

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **MILLENNIAL TECH MIDDLE SCHOOL**

2022-23

37-68338-0117325
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Labas, Nicola

Contact Person: Labas, Nicola

Position: Principal

Telephone Number: 619/362-4650;

Address: 1110 Carolina Lane, Millennial Tech Middle, San Diego, CA, 92102

E-mail Address: nlabas@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *October 25, 2022*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Millennial Tech Middle PHONE: (619)362-4650 FAX: (619)362-4660

SITE CONTACT PERSON: Nicola Labas E-MAIL ADDRESS: nlabas@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | | |
|-------------------------------------|---|--------------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/15/22</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>9/14/22</u> |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/6/2022

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Nicola Labas
Type/Print Name of School Principal

Sarah Hillard
Type/Print Name of SSC Chairperson

Rachel York
Type/Print Name of ELAC Representative

Bruce Bivins
Type/Print Name of Area Superintendent

Nicola Labas 10/6/22
Signature of School Principal / Date

Sarah Hillard 10/6/22
Signature of SSC Chairperson / Date

Rachel York 10/6/22
Signature of ELAC Representative / Date

Bruce Bivins 10/06/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of the State of California and San Diego Unified expectations for High Quality schools and fulfills the requires of a Title I school wide Program School and Comprehensive Support and Intervention school. This is a plan of actions to be taken to raise the academic performance of students and to improve the school's educational program. This plan will focus on strategies that address performances on school wide data, district data for Math, ELA and social emotional data from students and staff.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

The following groups have been provided the proposed budget and have given input about the 2022-2023 budget:

March 2021: MTM Staff were provided a form to articulate feedback on allocating the 22-23 budget and priorities. An electronic form was given to all stakeholders to fill out to list priorities.

Spring 2021: SSC and SGT voted and approved the 22-23 budget

September 19, 2022 Presented SPSA to ELAC

September 20, 2022: SSC met to review and vote on the CSI Budget as well as give input on the 22-23 budget, LCPA Goals

October 2022: SSC gave input on LCAP goals and 22-23 SPSA. Feedback and input was given.

October 2022: SSC Voted and approved the 22-23 SPSA and SPSA documents

RESOURCE INEQUITIES

MTM's root cause analysis of the California state dashboard indicates that students are low performing in both academic areas and social emotional indicators. The root cause analysis also examines the demographics of the students to understand the whole child approach to providing interventions. The demographics of the school are as follows:

90% socioeconomically disadvantaged, 27% ELLs, 1% Foster Youth, 18% Homeless

372: Socioeconomically Disadvantaged, 74 students with disabilities, 4 foster youth, 112 ELLs, 75 Homeless.

There are approx. 66% Hispanic, 22 % African American, 7 % Asian and 1.4 % white students that make up the students population at MTM.

According to the 2019 dashboard results, 22.4% of students were chronically absent which was an 8% increase from the following year. This percentage is very high and could be a contributing factor to lower performance with students who are absent. Students who are chronically absent are absent at least 10% of the instructional days. A desired outcome is that all students at MTM will be under the 10% threshold of marking them chronically absent. Currently, the resources provided at the school site are insufficient to address chronic absenteeism and more time and interventions are needed in this area from trained staff members that can get to the root causes of the absenteeism while providing additional supports for families. In addition, additional time to support students who are absent due to COVID and students who are tardy has not been strategized. Additional resources will be needed to provide students additional time to make up work and for time that is spent on social-emotional traumas that may be preventing them from coming to school and coming on time.

The 2019 dashboard indicates that 20% of the students at MTM have been suspended at least once. The CA state percentage is only 3.4 % indicating MTM is far above the state rate for suspensions. This is an increase from 2017 where only 17% of the students were suspended. MTM's resources are not currently sufficient to deal with suspension rates and the current climate of the school. Additional resources in positive climate and culture building, restorative practices, community circles, preventative measures, additional social-emotional supports embedded in the classroom in the form of de-escalation spaces, calming areas, mindfulness practices, and brain breaks will need to be emphasized in order to decrease suspension rates. Parent involvement is also a needed support to enhance the home-to-school connection and community approach to preventing suspensions. Additional time to engage with families is needed to support this effort with providing engagement activities in the home language. In addition, professional development with a researched-backed social-emotional curriculum and program and ongoing data tracking by all staff will be needed to provide early interventions for students who need additional social-emotional supports. Additional social-emotional activities and spaces on campus are needed to sufficiently support the number of students dealing with trauma and stress.

The dashboard for ELA and Math indicates that students are 79 points below standard in ELA and 120 points below standard in Math. English Language Learners represent the subgroup that was significantly below standard. The focus of the 22-23 school year will be to focus on standards-based learning with a deliberate and intentional goal of accelerating literacy achievement for ELLs and students with special needs. A Guaranteed Viable Curriculum will be expected in all grade levels and content areas as a tier one support. MTM will target English Language Learners and students with disabilities in each content area by providing strong Tier One Instruction that focuses on Critical concepts and aligned formative assessments. Designated ELD classes have been provided for all EL learners in the master schedule in place of electives to accelerate language proficiency and academic language and writing. Inequities exist due to not having sufficient time during the school year to support all of the students with additional interventions. After school and Saturday interventions must be provided to allow for additional time for literacy acceleration. Accelerating literacy and mathematics performance at MTM will need to be a focus in all content areas while promoting Social Emotional supports that improve the overall climate and conditions to widen the sphere of success for all students. A robust data platform with an early intervention system will be needed to track data of students who are low performing early on so that appropriate interventions can be put in place. Additional time

from staff will be needed to monitor, track and ensure students are enrolling in intervention programs. In addition, support to families to educate them in their home language will be needed to partner with families on students' goals.

Currently, the resources provided at MTM are insufficient to support the needs of the students and therefore the plan outlined this SPSA will focus on resources that directly address the acceleration and improvements in Social Emotional Learning, Literacy, Mathematics, Positive Behavior Supports and Family Engagement. Special consideration will be given to support students both during the day and after school to support student's social and emotional wellbeing alongside academic accelerations to provide a whole-child approach to improve achievement at MTM. Along with the Community of School Initiative, MTM aims to make growth and improvement in all LCAP goals for 22-23.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Nicola Labas	Principal
Karina Rodriguez	Other Rep.
Lisa Keneally	Classroom Teacher
Allie Sifrit	Community Member
Jen Fago	MTM Parent
Carleen Nededog	MTM Parent
James Wiley	Community Member
Sarah Hillard	Classroom Teacher
Jason Berman	Classroom Teacher
Leslie Reynolds	Community Member

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

According to data from 2021, additional SEL supports are needed for both mental health and in class executive function skills. In addition, attendance is still lower than average which means a focus on root causes need to be in place for the 22-23 school year. In order to remain in a preventative stance, CSI funds will be allocated to include more wrap-around services, such as a mental health clinician that would be paid hourly to work with students and families in need of additional support. In addition, funding efforts will continue to provide professional development that allows for purchased programs to be used with fidelity and decision-making to be based on current student needs. Additional counselors and mentors will be needed to meet the needs of all our students. Time lost for mental health and SEL concerns means that literacy and math goals need acceleration with additional academic interventions.

Furthermore we will develop a school wide MTSS System where PBIS plans will include the following: a. A school-wide vision for student success b. Defined positive expectations for all students in all settings c. Concrete interventions to ensure students engage in appropriate behaviors and receive appropriate levels of support d. Implementation of classroom strategies that include mindfulness, breathing and movement practices. Calm rooms and spaces will be created to allow safe spaces on campus for students to deescalate and to get support and counseling if needed. A new PBIS position will be created to lead the work of the MTSS system along with the counseling team at MTM.

With MTM now being a community school, our main focus will be on the pillars that make a community school thrive. These pillars directly relate to the LCAP goals and will be our guiding light as we roll out our initiatives for the 22-23 school year. These pillars include:

- **Integrated Student Supports.** This involves a dedicated staff member coordinates support programs to address out-of-school learning barriers for students and families.
- **Active Family and Community Engagement.** This involves more community events that involve the feeder schools and building community within our school such as 6th grade excursions and camps.
- **Expanded and Enriched Learning Time and Opportunities.** This involves partnering with community organizations to provide community based learning opportunities outside the school grounds.
- **Collaborative Leadership and Practices:** This involves having a strong SGT, SSC and committees that are highly involved with all school systems and strategies to promote student achievement.

MTM will use the resources and funds from Community of schools to enhance all of our LCAP goals with a strong focus on Goal #1 to address the data we have around Social Emotional wellness.

MTM will continue to expand students' leadership roles so that students' voices drive strategies and initiatives across the system. Associated Student Body (ASB) and other clubs on campus will continue to be supported by Site staff with a process to ensure leadership opportunities represent the richness of our youth's diversity by including representation from Black, Indigenous, Children Youth in Transition (CYT) Youth, Students with Disabilities, and Youth of Color. Students will take a seat on the MTM SGT and SSC to ensure the student voice is heard in the decision making process.

Monitoring for Impact: Site Equity Teams (PBIS/MTSS) and the CSI team will meet weekly and monthly to identify and resolve disproportionalities in student discipline data through use of evidenced-based preventive and supportive responses to student behaviors in alignment with the Restorative Discipline Policy. MTM will use the data from the dashboard to focus our budget on supports that align with areas on the dashboard that need improvement. An in house system has been developed to record student behaviors and concerns and this data in turn allows Interventions to be given to students based on need through the use of our wellness wheel model and PBIS proactive approaches such as our wellness spaces. MTM will use the Marzano surveys to monitor our strategies for impact which will include multiple measures of feedback, interviews and focus groups to gather data about our improvement efforts.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

In the past, MTM has responded to climate and culture in reactionary ways without spending resources that will assist with proactive and tier one strategies. More thought has been given to how MTM will utilize tier one strategies for PBIS and restorative practices. Our purposeful and strategic funding allows MTM to remain in a preventative stance by addressing root causes of behavior concerns, include SEL into daily curriculum, and to remain student-centered in decision-making. Efforts are being made to lean into parent and student voices as a unified staff become versed in common language and goals to best meet student social emotional needs. A wellness wheel concept to address the needs of the students will be implemented with a school wide focus rather than an individualized approach classroom to classroom. In addition, a PBIS resource teacher will be supporting students with preventative tier one measures that will align with our PBIS strategies. Implementing Calm spaces and a robust Student Support Center will allow us to streamline our resources to one area where students can get support with their SEL needs.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Putting in place meaningful ways to engage students and their families is critical to addressing the significant absenteeism, enrollment declines and educational inequities exacerbated by the pandemic. Data on chronic absenteeism and lack of participation in school are clear indicators of where to invest outreach and support. Monitoring attendance offers crucial real-time information about whether students are responding to engagement strategies and are on the path to learning. The major changes to increase the levels of engagement with our students will be to utilize community partnerships to bring in new programs to enhance engagement in our outdoor Earth Labs as well as community based excursions that bring in class learning meaning and purpose. We also will lean on other partnerships such as guitars in the classroom, Wordly Wise, YMCA and EIS. In addition, nurturing feelings of belonging to school in the fall for current and prospective students, building bridges to school in the summer with summer camps and creating a welcoming, restorative community at school in the fall will allow us to use a systems approach to creating a welcoming environment that is engaging for all students. Celebrating success through regular attendance rewards, our MINGA system and monthly award assemblies is another change we will begin this year. Changes in the way in which we engage with families will place students at the center by inviting parents in to see student showcases of work at least twice a year while providing times throughout the year for parents to engage on school grounds to see how their child is learning and engaging with school. Regular awards celebrations and coffee with the community will bring in more engagement and family voice. With the new community of schools initiative, MTM will have a dedicated Community engagement coordinator to focus on partnering with families, community members and other organizations that help all of our students thrive.

***Identified Need**

Because this is a baseline year for The California Dashboard, we have used the indicators in 2019 that show that MTM is underperforming in areas of attendance, suspension rates, and achievements in both English Language Arts and Mathematics. As a means to remain in a preventative stance, MTM will work towards identifying and correcting root-causes that have led to all underperforming areas.

The 2022 CASSP, revealed that 0% of our Students with Special Needs and 0% of our English Language Learners scored proficient on the ELA and Math SBAC. This is an area in need of significant growth and will be the areas in which we focus this 22-23 school year. Although our scores on SBAC have improved since the last reporting period, there is still significant progress to be made with all students. Our focus groups will be English learners and Students with special needs as these are the subgroups in most need of supports.

According to the 21-22 district's Hoonuit system, 66% of students are chronically absent and 35% were chronically absent in 20-21. When looking at subgroup data, 62% of the Hispanic subgroup was chronically absent and 38 of the African American subgroup were chronically absent. Although data in 21-22 was drastically impacted by COVID 19, improving attendance will be a focus goal and will need to improve if we want to impact achievement levels in 22-23. The need to improve attendance along with engaging strategies to connect students to school will be a major need for the 22-23 school year.

Although overall, suspension rates have declines at MTM, a strong focus now has to support students' time in class. Referrals and data track of time spent out of class is still in need of improvement. There is a need for additional counseling around executive functioning skills for students to stay focused on learning material that will help them improve.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8th	Improvement on the CSI Marzano Level 1 survey- Pre and Post given	40%	80%	Other (Describe in Objective)	2x/year
June 2023	6-8th	Revise Dress code-- We will explore the option of providing all students a uniform to increase student safety, school pride, and to provide equity	0%	100% of students will follow dress code	Other (Describe in Objective)	On-going through SGT

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		to students experiencing financial hardships.				
June 2023	6-8th	Include M/M Special Education students in the Gen. Ed Classroom with co-teaching support. Purpose--to allow more students to be diploma bound. Add intervention wellness wheel for counseling groups and TKF	95%	100%	Other (Describe in Objective)	Yearly--as represented in our Master Schedule
June 2023	6-8th	Contract with Mental health providers and additional PBIS supports to lower the suspension rates and absenteeism	83% Attendance	90% Attendance	Attendance	Ongoing through monthly monitoring
June 2023	6-8th	Establish a Student and Family Support Center on campus to create an alternative to suspension program where students and families will take part in RJP practices and ongoing mentorship	12%	5%	Suspension	On-going through SGT
June 2023	6-8th Grade	Tier One school wide practices to address executive functioning skills to reduce office referrals	30%	5%	Other (Describe in Objective)	Weekly

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June 2023	6-8th	PBIS resource teacher to coordinate MTSS and student Support Center. Additional students support hours with student champions to reduce referrals and suspensions	22.4%	Decrease by 10%	Suspension	Daily, Weekly Monitoring
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***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	Black or African American	Increase student performance on SBAC	27%-ELA, 16% Math	40%	Other (Describe in Objective)	On-going
June 2023	6-8	Hispanic or Latino	Increase student performance on SBAC testing	26%-ELA 13% Math	40%	Other (Describe in Objective)	On-going
June 2023	6-8	English Learner	Ensure students are properly placed in ELD and ALD classes and receiving co-teacher support, when available	11%	20%	Other (Describe in Objective)	On-going
June 2023	6-8	English Learner	Ensure that measures are being taken to help students to reclassify with the use of the ELPAC measures and teacher inputs	11%	20%	Other (Describe in Objective)	Yearly
June 2023	6-8	Black or African American	Reduce Chronic Absenteeism	38%	10%	Chronic Absenteeism	Weekly, Monthly

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June 2023	6-8	English Learner	Reduce Chronic Absenteeism	66%	10%	Chronic Absenteeism	Weekly, Monthly
June 2023	6-8	Students with Disabilities	Reduce Chronic Absenteeism	66%	10%	Chronic Absenteeism	Weekly, Monthly
June 2023	6-8	Socioeconomically Disadvantaged	Reduce Chronic Absenteeism	66%	10%	Chronic Absenteeism	Weekly, Monthly
June 2023	6-8	Hispanic or Latino	Reduce Chronic Absenteeism	20%	9%	Chronic Absenteeism	Weekly, Monthly
June 2023	6-8	Homeless/Foster	Reduce Chronic Absenteeism	20%	9%	Chronic Absenteeism	Weekly, Monthly
June 2023	6-8	English Learner	Reduce Suspensions	10%	5%	Suspension	Weekly, Monthly
June 2023	6-8	Hispanic or Latino	Reduce Suspensions	10 %	5%	Suspension	Weekly, Monthly
June 2023	6-8	Socioeconomically Disadvantaged	Reduce Suspensions	10%	5%	Suspension	Weekly, Monthly
June 2023	6-8	Black or African American	Reduce Suspensions	10 %	5%	Suspension	Weekly, Monthly
June 2023	6-8	Homeless/Foster	Reduce Suspensions	10%	5%	Suspension	Weekly, Monthly
June 2023	6-8	Students with Disabilities	Reduce Suspensions	10%	5%	Suspension	Weekly, Monthly

Supporting Black Youth - Additional Goals

- ✓ MTM's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at MTM is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. MTM's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, MTM will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. MTM will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. MTM's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.

- ✓ 6. MTM will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. MTM will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1

*Students to be served by this Strategy/Activity

ELs and students with special needs will be the focus of this strategy.

*Strategy/Activity - Description

Attendance team will provide the following supports and interventions:

Daily calls home, home visits with counseling staff, meet with MTM team to discuss chronic absenteeism. send out SARB letter, run attendance reports, print certificates for perfect attendance, meet with families regarding tardiness, meet with families to discuss supports if in need, meet with counselors to discuss chronically absent students and root causes and reasons as to why they are absent.

Programs and funded positions are aligned to meet the needs indicated in our dashboard indicators and to meet the needs of our low performing subgroups as indicates in the SBAC results. The strategy is to provide a holistic school climate efforts, with explicit additional supports, to support each individual's social emotional and academic needs. We will do this by creating a MTSS system that will benefit the whole child-academically, socially and mentally. A school wide system will be developed and implemented to allow students the agency to get support when needed and will create a systemic system with the entire MTM community rather than in silos. A Wellness Wheel and students Support Center will be created to provide additional services to meet the SEL needs of all students.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03411U	School Clerk I	0.20000	\$7,600.60	\$14,348.04	0341-30100-00-2401-2700-0000-01000-0000	Title I Basic Program	[no data]		Monitoring of attendance to ensure students receive academic support and interventions.
F03411V	Attendance Asst - NEW POSN, SBB2539613	1.00000	\$33,749.00	\$65,874.20	0341-30106-00-2404-3130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Monitoring of attendance to ensure students receive academic support and interventions.

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N03418Y	Contracted Svcs Less Than \$25K		\$5,000.00	\$5,000.00	0341-09800- 00-5853- 1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To increase student engagement and to increase attendance, Provide PLC Coverage and coaching on PBL lessons to ensure PBL units are grounded in engaging the minds of students so that students will increase attendance. The goal is more engaged students will increase attendance rates overall. (Earth Lab)
N0341CE	Contracted Svcs > \$25K		\$70,000.00	\$70,000.00	0341-31820- 23-5100- 1000-1110- 01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		To increase student engagement and to increase attendance, Provide PLC Coverage and coaching on PBL lessons to ensure PBL units are grounded in engaging the minds of students so that students will increase attendance. The goal is more engaged students will increase attendance rates overall. (Earth Lab)

***Additional Supports for this Strategy/Activity**

Our Master Schedule demonstrates the focus to include inclusion and co-teaching supports to address student needs in the general education classroom. MTM will use the Community of School Resources to provide supplemental supports for the students support Center, additional counseling and Mental Health, Attendance incentives, school wide PBIS celebrations. Extracurricular activities and enrichment activities during wellness wheel to increase engagement and additional time for families to become involved at MTM.

MTSS Resource Teacher

Contract services for supplemental counseling and mental health services through contracts and hourly time for paras

Contract services for supplemental enrichment and engaging opportunities off site along with transportation for activities.

Attendance Clerk to support attendance monitoring to raise attendance on the CA dashboard

Additional hours for office staff to support family engagement, attendance and accurate data monitoring

Additional PIF hours for supervision and safety monitoring

Supplemental supplies to design calm spaces and MTSS support room

Strategy / Activity 2 - Why Try SEL

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

The following will be implemented for all students:

- 1) MTM Restorative Program with an assigned resource teacher to coordinate program and program elements
- 2) WHY Try Program with targeted students in need
- 3) TKF SEL Program for all students targeting curriculum for 6th graders

***Strategy/Activity - Description**

MTM understands that achievement and attendance can be increased once students feel safe, included with a sense of belonging at MTM.

Strategies to actualize this goal for the 22-23 school year include:

- 1) Restorative Program with FT Restorative Resource Teacher
- 2) TKF SEL Program
- 3) ABC (Anyone Can) SEL afterschool program
- 4) Additional counseling assistant to assist with Restorative program and safety initiatives
- 5) School wide Community Building through advisory passion projects, school wide events and SEL afterschool programs with a focus on student agency, passions, and interests.

The Restorative Program at MTM addresses the findings of the needs assessment and the annual review of performance data consistent with state priorities. The strategies listed also address the needs related to the CSI indicators for school effectiveness which is an area of improvement that will be needed to improve metrics on the CA state dashboard for suspensions, attendance, math, and ELA.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03416Y	Counselor Hrly		\$1,650.00	\$2,042.87	0341-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provides small group learning labs for socio emotional and academic improvements (Ds and Fs)

***Additional Supports for this Strategy/Activity**

Student surveys and SSC elections will help to engage learners to participate in decision-making opportunities.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

COVID 19 has widened the achievement gap and the 2022 SBAC results reveal there are still significant improvements to be made In ELA and Math achievement. District assessments also provide data that reveals that almost 85 % students are not at grade level in Math or ELA. Furthermore, MTMs English language learners and Students with special needs did not make any proficiency markers on the 2022 SBAC. This data suggests that more interventions and supports are needed to raise student achievement along with PD that allows teachers to look at and analyses root causes of achievement.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Despite a strong focus in SEL, we notice that there also needs to be a strong focus on ELA and Math in order to raise the proficiency levels, especially in our subgroups. We plan on being more strategic and targeted by understanding students' levels and needs and responding accordingly with data. This will be done by creating co-teaching opportunities, Systematic ELD, PD's that focus in standards based learning and strong PLC's that meet an entire day every month. To support learning and interventions, all staff will participate in literacy acceleration by supporting iReady school wide during our wellness wheel. iReady will be used as the intervention for reading and achievement will be celebrated monthly. The Rewards program has been purchased to help non-readers/struggling readers during small group instruction, revisit phonics instruction and will be used during co-teaching and individual interventions after school for students needing further work in literacy beyond iReady. IN addition to Tier One ELA instruction, an additional intervention course during the school day will be given to students in a small group seating to improve achievement. Smaller learning labs will be created during the Wellness Wheel to address and support students with D's and Fs. The FAST ELA test will be administered 3 times a year to ensure that students are making expected growth and to course correct with interventions, as needed. Targeted students will be invited to attend school day learning labs and Saturday Academy for re-teaching of skills that need improving.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Attendance, behavior, and gaps in literacy and math give an urgency to accelerate literacy rates with all students. We are making a concerted effort to meet the needs of our campus by creating a more positive and structured campus environment, a more focused and clearer lens of how to impact struggling students, and master schedule changes to allow for co-teaching and inclusive opportunities for our learners with imbedded ELD structures. We believe by sharing our teacher strengths, talents, and knowledge, we can better impact students and help students gain greater access to core learning. This year, our staff will look at FAST data to determine if master schedule interventions should be woven in for the following school year to address students who are not at grade level in reading and writing. There is a need for interventions during the school day and this will be accomplished through a strategic master schedule that will allow for structured time for intervention. The wellness wheel will incorporate the needs of all students by placing students where they need to be based on data from academic assessments and SEL assessments.

The following strategies will be implemented in the 22-23 school year.

- Interventions for ELA and Math during the school day based on data from 21-22
- Block schedule with integrated ELD and dedicated time for ELD small groups
- Additional ELD intervention Labs providing extra time for ELs to gain proficiency
- School wide literacy acceleration during wellness wheel using iReady programs and enrichment opportunities
- ELA intervention teacher to do re-teaching lessons and guided reading with small groups for ELLS
- Additional PIF hourly time to work with wellness wheel small groups to improve ELA and Math achievement
- Math Desmos program used by all math teachers to support standards based learning
- Standards based grading focus and assessments aligned to critical concepts
- Monthly pull out PLCs for all teachers and PIFS with an emphasis on data and improving students proficiency on critical concepts
- Build a body of evidence such as portfolios to monitor progress on critical concepts- use of software to build mastery
- Additional PD and conferences for all teachers to monitor and support ELs and to increase knowledge of PBL and Interdisciplinary teaching
- Integrating Language objectives into daily lessons involving language prompts (table tents on tables)
- Parent workshops to understand reclassification and training of our ELAC to be strong advocates for their children
- Using Designated ELD as a protected time in the ELA lesson map to support ELL
- Supplemental Software programs that support literacy and ELD standards
- Ongoing PD to support shifts with PBL and Block scheduling
- Contracts with community partners to raise the level of student engagement and to align content and PBL within our outdoor EarthLab environment
- Increase Project Based learning with hand on activities and increase funding for sustainable materials to for projects in the Maker Lab so that students can link projects to content areas

- Collaborate with district Math department to become a Lab School where teachers will collaborate and visit other schools for lesson studies around areas of challenge with critical concepts. This will require additional PLCs and pull out days as well as conferences and learning labs with other colleagues.

***Identified Need - English Language Arts**

These goals are based on 2021 FAST data indicating 63% total students at risk with our highest subgroups at risk being our African American student (64%) and Hispanic at 66% at risk. Our dashboard indicators of "red" from 2019 shows that we need improvement in achievement in ELA and Math. The 2022 ELA CASP indicates the following:
6th: 41% Not Met, 7th: 57% not met and 8th: 46% not met. These percentages indicate a greater need for literacy acceleration among all student sand in particular our lowest scoring subgroups being Hispanic and African American. Overall, 28% of students met or exceeded standards in ELA and 14% met or exceeded in Math.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6,7,8	Increase # of students meeting or exceeding on the SBAC	28%	45%	FAST aReading	Yearly
June 2023	6,7,8	Lower the % of students scoring at high and some risk on the FASTareading	63% are some and high risk on FAST	45%	FAST aReading	3x/year

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	English Learner	Increase in % students who meet and exceed	1.3%	15%	CAASPP ELA	Yearly
June 2023	6-8	Black or African American	Increase in % students who meet and exceed	26.7%	35%	CAASPP ELA	Yearly

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June 2023	6-8	Hispanic or Latino	Increase in % students who meet and exceed	26%	35%	CAASPP ELA	Yearly
June 2023	6-8	Socioeconomically Disadvantaged	Increase in % students who meet and exceed	27%	100 points growth	CAASPP ELA	Yearly
June 2023	6-8	Students with Disabilities	Increase in % students who meet and exceed	0%	100 points growth	CAASPP ELA	Yearly

*Identified Need - Math

These goals are based off of CAASPP data and Dashboard indicators. These metrics show that at-risk student populations are falling behind in mathematics and declined in their improvement from one year to the next. Greater emphasis on guaranteed and viable curriculum, common assessments, and classroom interventions to interrupt low achievement will need to be made. Teachers at MTM have ongoing PD with ELA and Math and monthly PDs to gain a better understanding of Standards Based Learning. A focus on ELL is woven in to each PD so that we can be deliberate about our subgroups that the most improvement. Math teachers work with district math coaches at least three times throughout the year to align with best practices and to determine how to effectively use the curriculum. Monthly pull out PLCs are needed for teachers to collaborate and analyze data so that students who are falling behind have a structured plan that will move them into proficiency.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8th	Increase the percentage of students meeting/exceeding grade-level competencies as measured by the CAASPP	14%	25%	CAASPP Math	Yearly

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8th	English Learner	Increase % on CAASPP	0%	15%	CAASPP Math	bi-yearly

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June 2023	6-8th	Students with Disabilities	Increase % on SBAC	0%	15%	CAASPP Math	bi-yearly
June 2023	6-8th	Black or African American	Increase the percentage of students meeting/exceeding grade-level competencies as measured by the CAASPP	16.4%	25%	CAASPP Math	Yearly
June 2023	6-8th	Hispanic or Latino	Increase the percentage of students meeting/exceeding grade-level competencies as measured by the CAASPP	12.5%	25%	CAASPP Math	Yearly
June 2023	6-8th	Socioeconomically Disadvantaged	Increase the percentage of students meeting/exceeding grade-level competencies as measured by the CAASPP	13.7%	Increase by 100 points	CAASPP Math	Yearly

*Identified Need - English Learners

2022 CAASPP data indicate that our English Language Learners are not Proficient in Math or ELA. Significant progress must be made to ensure ELLs are making progress. When looking at local measures such as the FAST for ELA and the DEMI for Math, ELLs are scoring below average with little progress being made. MTM has a low rate of reclassification compared to the district (8%) and this is a focus area for the 22-23 school year. The ELPAC Assessment for many of our ELs is foreign to them and students need to know what they need to work on in order to improve. A greater emphasis will be needed to ensure students are ready to reclassify in 2023. There is also a need for a dedicated expert in the area of ELL to help and coordinate school wide efforts across all content areas. This resource will allow a full dedication to our ELL so that have a supplemental support to make gains on the ELPAC. According to parents serving on ELAC, there is a need for more reading material at the instructional level for our

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ELLs. Parent requesting additional information on literacy and more books that they can have at home. Families also want to gain their own proficiency in English and have requested classes from the school that can assist them with gaining English skills to help their children.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
May 2023	6-8	English Learner	To increase % of students scoring level 4 on ELPAC and decrease the % of students scoring level 1 on ELPAC	3% at level 4 and 24% C at level 1	20% at Level 4 and 15% at level 1	Summative ELPAC	Yearly

*Identified Need - Graduation/Promotion Rate

Summative ELPAC scores suggest a low rate of reclassification. These scores represent a drop in students scoring level 4. In addition, MTM has a low performing SBAC score for ELA and FAST which is a criteria for reclassification.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	8	Reduce the amount of D's and F's by meeting student academic needs through inclusion and differentiation.	74%	24%	% of D and F grades	Quarterly
June 2023	8	Reduce the amount of suspensions	30%	5%	Suspensions	Yearly
June 2023	8	Increase 8th grade promotion attendance rate	88%	100%	Graduation/Promotion	Yearly

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	8	Black or African American	Decrease chronic absenteeism	23.3%	12%	Absenteeism	Weekly

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June 2023	8	Hispanic or Latino	Decrease chronic absenteeism	23.7%	12%	Absenteeism	Weekly
June 2023	8	Socioeconomically Disadvantaged	Decrease chronic absenteeism	21.9%	12%	Absenteeism	Weekly
June 2023	8	Students with Disabilities	Decrease chronic absenteeism	25.5%	12%	Absenteeism	Weekly
June 2023	8	Homeless/Foster	Decrease chronic absenteeism	33.8%	12%	Absenteeism	Weekly

Professional Learning

*Students to be served by this Strategy/Activity

As we establish common assessments, utilize a guaranteed and viable curriculum, and use supplemental supports to help in differentiation efforts, all students will be served. Our goal is to create equitable opportunities for all learners, specifically targeting at risk groups such as: ELL, Hispanic/Latino students, students with IEP's, and African/American students. More PD is will be woven in on best practices for our ELLs. A humanities block will be started for our 6th graders to allow for additional time for literacy. Push in supports to work deliberately with our ELLS will be implemented so that our ELLS get supplemental supports at their grade level.

*Strategy/Activity - Description

Based on our needs assessments, Professional Learning opportunities will focus on the following:

- Student engagement--Student interactions and participation with the learning.
- Inclusion and instructional differentiation--Co-teaching, ELD, ALD, multiple opportunities to engage/participate.
- Campus climate and classroom management---Restorative Program, Why Try SEL PD and curriculum, Individual counseling supports, group counseling and wellness supports
- Use of Amplify for ELD and ELA instruction within the classroom
- Small group instruction with ELLS in the classroom (guided reading strategies, explicit instruction, more time for reading at their instructional level)
- Use of reading material that is audio such audible during group rotations to increase the amount of text the students are exposed to
- Use of Critical Concepts and Standards Based learning strategies in each grade level
- Use of English 3D and Language Launch for long term ELL's.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N034137	Travel Conference		\$7,000.00	\$7,000.00	0341-09800-00-5207-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional conferences such as Project Based Learning and Marzano.
N034165	Conference Local		\$1,000.00	\$1,000.00	0341-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional conferences such as Project Based Learning and Marzano.
N03416R	Prof&Curriclm DevHrlyClstrmTchr		\$5,790.00	\$7,168.60	0341-30100-00-1170-1000-1110-01000-0000	Title I Basic Program	[no data]		Hourly for certificated to plan interdisciplinary units and PBL activities outside contract time.
*Additional Supports for this Strategy/Activity									
<p>Voluntary Book studies: Bettina Love--Helping students thrive not survive. Teaching like an abolitionist. Circle Forward--Restorative practices.</p>									
Intervention Supports									
*Students to be served by this Strategy/Activity									
<p>As teachers engage in professional development opportunities to create more interactive lessons that leverage student talents and skills, all students will benefit. Meeting students at their point of need and utilizing their Zone of Proximal development, small group instruction and collaborative structures can help all students learn through positive interdependence. Strategic student grouping can allow for both heterogeneous and homogenous groupings that allow students to take turns actively listening and speaking to better formulate conjectures. The goal is to have students drive their own learning.</p>									
*Strategy/Activity - Description									
<p>We did not fully utilize our capacity builders who received LLI training to assist with Tier I II and Tier III instruction for struggling learners. Due to the pandemic, we will use the Rewards program for students performing at a 2nd grade level-5th grade level in reading. In addition, software has been purchased to allow teachers more access to intervention supports to build more equitable outcomes for our learners. Achieve3000, Language Tree for ELL students, and Formative are a few examples of programs that can help to differentiate learning and track student progress.</p>									

All at risk students in Mild/Moderate and general education will be served by these intervention supports, which include:
 Co-teaching supports and expert coaching in the classroom
 Supplemental supports- After school and Saturday intervention support
 Differentiation
 GVC and common assessments that are aligned to grade-level standards
 Supplemental materials to support content instruction.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03411G	Supplies		\$1,778.00	\$1,778.00	0341-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Supplemental instructional supplies such as chart paper, library books, classroom library books, markers, rolling carts for library books to be used in the classroom, etc.
N034156	Supplies		\$23,898.00	\$23,898.00	0341-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental instructional supplies such as chart paper, library books, classroom library books, markers, rolling carts for library books to be used in the classroom, etc.
N03416Q	Classroom Teacher Hrly		\$13,512.00	\$16,729.20	0341-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		After school and Saturday tutoring and learning labs for targeted students.
N03416X	Classroom Teacher Hrly		\$2,500.00	\$3,095.25	0341-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		After school and Saturday tutoring and learning labs for targeted students.
N034192	Supplies		\$34,860.00	\$34,860.00	0341-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental instructional supplies such as chart paper, library books, classroom library books, markers, rolling carts for library books to be used in the classroom, etc.
N0341BT	Software License		\$4,000.00	\$4,000.00	0341-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental software such as Achieve 3000 and Brain Pop.

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N0341CD	Supplies		\$24,752.00	\$24,752.00	0341-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		These supplemental supplies for project based learning such as wood, 3D printer materials, plastic vinyl, etc. are needed to enhance the student's knowledge in their CTE pathways by creating projects that align with the CTE standards and utilize all disciplines. Interdisciplinary projects include Science, History, ELA, Math, and the Wellness Wheel Enrichment courses. Supplies will also go toward student exhibitions of the projects during our Community Events & showcase nights.
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***Additional Supports for this Strategy/Activity**

District Professional Development opportunities will be leveraged to help ensure that teachers are using assessment data effectively for planning purposes. Instructional walk-throughs will help administration and educators see trends and patterns that can help us lift capacity as well and course-correct gaps in pedagogy that may be interrupting learning.

ELA/ELD INTERVENTION TEACHER

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

Targeted students not meeting proficiency in ELA

***Strategy/Activity - Description**

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03411W	Regular Teacher -	0.60000	\$55,355.40	\$88,350.56	0341-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		ELA/Intervention teacher pulls small groups of targeted students and during the Wellness Wheel

English Learner Supports

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

All English Language Learners will be served by these activities. Our goal is to ensure expected student growth and to reclassify students as efficiently and effectively as possible.

***Strategy/Activity - Description**

By providing PD and accountability measures, we plan to see the gains that are developmentally appropriate for our students acquiring a second language. This will be measured by the ELPAC test as well as FAST, Achieve3000, Language Tree (for students in ELD) and DEMI scores. PLC's will allow us to learn how to provide integrated ELD opportunities in core classes and leverage any co-teaching opportunities. Teachers will engage in professional development for integrated and designated ELD during modified days with the support of the District assigned ELI-RT (English Language Instruction Resource Teacher.)

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03416V	Prof&Curriclm Dev Vist Tchr		\$2,500.00	\$3,095.25	0341-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC assessments
N0341CC	Contracted Svcs > \$25K		\$25,290.00	\$25,290.00	0341-31820-23-5100-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Contracts such as Words Alive in conjunction with Guitars in the Classroom offers supplemental support for our ELLS and ELA class to provide additional enrichment during our Wellness Wheel.

***Additional Supports for this Strategy/Activity**

Administration will be working with integrated supports, especially the Office of Language and Acquisition department, to ensure that GVC and needed PD's are being provided to our students and staff.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Based on parent participation from 21-22, attendance was low to Back to School Night and events that involved families. Due to COVID 19, many events were cancelled and attendance was low due to COVID guidelines. Historically, MTM needs more improvement in family engagement and bringing the families in as partners to support their child's learning at school.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The lack of a PTA, failure to meet ELAC quorums, and time to plan for community events has contributed to low participation in community and family engagement. Overall, there has also been a lack of attendance in after school activities and Saturday academy events. A strong focus need to be centered on family engagement in order to raise student outcomes and to make our families and students feel like they belong to our community and school.

In 21-22, the budget did not accommodate family events that may require upfront costs--such as carnivals, auctions, food, and/or busing. Additional time is needed to plan community events and the Family engagement team will now be supported by the MTM Community of Schools Coordinator.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

- 1) MTM as a new Community School will be bringing on a Community of Schools Coordinator which will support and grow a robust community engagement program which will involve our feeder schools and our community partnerships.
- 2) Coordinating a MTM PTA
- 3) Family Showcase Nights and Events will be established at least 2x/year along with our partnership with the EarthLab
- 4) Summer bridging programs to engage incoming 6th graders and families at our MTM welcome nights and Welcome walks
- 4) Family 6th-grade orientation will be established each spring
- 5) Establish community partners to increase involvement at family events and learning opportunities
- 6) Coordinate a family and community room that will house computers, meetings spaces, pantry items, clothing items and basic items when families are in need
- 7) Coordinate family STEAM night with all families and feeder schools

***Identified Need**

The identified need is to increase family and community engagement which will support MTM in achievement. MTM will create a Parent Engagement Committee to establish a plan for the 22-23 school year with the result of increasing involvement with our MTM families. MTM will actively seek input prior to making funding decisions and will now have SGT oversee the community of schools funding sources and expenditures. The new community of schools coordinator will ensure that we are using data effectively while creating a needs assessment to drive our activities and budget.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	SSC will be engaged in the budget decisions of the school	Baseline	100%	CAL - SCHLS (CSPS)
June 2023	SGT	SGT will coordinate and align funding for Community of schools to the needs assessment	Baseline	100%	Other - Describe in objective
June 2023	PTA	MTM will establish a PTA for the first time	Baseline	100%	Other - Describe in objective

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June 2023	Other (Describe in Objective)	MTM will host a community coffee each month to gather feedback and to engage with families and community	Baseline	100%	Other - Describe in objective
June 2023	Other (Describe in Objective)	MTM will coordinate a Family Resource Room that will provide basic needed items along with clothes, food, backpacks, dress code loaners, sneakers, and reading material	Baseline	100%	Other - Describe in objective
December 2023	Other (Describe in Objective)	MTM will establish a new role of Community of Schools Coordinator that will coordinate family engagement activities and increase involvement with community partnerships	Baseline	100%	Other - Describe in objective
June 2023	Other (Describe in Objective)	Families will attend monthly conferences focused on attendance, academics and behavior	-	100% of those invited to attend	Other - Describe in objective
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	PTA	Form a PTA	-	100%	Committee Attendance
June 2023	SSC	Families will be involved with the budget process	-	100%	Committee Attendance
June 2023	SGT	Families will be involved with SGT	-	100%	Meeting Attendance

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June 2023	Other (Describe in Objective)	Families will attend showcase events	-	85%	Meeting Attendance
June 2023	Other (Describe in Objective)	Families will attend the community coffee	-	20% of enrollment	Meeting Attendance

Communication

*Families to be served by this Strategy/Activity

All families will be served by these strategies.

*Strategy/Activity - Description

In an effort to increase family engagement, our school is asking for parents to consider forming a structured PTA. This starting point will help us to outline specific needs and events that parents can volunteer for. With the increase of positive events, our hope is to provide more opportunities for families to feel connected to MTM. MTM will continue to use School Messenger, flyers, and SSC to open communication lines to families. IN addition, we are hosting monthly community coffee events that will support our efforts to get families on campus. Welcome walks will be established for families to visit classrooms and to tour the campus of MTM.

Other efforts include:

1. *Capacity Building: Parent Training/Workshops (Parent Advisory Groups and/or Parent Committees)*
2. *Creating a Safe and Welcoming Environment for Parents*
3. *Increase Parent Communication and Community Resources and develop culturally responsive ways to communicate with our parents*
4. *Develop partnerships that are culturally responsive to the needs of our community for both families and their children across and align with the feeder schools and pathways.*
5. *Establish a Community of Schools Coordinator who will focus solely on increasing family and community engagement*

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03416S	Non Clsrn Tchr Hrly		\$404.00	\$500.19	0341-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Hourly time for staff for showcase events to support family engagement. Hourly time for teachers to attend family engagement activities outside contract time.
N03416T	Other Nonclsrn PARAS Hrly		\$365.00	\$500.09	0341-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Support certificated staff for showcase events and parent events/meetings.

Millennial Tech Middle SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N03416U	Software License		\$1,700.00	\$1,700.00	0341-30103-00-5841-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Software such as Minga for parent events and communications.
N03416W	Inservice supplies		\$2,500.00	\$2,500.00	0341-09800-00-4304-2495-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Inservice supplies such as light refreshments (juice, water, pastries) for parents to support their students.

***Additional Supports for this Strategy/Activity**

In an effort to increase family engagement, our school is asking for parents to consider forming a structured PTA. This starting point will help us to outline specific needs and events that parents can volunteer for. With the increase of positive events, our hope is to provide more opportunities for families to feel connected to MTM. MTM will continue to use School Messenger, flyers, and SSC to open communication lines to families. IN addition, we are hosting monthly community coffee events that will support our efforts to get families on campus. Welcome walks will be established for families to visit classrooms and to tour the campus of MTM.

Other efforts include:

1. *Capacity Building: Parent Training/Workshops (Parent Advisory Groups and/or Parent Committees)*
2. *Creating a Safe and Welcoming Environment for Parents*
3. *Increase Parent Communication and Community Resources and develop culturally responsive ways to communicate with our parents*
4. *Develop partnerships that are culturally responsive to the needs of our community for both families and their children across and align with the feeder schools and pathways.*
5. *Establish a Community of Schools Coordinator who will focus solely on increasing family and community engagement*

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A
BUDGET SUMMARY

Millennial Tech Middle Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 153,194
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 120,042
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 403,481

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 67,652
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 67,652

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 62,593
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 62,593

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 403,481

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Millennial Tech Middle	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$2,500.00
Millennial Tech Middle			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$2,500.00
Millennial Tech Middle			1260 Counselor Hrly	Counselor Hrly	0	\$1,650.00
Millennial Tech Middle			3000 Benefits		0	\$1,583.37
Millennial Tech Middle			4301 Supplies	Supplies	0	\$34,860.00
Millennial Tech Middle			4304 Inservice supplies	Inservice supplies	0	\$2,500.00
Millennial Tech Middle			5207 Travel Conference	Travel Conference	0	\$7,000.00
Millennial Tech Middle			5209 Conference Local	Conference Local	0	\$1,000.00
Millennial Tech Middle			5841 Software License	Software License	0	\$4,000.00
Millennial Tech Middle			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	0	\$5,000.00
Millennial Tech Middle		(blank) Total			0	\$62,593.37
Millennial Tech Middle	09800 LCFF Intervention Support Total				0	\$62,593.37
Millennial Tech Middle	30100 Title I Basic Program	Regular Teacher	1107 Classroom Teacher	Classroom Teacher	0.6	\$55,355.40
Millennial Tech Middle			3000 Benefits		0	\$32,995.16
Millennial Tech Middle		Regular Teacher Total			0.6	\$88,350.56
Millennial Tech Middle		School Clerk I	2401 Clerical OTBS	Clerical OTBS	0.2	\$7,600.60
Millennial Tech Middle			3000 Benefits		0	\$6,747.44
Millennial Tech Middle		School Clerk I Total			0.2	\$14,348.04
Millennial Tech Middle		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$13,512.00
Millennial Tech Middle			1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$5,790.00
Millennial Tech Middle			3000 Benefits		0	\$4,595.80
Millennial Tech Middle			4301 Supplies	Supplies	0	\$23,898.00
Millennial Tech Middle		(blank) Total			0	\$47,795.80
Millennial Tech Middle	30100 Title I Basic Program Total				0.8	\$150,494.40
Millennial Tech Middle	30103 Title I Parent Involvement	(blank)	1957 Non Clstrm Tchr Hrly	Non Clstrm Tchr Hrly	0	\$404.00
Millennial Tech Middle			2955 Other Nonclstrm PARAS Hrly	Other Nonclstrm PARAS Hrly	0	\$365.00
Millennial Tech Middle			3000 Benefits		0	\$231.28
Millennial Tech Middle			5841 Software License	Software License	0	\$1,700.00
Millennial Tech Middle		(blank) Total			0	\$2,700.28
Millennial Tech Middle	30103 Title I Parent Involvement Total				0	\$2,700.28
Millennial Tech Middle	30106 Title I Supplmnt Prog Imprvmnt	Attendance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	1	\$33,749.00
Millennial Tech Middle			3000 Benefits		0	\$32,125.20
Millennial Tech Middle		Attendance Asst Total			1	\$65,874.20
Millennial Tech Middle		(blank)	4301 Supplies	Supplies	0	\$1,778.00
Millennial Tech Middle		(blank) Total			0	\$1,778.00
Millennial Tech Middle	30106 Title I Supplmnt Prog Imprvmnt Total				1	\$67,652.20
Millennial Tech Middle	31820 ESSA Schl Imp (CSI) Funding	(blank)	4301 Supplies	Supplies	0	\$24,752.00
Millennial Tech Middle			5100 Contracted Svcs > \$25K	Contracted Svcs > \$25K	0	\$95,290.00
Millennial Tech Middle		(blank) Total			0	\$120,042.00
Millennial Tech Middle	31820 ESSA Schl Imp (CSI) Funding Total				0	\$120,042.00

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Millennial Tech Middle School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY (INSERT YEAR)

2.0 With approval from the local governing board, Millennial Tech has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) The family ENGagement policy and plan for the school year is sent home every year in SEptember and is posted on the school website.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Millennial Tech Middle school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]) MTM has several ways that involve families and the community with school which include the following: September: Back to School Night, October: Community Night at the Earth Lab, March: Family STEAM Night, March: Spring back to school night and students showcases throughout the year.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2]) MTM accommodates and meets families where they are. We hold meetings at the most convenient time for each parent and family individually. MTM has a family resource room that is open on the weekends and in the evening time.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) MTM has an active SSC and SGT that make decisions regarding the Title One Program and budget.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A]) Information about the MTM Title One program is sent home every September

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B]) MTM uses the state adopted curriculum in every content area and uses standards based learning and assessments. The assessments that are used such as the FAST and DEMI give instructional data and areas where students need to improve.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C]) Regular meetings such as coffee with the community allow for input about the MTM instructional program. In addition, MTM hold monthly ELAC meetings, SSC meetings and SGT meetings that all involve families.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5]) MTM gathers input monthly from parents and includes this information on the yearly feedback evaluation of Title One and LCFF.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements

of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1]) Parent meetings are held three times a year by teachers at each grade level to discuss standards, assessments and requirements for improvement.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2]) MTM provides training and support to families based on their feedback from our surveys that go out two times a year.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3]) MTM provides opportunities for parents to work as partners through our community of school designation and ongoing family engagement activities.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4]) MTM has a fully functioning family Resource Center that provides supplies, training and meetings to engage parents.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5]) All materials that are communicated to families

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14]) MTM's family engagement activities such as ELAC, SSC, SGT and Community of Schools Committee gathers feedback from parents and uses this information to build programs and to provide support. MTM listens to families and will implement strategies from their feedback

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Millennial Tech Middle School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f]) MTM provides all materials in English and Spanish and translates for other languages as needed.

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact
Millennial Tech Middle School

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

MTM provides a Guaranteed Viable Curriculum for all students. Interventions for English and Math are offered during the school day for students who are not at grade level. In addition, the school wellness wheel provides additional supports for SEL and academic needs for select students.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

MTM schedules parent teacher conferences throughout the year for students using the school’s minimum days and during the day when convenient for parents. MTM uses the school messenger system to reach out to parents to share important dates and family engagement activities.

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

Every 6 weeks, MTM sends progress reports home to families to report on academic achievement.

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parents participate in shadow days, orientations and activities that are open to families at least three times throughout the year. Showcase nights highlight student work towards standards.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

MTM has purchased translators for each teacher that communicates in all languages. Teachers and staff send home materials in English and Spanish and all calls home are translated.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

California Department of Education

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support
/ School Dashboard Additional Reports and Data

Millennial Tech Middle (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Orange	None	None	Red	Red
English Learners	Red	Red	None	None	Red	Red
Foster Youth	None	None	None	None	None	None
Homeless	Red	Orange	None	None	Red	Red
Socioeconomically Disadvantaged	Red	Red	None	None	Red	Red
Students with Disabilities	Red	Orange	None	None	Red	Orange
African American	Red	Orange	None	None	Red	Red
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Red	None	None	Red	Red
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Millennial Tech
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	401	19.0	407	24.1	430	26.5	405	23.2	347	28.2	9.2	5.0	408	11.5	419	13.4	425	12.7	404	10.9	341	14.1	2.6	3.2
Female	179	21.2	179	28.5	195	33.8	184	23.9	172	34.3	13.1	10.4	183	12.0	184	11.4	192	14.1	184	10.3	164	15.9	3.9	5.6
Male	222	17.1	228	20.6	235	20.4	221	22.6	175	22.3	5.2	-0.3	225	11.1	235	14.9	233	11.6	220	11.4	177	12.4	1.3	1.0
African American	91	18.7	88	19.3	92	20.7	82	18.3	60	26.7	8.0	8.4	95	5.3	95	8.4	90	4.4	82	4.9	55	16.4	11.1	11.5
Asian	2	-	1	-	2	-	24	33.3	24	50.0	-	16.7	2	-	1	-	2	-	23	30.4	24	25.0	-	-5.4
Filipino	0	-	2	-	1	-	4	-	4	-	-	-	0	-	2	-	1	-	4	-	4	-	-	-
Hispanic	256	17.2	268	22.8	284	25.4	262	22.1	239	25.9	8.7	3.8	259	11.6	271	14.4	281	12.8	263	8.7	240	12.5	0.9	3.8
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	2	-	5	-	2	-	2	-	2	-	-	-	2	-	5	-	2	-	2	-	2	-	-	-
White	7	-	6	-	11	27.3	7	-	5	-	-	-	7	-	8	-	11	0.0	7	-	5	-	-	-
Multiracial	17	17.6	19	31.6	22	54.5	24	37.5	12	33.3	15.7	-4.2	17	5.9	19	10.5	22	36.4	23	39.1	10	10.0	4.1	-29.1
English Learner	108	0.0	98	0.0	106	1.9	90	1.1	77	1.3	1.3	0.2	115	1.7	111	0.9	103	1.9	89	1.1	88	0.0	-1.7	-1.1
English-Speaking	293	25.9	309	31.7	324	34.6	315	29.5	270	35.9	10.0	6.4	293	15.4	308	17.9	322	16.1	315	13.7	253	19.0	3.6	5.3
Reclassified†	114	30.7	115	38.3	132	36.4	134	29.1	111	40.5	9.8	11.4	114	22.8	115	23.5	132	16.7	134	14.2	105	22.9	0.1	8.7
Initially Eng. Speaking	179	22.9	194	27.8	192	33.3	181	29.8	159	32.7	9.8	2.9	179	10.6	193	14.5	190	15.8	181	13.3	148	16.2	5.6	2.9
Econ. Disadv.*	350	16.9	370	23.5	378	24.9	352	22.4	291	27.1	10.2	4.7	355	10.1	377	13.3	374	12.0	350	10.3	282	13.8	3.7	3.5
Non-Econ. Disadv.	51	33.3	37	29.7	52	38.5	53	28.3	56	33.9	0.6	5.6	53	20.8	42	14.3	51	17.6	54	14.8	59	15.3	-5.5	0.5
Gifted	86	38.4	90	52.2	68	58.8	57	57.9	23	65.2	26.8	7.3	86	32.6	88	37.5	68	36.8	58	27.6	23	43.5	10.9	15.9
Not Gifted	315	13.7	317	16.1	362	20.4	348	17.5	324	25.6	11.9	8.1	322	5.9	331	6.9	357	8.1	346	8.1	318	11.9	6.0	3.8
With Disabilities	83	2.4	72	1.4	75	1.3	77	5.2	70	0.0	-2.4	-5.2	82	2.4	72	1.4	75	0.0	76	0.0	70	0.0	-2.4	0.0
WO Disabilities	318	23.3	335	29.0	355	31.8	328	27.4	277	35.4	12.1	8.0	326	13.8	347	15.9	350	15.4	328	13.4	271	17.7	3.9	4.3
Homeless	27	11.1	24	8.3	35	22.9	56	16.1	79	24.1	13.0	8.0	26	11.5	26	3.8	34	8.8	56	8.9	69	14.5	3.0	5.6
Foster	0	-	2	-	1	-	1	-	1	-	-	-	3	-	2	-	1	-	1	-	3	-	-	-
Military	15	40.0	11	63.6	9	-	7	-	6	-	-	-	15	26.7	11	45.5	9	-	6	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Millennial Tech
Grade 6

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	130	26.2	123	26.0	138	30.4	0	-	118	20.3	-5.9	-	133	16.5	128	10.9	136	18.4	119	15.1	114	10.5	-6.0	-4.6
Female	59	33.9	60	33.3	50	38.0	0	-	57	24.6	-9.3	-	61	19.7	62	11.3	48	25.0	55	18.2	53	11.3	-8.4	-6.9
Male	71	19.7	63	19.0	88	26.1	0	-	61	16.4	-3.3	-	72	13.9	66	10.6	88	14.8	64	12.5	61	9.8	-4.1	-2.7
African American	27	29.6	25	20.0	25	20.0	0	-	20	15.0	-14.6	-	27	11.1	27	7.4	24	0.0	24	12.5	18	11.1	0.0	-1.4
Asian	1	-	0	-	0	-	0	-	5	-	-	-	1	-	0	-	0	-	9	-	5	-	-	-
Filipino	0	-	2	-	0	-	0	-	2	-	-	-	0	-	2	-	0	-	0	-	2	-	-	-
Hispanic	86	23.3	85	24.7	92	32.6	0	-	83	20.5	-2.8	-	89	18.0	88	12.5	91	19.8	76	10.5	81	11.1	-6.9	0.6
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	1	-	3	-	0	-	0	-	0	-	-	-	1	-	3	-	0	-	0	-	0	-	-	-
White	2	-	1	-	4	-	0	-	3	-	-	-	2	-	1	-	4	-	3	-	3	-	-	-
Multiracial	8	-	4	-	8	-	0	-	4	-	-	-	8	-	4	-	8	-	7	-	4	-	-	-
English Learner	33	0.0	35	0.0	28	7.1	0	-	35	0.0	0.0	-	36	0.0	41	0.0	27	7.4	27	0.0	37	0.0	0.0	0.0
English-Speaking	97	35.1	88	36.4	110	36.4	0	-	83	28.9	-6.2	-	97	22.7	87	16.1	109	21.1	92	19.6	77	15.6	-7.1	-4.0
Reclassified†	36	38.9	34	44.1	47	42.6	0	-	26	26.9	-12.0	-	36	33.3	35	22.9	47	23.4	33	21.2	22	18.2	-15.1	-3.0
Initially Eng. Speaking	61	32.8	54	31.5	63	31.7	0	-	57	29.8	-3.0	-	61	16.4	52	11.5	62	19.4	59	18.6	55	14.5	-1.9	-4.1
Econ. Disadv.*	115	23.5	115	25.2	123	31.7	0	-	99	17.2	-6.3	-	117	15.4	118	11.0	122	18.9	103	13.6	96	9.4	-6.0	-4.2
Non-Econ. Disadv.	15	46.7	8	-	15	20.0	0	-	19	36.8	-9.9	-	16	25.0	10	10.0	14	14.3	16	25.0	18	16.7	-8.3	-8.3
Gifted	30	50.0	25	64.0	17	52.9	0	-	7	-	-	-	30	46.7	24	33.3	17	35.3	17	35.3	7	-	-	-
Not Gifted	100	19.0	98	16.3	121	27.3	0	-	111	17.1	-1.9	-	103	7.8	104	5.8	119	16.0	102	11.8	107	6.5	-1.3	-5.3
With Disabilities	25	4.0	18	0.0	26	3.8	0	-	25	0.0	-4.0	-	25	0.0	18	0.0	26	0.0	26	0.0	25	0.0	0.0	0.0
WO Disabilities	105	31.4	105	30.5	112	36.6	0	-	93	25.8	-5.6	-	108	20.4	110	12.7	110	22.7	93	19.4	89	13.5	-6.9	-5.9
Homeless	27	11.1	12	8.3	11	36.4	0	-	32	21.9	10.8	-	8	-	14	0.0	10	30.0	23	13.0	28	7.1	-	-5.9
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	4	-	2	-	0	-	1	-	-	-	5	-	4	-	2	-	1	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Millennial Tech
Grade 7

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	134	15.7	149	27.5	146	28.1	0	-	125	29.6	13.9	-	136	8.8	156	16.0	146	8.9	157	12.1	120	19.2	10.4	7.1
Female	56	14.3	69	33.3	77	36.4	0	-	55	38.2	23.9	-	56	5.4	73	15.1	77	7.8	64	9.4	50	24.0	18.6	14.6
Male	78	16.7	80	22.5	69	18.8	0	-	70	22.9	6.2	-	80	11.3	83	16.9	69	10.1	93	14.0	70	15.7	4.4	1.7
African American	36	22.2	29	20.7	35	25.7	0	-	21	23.8	1.6	-	37	5.4	32	6.3	35	5.7	32	3.1	18	22.2	16.8	19.1
Asian	0	-	1	-	1	-	0	-	14	71.4	-	-	0	-	1	-	1	-	12	25.0	14	35.7	-	10.7
Filipino	0	-	0	-	1	-	0	-	2	-	-	-	0	-	0	-	1	-	0	-	2	-	-	-
Hispanic	81	14.8	99	24.2	96	25.0	0	-	78	23.1	8.3	-	82	9.8	101	16.8	96	9.4	104	11.5	78	15.4	5.6	3.9
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	1	-	1	-	-	-
White	1	-	3	-	4	-	0	-	2	-	-	-	1	-	5	-	4	-	1	-	2	-	-	-
Multiracial	6	-	10	50.0	6	-	0	-	7	-	-	-	6	-	10	20.0	6	-	7	-	5	-	-	-
English Learner	39	0.0	31	0.0	45	0.0	0	-	28	3.6	3.6	-	41	2.4	36	2.8	45	0.0	33	3.0	32	0.0	-2.4	-3.0
English-Speaking	95	22.1	118	34.7	101	40.6	0	-	97	37.1	15.0	-	95	11.6	120	20.0	101	12.9	124	14.5	88	26.1	14.5	11.6
Reclassified†	32	25.0	46	37.0	37	48.6	0	-	41	43.9	18.9	-	32	21.9	46	23.9	37	18.9	60	16.7	40	30.0	8.1	13.3
Initially Eng. Speaking	63	20.6	72	33.3	64	35.9	0	-	56	32.1	11.5	-	63	6.3	74	17.6	64	9.4	64	12.5	48	22.9	16.6	10.4
Econ. Disadv.*	117	16.2	137	26.3	123	25.2	0	-	108	28.7	12.5	-	118	8.5	142	16.2	123	8.1	141	10.6	102	18.6	10.1	8.0
Non-Econ. Disadv.	17	11.8	12	41.7	23	43.5	0	-	17	35.3	23.5	-	18	11.1	14	14.3	23	13.0	16	25.0	18	22.2	11.1	-2.8
Gifted	31	29.0	30	63.3	23	69.6	0	-	6	-	-	-	31	25.8	29	44.8	23	34.8	17	35.3	6	-	-	-
Not Gifted	103	11.7	119	18.5	123	20.3	0	-	119	29.4	17.7	-	105	3.8	127	9.4	123	4.1	140	9.3	114	19.3	15.5	10.0
With Disabilities	36	2.8	21	0.0	24	0.0	0	-	21	0.0	-2.8	-	35	5.7	23	0.0	24	0.0	28	0.0	21	0.0	-5.7	0.0
WO Disabilities	98	20.4	128	32.0	122	33.6	0	-	104	35.6	15.2	-	101	9.9	133	18.8	122	10.7	129	14.7	99	23.2	13.3	8.5
Homeless	9	-	6	-	18	22.2	0	-	28	21.4	-	-	9	-	6	-	18	0.0	16	6.3	23	13.0	-	6.7
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	5	-	4	-	0	-	3	-	-	-	3	-	5	-	4	-	1	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Millennial Tech
Grade 8

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	137	15.3	135	18.5	146	21.2	0	-	104	35.6	20.3	-	139	9.4	135	12.6	143	11.2	128	5.5	107	12.1	2.7	6.6
Female	64	15.6	50	16.0	68	27.9	0	-	60	40.0	24.4	-	66	10.6	49	6.1	67	13.4	65	4.6	61	13.1	2.5	8.5
Male	73	15.1	85	20.0	78	15.4	0	-	44	29.5	14.4	-	73	8.2	86	16.3	76	9.2	63	6.3	46	10.9	2.7	4.6
African American	28	3.6	34	17.6	32	15.6	0	-	19	42.1	38.5	-	31	0.0	36	11.1	31	6.5	26	0.0	19	15.8	15.8	15.8
Asian	1	-	0	-	1	-	0	-	5	-	-	-	1	-	0	-	1	-	2	-	5	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	4	-	0	-	-	-
Hispanic	89	13.5	84	19.0	96	18.8	0	-	78	34.6	21.1	-	88	6.8	82	13.4	94	9.6	83	3.6	81	11.1	4.3	7.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-
White	4	-	2	-	3	-	0	-	0	-	-	-	4	-	2	-	3	-	3	-	0	-	-	-
Multiracial	3	-	5	-	8	-	0	-	1	-	-	-	3	-	5	-	8	-	9	-	1	-	-	-
English Learner	36	0.0	32	0.0	33	0.0	0	-	14	0.0	0.0	-	38	2.6	34	0.0	31	0.0	29	0.0	19	0.0	-2.6	0.0
English-Speaking	101	20.8	103	24.3	113	27.4	0	-	90	41.1	20.3	-	101	11.9	101	16.8	112	14.3	99	7.1	88	14.8	2.9	7.7
Reclassified†	46	28.3	35	34.3	48	20.8	0	-	44	45.5	17.2	-	46	15.2	34	23.5	48	8.3	41	4.9	43	18.6	3.4	13.7
Initially Eng. Speaking	55	14.5	68	19.1	65	32.3	0	-	46	37.0	22.5	-	55	9.1	67	13.4	64	18.8	58	8.6	45	11.1	2.0	2.5
Econ. Disadv.*	118	11.0	118	18.6	132	18.2	0	-	84	36.9	25.9	-	120	6.7	117	12.0	129	9.3	106	6.6	84	13.1	6.4	6.5
Non-Econ. Disadv.	19	42.1	17	17.6	14	50.0	0	-	20	30.0	-12.1	-	19	26.3	18	16.7	14	28.6	22	0.0	23	8.7	-17.6	8.7
Gifted	25	36.0	35	34.3	28	53.6	0	-	10	80.0	44.0	-	25	24.0	35	34.3	28	39.3	24	16.7	10	40.0	16.0	23.3
Not Gifted	112	10.7	100	13.0	118	13.6	0	-	94	30.9	20.2	-	114	6.1	100	5.0	115	4.3	104	2.9	97	9.3	3.2	6.4
With Disabilities	83	2.4	33	3.0	25	0.0	0	-	24	0.0	-2.4	-	22	0.0	31	3.2	25	0.0	22	0.0	24	0.0	0.0	0.0
WO Disabilities	115	18.3	102	23.5	121	25.6	0	-	80	46.3	28.0	-	117	11.1	104	15.4	118	13.6	106	6.6	83	15.7	4.6	9.1
Homeless	10	10.0	6	-	6	-	0	-	19	31.6	21.6	-	9	-	6	-	6	-	17	5.9	18	27.8	-	21.9
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	7	-	2	-	3	-	0	-	2	-	-	-	7	-	2	-	3	-	4	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: MILLENNIAL TECH MIDDLE

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

Programs and funded positions are aligned to meet the needs indicated in our dashboard indicators. The strategy is to provide a holistic school climate efforts, with explicit additional supports, to support each individual's social emotional and academic needs.

MTM will develop a Restorative based program that will focus on the whole child. A school wide system will be developed and implemented to allow students the agency to get support when needed and will create a systemic system with the entire MTM community rather than in silos.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	Modifications based on qualitative and quantitative data.

Millennial Tech Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						results, etc.).	
Project Resource Teacher - Vacancy, SBB2528994	1.00000	\$130,496.07	30100-1907	PRT will develop and coordinate restorative practice program to improve suspension rates, chronic absenteeism, and address socio-emotional needs of students	Suspension rates have decreased Student voice has been elevated Increased the number of safe spaces on campus	Time for students to attend circles and groups-being pulled from content Tier 1 instruction Additional communication with the increased number of students needing services Duplicated services from counseling Dept, and contracted services	SSC will not fund this position next year and will utilize existing services and contracted services
Guidance Asst - NEW POSN, SBB2530436	1.00000	\$62,817.78	30106-2404	Guidance assistant will provide interventions and community building (restorative circles) to improve suspension rates, chronic absenteeism, and address socio-emotional needs of students	Increased number of restorative circles and community building on campus Decreased suspension rates	Communication amongst other services/duplicated services Attendance rates are still not improved Family Engagement is an area of improvement	Will continue due to contract, however this position will be converted to attendance clerk when available. Establish roles after school and during the school day so that services are not

Millennial Tech Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Contracted Svcs > \$25K		\$40,000.00	31820-5100	Tariq Khamisa Foundation contract. Restorative circles, conflict resolution, and peace mentorships.	Decrease in suspensions Restorative Circles increased Case load of students with additional SE supports	Communication amongst other services/duplicated services	duplicated Will continue service to provide additional SEL supports to support suspension rates and SEL activities
Supplies	--	--	30100-4301	Supplemental supplies to support restorative practices such as talking pieces, circle rugs and flexible seating.	Decrease in suspensions Additional supports to regulate behaviors in classroom		Will continue provided supplies for all rooms that need a restorative space.
Supplies	--	--	30106-4301	Supplemental supplies to support restorative practices such as talking pieces, circle rugs and flexible seating.	Decrease in suspensions Additional supports to regulate behaviors in classroom		Will continue provided supplies for all rooms that need a restorative space.
Supplies	--	--	30103-4301	Supplemental supplies to support restorative practices such as talking pieces, circle rugs and flexible seating.	Decrease in suspensions Additional supports to regulate		Will continue provided supplies for all rooms that need a restorative space.

					behaviors in classroom		

Goal 2 - English Language Arts

Strategy/Activity 1: PLCs

***Strategy/Activity - Description**

Professional development opportunities will focus on the following:
 Student engagement--Student interactions and participation with the learning.
 Inclusion and instructional differentiation--Co-teaching, ELD, ALD, multiple opportunities to engage/participate.
 Campus climate and classroom management---Restorative Program, Why Try SEL PD and curriculum, Individual counseling supports
 Use of Amplify for ELD and ELA instruction
 Use of Critical Concepts and Standards Based learning strategies in each grade level
 Use of English 3D and Language Launch for long term ELL's.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm		\$1,969.67	31820-1192	PLC release time.	Time for teachers	Visiting teachers	

Millennial Tech Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Dev Vist Tchr					to plan using the new curriculum such as Amplify and Math adoption.	not covering release time.	Provide support for teacher to have release time for PLCs. Additional time is needed to support the roll out of a new curriculum.
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Strategy/Activity 2: Intervention Supports

***Strategy/Activity - Description**

We did not fully utilize our capacity builders who received LLI training to assist with Tier I II and Tier III instruction for struggling learners. Due to the pandemic, we will use the Rewards program for students performing at a 2nd grade level-5th grade level in reading. In addition, software has been purchased to allow teachers more access to intervention supports to build more equitable outcomes for our learners. Achieve3000, Language Tree for ELL students, and Formative are a few examples of programs that can help to differentiate learning and track student progress.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.
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Millennial Tech Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Supplies		\$25,354.00	30100-4301	Supplemental supplies such as classroom library books, journals, markers, pencils, etc.	Students have the necessary supplies to build on their literacy skills.	Improvements still need to be made to improve students reading on grade level.	We will need to allocate supplies for continued improvements in reading levels.
Supplies		\$16,754.00	30106-4301	Supplemental supplies such as classroom library books, journals, markers, pencils, etc.	Students have the necessary supplies to build on their literacy skills.	Improvements still need to be made to improve all students reading on grade level.	We will need to allocate supplies for continued improvements in reading levels.
Classroom Teacher Hrly		\$4,925.39	31820-1157	Hourly time for teachers to provide support to students with Achieve 3000 and SEL.	Most students improved reading levels according to the FAST reading assessment.	Some students did not improve reading levels. Attendance levels need improvement o show greater gains in reading performance.	We will need to allocate supplies for continued improvements in reading levels
Supplies		\$30,890.00	31820-4301	Supplemental supplies such as classroom library books, journals, markers, pencils, etc.	Most students improved reading levels according to the FAST reading assessment	Some students did not improve reading levels. Attendance levels need improvement o show greater gains in reading performance.	We will need to allocate supplies for continued improvements in reading levels to support the student snot reading at grade level.

Goal 3 - Mathematics

Strategy/Activity 2--Intervention supports

***Strategy/Activity - Description**

Strategies and activities are structured to target needs as highlighted by the DEMI data reports and progress monitoring. Students need more equitable opportunities to engage with the content and to gain access to instruction by having opportunities to utilize their preferred learning modalities.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs > \$25K		\$40,000.00	31820-5100	Math transformations contract. Provide support, coaching, Lesson Study, and Curriculum	Increased teacher knowledge of new curriculum. Lesson studies allowed reflection	PLC did not have visiting teachers due to staffing shortages.	Provide contracted support so that PLCs can plan for instructional

Millennial Tech Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Support	of best practices to provide equitable learning environments. Achieved goals in standard based teaching.		improvement.
Supplies	--	--	30100-4301	Supplemental math supplies such as math notebooks, markers, and math manipulatives.	Equitable supplies were provided for each student to support numeracy skills and fluency.		Supplies are consumable and will be needed every year to support numeracy and literacy fluency.
Supplies	--	--	30106-4301	Supplemental math supplies such as math notebooks, markers, and math manipulatives.	Equitable supplies /manipulatives were provided for each student to support numeracy skills and fluency.		Supplies are consumable and will be needed every year to support numeracy and literacy fluency.
Supplies	--	--	30103-4301	Supplemental math supplies such as math notebooks, markers, and math manipulatives.	Equitable supplies /manipulatives were provided for each student to support numeracy skills and fluency		Supplies are consumable and will be needed every year to support numeracy and literacy fluency.

Goal 5 - Supporting Students with Disabilities

Interventions and Professional Development

***Strategy/Activity - Description**

MTM teachers will participate in professional development related to the inclusion and differentiation for students with disabilities. Education Specialists, the school psychologist, Speech Pathologist, PT and OT teachers will provide support strategies to general education teachers to best support SWD's in the general education classroom. Online and print resources will be secured to address needs related to phonemic awareness, number sense, and other areas revealed through analysis of student data throughout the year. Our School Site Council will approve CSI monies to be used to positively impact areas of need identified in our California Dashboard indicators. Additional efforts to respond effectively to students undergoing trauma, whom are at risk, and students with disabilities are top priorities at MTM and will receive additional supports to ensure more equitable outcomes.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Millennial Tech Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Project Resource Teacher - Vacancy, SBB2528994	--	--	30100-1907	PRT will coordinate restorative practices through restorative circles and community building.	Decreased Suspensions Increased circles and community building	Duplicated services provided by contact TKF.	This position will no longer be funded.
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Goal 7 - Family Engagement

Communication

*Strategy/Activity - Description

In an effort to increase family engagement, our school is asking for parents to consider forming a structured PTA. This starting point will help us to outline specific needs and events that parents can volunteer for. With the increase of positive events, our hope is to provide more opportunities for families to feel connected to MTM. MTM will continue to use School Messenger, flyers, and SSC to open communication lines to families.

Other efforts include:

1. *Capacity Building: Parent Training/Workshops (Parent Advisory Groups and/or Parent Committees)*
2. *Creating a Safe and Welcoming Environment for Parents*
3. *Increase Parent Communication and Community Resources and develop culturally responsive ways to communicate with our parents*
4. *Develop partnerships that are culturally responsive to the needs of our community for both families and their children across and align with the feeder schools and pathways.*

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Millennial Tech Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Supplies		\$2,640.00	30103-4301	Light refreshments for parent events and meetings. Materials to support the parent room such as coffee maker, card stock, and colored paper for flyers.	Parents participates in schoolwide events to support student learning and goal setting.	COVID guidelines decreased the number of events that could take place on campus.	Revising strategies to gain additional parents engaged in the school activities. Additional funds will be allocated from other budgets to increase parent engagement.

Goal 6 - Supporting Black Youth

Professional Development and Welfare Check-ins

***Strategy/Activity - Description**

Students will be in classrooms where teachers have undergone sensitivity training and understand the impacts of cultural responsiveness. MTM has set aside Title 1 funds to help lead restorative practices, include a Project Resource Teacher, establish whole-school SEL curriculum, and to ensure GVC and supplemental supports are aligned to critical standards and frameworks identified as outlined in the the California Common Core State Standards.

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

Directions:

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Guiding Questions:

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Project Resource Teacher - Vacancy, SBB2528994	--	--	30100-1907	PRT will coordinate restorative circles and community-building activities.	Suspensions and expulsions have decreased.	The number of mental health referrals increased this	Additional funds need to be allocated to provide mental

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						year despite having a PRT	health services with
Guidance Asst - NEW POSN, SBB2530436	--	--	30106-2404	Guidance assistant will provide in classroom interventions.	Suspensions and expulsions have decreased.	The number of mental health referrals increased this year despite having a guidance Assistant	Additional funds need to be allocated to provide mental health services

What are my leadership strategies in service of the goals?

1) Provide a clear vision with an instructional framework for addressing trauma, culture and mastery to raise student achievement.

Element 1: Ensure the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Element 2: Ensure appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Element 3: Ensure the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Element 4: Ensure equity in a child-centered school with input from staff, students, parents, and the community

Element 5: Ensure the successes of the school and celebrates the diversity and culture of each student.

2) Instruction of a Viable and Guaranteed Curriculum

Element 1: Provides a clear vision for how instruction should be addressed in the school.

Element 2: Use knowledge of the predominant instructional practices in the school to improve teaching.

Element 3: Ensures that school curriculum and accompanying assessments align with state and district standards.

Element 4: Ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Element 5: Ensures that each student has equal opportunity to learn the critical content of the curriculum using the developed critical concepts

3) Continuous Development of Teachers and Staff

Element 1: Effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.

Element 2: Use multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Element 3: Ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

SCHOOL NAME: MILLENNIAL TECH MIDDLE

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

Programs and funded positions are aligned to meet the needs indicated in our dashboard indicators. The strategy is to provide a holistic school climate efforts, with explicit additional supports, to support each individual's social emotional and academic needs.

MTM will develop a Restorative based program that will focus on the whole child. A school wide system will be developed and implemented to allow students the agency to get support when needed and will create a systemic system with the entire MTM community rather than in silos.

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

Directions:

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Guiding Questions:

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Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	Modifications based on qualitative and quantitative data.

Millennial Tech Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						results, etc.).	
Contracted Svcs Less Than \$25K		\$12,150.00	09800-5853	Contract to support attendance, community, heart to brain coherence, and self-regulation skills.	This expense did result in lowering suspensions and was effective.		A modification will be made to include this activity in another contract.
Supplies	--	--	09800-4301	Supplemental supplies to support restorative practices such as talking pieces, circle rugs and flexible seating.	This expense did result in lowering suspensions and was effective.		WE will continue to provide supplies for our Restorative programs.

Goal 2 - English Language Arts

Strategy/Activity 1: PLCs

***Strategy/Activity - Description**

Professional development opportunities will focus on the following:
 Student engagement--Student interactions and participation with the learning.
 Inclusion and instructional differentiation--Co-teaching, ELD, ALD, multiple opportunities to engage/participate.
 Campus climate and classroom management---Restorative Program, Why Try SEL PD and curriculum, Individual counseling supports
 Use of Amplify for ELD and ELA instruction
 Use of Critical Concepts and Standards Based learning strategies in each grade level
 Use of English 3D and Language Launch for long term ELL's.

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

Directions:

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Prof&Curriclm		\$130.59	09800-1170	ILT planning	Suspensions were		WE will continue

Millennial Tech Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

DevHrlyClstrmTchr					lowered and this expense was effective		this expense as needed.
Prof&Curriclm Dev Vist Tchr		\$5,718.53	09800-1192	Substitutes for PLCs	This expense was effective to improve the teacher's understanding of Standards based learning. Evaluation and feedback forms determined that they were effective.		We will continue this expense as needed as it was effective to improve teacher's knowledge of standards based learning.
Travel Conference		\$13,000.00	09800-5207	Literacy conference fees and registration for literacy	This expense was effective to improve the teacher's understanding of Standards based learning. Evaluation and feedback forms determined that they were effective. SBAC scores indicate an increase in ELA overall		We will continue this expense as needed as it was effective to improve teacher's knowledge of standards based learning.
Conference Local		\$109.00	09800-5209	Literacy	This expense was		We will continue

Millennial Tech Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				conference fees and registration	effective to improve the teacher's understanding of Standards based learning. Evaluation and feedback forms determined that they were effective. SBAC scores indicate an increase in ELA overall	this expense as needed as it was effective to improve teacher's knowledge of standards based learning.
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Strategy/Activity 2: Intervention Supports

***Strategy/Activity - Description**

We did not fully utilize our capacity builders who received LLI training to assist with Tier I II and Tier III instruction for struggling learners. Due to the pandemic, we will use the Rewards program for students performing at a 2nd grade level-5th grade level in reading. In addition, software has been purchased to allow teachers more access to intervention supports to build more equitable outcomes for our learners. Achieve3000, Language Tree for ELL students, and Formative are a few examples of programs that can help to differentiate learning and track student progress.

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

Directions:

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

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Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.
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Millennial Tech Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$21,000.00	09800-4301	Supplemental supplies such as classroom library books, journals, markers, pencils, etc.	This expense was effective. Overall literacy scores improved on the 2021 SBAC		We will continue to provide supplies for our literacy programs.
Software License		\$6,000.00	09800-5841	Intervention software such as Formative, Achieve 3000, Brain Pop, and Quizlet	This expense was effective. Overall literacy scores improved on the 2021 SBAC		We will continue to provide supplies for our literacy programs

Goal 3 - Mathematics

Strategy/Activity 1--PLC's and Professional Development

***Strategy/Activity - Description**

By allowing students to have access to manipulatives, providing PD around student engagement and inclusion, and helping to create more collaborative spaces in the online or physical classroom, teachers will more effectively differentiate instruction. We believe that the process of learning needs to be a shared opportunity between the instructor and the student, where students take a more active role in owning the content by struggling productively, making conjectures, and generalizing their findings. Additional PD, coaching and pull out PLC days with experts in the field will allow the new curriculum to be actualized and supported.

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

Directions:

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Guiding Questions:

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Conference Local	--	--	09800-5209	STEAM conferences and registration	Conferences provide teachers		WE will continue to fund this as it is

Millennial Tech Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					with knowledge and specialist training that is needed for our new PBL program		effective.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visting teachers for PLCs	PLC are needed to provide collaboration time for teachers to provide action plans for students who need improvement.		We will continue to fund this as it is effective.
Prof&Curriclm DevHrlyClstrmTchr	--	--	09800-1170	Visting teachers for PLCs	PLC are needed to provide collaboration time for teachers to provide action plans for students who need improvement.		We will continue to fund this as it is effective.
Travel Conference	--	--	09800-5207	STEAM conferences and registration			W will continue to fund this as it is effective.

Strategy/Activity 2--Intervention supports

***Strategy/Activity - Description**

Strategies and activities are structured to target needs as highlighted by the DEMI data reports and progress monitoring. Students need more equitable opportunities to engage with the content and to gain access to instruction by having opportunities to utilize their preferred learning modalities.

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

Directions:

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Guiding Questions:

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

Millennial Tech Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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Interprogram Svcs/Field Trip		\$218.00	09800-5735	STEAM academic field trips.	This strategy was effective SBAC literacy scores were improved and sub group scores improved.		We will continue to fund this as it is effective
Supplies	--	--	09800-4301	Supplemental math supplies such as math notebooks, markers, and math manipulatives.	This strategy was effective 2021 SBAC scores in Math improved		We will continue to fund this as it is effective

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

By providing PD and accountability measures, we plan to see the gains that are developmentally appropriate for our students acquiring a second language. This will be measured by the ELPAC test as well as FAST, Achieve3000, : Language Tree (for students in ELD) and DEMI scores. PLC's will allow us to learn how to provide integrated ELD opportunities in core classes and leverage any co-teaching opportunities. Teachers will engage in professional development for integrated and designated ELD during modified days with the support of the District assigned ELI-RT (English Language Instruction Resource Teacher.)

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

Directions:

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Non Clsrm Tchr Hrly		\$10,000.53	09800-1957	ELPAC assessments.	This strategy was effective as it		We will continue to fund this as it is

Millennial Tech Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>allowed us to meet our deadline for SBAC assessment and provided data to help us improve achievement with our ELLs</p>	<p>effective in giving data to improve achievement.</p>
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What are my leadership strategies in service of the goals?