

The School Plan for Student Achievement

School: Mill Valley Middle School
CDS Code: 21653916085187
District: Mill Valley School District
Principal: Anna Lazzarini
Revision Date: June 5, 2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on June 17, 2020.

School Vision and Mission

Mill Valley Middle School's Vision and Mission Statements

MVMS Mission Statement: We strive to be a school where everyone feels welcome, safe, and accepted. We seek to inspire creative, healthy, thoughtful people who are motivated to contribute to the global community. We foster personal growth, critical thinking, technological literacy, and academic excellence, with a commitment to high standards and support for all students.

Mill Valley Middle School promotes academic excellence and the development of personal responsibility. It borders Bayfront Park and the Mill Valley Recreation Center. Approximately 1010 students in grades 6-8, 60 certificated staff and 23 support staff work at the middle school each day. We mostly align teachers to be in teaching teams for core academic subjects and we have school-wide staff for electives. We have seven pod floors in the main building, made up of approximately 140 students in each of these teaching teams, and adjacent classrooms for our World Language, PE, Art, and Music electives. The projected number for 2020-2021 is 960 and we are projected to maintain this student population over the next couple of years.

MVMS Teachers meet regularly in departments and teaching team meetings to collaborate on curriculum and to discuss student needs, as well as work on CCSS & NGSS professional development. MVMS has a strong reputation of having a strong academic program that includes classes in Language Arts, Social Studies, Mathematics, Science, World Language, Special Education, Technology, Global Studies, Drama, Art, Instrumental and Vocal Music, and Physical Education. A full time library media teacher is supported by a part-time library media teacher and a part-time library clerk. The MVMS library is centrally located in the main building and has a high level of use. It is open to all students during recess, lunch, and after school and is the hub of our learning environment with many collaborative projects with classroom teachers.

Mill Valley Middle School promotes academic excellence, respect for self and others and development of personal responsibility and giving back to the community through service learning. Global Studies, Technology, World Languages, Drama, PE, Music, and Art are electives in addition to the core academic subjects. Educating and nurturing our children to be ready for high school and beyond is our responsibility and our contribution to the future. We have highly qualified teachers who educate and engage our students in learning at high levels. We are also strongly supported by our parent community through our PTSA and our district foundation, Kiddo!

School Profile

Mill Valley Middle School is one of six schools in the Mill Valley School District, which is a K-8 district, comprised of five elementary schools and one middle school.

The MVMS staff and community have high academic expectations and our students consistently have had strong results on the CAASPP state assessment. Additionally, the MVMS staff believes strongly in fostering an environment where students feel welcome, safe, and welcome both socially and emotionally. In addition to preparing students to be successful in high school and beyond, a central mission is to create a safe and welcoming environment. We take pride in having a strong support team that support students to be as successful as they can be.

We have a full-time principal, assistant principal and dean of students that make up the MVMS administration team. In addition to having an effective special education team that works closely with our students who have learning differences, we have three full-time school counselors that work with assigned students, a school psychologist, and a full-time educational therapist that works with our most at-risk students. Students can participate in many extra-curricular activities including leadership, athletics, intramurals, and over twenty clubs that meet on a regular basis. We have a vibrant and generous PTSA that publishes bi-monthly newsletters and financially supports most of our valued school programs outside of academic classes, as well as many volunteer hours to help support the staff and students in various projects and events. We are fortunate to also have the support of Kiddo!, our school district foundation, which supports thriving drama, art and music programs for each grade level.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	335	353	384	332	348	374	332	348	374	99.1	98.6	97.4
Grade 7	372	319	343	361	312	341	361	312	341	97	97.8	99.4
Grade 8	345	364	311	323	355	300	323	354	300	93.6	97.5	96.5
All Grades	1052	1036	1038	1016	1015	1015	1016	1014	1015	96.6	98	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2599.9	2601.0	2598.8	44.58	41.95	41.98	40.36	44.54	43.85	12.95	10.63	10.43	2.11	2.87	3.74
Grade 7	2614.0	2633.4	2618.8	34.90	44.55	36.95	45.98	44.23	45.45	14.13	8.01	13.20	4.99	3.21	4.40
Grade 8	2616.3	2625.4	2644.8	31.58	32.77	39.67	43.96	46.61	46.67	16.10	14.12	10.00	8.36	6.50	3.67
All Grades	N/A	N/A	N/A	37.01	39.55	39.61	43.50	45.17	45.22	14.37	11.05	11.23	5.12	4.24	3.94

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	47.89	50.86	47.18	46.99	43.97	45.58	5.12	5.17	7.24	
Grade 7	53.19	56.73	43.99	39.89	38.78	48.97	6.93	4.49	7.04	
Grade 8	47.06	50.56	55.67	43.34	41.53	38.67	9.60	7.91	5.67	
All Grades	49.51	52.56	48.62	43.31	41.52	44.67	7.19	5.92	6.71	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	50.60	50.43	40.48	42.47	44.38	52.01	6.93	5.19	7.51
Grade 7	47.09	60.58	49.12	43.77	32.69	44.71	9.14	6.73	6.18
Grade 8	40.56	41.53	44.15	47.06	44.35	49.83	12.38	14.12	6.02
All Grades	46.16	50.44	44.47	44.39	40.77	48.91	9.45	8.79	6.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	39.76	36.78	34.58	57.53	60.63	62.47	2.71	2.59	2.95
Grade 7	29.64	36.22	29.91	65.93	58.65	65.10	4.43	5.13	4.99
Grade 8	34.06	35.88	33.33	60.37	58.76	64.00	5.57	5.37	2.67
All Grades	34.35	36.29	32.64	61.42	59.37	63.81	4.23	4.34	3.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	54.22	55.46	52.82	43.37	41.67	43.43	2.41	2.87	3.75
Grade 7	48.48	57.37	51.32	45.98	40.38	44.28	5.54	2.24	4.40
Grade 8	41.18	48.31	56.33	48.61	44.35	38.67	10.22	7.34	5.00
All Grades	48.03	53.55	53.35	45.96	42.21	42.31	6.00	4.24	4.34

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	335	353	384	331	348	374	331	348	374	98.8	98.6	97.4
Grade 7	372	319	343	359	309	340	359	309	340	96.5	96.9	99.1
Grade 8	345	364	311	312	353	299	312	353	299	90.4	97	96.1
All Grades	1052	1036	1038	1002	1010	1013	1002	1010	1013	95.2	97.5	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2600.7	2588.9	2593.6	48.64	42.53	45.99	31.72	27.87	28.34	13.60	23.28	19.25	6.04	6.32	6.42
Grade 7	2598.2	2626.5	2620.6	37.60	50.81	47.94	30.64	28.80	30.00	20.89	13.59	15.00	10.86	6.80	7.06
Grade 8	2640.8	2646.6	2659.4	50.96	50.42	57.86	20.51	26.35	22.41	17.63	15.01	11.71	10.90	8.22	8.03
All Grades	N/A	N/A	N/A	45.41	47.82	50.15	27.84	27.62	27.15	17.47	17.43	15.60	9.28	7.13	7.11

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 6	58.91	50.29	49.46	31.72	35.34	39.52	9.37	14.37	11.02			
Grade 7	51.53	67.31	61.18	31.48	22.65	26.47	16.99	10.03	12.35			
Grade 8	58.01	58.64	66.22	26.60	31.16	25.08	15.38	10.20	8.70			
All Grades	55.99	58.42	58.36	30.04	30.00	30.86	13.97	11.58	10.78			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	45.62	42.82	45.19	45.92	45.98	46.26	8.46	11.21	8.56
Grade 7	38.44	51.78	50.59	47.35	40.13	41.76	14.21	8.09	7.65
Grade 8	50.64	48.73	56.86	34.29	41.93	32.44	15.06	9.35	10.70
All Grades	44.61	47.62	50.44	42.81	42.77	40.67	12.57	9.60	8.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	55.59	44.83	49.73	37.16	45.69	41.18	7.25	9.48	9.09
Grade 7	37.60	49.51	45.00	52.37	44.98	46.76	10.03	5.50	8.24
Grade 8	52.24	53.82	54.85	36.86	38.24	35.79	10.90	7.93	9.36
All Grades	48.10	49.41	49.65	42.51	42.87	41.46	9.38	7.72	8.88

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	5
Grade 8	*	*	*	*	*	*	*	5
All Grades							11	13

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*		*	*	*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	30.77	*	15.38	*	46.15	*	7.69	11	13

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
7	*	*	*	*	*	*	*	*	*	*
All Grades	*	30.77	*	38.46	*	23.08	*	7.69	11	13

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*		*	*	*		*	*	*
7	*	*		*	*	*	*	*	*	*
8	*	*		*		*	*	*	*	*
All Grades	*	23.08		7.69	*	38.46	*	30.77	11	13

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	15.38	*	46.15	*	38.46	11	13

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*
All Grades	*	46.15	*	46.15	*	7.69	11	13

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	*	15.38	*	30.77	*	53.85	11	13

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	7.69	*	76.92	*	15.38	11	13

Conclusions based on this data:

1. Continue to work to meet the needs of English Learners

School and Student Performance Data

Chronic Absenteeism Data

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	*	1		*	1		*	*	
American Indian or Alaskan Native	*	1		*	1		*	*	
Asian	50	50		3	4		6.0	8.0	
Filipino	*	1		*	1		*	*	
Hispanic or Latino	79	91		8	8		10.1	9.1	
Did not Report									
Pacific Islander	*	1		*	1		*	*	
Two or More Races	82	94		1	4		1.2	4.3	
White	838	818		36	41		4.3	5.1	
Male	565	572		32	34		5.7	6.0	
Female	503	498		19	25		3.8	5.1	
English Learners	14	19		1	4		7.1	23.5	
Students with Disabilities	109	117		11	15		10.1	13.2	
Socioeconomically Disadvantaged	51	76		9	11		17.6	14.9	
Migrant									
Foster									
Homeless	*			*			*		
Kindergarten									
Grades 1-3									
Grades 4-6	342	366		11	14		3.2	3.9	
Grades 7-8	726	704		40	45		5.5	6.4	
Grades K-8	1,068	1,070		51	59		4.8	5.6	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	1,068	1,070		51	59		4.8	5.6	

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1039	6.3	1.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	19	1.8
Homeless	1	0.1
Socioeconomically Disadvantaged	65	6.3
Students with Disabilities	110	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.5
American Indian	6	0.6
Asian	46	4.4
Filipino	3	0.3
Hispanic	85	8.2
Two or More Races	104	10.0
Pacific Islander	1	0.1
White	789	75.9

Conclusions based on this data:

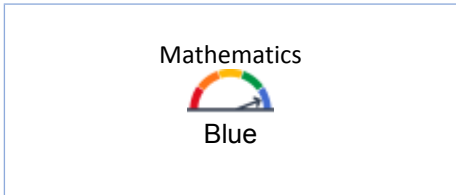
1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

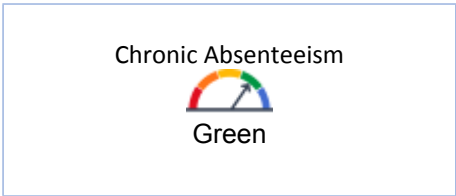
Overall Performance

2019 Fall Dashboard Overall Performance for All Students

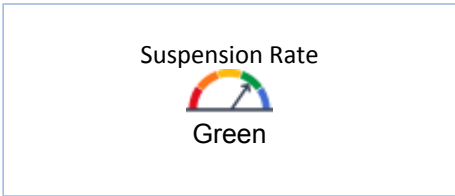
Academic Performance



Academic Engagement



Conditions & Climate



Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

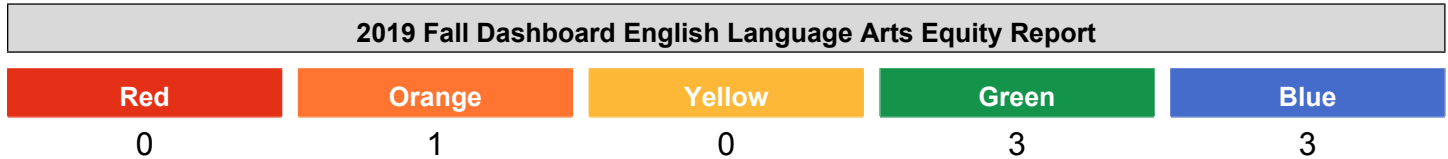
School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>71 points above standard Maintained ++2.1 points</p> <p>1002</p>	<p>English Learners</p> <p>Orange</p> <p>11.1 points below standard Declined -12.3 points</p> <p>46</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>12.3 points above standard Declined -9.2 points</p> <p>68</p>	<p>Students with Disabilities</p> <p>Green</p> <p>3.1 points above standard</p> <p>Increased Significantly ++10.8 points 116</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 39.5 points above standard Maintained -0.7 points 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 50.6 points above standard Increased ++5.1 points 78	 Blue 80.9 points above standard Maintained -2.2 points 102	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 74.6 points above standard Maintained ++1.8 points 765

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	0.7 points below standard Declined Significantly -15.1 points 36	75.5 points above standard Increased ++3.2 points 912

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

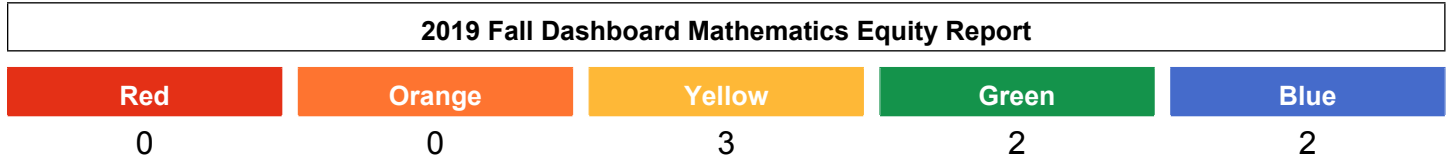
School and Student Performance Data

Academic Performance Mathematics

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Blue 55.3 points above standard Increased ++3.4 points 1000	<p>English Learners</p> Yellow 34.9 points below standard Increased ++8.7 points 46	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Yellow 20.4 points below standard Declined -5.2 points 68	<p>Students with Disabilities</p> Yellow 29.3 points below standard Increased Significantly ++30.6 points 116

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 23 points above standard Declined -7.5 points 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 17 points above standard Increased ++12.9 points 78	 Blue 71 points above standard Increased ++7.9 points 102	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 60 points above standard Maintained ++1.2 points 763

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	23.7 points below standard Maintained ++2.4 points 36	59.1 points above standard Maintained ++2.4 points 910

Conclusions based on this data:

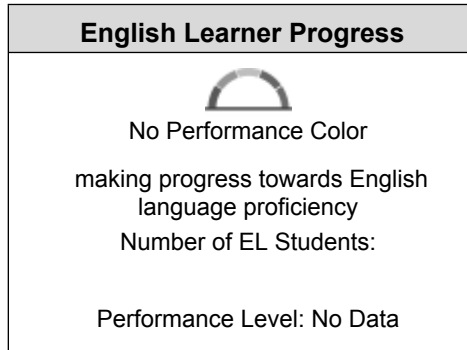
1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Continue to work to meet the needs of English Learners

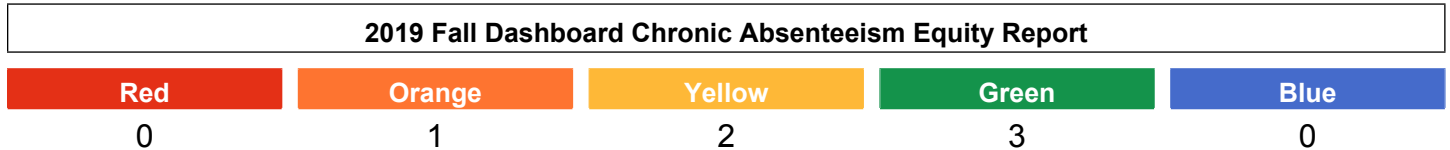
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 4.7 Declined -0.9 1051	 No Performance Color 20 Declined -3.5 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 15.6 Increased +0.7 77	 Yellow 11.2 Declined -2 134

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Green 4.3 Declined -3.7 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.3 Maintained +0.2 86	 Green 2.9 Declined -1.4 104	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 4.3 Declined -0.8 798

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

School and Student Performance Data

Conditions & Climate Suspension Rate

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

Lowest Performance



Red



Orange



Yellow



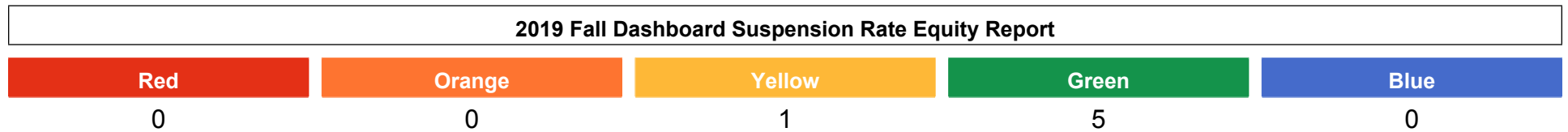
Green



Blue






Highest Performance

This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 2.8 Declined -2 1056	 No Performance Color 0 Maintained 0 20	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 6.5 Declined -1.4 77	 Green 5.2 Declined -11 134

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 6	 No Performance Color Less than 11 Students - Data Not 6	 Yellow 2.1 Maintained +0.1 48	 No Performance Color Less than 11 Students - Data Not 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.2 Declined -3.2 86	 Green 1.9 Declined -3.4 104	 No Performance Color Less than 11 Students - Data Not 1	 Green 3 Declined -1.9 802

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.9	2.8

Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners and Goal 2: Supported Staff
SCHOOL GOAL #1:
Teachers will provide engaging, rigorous and relevant curriculum that challenges and supports all students to be academically successful at a high level. There will be a culture of collaboration and continuous growth and development where teachers will work with each other to develop curriculum and instructional methodologies that help all students to be successful.
Data Used to Form this Goal:
Survey and interview data
Findings from the Analysis of this Data:
Continue to develop and enhance programs that address professional development and technology integration with a more of a focus on using programs that will work well in the classroom as well as remote learning as necessary
How the School will Evaluate the Progress of this Goal:
Ongoing data analysis and reflection on practices - survey of teachers regarding the professional development and access to online programs that are robust

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The District and administration will provide professional development and collaboration opportunities for teachers to continue standards-based work. Professional development will include release days to work on articulation and planning by different content area teams.	2020-2021	Administration, Teacher Leaders	Teacher Leader check-in meetings with administration		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work on a technology plan that continues to support teacher and student use of the 1:1 iPad program to be used in relevant manners, as well as preparing for the possibility of remote learning.	2020-2021	Administration, Tech Director & Coach, Teacher Leaders	Feedback from teachers participating on DTAC		District Funded	
Continue to implement grade-level digital citizenship and technology standards and strategies that will enable students to find, evaluate, and use information effectively using technology.	2020-2021	Teachers, Technology Coach	Annual report to administration from Library Media Teacher		District Funded	
Continue to provide professional development opportunities and support (Global Studies Coach) to teachers to integrate global studies strategies into their units of study.	2020-2021	Global Studies Coach, Administration	Report by Global Studies Coach		District Funded	
Continue to explore and include strategies in our teaching and learning practices to address equity in all areas at MVMS (e.g. gender, race, ethnicity, religion, sexual orientation).	2020-2021	District / Site Equity Committee	Report by Equity Committee		District Funded	
			Data that shows signs of closing the achievement gap in standardized assessments.		District Funded	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic and Social-Emotional Needs
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners and Goal 2: Supported Staff
SCHOOL GOAL #2:
The MVMS staff will provide the culture, structures, and systems to support all students to be academically successful.
Data Used to Form this Goal:
For 2020-2021, local assessment data, survey and interview data
Findings from the Analysis of this Data:
Continue to work to meet the individual academic and social-emotional needs of students
How the School will Evaluate the Progress of this Goal:
Ongoing data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers with professional development training to review and learn new differentiation strategies to support students within the full spectrum of learning. Support and challenge all levels of learning.	2020-2021	Administrators, Special Education Staff, EL Teacher, Counselors	Teacher Feedback		District Funded	
Offer targeted intervention reading and math classes for students who are struggling academically in those areas. Provide release time for intervention teachers to plan curriculum and continue their professional development in this area.	2020-2021	Administration, Special Education Staff, Intervention Teachers, Counselors	Teacher Feedback Standardized Test Scores, Grades		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to offer an After School Homework Club as an intervention to support students who need help or guidance with completing assignments.	2020-2021	Administration, Counselors, Teachers	Grades, Teacher Feedback		Other	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners and Goal 2: Supported Staff
SCHOOL GOAL #3:
Goals: Staff Climate - All staff members will contribute to a climate where collaboration is fostered and diverse ideas are heard and valued. School Climate - Students should feel welcomed, safe, challenged, and supported to take risks that lead to their academic, emotional, and social development.
Data Used to Form this Goal:
Survey and interview data
Findings from the Analysis of this Data:
Continue to develop and enhance programs that address positive school culture and character education
How the School will Evaluate the Progress of this Goal:
Ongoing data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide activities and structures for staff that fosters community building, collaboration, celebration, and sharing of ideas.	2020-2021	Administration, Leadership Team, Sunshine Club	Staff collaboration and team building time		District Funded	
Promote extra-curricular activities such as student clubs, Student Council, and (Where Everyone Belongs) WEB, so that students are active participants in planning activities that impact them.	2020-2021	Administration, Teacher Club Advisors	Active student participation in clubs		PTSA Funds Student Council	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fund guest speakers, plan assemblies, and increase awareness in programs that focus on issues around diversity, equity, acceptance, health & safety, environmental awareness, cyber-safety, and community outreach.	2020-2021	Administration, Parent Ed Committee, Teachers, Counselors	Active participation in student assemblies and parent ed evenings		PTSA Funds	
Provide students with alcohol, tobacco, and drug education in each grade level in order to support their physical and emotional health.	2020-2021	Administration, Teachers, Outside consultants			PTSA Funds	
Promote the District's Learner Profile through activities, such as Panthers with Character recognition each trimester, and service learning opportunities on campus and off campus.	2020-2021	Administration Community Service Coordinators	Recognition of students each trimester for LP and active participation in service learning opportunities		PTSA Funds	
					District Funded	
Continue Beyond Differences and Gay Straight Alliance (GSA) clubs on campus so that students who feel different and who want to support differences can come together in a safe place and promote respect and acceptance of all students.	2020-2021	Counselors Students	Club meetings and promotion of different events		None Specified	
Use Restorative Justice practices as a way to address harassment and other discipline incidences that would traditionally be handled through more punitive consequences. Use restorative circles with staff as well as staff and students.	2020-2021	Administration, Trained Staff	Students learning from their mistakes in a more meaningful manner and community building and fewer repeat of misbehavior		District Funded	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent and Community Involvement
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners and Goal 2: Supported Staff
SCHOOL GOAL #4:
Create structures to facilitate effective two-way communication between MVMS and parent community.
Data Used to Form this Goal:
Survey and interview data
Findings from the Analysis of this Data:
Continue to develop and enhance programs that address parent and community involvement
How the School will Evaluate the Progress of this Goal:
Ongoing data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Communicate to parent community through Panther Press, parent emails, the daily bulletin, marquee, and other print and electronic sources. Use district surveys, parent meetings, and principal emails to communicate and receive parent feedback and input.	2020-2021	Administration, Counselors, PTSA	Parent Perception/Experience Survey		District Funded	
Hold yearly administration/parent chats/informational meetings, that are both general in nature and tailored for specific grade levels (6th-8th).	Fall 2020	Administration, Counselors	Parent Perception/Experience Survey		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Make parents aware of the student services that are provided through counseling and outside consultants (i.e. counseling groups supported intervention programs).	2020-2021	Administration, Counselors	Parent Feedback		District Funded	
Continue to provide parents with access to the Aeries Parent Portal, which provides them an opportunity to check their child's progress in each class, on a regular basis. Notify parents when to check for mid-term progress reports and end of term progress reports.	2020-2021	Teachers, Administration	Parent Feedback Teacher Feedback		District Funded	
Use MVMS social media accounts to share highlights of what is happening at MVMS or to provide parents easy access to pertinent articles.	2020-2021	Administration, Admin Assistants	Parent Feedback		None Specified	
Provide meaningful and relevant parent education opportunities regarding a variety of middle school topics.	2020-2021	Parent Education Committee, Administration	Parent Feedback		PTSA Funds	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Other	73,400	73,400.00
PTSA Funds	60,893	60,893.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Anna Lazzarini / Mark Nelson	X				
Lindsey Nowell		X			
Danielle Dabbah		X			
Kimberly Pearson		X			
Nancy Felder			X		
David Philp				X	
Robin Rocket				X	
Cecily Mak				X	
Karen Argow				X	
Liz Harrell				X	
Numbers of members of each category:	1	3	1	5	0

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