



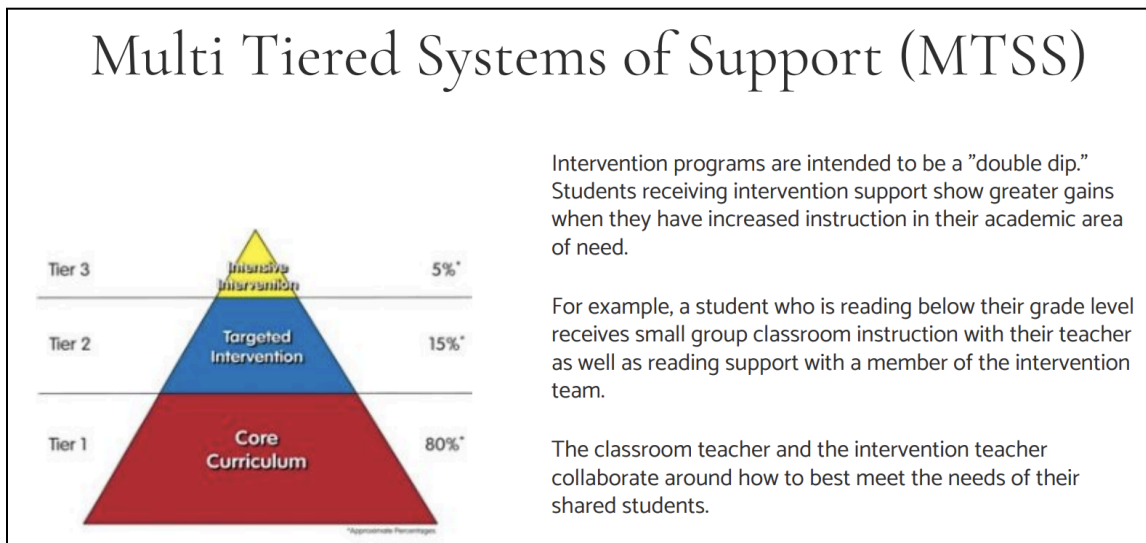
**MCSD Budget-LCAP
Advisory Committee**

Committee Resource: ACADEMIC INTERVENTION SERVICES REPORT

The MCSD Budget-LCAP Advisory Committee’s purpose is to make recommendations to the board that works to align program priorities and spending by understanding the board’s goals and the programs and services in place that support the goals, understanding the District’s budget and expectations for solvency and to discuss, deliberate, and use consensus protocols to make recommendations.

LCAP Goal #2: 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, Hispanic/Latinx, and socioeconomically disadvantaged through best-practices in personalized learning and a multi-tiered system of supports. (Board Goals 1 & 2)

Miller Creek School District has a Multi-Tiered System of Support (MTSS) which uses data to integrate the academic, social-emotional, and behavioral instruction and intervention at tiered intensities to improve the learning and social/emotional functioning of all students.



For the 2021-22 school year, Miller Creek School District launched a new model of K-5 literacy intervention. Several factors informed the development of the new model, including the need for increased student support as we emerged from the COVID-19 pandemic, Miller Creek School District’s identification as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities, and understanding that prioritizing early literacy to ensure that all students meet the reading benchmark by the end of third grade is critical. (Annie E. Casey Foundation. 2010 Early Warning! Why Reading by the End of Third Grade Matters)

Number of Students Who Have Received Intervention Services

	2021-22	2022-23	2023-24	TOTAL
Lucas Valley	64	70	61*	195
Mary E. Silveira	71	103	102*	276
Vallecito	104	118	91*	313
Miller Creek Middle	N/A	85	82*	167
TOTAL	239	376	331*	946

*2023-2024 totals could change as the year progresses

In the 2022-23 school year, the Intervention Program expanded to include a team at Miller Creek Middle School and math intervention at the elementary level.

Students are identified for cycles of intervention using progress monitoring data and staff input and then engage with a range of interventions to meet their needs. For reading intervention, teams use Leveled Literacy Intervention (LLI), Foundations, and guided readers. LLI is a short-term, supplementary, small-group literacy intervention that provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. Foundations is a Tier 1 foundational reading program used in grades K-2. Intervention teachers adapt the curriculum to meet student's needs for tier 2 instruction. For math intervention, teams use Do the Math and Apex math. Do the Math focuses on building numerical reasoning through conceptual lessons and Apex is an online platform that offers an intervention course focused on essential math standards in the middle grades.

ENGLISH LANGUAGE DEVELOPMENT

Elementary intervention teams provide English Language Development (ELD) instruction to all novice speakers and students that scored a Level 1 on the English Language Proficiency Assessments for California (ELPAC). Instruction is delivered in small groups using Frames for Fluency and Guided Language Acquisition Design strategies. Students who are learning English as a second language, are at level 2 or above on the Summative ELPAC, and who are not meeting benchmarks in reading and/or math also receive intervention services.

STUDENT DATA-California Assessment of Student Performance and Progress (CAASPP)

California Dashboard: Miller Creek School District 2023 CAASPP Status & Growth					
English Language Arts			Math		
ALL Students	High Performance		ALL Students	High Performance	
Hispanic	Increased growth from prior year		Hispanic	Increased growth from prior year	
Experiencing Homeless	Increased growth from prior year		Experiencing Homeless	Increased growth from prior year	
Socioeconomically Disadvantaged	Increased growth from prior year		Socioeconomically Disadvantaged	Increased growth from prior year	
English Learners	Maintained		English Learners	Maintained	

EXPENDITURE SUMMARY

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Total	\$98,000	\$104,000		\$833,000	\$1,197,000	\$1,306,000
Paid With Ongoing Resources	\$98,000	\$104,000		\$493,000	\$674,000	\$682,000
Paid With One Time Resources				\$340,000	\$523,000	\$624,000
Certificated FTE	0	0		3.0	3.6	3.5
Classified FTE	2.1	2.7		9.3	12.2	11.4

Note: In addition to the personnel costs above, intervention curriculum and resources were purchased.