School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Miller Creek Middle School
Address	2255 Las Gallinas Avenue San Rafael, CA 94903
County-District-School (CDS) Code	21-65318-6024202
Principal	Anna Lazzarini
District Name	Miller Creek Elementary School District
SPSA Revision Date	School Year 2023-2024
Schoolsite Council (SSC) Approval Date	May 8, 2023
Local Board Approval Date	June 2023

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

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School Vision and Mission

Miller Creek Middle School is a community that encourages all its members-students, staff, and parents - to be lifelong learners who embrace a healthy lifestyle, demonstrate compassion and empathy for others, and act with integrity and honesty. It is the goal of this community to provide the tools and resources necessary to foster creative, independent thinkers who will become proud stewards of our world.

Miller Creek Middle School strives to be an exemplary school community with an engaging learning environment. We value a strong core curriculum focused on continual improvement, high achievement, and life-long learning for our students and staff.

We envision:

- Students who demonstrate respect for school staff, peers, parents, campus and community.
- Students who value learning and actively pursue academic excellence.
- Students who explore extra-curricular interests including the visual/performing arts, athletics, and Miller Creek clubs.
- Staff that models life-long learning and makes professional development an annual priority.
- Staff that collaborates on a regular basis to create lessons that stimulate active and creative learning.
- Staff that identifies and addresses the learning of all students, and, consequently, has a clear practice of differentiated instruction.
- Staff that communicates and models a consistent discipline system so that students have a clear understanding of behavior expectations.
- Curriculum that meets the learning needs of all students and has interventions when needed.
- Curriculum that is guided by specific, clearly articulated, challenging standards and goals.
- Curriculum that integrates technology and promotes creative, interactive learning that includes exploration and critical thinking.
- Curriculum that utilizes multiple assessments to guide instruction and confirm student learning.
- A school climate where the efforts and achievements of all students and staff are recognized and celebrated.
- A school climate where there are clear rules that are consistently enforced and modeled.
- A school climate that has reasonable student/teacher ratios to enhance the learning process.
- A school climate that encourages students to be healthy via physical activity and healthy lifestyle choices.
- A school climate that celebrates and appreciates diversity.
- A school climate that includes well maintained physical facilities that meet the needs of our school community and reflect pride in the school.

School Profile

Miller Creek Middle School is located in the unincorporated Community Services District of Marinwood in San Rafael, CA. It serves the communities of Lucas Valley, Marinwood, and Terra Linda. One of four schools in the Miller Creek Elementary School District, it was originally constructed in 1964. Nestled within the beautiful hills of Marin County, we have Miller Creek running behind the campus, oaks and bay trees surrounding the campus, and the historic Dixie School House at our entrance. We have over 34 classrooms, a gym, robust elective course offerings, a performing arts stage, band room, orchestra room, choir room, wireless campus Internet connection with one to one student Chromebook devices, the Creek Cafe, and a state-of-the-art library/media center. Our school receives active and generous support from our parent community. In collaboration with the Can Do! Education Foundation we offer a robust counseling program and a Wellness Center. The Miller Creek Home and School Club works to fundraise for events that foster student and family connectedness to our school.

Miller Creek School Middle School serves the following groups of students:

Ethnicity/Race
Hispanic: 24.3%
Alaska native: 0.16%
Asian: 7%
Pacific Islander: 0.66%
Filipino:0.49%
African American: 1.48%
White: 56%

Two or More Races: 9.85%

Language Fluency
English Learners: 7.55%

Programs
Students with Disabilities: 16.42%
Homeless: 1.64%
Foster Youth: 0%

Socioeconomic Status
Socioeconomically Disadvantaged: 17.08%

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Miller Creek School District survey all staff, students, and families in January/February of 2023 using the YouthTruth survey. This Data, along with student achievement and progress data, and attendance data was reviewed by Staff, the Site Leadership Team and the School Site Council. SLT, Staff and School Site Council also reviewed actions connected to school goals and provided input on progress and changes.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.16%	0.16%	1	1	1
African American	2.3%	2.02%	1.48%	16	13	9
Asian	7.5%	7.75%	7.06%	52	50	43
Filipino	1.0%	0.62%	0.49%	7	4	3
Hispanic/Latino	19.2%	21.09%	24.30%	133	136	148
Pacific Islander	0.6%	0.62%	0.66%	4	4	4
White	59.7%	57.52%	55.99%	413	371	341
Multiple/No Response	9.5%	10.23%	9.85%	66	66	60
			Total Enrollment	665	645	609

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	223	200	180
Grade 7	218	228	205
Grade 8	224	217	225
Total Enrollment	665	645	609

Conclusions based on this data:

1. Miller Creek Middle School has declined in overall enrollment from 2021 to present.
2. The overall percentage of students that identify as Hispanic has increased by 5% from 2021 to present.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	25	39	46	3.8%	6.0%	7.55%
Fluent English Proficient (FEP)	123	116	98	17.80%	18.0%	16.09%
Reclassified Fluent English Proficient (RFEP)	1	8	10	<1%	1.24%	1.64%

Conclusions based on this data:

1. The percent of students that are reclassified as Fluent English Proficient has slightly increased during the last two years.
2. The percent of students identified as an English Learner has increased by 4% from 2021-2023. This represents a growth of approximately twenty students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	227	201	180	0	198	TBD	0	198	TBD	0.0	98.5	TBD
Grade 7	227	226	205	0	223	TBD	0	223	TBD	0.0	98.7	TBD
Grade 8	225	218	225	0	213	TBD	0	213	TBD	0.0	97.7	TBD
All Grades	679	645	610	0	634	TBD	0	634	TBD	0.0	98.3	TBD

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2558.	TBD		24.24	TBD		48.48	TBD		13.64	TBD		13.64	TBD
Grade 7		2588.	TBD		30.94	TBD		41.70	TBD		11.21	TBD		16.14	TBD
Grade 8		2607.	TBD		29.58	TBD		44.60	TBD		11.74	TBD		14.08	TBD
All Grades	N/A	N/A	N/A		28.39	TBD		44.79	TBD		12.15	TBD		14.67	TBD

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		29.29	TBD		55.05	TBD		15.66	TBD
Grade 7		30.94	TBD		57.85	TBD		11.21	TBD
Grade 8		33.80	TBD		50.70	TBD		15.49	TBD
All Grades		31.39	TBD		54.57	TBD		14.04	TBD

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		30.81	TBD		52.02	TBD		17.17	TBD
Grade 7		37.22	TBD		44.39	TBD		18.39	TBD
Grade 8		40.38	TBD		46.48	TBD		13.15	TBD
All Grades		36.28	TBD		47.48	TBD		16.25	TBD

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		24.75	TBD		64.65	TBD		10.61	TBD
Grade 7		19.28	TBD		72.20	TBD		8.52	TBD
Grade 8		22.07	TBD		70.42	TBD		7.51	TBD
All Grades		21.92	TBD		69.24	TBD		8.83	TBD

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		20.20	TBD		68.69	TBD		11.11	TBD
Grade 7		30.04	TBD		60.54	TBD		9.42	TBD
Grade 8		29.58	TBD		61.03	TBD		9.39	TBD
All Grades		26.81	TBD		63.25	TBD		9.94	TBD

Conclusions based on this data:

1. CAASPP participation rates remain strong and steady with 97% of students participating in 2022.
2. 73% of students met or exceeded the standards on the ELA CAASPP.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	227	201	180	0	200	TBD	0	200	TBD	0.0	99.5	TBD
Grade 7	227	226	205	0	224	TBD	0	223	TBD	0.0	99.1	TBD
Grade 8	225	218	225	0	215	TBD	0	214	TBD	0.0	98.6	TBD
All Grades	679	645	610	0	639	TBD	0	637	TBD	0.0	99.1	TBD

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2546.	TBD		26.50	TBD		28.50	TBD		23.50	TBD		21.50	TBD
Grade 7		2582.	TBD		32.29	TBD		31.39	TBD		18.39	TBD		17.94	TBD
Grade 8		2588.	TBD		34.11	TBD		21.03	TBD		21.96	TBD		22.90	TBD
All Grades	N/A	N/A	N/A		31.08	TBD		27.00	TBD		21.19	TBD		20.72	TBD

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		23.50	TBD		50.50	TBD		26.00	TBD
Grade 7		37.22	TBD		49.33	TBD		13.45	TBD
Grade 8		30.84	TBD		48.13	TBD		21.03	TBD
All Grades		30.77	TBD		49.29	TBD		19.94	TBD

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		21.00	TBD		59.00	TBD		20.00	TBD
Grade 7		26.01	TBD		56.50	TBD		17.49	TBD
Grade 8		35.05	TBD		47.20	TBD		17.76	TBD
All Grades		27.47	TBD		54.16	TBD		18.37	TBD

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 6		24.00	TBD		59.50	TBD		16.50	TBD
Grade 7		26.01	TBD		60.09	TBD		13.90	TBD
Grade 8		28.04	TBD		55.14	TBD		16.82	TBD
All Grades		26.06	TBD		58.24	TBD		15.70	TBD

Conclusions based on this data:

1. CAASPP participation rates remain high at nearly 99% in 2022.
2. 58% of students met or exceeded the standards on the Math CAASPP.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	1494.3	TBD	*	1506.1	TBD	*	1482.3	TBD	10	15	TBD
7	1513.4	*	TBD	1528.8	*	TBD	1497.8	*	TBD	12	8	TBD
8	*	1442.8	TBD	*	1428.6	TBD	*	1456.4	TBD	6	12	TBD
All Grades			TBD							28	35	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	6.67	TBD	*	33.33	TBD	*	46.67	TBD	*	13.33	TBD	*	15	TBD
7	25.00	*	TBD	16.67	*	TBD	25.00	*	TBD	33.33	*	TBD	12	*	TBD
8	*	0.00	TBD	*	16.67	TBD	*	33.33	TBD	*	50.00	TBD	*	12	TBD
All Grades	25.93	5.71		25.93	28.57		18.52	40.00		29.63	25.71		27	35	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	26.67	TBD	*	53.33	TBD	*	6.67	TBD	*	13.33	TBD	*	15	TBD
7	33.33	*	TBD	33.33	*	TBD	0.00	*	TBD	33.33	*	TBD	12	*	TBD
8	*	16.67	TBD	*	25.00	TBD	*	8.33	TBD	*	50.00	TBD	*	12	TBD
All Grades	40.74	28.57		33.33	40.00		3.70	8.57		22.22	22.86		27	35	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	0.00	TBD	*	0.00	TBD	*	60.00	TBD	*	40.00	TBD	*	15	TBD
7	0.00	*	TBD	16.67	*	TBD	25.00	*	TBD	58.33	*	TBD	12	*	TBD
8	*	0.00	TBD	*	0.00	TBD	*	41.67	TBD	*	58.33	TBD	*	12	TBD
All Grades	0.00	0.00		18.52	8.57		29.63	45.71		51.85	45.71		27	35	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	0.00	TBD	*	86.67	TBD	*	13.33	TBD	*	15	TBD
7	16.67	*	TBD	50.00	*	TBD	33.33	*	TBD	12	*	TBD
8	*	0.00	TBD	*	50.00	TBD	*	50.00	TBD	*	12	TBD
All Grades	18.52	0.00		51.85	71.43		29.63	28.57		27	35	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	53.33	TBD	*	33.33	TBD	*	13.33	TBD	*	15	TBD
7	66.67	*	TBD	0.00	*	TBD	33.33	*	TBD	12	*	TBD
8	*	25.00	TBD	*	25.00	TBD	*	50.00	TBD	*	12	TBD
All Grades	77.78	51.43		0.00	25.71		22.22	22.86		27	35	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	0.00	TBD	*	20.00	TBD	*	80.00	TBD	*	15	TBD
7	8.33	*	TBD	33.33	*	TBD	58.33	*	TBD	12	*	TBD
8	*	0.00	TBD	*	16.67	TBD	*	83.33	TBD	*	12	TBD
All Grades	7.41	0.00		33.33	22.86		59.26	77.14		27	35	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	*	6.67	TBD	*	73.33	TBD	*	20.00	TBD	*	15	TBD
7	0.00	*	TBD	58.33	*	TBD	41.67	*	TBD	12	*	TBD
8	*	0.00	TBD	*	50.00	TBD	*	50.00	TBD	*	12	TBD
All Grades	0.00	2.86		70.37	65.71		29.63	31.43		27	35	

Conclusions based on this data:

1. The number of students participating in summative ELPAC testing has increased.

2. The majority of students tested performed at levels 2 and 3 in Overall Language on the ELPAC test in 2022. This is a shift from the 2021 ELPAC scores, where the majority of students scored either a 1 or 2.

3. Strategies and Actions for addressing English Learner progress and monitoring are noted in Goal #2, Strategies/ Actions and includes a designated section/class for EL support.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
648	**7.9%**	**5.7%**	**0.9**
Total Number of Students enrolled in Miller Creek Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	37	5.7%
Foster Youth	6	0.9
Homeless	18	2.8
Socioeconomically Disadvantaged	51	7.9%
Students with Disabilities	86	13.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	2.0
American Indian	1	0.2
Asian	40	7.1
Filipino	4	0.6
Hispanic	141	21.8
Two or More Races	71	11
Pacific Islander	4	0.6
White	369	56.9

Conclusions based on this data:

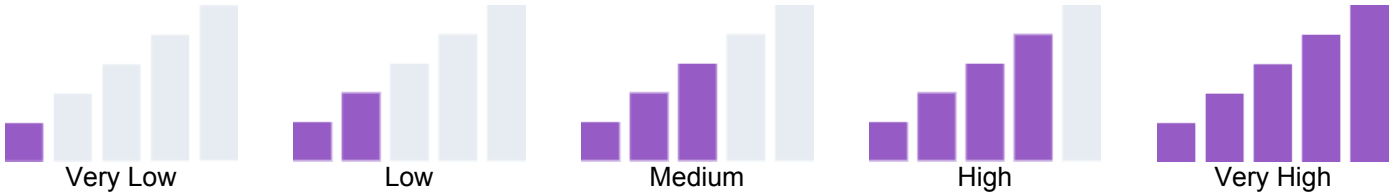
1. Miller Creek Middle school represents a diverse student body population, with the majority of students being white.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: High	Suspension Rate: Medium
Mathematics: High		
English Learner Progress: VeryLow		

Conclusions based on this data:

1. Overall, academic achievement remained at high levels in both ELA and Math.
2. Chronic absenteeism is high and has increased.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

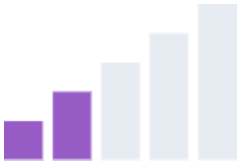
Very Low	Low	Medium	High	Very High
2	2	0	0	3

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very Low	No Performance Level
35.2 points above standard	87.5 points below standard	6 Students
629 Students	69 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
92.4 points below standard	64.8 points below standard	86.2 points below standard
18 Students	98 Students	80 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very High	No Performance Level
50.4 points below standard	1 Student	86.1 points above standard	4 Students
13 Students		49 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low	Very High	No Performance Level	Very High
51.9 points below standard	56.4 points above standard	4 Students	59.2 points above standard
129 Students	65 Students		364 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
152.3 points below standard	34.7 points below standard	52.1 points above standard
31 Students	38 Students	479 Students

Conclusions based on this data:

1. Overall student performance was high in ELA on the 2019 and 2022 CAASPP.
2. Although overall students performed well in ELA, there was a discrepancy in performance data by student groups.
3. English Leaners, Student with Disabilities and the Socioeconomically Disadvantaged and Hispanic students continue to be student groups to focus on for support.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

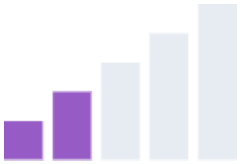
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	1	0	2	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Very Low	No Performance Level
5.2 points above standard	119.4 points below standard	6 Students
630 Students	69 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
134.5 points below standard	96.3 points below standard	104.9 points below standard
18 Students	98 Students	81 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very High	No Performance Level
104.5 points below standard	1 Student	66.7 points above standard	4 Students
13 Students		49 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Low	High	No Performance Level	High
76.0 points below standard	17.6 points above standard	4 Students	27.4 points above standard
129 Students	65 Students		365 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
183.5 points below standard	67.2 points below standard	21.1 points above standard
31 Students	38 Students	480 Students

Conclusions based on this data:

1. Overall, students performed High in mathematics on CAASPP.
2. Although overall students performed well in ELA, there was a discrepancy in performance data by student groups.
3. English Leaners, Student with Disabilities, the Socioeconomically Disadvantaged and Hispanic students continue to be student groups to focus on for support.

School and Student Performance Data

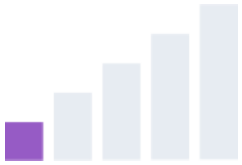
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



VeryLow

32.3 making progress towards English language proficiency

Number of EL Students: 31 Students

Performance Level: 1

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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.4%	48.4%	0.0%	32.3%

Conclusions based on this data:

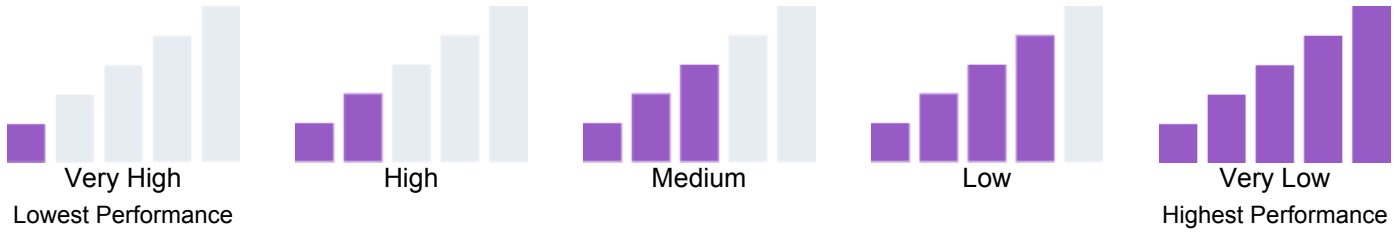
1. In 2022, 32.3% of EL student progressed at least one ELPI level.
2. 19.4% of students decreased an ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

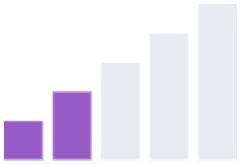
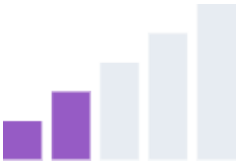
Very High	High	Medium	Low	Very Low
2	4	1	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
12.8% Chronically Absent	34.1% Chronically Absent	Less than 11 Students
658 Students	44 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	High
35% Chronically Absent	24.8% Chronically Absent	13.8% Chronically Absent
20 Students	109 Students	87 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	High	No Performance Level
0% Chronically Absent	Less than 11 Students	15.7% Chronically Absent	Less than 11 Students
13 Students	1 Student	51 Students	4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	High	No Performance Level	Medium
19.4% Chronically Absent	17.9% Chronically Absent	Less than 11 Students	8.8% Chronically Absent
144 Students	67 Students	4 Students	374 Students

Conclusions based on this data:

1. Chronic absenteeism is high for all students.
2. All student groups have high absenteeism with the exception of the white students who have a medium percentage of chronic absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	5	2	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
3.4% suspended at least one day	2.2% suspended at least one day	Less than 11 Students
667 Students	45 Students	7 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
10% suspended at least one day	6.1% suspended at least one day	6.8% suspended at least one day
20 Students	115 Students	88 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Low	No Performance Level
30.8% suspended at least one day	Less than 11 Students	2% suspended at least one day	Less than 11 Students
13 Students	1 Student	51 Students	4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	Medium	No Performance Level	Low
6.1% suspended at least one day	2.9% suspended at least one day	Less than 11 Students	1.9% suspended at least one day
148 Students	68 Students	4 Students	378 Students

Conclusions based on this data:

1. 3.4% of students were suspended at least once in the 2021-2022 school year indicating a medium suspension rate.
2. No group of students had a high suspension rate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Conditions of Learning

Goal Statement

To build the necessary infrastructure that supports optimal learning for all students, especially our most vulnerable students.

LCAP Goal

To build the necessary infrastructure that supports access to programs for all students, especially our most vulnerable students.

Basis for this Goal

Board Focus Areas:
1). Attract, retain, and support an outstanding diverse staff
2). Sustain fiscal solvency and essential infrastructure
3). Rigorous student learning

State Priorities:
basic services
state standards
course access
expelled youth
foster youth

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Master schedule Williams report SARC Percentage of students groups participating in the accelerated course Percentage of students groups participating in leadership activities Percentage of students meeting iep goals. Student participating in Homework Club Student access to Study Hall two times a week Academic Friday School	Implemented Master Schedule Satisfactory William's Report Completed SARC 0% of EL and foster youth participating in accelerated courses Baseline unknown on percentage of students meeting iep goals Students Participating in Leadership Opportunities (LEAD, WEB, SSC and Honor Society) by race are: Hispanic 12 11.65% Asian 8 7.77% Black 5 4.85% White 68 66.02% Multi 10 9.71% Please note that students may be accounted for more than once. Since 10/25/21 there have been 1012 visits to homework club. 46 days of homework club in the 21-22 school year.	Implemented Master Schedule, Growth in ELPAC scored for students Maintain Satisfactory William's Report Completed SARC Proportional representation of all student groups participating in accelerated courses (i.e. algebra, concurrent math pathway) Proportional representation of all student groups participating in leadership activities Increase in the number of Special Education students meeting 1 or more IEP goals. Increase in parent understanding of how to access student information, such as grades, the bulletin and student events.

Metric/Indicator	Baseline	Expected Outcome
	All student participate in Study Hall twice a week Academic Friday School Baseline data unknown	

Planned Strategies/Activities

Strategy/Activity 1

Hire and retain highly qualified and diverse certificated staff including special education staff.
Hire and retain highly qualified and diverse paraprofessionals to support the needs of regular and special education students, including EL students, foster youth, and students requiring academic intervention.
Intervention services provided by certificated and/or classified staff.
Provide onboarding training to new paraprofessional staff within the first month of starting the position.
Provide priority scheduling of conferences for families of students who have earning a C- or below at the progress report mark and students with IEPs. Open conferences to all other families as well.

Students to be Served by this Strategy/Activity

All 6-8 students

Timeline

6/2023 - 8/2024

Person(s) Responsible

Administration, BTSA/PAR Mentors,

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Description	Identified in LCAP

Strategy/Activity 2

Provide library services for all students that offers opportunities for students to learn about the world around them.

Students to be Served by this Strategy/Activity

All 6-8 students

Timeline

6/2023 - 8/2024

Person(s) Responsible

Technology Department, Administration, and Librarian

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Description	Identified in LCAP

Strategy/Activity 3

1) Make agreements with staff about a consistent way for parents to access information about assignments and grades. Create a more transparent, universally-applied system of communication. Provide opportunities for parent training on this system.

2) Evaluate effectiveness of Aeries vs. Google Classroom

3) Utilize Tech support tickets in a timely manner. Continue to prioritize funding for technology replacement. Replacement technology

4)Support staff with implementation of the curricular technology such as, Google Suite,
Ed Tech Applications (including intervention applications) and Core curriculum.

5) Provide support for beginning teachers.
Coaching support with Beginning Teachers Support and Assessment (BTSA)
PAR New Teacher Meetings

6). Streamline how to collaborate electronically via gradebooks with intervention/SPED teachers to support assignment completion and proper planning/alignment with IEP goals and assignments from Gen Ed classes

7). Simple Survey of Special Education Teachers of how many students met 1 or more iep goals.

Students to be Served by this Strategy/Activity

All 6-8 students

Timeline

8/2022- 6/2023

Person(s) Responsible

Technology Department, BTSA/PAR Mentors, Administration, District Instructional/Tech Coach, CBO, Data Specialist

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Description	Identified LCAP

Strategy/Activity 4

1) Offer a broad course of study including PE, music, visual/ fine arts and world languages.

2) Offer a designated Social Justice and Racial Equity Course.

3) Offer 6th grade exploratory course aligned with CASEL 5 framework and the Social Justice Standards.

Students to be Served by this Strategy/Activity

All 6-8 students

Timeline

8/2022- 6/2023

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Description	Identified in LCAP

Strategy/Activity 5

Monitor site budget in collaboration with district Chief Business Officer
Align site spending with site priorities as outlined in SPSA

Students to be Served by this Strategy/Activity

All 6-8 students

Timeline

8/2022- 6/2023

Person(s) Responsible

Administration and CBO

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Description	Identified LCAP

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Academic Achievement

Goal Statement

A decrease in the performance gap between student groups on identified assessments in English Language Arts and mathematics with an overall proficiency rate of 80% for all students.

Utilize multi-tiered support for students to accelerate their learning to help close the achievement gap.

LCAP Goal

Increase academic achievement in mathematics and English language arts for all students with a focus on narrowing the achievement gap for English Learners, students receiving special education services, Hispanic/Latinx, and socioeconomically disadvantaged through best-practices in personalized learning and a multi-tiered system of supports.

Basis for this Goal

Board Focus Areas:
Rigorous student learning

State Priorities:
Student Achievement

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Performance of standardized tests including CAASPP & ELPAC Performance on local assessments (STAR, Unit Assessments, MDTP,) Rate of meeting IEP goals Percent of English Learners that become English proficient	1. 2021 17% of EL students were RFEP. Summative ELPAC administered Spring 2022 (data unknown at this time). 2. CAASPP not administered 2020 or 2021. CAASPP administered in Spring 2022 data unknown at this time. 3. Math Unit assessments. The math department utilizes Learning Wednesdays to analyze student data. 4. Rate of students meeting IEP goals unknown. 5. STAR ELA Data for student groups from Winter 2022 All Students: 74% Alaskan Native American: 0% Asian: 86% African American: 45% English Learners: 15% Filipino: 100% Foster Youth: 33% Hispanic: 41% Homeless: 26% Native Pacific Islanders: 25%	Students will make one year's growth (CAASPP, ELPAC and Star) Math Unit assessments: Individual teachers will maintain and review at Learning Wednesday meetings.

Metric/Indicator	Baseline	Expected Outcome
	Economically Disadvantaged: 27% Students with disabilities: 49% Two or More Races: 82% White: 84% 6. STAR Math Result for student groups from Winter 2022 All Students: 73% Alaskan Native American: 0%(one student) Asian: 88% African American: 46% English Learners: 3% Filipino: 100% Foster Youth 0% (5 students) Hispanic: 39% Homeless: 22% Native Pacific Islanders 66% (3 students) Economically Disadvantaged: 30% Students with Disabilities: 43% Tow or More Races: 81% White: 83%	

Planned Strategies/Activities

Strategy/Activity 1

Provide ongoing professional development for credentialed and classified staff on curriculum adoptions, how to translate documents for multilingual families and other initiatives as defined in the Curricular Multi Year Plan.
1). Writer's Workshop
2). NGSS/Stemscopes
3). CPM, Mathematics Standards and Math Framework
4). Anti-Racist Training for students and staff
5) Identified Department Specific Needs
6). Restorative Justice/Practices

Provide curricular materials that include Diverse representation and multi-perspective.
Implementation of Writer's Workshop
Provided materials and time to administer standards based assessments as defined in the Multi Year Curricular Plan.
Provide acceleration opportunity in mathematics for 7th grade students.

Implement systemic literacy and math intervention through MTSS, including English Learners.
1). Utilize Apex licenses for math interventions.
2). Designated English Language Development section at Miller Creek Middle School for novice speakers.
3). Designated Academic Support class for identified 7th and 8th graders.
4). LLI Intervention Implementation
5). Targeted math Study Hall for students scoring in the intervention or urgent intervention category on STAR Math.

Provide a tutorial homework club to support all students specifically, low-income pupils, English language learners, and foster/homeless youth.

Provide transitional support for identified rising 6th graders and new 7th and 8th graders
1). WEB Program

Implementation of common and standards aligned Benchmark assessments in ELA and Math
1). STAR Reading, Writing, STAR Math and MDTP

Agreement amongst all staff to prevent students with IEPs from failing classes. Instead interventions will be implemented.

Students to be Served by this Strategy/Activity

All students, with an emphasis on increasing academic achievement for EL, Foster Youth, students receiving special education services and students of color.

Timeline

6/2023 - 8/2024

Person(s) Responsible

Instructional Coach, Administration, Teachers, Learning Specialist, Librarian

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Description	Identified in LCAP

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Engagement and Wellness

Goal Statement

Increased opportunities for a positive connection with school for families and students as measured by 55% of families will have a "positive rating" for I feel engaged with my school and 100% of students will have a "positive rating" for having an identified adult at school to talk to when they are feeling stressed, upset or having problems on the Youth Truth Survey.

LCAP Goal

To increase connectedness for students through social emotional learning, campus inclusion, and wellness.

Basis for this Goal

Board Focus Areas:
1. strengthen student connectedness,
2. cultivate community engagement to advance and enrich student learning

State Priorities:
1. school climate
2. student engagement
3. parent involvement

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
1. Youth Truth Survey 2. Attendance rates 3. Suspension rates 4. Expulsion rates 5. Go Guardian Beacon	1. 28% of Families have a positive rating when asked, I feel engaged with my school. 2. 45% of students have a positive rating when asked, I have an identified adult at school to talk to when feeling stressed, upset or having problems. 3. Attendance rates (Chronic Absenteeism Rate 8.6% based on Aeries query) 4. Suspension rates (2.5 %) 5. Expulsion rates (0%) 6. 627 Go Guardian Beacon Alerts	1. Increased connected for students and families. 2. Youth Truth Survey data will be reviewed with teachers, counselors, SSC and families to improve programs and targeted services. 3. Decrease chronic absenteeism by 2% 4. Maintain suspension rate at less than 1% 5. Maintain low expulsion rates 6. Implement Go Guardian Beacon to monitor student safety.

Planned Strategies/Activities

Strategy/Activity 1

Administer Youth Truth Survey annually.

Principal coffee chat twice a year.

Access to school calendar and daily student bulletin on the school website.

Continue to offer a viable health and mental health program, including the Wellness Center and monthly SEL Lessons.
1). Supports to accomplish this goal include two counselors and a dedicated health staff member and a Wellness Specialist.

Provide Health Education to students in grades 7-8 that aligns with California's Healthy Youth Act
1). This is accomplished through a partnership with Superstar Health Educators.

Implement a suicide prevention tool that provides alerts in response to web searches.
1). Go Guardian Beacon

Strengthen use of Restorative Practices including alternatives to suspension.
1). Continue to implement Justice League
2). Staff Training in Restorative Practices

Utilize communication systems that are easy to access and have translation features.
1). Miller Creek website hosted by School Loop
2). Parent Square.

Provide parent education that is responsive to parent needs.
1). Implement a parent survey at the beginning of the year to assess needs.

Expand programs related to anti bullying.

Increase HSC events to improve parent connectedness.
Create a document to illustrate for parents all the ways they can get involved with school. (Share at Web Day and post on the Miller Creek website)

Continue to collaborate with CanDo! to provide excellent programs to increase student and family connectedness.
Continue to communicate lunch time opportunities for students to the community i.e. clubs, library, wellness center.
Continue to collaborate with Can Do! to provide lunch-time activities and clubs, including access to libraries. With an emphasis on involving all student groups in clubs and leadership activities.

Bilingual front office staff.
Increase interpretation and translation services.
Provide translation services at parent events and student meetings.

Provide anti-racist education to staff, students, and parents to promote student leadership, use of culturally responsive pedagogy, and belonging.
1). ADL's No Place For Hate initiative
2). SLAM! Dr. Watson with LEAD class
3). Stamped read in the 8th grade History Social Studies
4). Offer a designated Social Justice and Racial Equity Course.
5). Offer 6th grade exploratory course aligned with CASEL 5 framework and the Social Justice Standards.

Provide classroom-based lessons on drug/alcohol/nicotine education, suicide awareness and prevention, conflict resolution and self regulation.
1). SOS Program
2). Implement TUPE intervention, prevention strategies and peer education.

LEAD class will present to students on how they can be connected to school/how they can identify a trusted adult.

Establish a School Attendance Review Team to monitor attendance and provide support to students and families.

Utilize the PBIS framework to clarify school rules, design an implementation for teaching the skills to students, and create ways to positively reinforce the desired behaviors. Establish a PBIS site committee to lead the work.

Students to be Served by this Strategy/Activity

All 6-8 students

Timeline

6/2023 - 8/2024

Person(s) Responsible

Instructional Coach, Administration, Teachers, Learning Specialist, Librarian

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Description	Identified in LCAP

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

To build the necessary infrastructure that supports optimal learning for all students, especially our most vulnerable students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Master schedule Williams report SARC Percentage of students groups participating in the accelerated course Percentage of students groups participating in leadership activities Percentage of students meeting iep goals. Student participating in Homework Club Student access to Study Hall two times a week Academic Friday School	Implemented Master Schedule, Growth in ELPAC scored for students Maintain Satisfactory William's Report Completed SARC Proportional representation of all student groups participating in accelerated courses (i.e. algebra, concurrent math pathway) Proportional representation of all student groups participating in leadership activities Increase in the number of Special Education students meeting 1 or more iep goals. Increase in parent understanding of how to access student information, such as grades, the bulletin and student events.	1. The Master Schedule was created and implemented successfully. 2. 32.3% of students made the expected growth on the ELPI dashboard. 3. MCMS Maintained a satisfactory William's Report 4. The SARC was completed for the 2022-2023 school year. 5. All student groups had the opportunity to participate in the accelerated courses in the new concurrent math pathway (Math 7 and 8 in the same year or Math 7 and APEX in the same year) and Algebra in 8th grade. 6. The different leadership opportunities on campus have a proportional representation from all student groups. 7. The majority of Special Education students met 1 or more of their IEP goals. 8. Parents are more familiar and more capable of accessing student information, grades, and the bulletin through Aeries and Parent Square.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Hire and retain highly qualified and diverse certificated staff including special education staff. Hire and retain highly qualified and diverse paraprofessionals to support the needs of regular and special education students, including EL students,	• There is an ongoing effort to hire and retain qualified and diverse staff in all areas at MCMS. • There have been several bilingual paraprofessiona	Identified in LCAP None Specified	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
foster youth, and students requiring academic intervention. Intervention services provided by certificated and/or classified staff. Provide onboarding training to new paraprofessional staff within the first month of starting the position. Provide priority scheduling of conferences for families of students who have earning a C- or below at the progress report mark and students with IEPs. Open conferences to all other families as well.	ls that have become an asset to our bilingual/EL students, as well as paraprofessiona ls who work with the Special Education teachers to support students in the Learning Center as well as General Ed classes. • There was some onboarding training to new paraprofessiona l staff at the start of the year, but with many changes during the year, there needs to be an intentional training as new paraprofessiona ls are hired during the school year. • MCMS holds a conference week where all families can sign up. The teacher teams then prioritize conferences for families whose students are earning a C- or below during the grading period.		
Provide library services for all students that offers windows and mirrors opportunities for students.	The library is open before school and during lunch for all students who would like to access the library	Identified in LCAP None Specified	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	and its resources. After school it is also open several times each week for homework support.		
1) Make agreements with staff about a consistent way for parents to access information about assignments and grades. Create a more transparent, universally-applied system of communication. Provide opportunities for parent training on this system. 2) Evaluate effectiveness of Aeries vs. Google Classroom 3) Utilize Tech support tickets in a timely manner. Continue to prioritize funding for technology replacement. Replacement technology 4)Support staff with implementation of the curricular technology such as, Google Suite, Ed Tech Applications (including intervention applications) and Core curriculum. 5) Provide support for beginning teachers. Coaching support with Beginning Teachers Support and Assessment (BTSA) PAR New Teacher Meetings 6). Streamline how to collaborate electronically via gradebooks with intervention/SPED teachers to support assignment completion and proper planning/alignment with	1. Staff has been successfully using Aeries and Google Classroom to provide more transparent and updates access to parents and students on assignments and progress in each class. 3. Tech Support tickets are available through a Google Form, but most students meet in person with the tech support on campus when they run into tech issues in during their school day. 4. The teachers are trained and using Google Suite and other Ed Tech applications in their daily instruction. 5. There is a BTSA support provider on site to support new teachers and there also is a PAR support provider on site to support new to the school teachers as well as brand new teachers. 6. GE teachers add Sp Ed as co-teachers in their Google classrooms. This allows them to access all their students' completed, and uncompleted assignments, grades, teacher comments (very helpful) and help students complete their assignments with accommodations or modifications if necessary. They also have access to gradebook summaries on Aeries	Identified LCAP None Specified	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
IEP goals and assignments from Gen Ed classes 7). Simple Survey of Special Education Teachers of how many students met 1 or more iep goals.	which gives them up to date information on what grades/assignment students are working on. 7.The Special Ed teachers provide IEP progress reports to families during each grading period.		
1) Offer a broad course of study including PE, music, visual/ fine arts and world languages. 2) Offer a designated Social Justice and Racial Equity Course. 3) Offer 6th grade exploratory course aligned with CASEL 5 framework and the Social Justice Standards.	1. PE is a state mandated class for all public schools and MCMS is providing PE minutes as required by Ed Code. There are many electives offered including: music, visual/fine arts, world languages, technology. 2. The LEAD elective includes Social Justice and Racial Equity in its lessons. 3. Sixth grade students have an elective course called Exploratory Quest that includes Social Justice content.	Identified in LCAP None Specified	
Monitor site budget in collaboration with district Chief Business Officer Align site spending with site priorities as outlined in SPSA	The current principal met with the CBO and Accountant to ensure spending priorities have been aligned with SPSA.	Identified LCAP None Specified	

Analysis

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

Overall, the strategies/activities in Goal 1 have been implemented as expected in the goal. A simple survey was not sent to Special Ed teachers, but when asked to share data with me, they shared that 62.5% of students (on their combined caseloads) have met at least one of their IEP goals to date. It's important to remember that IEP goals typically have one year to work towards meeting the goal.

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

Teachers have been committed to utilizing Google Classroom, Google Suite, Aeries Gradebook, school wide. This has been beneficial to students and parents being able to access assignments and grades to date. While some parents still have trouble accessing and may need additional support, a quick view in Aeries shows that many parents are accessing their child's Aeries database for grades.

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

N/A

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

A team will explore and invest in improved ELD curriculum to support students at overall ELPAC levels 1 & 2. This is in the District LCAP.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

A decrease in the performance gap between student groups on identified assessments in English Language Arts and mathematics with an overall proficiency rate of 80% for all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Performance of standardized tests including CAASPP & ELPAC Performance on local assessments (STAR, Unit Assessments, MDTP,) Rate of meeting IEP goals Percent of English Learners that become English proficient	Students will make one year's growth (CAASPP, ELPAC and Star) Math Unit assessments: Individual teachers will maintain and review at Learning Wednesday meetings.	73.18% of students met or exceeded standards for ELA on the 2022 ELA CAASPP. 58.08% of students met or exceeded standards for Math on the 2022 Math CAASPP. Spring 2022: Star Reading 69.7% meeting benchmark Winter 2023: Star Reading 66.7% meeting benchmark Winter 2023: Star Math Hispanic students 34.5% meeting benchmark Winter 2023: Star Math White students 75.6% meeting benchmark Winter 2023: Star Math Black students 62.5% meeting benchmark Spring 2022: Star Math 76.5 % meeting benchmark Winter 2023: Star Math 71.7% meeting benchmark Winter 2023: Star Math Hispanic students 58.4% meeting benchmark Winter 2023: Star Math White students 80.7% meeting benchmark Winter 2023: Star Math Black students 71.4% meeting benchmark Math teachers implemented common math assessments at each grade level and reviewed them during their Departmental Learning Wednesday meetings. They used the data to inform instruction planning.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide ongoing professional development for credentialed and classified staff on curriculum adoptions, how to translate documents for multilingual families and other initiatives as defined in the Curricular Multi Year Plan. 1).Writer's Workshop 2). NGSS/Stemscopes 3). CPM, Mathematics Standards and Math Framework 4). Anti-Racist Training for students and staff 5) Identified Department Specific Needs 6). Restorative Justice/Practices Provide curricular materials that include Diverse representation and multi-perspective. Implementation of Writer's Workshop Provided materials and time to administer standards based assessments as defined in the Multi Year Curricular Plan. Provide acceleration opportunity in mathematics for 7th grade students. Implement systemic literacy and math intervention through MTSS, including English Learners. 1). Utilize Apex licenses for math interventions. 2). Designated English Language Development section at Miller Creek	1. Writer's Workshop professional development has been provided to ELA teachers throughout the school year. Teacher teams have been provided with ongoing training as well as release days to collaborate and plan different Writer's Workshop lessons. 2. The Science teachers have been using Stemscopes as part of their NGSS implementation. 3. The Math department continues to use CPM as a primary text to implement the Mathematics Standards and Math Framework. 4. Dr. Lori Watson of Race-Work has been contracted to work with a focus group of students this year with plans to implement staff training and additional student training in the 2023-2024 school year. 5. Don Carney, with Youth Transforming Justice, has provided staff training on Restorative Justice/Practices to the Assistant Principal,13 teachers and about 40 students. The trained team has been implementing different practices of Restorative Justice for multiple incidents that in the past would have resulted in traditional consequences. MCMS provides resources and texts that include diverse	Identified in LCAP None Specified	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
MIddle School for novice speakers. 3). Designated Academic Support class for identified 7th and 8th graders. 4). LLI Intervention Implementation 5). Targeted math Study Hall for students scoring in the intervention or urgent intervention category on STAR Math. Provide a tutorial homework club to support all students specifically, low-income pupils, English language learners, and foster/homeless youth. Provide transitional support for identified rising 6th graders and new 7th and 8th graders 1). WEB Program Implementation of common and standards aligned Benchmark assessments in ELA and Math 1). STAR Reading, Writing, STAR Math and MDTP Agreement amongst all staff to prevent students with ieps from failing classes. Instead interventions will be implemented.	representation and multiple perspectives. Writer's Workshop has been implemented in grades 6-8 ELA classes. STAR ELA and Math standardized testing has continued in the 2022-2023 school year. All ELA And Math teachers implement the STAR tests three times during the school year. Seventh grade students have been allowed to opt in to the accelerated Math track whereby they either take both Math 7 and Math 8 at the same time, OR, take Math 7 at MCMS and do the APEX online program on their own time. MTSS is working to identify students who need literacy and math intervention, as well as support to our English Learners 1. APEX has been implemented successfully and will continue in the 2023-2024 school year. 2. There is one period of ELD at MCMS taught by an experience ELD teacher. It serves mostly novice and Level 1 students. Level 2-4 students are served, as needed, by attending an Academic Support period with a specialized intervention teacher. 3. One section of Academic Workshop has been implemented for students who need additional support but do not have an IEP. 4. Leveled Literacy Intervention (LLI) is being used in the intervention		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	program to accelerate reading and comprehension for students who are identified as needing this support through the MTSS process. 5. There is one period offered by the intervention teacher to support and accelerate math skills. There is also a Study Hall taught by a Math teacher to support students who are targeted through STAR Math scores. A tutorial Homework Club has been implemented to support all students, as well as targeted students. The Homework Club is offered two times each week, with bus service provided to students who stay for Homework Club. It is led by two teachers in the school library. MCMS continues to use the WEB Program, led by both counselors to not only welcome and support incoming sixth grade and new to MCMS students but also to provide a leadership and mentoring opportunity to eighth grade students. STAR Reading, Writing, and Math interim assessments are implemented three times throughout the year to all students, as a way of monitoring student progress in each of these areas. There is agreement amongst staff to support students with IEPs from		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	failing classes without implementing additional supports as needed.		

Analysis

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

The strategies and activities as noted were implemented.

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

The schoolwide Learning Management Platform was implemented successfully and more parents are utilizing it, though more parent training should take place to ensure all parents can easily access Aeries and Google Classroom.

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

None

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

Though more parents are accessing Google Classroom and Aeries, the goal should continue to train and support more parents, especially multilingual parents, to understand how to access the available student information.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Increased opportunities for a positive connection with school for families and students as measured by 55% of families will have a "positive rating" for I feel engaged with my school and 100% of students will have a "positive rating" for having an identified adult at school to talk to when they are feeling stressed, upset or having problems on the Youth Truth Survey.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
1. Youth Truth Survey 2. Attendance rates 3. Suspension rates 4. Expulsion rates 5. Go Guardian Beacon	1. Increased connected for students and families. 2. Youth Truth Survey data will be reviewed with teachers, counselors, SSC and families to improve programs and targeted services. 3. Decrease chronic absenteeism by 2% 4. Maintain suspension rate at less than 1% 5. Maintain low expulsion rates 6. Implement Go Guardian Beacon to monitor student safety.	1. There were opportunities to participate in family events sponsored by HSC. There were opportunities for parents and students to attend a movie night by DEI Committee. There were opportunities for parents and students to attend school sporting events. 2. The YT Survey data was reviewed and discussed with teachers, counselors, SSC, HSC parents. The counselors also reviewed and discussed the survey results in 4 key areas with a focus group of students. 24% of families disagree that their child's learning environment is safe. 39% of families disagree that their child is safe from bullying during school. 22% of students disagree that they feel like a part of the school's community. 29% of students report that other students have bullied or harassed them. 37% of students report that a major feeling depressed, stressed, or anxious makes it hard for them to do their best in school. 3. Chronic absenteeism did not decrease. In fact it increased during the 2022-2023 school year and is currently 13.2%. 4. Suspension rate did not decrease and is at 4.1%. 5. There were no expulsions during the 2022-2023. 6. Go Guardian Beacon has successfully monitored student Chromebook use at school and at home.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Administer Youth Truth Survey annually. Principal coffee chat twice a year. Access to school calendar and daily student bulletin on the school website. Continue to offer a viable health and mental health program, including the Wellness Center and monthly SEL Lessons. 1). Supports to accomplish this goal include two counselors and a dedicated health staff member and a Wellness Specialist. Provide Health Education to students in grades 7-8 that aligns with California's Healthy Youth Act 1). This is accomplished through a partnership with Superstar Health Educators. Implement a suicide prevention tool that provides alerts in response to web searches. 1). Go Guardian Beacon Strengthen use of Restorative Practices including alternatives to suspension. 1). Continue to implement Justice League 2). Staff Training in Restorative Practices Utilize communication systems that are easy to	The Youth Truth Survey was administered for the second year at MCMS. It was interesting to be able to compare the data for both years. Some of the key points of the Youth Truth Survey were shared at Site Council, HSC, and at a Staff Meeting. There was a Principal Coffee Chat held at the start of the school year with the new principal. With the principal change in January, there has not been a second principal chat this year. This should continue to be a goal for 2023-2024 school year. The school calendar has been available on the school website, but this year the daily student bulletin has not been available on the school website. This strategy/activity should continue next year. The Wellness Center is up and running with a full time dedicated staff member. It is utilized by many students throughout the day. The Wellness Center has become a safe space for many students who need a break, a calm place to hang out during break and/or lunch. The counselors train teachers monthly to implement specific SEL Lessons to their Homeroom students each month.	Identified in LCAP None Specified	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
access and have translation features. 1). Miller Creek website hosted by School Loop 2). Parent Square. Provide parent education that is responsive to parent needs. 1). Implement a parent survey at the beginning of the year to assess needs. Expand programs related to anti bullying. Increase HSC events to improve parent connectedness. Create a document to illustrate for parents all the ways they can get involved with school. (Share at Web Day and post on the Miller Creek website) Continue to collaborate with CanDo! to provide excellent programs to increase student and family connectedness. Continue to communicate lunch time opportunities for students to the community i.e. clubs, library, wellness center. Continue to collaborate with Can Do! to provide lunch-time activities and clubs, including access to libraries. With an emphasis on involving all student groups in clubs and leadership activities. Bilingual front office staff. Increase interpretation and translation services. Provide translation services at parent events and student meetings.	Per the California Healthy Youth Act, all grade 7 and 8 students have been provided with health and sex education. MCMS utilizes an partnership with Superstar Health Educators to implement this mandated education. Go Guardian Beacon is the online program that monitors all student Chromebooks whether they are being used at school or at home. It alerts specific staff members (e.g. administrators, counselors, tech personnel) if a student is accessing inappropriate websites or website searches or communication with regards to self-harm or harm towards others. This is an important program that provides an invaluable resource to MCMS staff, students, and families. Restorative Justice/Practices training took place with 1 administrator, 13 teachers, and about 40 students. The training was led by Don Carney of Youth Transforming Justice organization. After the training, there have been ongoing RJ practices to address behavior incidents that would otherwise be addressed using traditional consequences. School Loop is the program that is used by MCMS to create and		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide anti-racist education to staff, students, and parents to promote student leadership, use of culturally responsive pedagogy, and belonging. 1). ADL's No Place For Hate initiative 2). SLAM! Dr. Watson with LEAD class 3). Stamped read in the 8th grade History Social Studies 4). Offer a designated Social Justice and Racial Equity Course. 5). Offer 6th grade exploratory course aligned with CASEL 5 framework and the Social Justice Standards. Provide classroom-based lessons on drug/alcohol/nicotine education, suicide awareness and prevention, conflict resolution and self regulation. 1). SOS Program 2). Implement TUPE intervention, prevention strategies and peer education. LEAD class will present to students on how they can be connected to school/how they can identify a trusted adult. Establish a School Attendance Review Team to monitor attendance and provide support to students and families	support the school's website. All communications between school, HSC, teachers to families is done using Parent Square. This has been successful to date. The parent education survey did not happen at the beginning of the 2022-2023 school year, but the counselors have provided several parent ed opportunities for parents. This strategy should continue in the 2023-2024 school year. There have been efforts to provide anti-bullying programs through the monthly SEL lessons, the No Place For Hate Solution Teams, and Restorative Justice Practices. The HSC has worked hard at creating parent connectedness and involvement opportunities. They had volunteer opportunities available at in person events at the beginning of the year as well as a link on the school website for parents to sign up to be volunteers. HSC also implemented several different MCMS family events to bring families together throughout the year. CanDo! continues to provide excellent programs for the MCSD and MCMS community. They support many lunch time options for students		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	to enrich the MCMS student experience. The front office staff has a bilingual staff member which has been a tremendous help when communicating with novice EL students and/or the families who would otherwise not be able to communicate with school staff. The assistant principal is also bilingual and it has been helpful when needing to address students and families. There is an ongoing effort to provide anti-racist education to staff, students and parents. 1. ADL's No Place For Hate resources and materials are often used for the monthly lessons SEL lessons implemented in all classes. 2. SLAM! (Student Leaders Antiracist Movement)did not happen this year, but Dr. Lori Watson has net with administration and counselors to plan for next year. She has met twice with a focus group of students and plans to return in the fall for re-implementation of SLAM! 3. All 8th grade students read STAMPED as part of a unit of study in Social Studies. STAMPED by Jason Reynolds is a book that chronicles the history of racism and antiracism. 4. Social Justice and Racial Equity lessons have been embedded in the 6th grade Exploratory Quest elective that all 6th graders take, along with CASEL 5 framework.		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	These were not stand alone elective options for 7th and 8th graders this year and weren't on the elective options list for next year. The SOS and other TUPE intervention programs were administered through the monthly lessons provided by teachers with counselor training. The SOS/ACT surveys were implemented throughout the month with no more than 3 teachers doing it each day. "Screenagers-Under the Influence" and it's follow up lesson will be shown to all students on May 26, along with a parent opportunity to view it at the same time as the students. LEAD students continue to provide many activities and opportunities for students to feel connected to the MCMS community and to help students identify a trusted adult on campus. With the beginning and midyear changes in administration this year, the School Attendance Review Team did not begin monitoring and communicating attendance concerns with parents. The Assistant Principal is the lead on attendance issues and has held multiple SART meetings as well as referred several serious chronic absenteeism cases to the Marin County Office of Education SARB		

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
	meetings in May and June.		

Analysis

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

Overall, the actions and strategies of Goal 3 were implemented as planned. The parent survey at the beginning of the year did not happen with the change in administration. It is recommended that this survey be done at the start of the new year to inform the school about parent education needs. All of the SEL lessons were implemented as planned. The counselors provided a few parent ed opportunities during the course of the year but they were not well attended. The goal should continue next year with more outreach through HSC and Panther Press to remind parents of the opportunities to hear about SEL programs such as Signs of Suicide.

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

Despite an increase to wellness opportunities, the data from YouthTruth clearly indicates a need for focused climate and culture work.

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

None

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

The strategies and activities noted in the goal will continue in the 23-24 school year. While the implementation was successful, the actions and strategies should continue on an ongoing basis. There will be a new administration team starting July 1, 2023. It will be important for the school to monitor the Youth Truth survey results and compare them to previous years to ensure that the SEL lessons, work with Dr. Watson, Facing History and Ourselves, the CASEL 5 framework, Restorative Practices are making a positive difference in the school culture. The school will implement strategies from the PBIS framework to clarify schoolwide expectations and systematically teach students the expectations while rewarding those that demonstrate the desirable traits.

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

Name of Members	Role
Anna Lazzarini	Principal
Calen McEldowney, Chair	Parent or Community Member
Josh Brown-Herrera	Other School Staff
Diane McGuinness	Other School Staff
Mike Schulist	Classroom Teacher
Shannon Hobbs	Classroom Teacher
Mark Koerner	Parent or Community Member
Tracy Benning	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 18, 2023.

Attested:

Principal, Anna Lazzarini on 05/18/2023

SSC Chairperson, Calen McEldowney on 05/18/2023

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

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

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

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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