

Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Millswood Middle School	39685850102640		June 18, 2024

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

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

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

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

This plan is being used by Millswood Middle School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students will have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.
Strategies to Address Goal #1 for ESSA Compliance:
Regularly review and align curriculum with state standards.
Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.
Strategies to Address Goal #2 for ESSA Compliance:
Implement data-driven instructional practices to monitor student progress in ELA and Math.
Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.
Strategies to Address Goal #3 for ESSA Compliance:
Conduct regular climate surveys to gather feedback from students, families, and staff.
Analyze attendance and behavioral data to identify trends and implement interventions as needed.
Offer family engagement activities and resources to foster stronger connections between school and home.
By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

Parents Club members May 2024
Students Leadership Class, May 2024
School faculty and staff, Staff meetings, April and May 2024

A comprehensive communication plan developed to inform all stakeholders about the ATSI goal development and review process includes:

Ongoing communication channels (e.g., newsletters, emails, school website)
Meeting schedules and agendas
Opportunities for feedback and input, needs assessment, inventories

Consultation meetings to gather input from various stakeholder groups include:

Parent Club meetings
ELAC meetings
Student leadership group
Faculty and staff meetings

Relevant data, including student achievement data, discipline data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the ATSI Goal

Resource Inequities

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

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

Based upon the California School Dashboard state indicators, Millswood has been identified for Additional Targeted Support and Improvement ATSI. English Learners subgroup entered ATSI status due to meeting the criteria based on the following indicators: Suspension, Mathematics, and ELA, as reported on the 2023 CA Dashboard release. Students of two or more races entered ATSI status due to meeting the criteria based on Suspension, as reported on the CA Dashboard 2023 release. In order to improve the performance levels of each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through the 2024-2025 school year. Millswood Middle School goals will be centered on three core areas to include instruction, school engagement, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the needs assessment, we have identified the following "all student" areas that need significant improvement based on a review of the California School Dashboard and local data: Suspension Rate (Red) and ELA (Orange).

Referring to the Dashboard we have identified (a) English Learners subgroup meeting the ATSI criteria based on high Suspension rates, and low performance in Mathematics and ELA (b) Students of Two or More Races meeting the criteria based on high Suspension rates.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented, as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

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

Referring to the California School Dashboard, the Asian sub-group was two performance levels (red) below the "all student" level (yellow) in Chronic Absenteeism. The student subgroups, English Learners and Hispanic, were two performance levels (red) below the "all student" level (yellow) in Mathematics.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Additional Targeted Support and Improvement (ATSI)

The educational outcomes in Mathematics and ELA of our English Learners will mirror that of the general population (All Students group on the dashboard). Our suspension rates will improve for English Learners and those identified with two more races.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

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

Referring to the Dashboard we have identified (a) English Learners subgroup meeting the ATSI criteria based on high Suspension rates, and low performance in Mathematics and ELA (b) Students of Two or More Races meeting the criteria based on high Suspension rates.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented, as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts CAASPP	As reported on the 2023 CA Dashboard, English Learners scored 108.8 points below standard (Red).	The 2024 CA Dashboard will demonstrate a decrease in distance from standard for English Learners in English Language Arts to 105.8 points or less to obtain Orange status.
Mathematics CAASPP (distance from standard)	As reported on the 2023 CA Dashboard, English Learners scored 151 points below standard (Red).	The 2024 CA Dashboard will demonstrate a decrease in distance from standard for English Learners in Math to 148 points or less to obtain Orange status.
Suspension Rate	15.8% (Red) of English Learner students were suspended at least one day as demonstrated on the 2023 CA Dashboard.	Millswood will reduce the suspension rate for English Learners students to 13.9% or fewer and Two or More Races students to 16.4% or fewer to obtain

	16.7% (Red) of Two or More Races students were suspended at least one day as demonstrated on the 2023 CA Dashboard.	Orange status as measured by the 2024 CA Dashboard.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Counselors and teachers will review BOY and MOY data to ensure students are appropriately placed in ELA courses wither ELA, or ELA S. Adjustments to course enrollment will be made as necessary at the semester.	English Learners	
1.2	Math intervention will be implemented during the school day. iReady data will be analyzed to determine the gaps in learning and a credentialed math teacher will address gaps. A new group will be identified every 4 weeks. Intervention will occur two days per week during a non-academic course.	English Learners	
1.3	All staff will be trained in implementing PBIS strategies in their classroom. We will identify our multi tiered systems of support and ensure all teachers are aware of such. Behavior expectations will be clearly taught to students and shared with parents. All policies and procedures will be in written format to ensure consistency of implementation. A behavior recognition card will be provided to each student, this will allow staff to commend and recognize appropriate school behavior.	English Learners and student identified with two or more ethnicities.	

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	The minimal expectation is that the indicator improve to at least High as opposed to Very High for Students with Disabilities, English Learners, and Two or More Races.	The minimal expectation was met or exceeded. English Learners and Students with Disabilities moved from Very High to High.
Suspension Rate	The minimal expectation is that the indicator improve to at least High as opposed to Very High for Students with Disabilities and English Learners.	The minimal expectation for growth, from Very High to High was met for the subgroup of students with Disabilities. The expected outcome was not met for our English Learners. Their rate remains Very High.

Analysis

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

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goal have been significant. This includes comprehensive professional development for all staff, focusing on record keeping, following up with absent students, and optimizing the use of absence letters, SARB, and related procedures. Additionally, there has been a notable increase in our Check in Check out program, emphasizing attendance and behaviors that lead to suspension for both staff and students. High-interest clubs and activities have been successfully implemented to enhance student engagement, while a rewards/incentive program has not yet been developed to promote improved attendance. In addition, ongoing advocacy efforts for additional Campus Security personnel have continued, but not successfully, to ensure a safe and conducive learning environment.

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

Goal for Chronic Absenteeism was met. ATSI goal is now focused educational outcomes in Mathematics and ELA of our English Learners and suspension rate.

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.

Our suspension rate continues to be high. We will increase and improve the implementation of Check In Check Out and similar mentoring programs. Suspension data will be reviewed regularly and further articulation between admin and our response to behaviors will improve.

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 .

Attested:



Principal, Erin Lenzi on May 16, 2024