program) to staff a Tier 2 literacy and math intervention program. This program was called MHMS Study Club. Each tutor was in charge of about 10 students and activities will include: silent reading, i-Ready work time, small group work, and individual check-ins. The RTI Coordinator was responsible for managing this program and training all tutors. Funds for 20hrs/week of tutoring came from District allocation of Learning Loss Mitigation (LLM) Funds.

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

Admin conducted classroom walk throughs (as able due to COVID) in math classrooms to gather data on school-wide math instruction. This data was used to inform instruction and provide meaningful feedback to math teachers.

The MHMS School Site Council met 4x/yr to monitor the implementation of the site plan and budget, to examine school-wide data, to provide input, and to make changes as necessary.

The MHMS SCIL team was composed of teacher representatives from across all content areas and admin and counseling representatives. The SCIL team continued to meet monthly to plan and guide professional development activities for staff in accordance with school goals, to examine school-wide data, to support each other's growth as Teacher Leaders, and to make leadership decisions for the site.

Due to COVID, staff did not attend outside professional development.

**Planned  
Actions/Services**

**Actual  
Actions/Services**

Technology will be purchased to support high quality, 21st century instruction school-wide. This may include replacement of aging technology such as chrome books, headphones, printers, projectors, speakers, teacher laptops, and document cameras as well as the purchase of new technology.

Technology was purchased to support high quality, 21st century instruction school-wide. This included replacement of aging technology such as chrome books, headphones, printers, projectors, speakers, teacher laptops, and document cameras as well as the purchase of new technology.

All Math Teachers will receive training in new i-Ready Math curricula. In addition, all Math teachers will receive training in Equatio which will support Students w/ Disabilities in completing online coursework.

All Math Teachers received training in new i-Ready Math curricula. In addition, all Math teachers received training in Equatio which supported Students w/ Disabilities in completing online coursework.

WAVE, our after school program, will continue to focus on math and helping to improve students' math work completion and math grades. During online learning, WAVE staff will work 1:1 and in small groups with students to support math and all content areas as needed. Special focus will also be given to relationship-building and socio-emotional supports for students.

WAVE, our after school program, continued to focus on math and helping to improve students' math work completion and math grades. During online learning, WAVE staff worked 1:1 and in small groups with students to support math and all content areas as needed. Special focus was given to relationship-building and socio-emotional supports for students.

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

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

Tier 3 Math (Mindset Math) will continue to support students who are below grade level in math. Student materials, instructional materials, and technology will be purchased to support this intervention class. In addition the Mindset Math Teacher and RTI Coordinator will have two release days (each) to plan intervention curriculum.

Tier 3 Math (Mindset Math) continued to support students who were below grade level in math. Student materials, instructional materials, and technology were purchased to support this intervention class. In addition the Mindset Math Teacher and RTI Coordinator had two release days (each) to plan intervention curriculum.

Math textbooks in Spanish, at the appropriate grade level, will be purchased for our newcomer students.

Math textbooks in Spanish, at the appropriate grade level, were purchased for our newcomer students.

Learning Loss Mitigation funds will be used to hire 2 additional para-educators to push in to math classes and provide support to students not at grade level (as determined by i-Ready Math Diagnostic testing) who are unable/unwilling to participate in WAVE or MHMS Study Club.

Learning Loss Mitigation funds were used to hire 2 additional para-educators to push in to math classes and provide support to students not at grade level (as determined by i-Ready Math Diagnostic testing) who are unable/unwilling to participate in WAVE or MHMS Study Club.



**Planned  
Actions/Services**

Math materials to be created and sent home for distance learning (whiteboards, markers, etc.).

**Actual  
Actions/Services**

Math materials were created and sent home for distance learning (whiteboards, markers, etc.).

## Analysis

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

Overall, MHMS implemented all of the strategies/activities proposed in the 2020/21 plan to achieve the articulated goal. One notable area of difference was professional development. Due to COVID, teachers did not attend as many outside professional developments, but rather participated in SCCS lead professional development to support their work with distance learning.

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

Overall, the strategies/activities proposed in the 2020/21 plan were effective to achieve the articulated goal. Although iReady data shows a decrease across all demographic categories, the losses were minimal in consideration of school closures, distance learning, and hybrid instruction.

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

Despite distance learning and hybrid instruction, actual expenditures for materials were as proposed. MHMS staff, teachers, and administration worked hard to provide students a consistent educational experience which included the same materials and supplies as an in-person experience.

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.

For 2021/22, MHMS will maintain it's efforts in Goal #2, keeping most of the same strategies/activities proposed in 2020/21. Items previously supported by Learning Loss Mitigation Funds will be funded by SB86 in 2021/22. Additionally, some items previously funded by Title 1 will be covered by LCFF in 2021/22.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 3

MHMS will improve school climate and culture by focusing on students' behavioral, social, and emotional needs. Specifically we will continue our implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS), reduce our chronic absenteeism rate, and add Trauma Informed strategies to our classroom practices.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The chronic absenteeism rate of 16.1% (Fall 2019) will drop to at least 10.1%, which is the state's chronic absenteeism rate.	10.1% chronic absenteeism	2.92% chronic absenteeism
When taking the Social Emotional Health Survey (SEHS), 80% of students will respond "strongly agree" or "agree" to the prompt: "I feel like I am a part of this school" (71% in Fall 2018, 70% in Fall 2019)	80%	70%
When taking the SEHS, 80% of students will respond "strongly agree" or "agree" to the prompt: "I feel safe in my school" (74.5% in Fall 2018, 72% in Fall 2019).	80%	70%
In 2019, the number of students suspended at least once will decrease by 0.5%. (2.8% students suspended at least once in 2018).	2.3%	2.8%
Principal walk-through data will show that Teacher Clarity moves (Learning Goals and Success Criteria) are regularly incorporated (posted on the board, stated aloud, or both) into instruction at least 85% of the time.	85% in 2020-21	data not available
Principal walk-through data will show that Trauma-Informed Practices are incorporated into instruction at least 50% of the time.	50%	data not available

## Strategies/Activities for Goal 3

### Planned Actions/Services

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

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

Learning Loss Mitigation funds will be used to pay extra hourly for our School Psychologist to develop Professional Development for all staff on Trauma Informed Practices. The Professional Development for all staff will be delivered monthly during MHMS Staff Meetings and will be focused on Tier 1 strategies to use within the classroom to lower affective filters of students so that learning can occur.

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

Admin will routinely conduct classroom walk through observations to gather data on schoolwide use of Visible Learning strategies and Trauma-Informed strategies. This data will be used to inform instruction and provide meaningful feedback to teachers.

The MHMS School Site Council will continue to meet at least 4x/yr to monitor the implementation of the site plan and budget, to examine school-wide data, to provide input, and to make changes as necessary.

The MHMS SCIL team will be composed of teacher representatives from across all content areas and admin and counseling representatives. The SCIL team will continue to meet monthly to plan and guide professional development activities for staff in accordance with school goals, to examine schoolwide data, to support each other's growth as Teacher Leaders, and to make leadership decisions for the site.

### Actual Actions/Services

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

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

Learning Loss Mitigation funds were used to pay extra hourly for our School Psychologist to develop Professional Development for all staff on Trauma Informed Practices. The Professional Development for all staff was delivered monthly during MHMS Staff Meetings and focused on Tier 1 strategies to use within the classroom to lower affective filters of students so that learning can occur.

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

Admin conducted classroom walk through observations to gather data on school-wide use of Visible Learning strategies and Trauma-Informed strategies. This data was used to inform instruction and provide meaningful feedback to teachers.

The MHMS School Site Council met 4x/yr to monitor the implementation of the site plan and budget, to examine school-wide data, to provide input, and to make changes as necessary.

The MHMS SCIL team was composed of teacher representatives from across all content areas and admin and counseling representatives. The SCIL team met monthly to plan and guide professional development activities for staff in accordance with school goals, to examine school-wide data, to support each other's growth as Teacher Leaders, and to make leadership decisions for the site.

**Planned  
Actions/Services**

PBIS Team members will attend PBIS Cohort training sessions with Santa Clara County Office of Education.

Teachers and staff will liberally use Mighty Maverick tickets (or raffle tickets in virtual setting) to highlight/incentivize positive behaviors. Students can earn incentives by accumulating tickets.

The PBIS coordinator, PBIS Team members, and other staff and volunteers will work to maintain and staff the PBIS Student Store (whether virtual or in-person).

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

Maverick Essentials will be incorporated into instruction across the school.

Positive postcards, reflecting the Maverick Essentials will be sent home to recognize student success.

The Maverick Mentor program will continue. Maverick Mentors will be used to support new student orientation programs (before and during the school year) and to support family events (BTSN, Open House, etc.) throughout the school year.

Student of the Grading Period selections (by teachers and staff) every six weeks will be based on the Maverick Essentials. Additionally, Essential Excellence assemblies will happen three times a year and will focus on the Maverick Essentials.

Administration, the RtI Coordinator, and Counseling staff will discuss students' academic, behavioral, and social-emotional needs during weekly MHMS Cabinet meetings. In addition, Tier 2 and Tier 3 interventions for behavioral and social-emotional needs will be created.  
Tier 2 interventions - small groups

**Actual  
Actions/Services**

PBIS Team members attended PBIS Cohort training sessions with Santa Clara County Office of Education.

Teachers and staff used Mighty Maverick tickets (or raffle tickets in virtual setting) to highlight/incentivize positive behaviors.

The PBIS coordinator, PBIS Team members, and other staff and volunteers maintained and staffed the PBIS Student Store (virtually and in-person).

The school-wide matrix of behavioral expectations (PBIS) was included in the school planner and explicitly taught in orientation programs, within classroom settings, and through MHTV. Some new signage was purchased to support new behavior expectation related to COVID safety.

Maverick Essentials were incorporated into instruction across the school.

Positive postcards, reflecting the Maverick Essentials were sent home to recognize student success.

The Maverick Mentor program was suspended during COVID, but Maverick Mentors were used to support the return of students for hybrid instruction. T-shirts were purchased for this activity.

Student of the Grading Period selections (by teachers and staff) every six weeks were based on the Maverick Essentials.

Administration, the RtI Coordinator, and Counseling staff discussed students' academic, behavioral, and social-emotional needs during weekly MHMS Cabinet meetings. In addition, Tier 2 and Tier 3 interventions for behavioral and social-emotional needs were created.  
Tier 2 interventions - small groups

**Planned  
Actions/Services**

Tier 3 interventions - 1:1 check-ins (Counseling, Admin, Rtl)  
Other supports (Social Worker, outside counseling, Parent Education).

The entire staff will continue to support the use of the organized binder system to help students organize their learning, gain executive function skills, and enhance study skills. Scholarships will be provided to students who need them. (For the 2020-2021 school year, scholarships were provided to all students.). In addition, Learning Loss funds will be used to purchase supplies for elective classes. Finally, we will continue to provide scholarships for SED students who wish to purchase PE uniforms but do not have the funds.

An Attendance Task Force will be created to meet weekly to look at attendance data and devise strategies to improve school-wide attendance. The Attendance Task Force will include the AP, Community Coordinator, Attendance Tech, ELD Teachers, and others as needed.

The Attendance Tech will make timely phone calls to families regarding attendance issues. A portion of the Attendance Tech hours will be paid out of the school budget.

MHMS will continue to hold Club Fairs 1-2 x/yr. Students will be encouraged to create their own clubs or join existing clubs. Club membership will be open to all students.

**Actual  
Actions/Services**

Tier 3 interventions - 1:1 check-ins (Counseling, Admin, Rtl)  
Other supports (Social Worker, outside counseling, Parent Education).

The entire staff continued to support the use of the organized binder system to help students organize their learning, gain executive function skills, and enhance study skills. Scholarships were provided to students who need them. (For the 2020-2021 school year, scholarships were provided to all students.). In addition, Learning Loss funds were used to purchase supplies for elective classes. Finally, we continued to provide scholarships for SED students who wish to purchase PE uniforms but do not have the funds.

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The Attendance Tech made timely phone calls to families regarding attendance issues. A portion of the Attendance Tech hours were paid out of the school budget.

MHMS continued to hold Club Fairs 1x/yr. Students were encouraged to create their own clubs or join existing clubs. Club membership was open to all students.

**Analysis**

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

Despite distance learning and hybrid instruction, MHMS was able to implement all of the strategies. Activities intended to achieve the articulated goal. Several strategies/activities were done virtually, which resulted in lower than projected expenses.

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

Overall, the strategies/activities proposed in Goal #3 were effective. In particular, chronic absenteeism rates decreased significantly, and despite distance learning, 70% of students indicated they felt connected to school.

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

Most proposed expenditures met actual expenditures, with the exception of some signage and poster costs that were not needed due to distance learning.

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.

For 2021/22, MHMS will maintain it's efforts in Goal #3, keeping most of the same strategies/activities proposed in 2020/21. Items previously supported by Learning Loss Mitigation Funds will be funded by SB86 in 2021/22. Additionally, some items previously funded by Title 1 will be covered by LCFF in 2021/22.

# 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	145,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	542,091.45

## Allocations by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
ASB	3,350.00
District Funded	308,704.00
Donations	1,700.00
LCFF - Supplemental	100,325.45
Lottery: Instructional Materials	7,300.00
Parent-Teacher Association (PTA)	1,000.00
SB86	47,612.00
Title I	72,100.00



## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	5,050.00
1000-1999: Certificated Personnel Salaries	293,930.00
2000-2999: Classified Personnel Salaries	119,196.00
4000-4999: Books And Supplies	99,715.45
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00
6000-6999: Capital Outlay	5,000.00
None Specified	5,200.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted	ASB	3,350.00
1000-1999: Certificated Personnel Salaries	District Funded	197,404.00
2000-2999: Classified Personnel Salaries	District Funded	36,000.00
4000-4999: Books And Supplies	District Funded	72,800.00
5000-5999: Services And Other Operating Expenditures	District Funded	2,500.00
0000: Unrestricted	Donations	1,700.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	53,710.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	8,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	18,915.45
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	9,000.00
6000-6999: Capital Outlay	LCFF - Supplemental	5,000.00
None Specified	LCFF - Supplemental	5,200.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	7,300.00
5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	1,000.00
1000-1999: Certificated Personnel Salaries	SB86	2,416.00
2000-2999: Classified Personnel Salaries	SB86	45,196.00
1000-1999: Certificated Personnel Salaries	Title I	40,400.00
2000-2999: Classified Personnel Salaries	Title I	30,000.00
4000-4999: Books And Supplies	Title I	700.00
5000-5999: Services And Other Operating Expenditures	Title I	1,000.00

# School Site Council Membership

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

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

Name of Members	Role
Derek Kendall	Principal
Amrik Nijor	Other School Staff
Melissa Schilling	Classroom Teacher
Jane Northrup	Parent or Community Member
Whitney Cohen	Parent or Community Member
Cristine Chopra	Parent or Community Member
Kevin Grossman	Parent or Community Member
Kristina Quilici	Parent or Community Member
Nadine Said	Classroom Teacher
Casey Denning	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 5th, 2020.

Attested:

Principal, Derek Kendall on October 5th, 2020

SSC Chairperson, on October 5th, 2020