

# 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.

<b>School Name</b>	Miller Creek Middle School
<b>Address</b>	2255 Las Gallinas Avenue San Rafael, CA 94903
<b>County-District-School (CDS) Code</b>	21-65318-6024202
<b>Principal</b>	Kristy Treewater
<b>District Name</b>	Dixie Elementary School District
<b>SPSA Revision Date</b>	School Year 2018-2019
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	05/14/2019

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 Dixie 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, performing arts stage, band room, orchestra room, choir room, two computer centers, wireless campus Internet connection with student devices in every core classroom, the Creek Cafe, and a state-of-the-art library/media center. Our school receives active and generous support from our parent community, the Can Do! Education Foundation, and the Miller Creek Home and School Club.

## Stakeholder 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

Data was reviewed by staff and the School Site Council. The School Site Council reviewed actions connected to school goals and provided input.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.3%	0.16%	3	2	1
African American	2.8%	2.5%	2.37%	19	17	15
Asian	10.3%	9.6%	8.70%	71	65	55
Filipino	0.9%	0.5%	1.11%	6	3	7
Hispanic/Latino	15.3%	15.4%	15.03%	105	104	95
Pacific Islander	%	0.2%	0.16%		1	1
White	66.8%	66.9%	66.30%	459	451	419
Multiple/No Response	3.5%	%	%	24		
Total Enrollment				687	674	632

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6		215	203
Grade 7		207	215
Grade 8		252	214
Total Enrollment		674	632

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	39	38	31	5.7%	5.6%	4.9%
Fluent English Proficient (FEP)	89	82	74	13.0%	12.2%	11.7%
Reclassified Fluent English Proficient (RFEP)	21	11	16	41.2%	28.2%	42.1%

Conclusions based on this data:

1.

# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	213	213	205	207	210	203	207	210	203	97.2	98.6	99
Grade 7	251	208	216	247	206	213	247	206	213	98.4	99	98.6
Grade 8	230	250	208	226	246	205	226	246	205	98.3	98.4	98.6
All Grades	694	671	629	680	662	621	680	662	621	98	98.7	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2590.	2579.	2575.	42	33.81	33.50	38	45.24	41.87	13	13.33	16.75	7	7.62	7.88
Grade 7	2613.	2615.	2597.	34	36.89	31.46	45	41.26	43.19	14	14.56	13.15	7	7.28	12.21
Grade 8	2637.	2629.	2636.	39	36.59	41.46	46	41.06	37.07	10	16.67	17.07	5	5.69	4.39
All Grades	N/A	N/A	N/A	38	35.80	35.43	43	42.45	40.74	13	14.95	15.62	6	6.80	8.21

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	37	40.00	37.93	49	50.00	48.77	14	10.00	13.30	
Grade 7	43	50.00	40.38	45	38.83	38.50	12	11.17	21.13	
Grade 8	49	42.28	44.39	42	44.72	46.34	8	13.01	9.27	
All Grades	43	43.96	40.90	45	44.56	44.44	11	11.48	14.65	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	53	49.52	46.80	40	40.95	42.86	7	9.52	10.34
Grade 7	63	59.22	54.46	31	33.50	36.15	6	7.28	9.39
Grade 8	61	57.72	60.98	34	37.80	32.20	5	4.47	6.83
All Grades	59	55.59	54.11	35	37.46	37.04	6	6.95	8.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	28	32.38	26.11	69	60.48	66.01	4	7.14	7.88
Grade 7	27	23.30	21.13	68	70.39	66.20	6	6.31	12.68
Grade 8	31	24.80	35.61	66	68.29	61.46	4	6.91	2.93
All Grades	28	26.74	27.54	67	66.47	64.57	4	6.80	7.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	52	46.19	41.87	43	46.19	50.25	5	7.62	7.88
Grade 7	44	49.51	43.19	49	43.69	45.54	7	6.80	11.27
Grade 8	51	50.81	55.12	43	43.50	39.51	6	5.69	5.37
All Grades	49	48.94	46.70	45	44.41	45.09	6	6.65	8.21

Conclusions based on this data:

1.



# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	213	213	205	206	210	203	206	210	203	96.7	98.6	99
Grade 7	251	208	216	246	206	214	245	206	214	98	99	99.1
Grade 8	230	250	208	228	244	205	227	244	205	99.1	97.6	98.6
All Grades	694	671	629	680	660	622	678	660	622	98	98.4	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2581.	2586.	2581.	36	43.33	42.36	34	22.38	26.11	18	24.29	18.23	12	10.00	13.30
Grade 7	2609.	2604.	2600.	45	42.72	42.06	24	26.21	24.30	21	18.93	21.96	10	12.14	11.68
Grade 8	2628.	2624.	2622.	43	47.13	44.88	31	19.26	22.93	15	17.62	13.66	11	15.98	18.54
All Grades	N/A	N/A	N/A	42	44.55	43.09	29	22.42	24.44	18	20.15	18.01	11	12.88	14.47

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	46	53.81	52.71	36	33.33	27.59	17	12.86	19.70
Grade 7	54	51.94	53.27	31	29.61	29.44	15	18.45	17.29
Grade 8	55	50.82	48.78	32	29.92	32.20	13	19.26	19.02
All Grades	52	52.12	51.61	33	30.91	29.74	15	16.97	18.65

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	36	37.62	39.90	49	48.10	41.38	15	14.29	18.72
Grade 7	51	43.69	43.93	41	42.23	37.38	8	14.08	18.69
Grade 8	44	47.95	42.93	46	34.84	40.00	9	17.21	17.07
All Grades	44	43.33	42.28	45	41.36	39.55	10	15.30	18.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	41	42.38	42.36	45	43.81	43.35	14	13.81	14.29
Grade 7	48	44.66	38.79	42	45.15	49.07	11	10.19	12.15
Grade 8	47	46.72	47.32	43	36.89	34.15	10	16.39	18.54
All Grades	45	44.70	42.77	43	41.67	42.28	12	13.64	14.95

Conclusions based on this data:

1.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				20

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*	*	*					*
All Grades	*	*	*	*	*	*	*	*	20

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*			*	*	*
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*	*	*					*
All Grades	*	*	*	*	*	*	*	*	20

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7			*	*	*	*	*	*	*
Grade 8	*	*	*	*					*
All Grades	*	*	*	*	*	*	*	*	20

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*			*
All Grades	*	*	*	*	*	*	20

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
All Grades	15	75.00	*	*	*	*	20

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*			*
All Grades	*	*	*	*	13	65.00	20

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7			*	*			*
Grade 8	*	*	*	*			*
All Grades	*	*	14	70.00	*	*	20

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
632	16.0%	4.9%	0.5%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	4.9%
Foster Youth	3	0.5%
Homeless	8	1.3%
Socioeconomically Disadvantaged	101	16.0%
Students with Disabilities	68	10.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.4%
American Indian	1	0.2%
Asian	55	8.7%
Filipino	7	1.1%
Hispanic	95	15.0%
Two or More Races	39	6.2%
Pacific Islander	1	0.2%
White	419	66.3%






Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1.

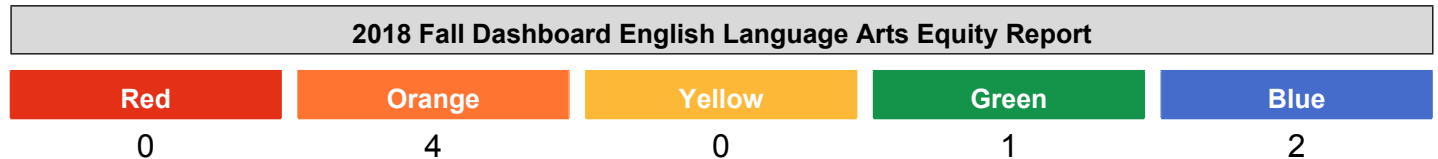
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 54.2 points above standard Declined -5.8 points 610 students	 Orange 40.3 points below standard Declined -7.3 points 80 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Orange 24.6 points below standard Declined -5.9 points 88 students
		Students with Disabilities		
		 Orange 31.5 points below standard Declined -3.4 points 86 students		

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 10.7 points above standard Maintained 2.5 points 15 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  Blue 92.6 points above standard Increased 10.6 points 54 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<b>Hispanic</b>  Orange 33.8 points below standard Declined -23.9 points 90 students	<b>Two or More Races</b>  Blue 66.7 points above standard Maintained 0 points 40 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Green 68.8 points above standard Declined -4.6 points 403 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 101.4 points below standard Maintained 0.2 points 20 students	<b>Reclassified English Learners</b> 20 points below standard Declined -12.6 points 60 students	<b>English Only</b> 67.9 points above standard Declined -4.6 points 508 students
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#### Conclusions based on this data:

1.



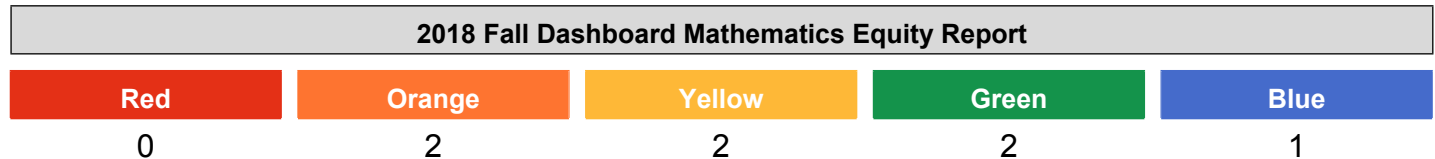
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group				
<b>All Students</b>  Green 34.8 points above standard Declined -3.4 points 610 students	<b>English Learners</b>  Yellow 56.4 points below standard Increased 8.8 points 80 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Socioeconomically Disadvantaged</b>  Yellow 51.1 points below standard Increased 16.9 points 88 students
		<b>Students with Disabilities</b>  Orange 66.8 points below standard Maintained -0.1 points 86 students		

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 28.4 points below standard Increased 4.9 points 15 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  Green 73.4 points above standard Declined -6.5 points 54 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<b>Hispanic</b>  Orange 55.6 points below standard Maintained -1.3 points 90 students	<b>Two or More Races</b>  Blue 60.9 points above standard Increased 19.5 points 40 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Green 49.6 points above standard Declined -5 points 403 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 109.7 points below standard Increased 27.5 points 20 students	<b>Reclassified English Learners</b> 38.6 points below standard Maintained -0.4 points 60 students	<b>English Only</b> 46.8 points above standard Declined -5.8 points 508 students
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#### Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
20	40%	25%	25%	10%

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

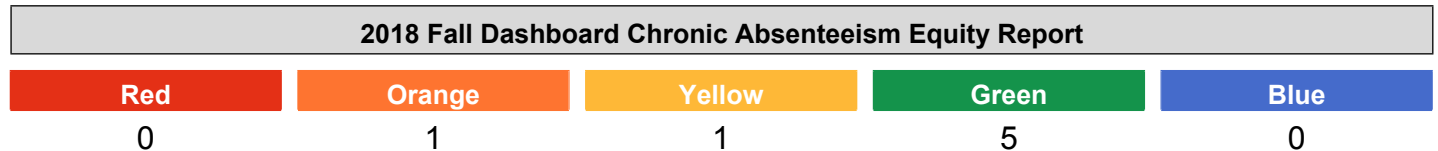
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 6.5% chronically absent Declined 1% 644 students	<b>English Learners</b>  Green 5.9% chronically absent Declined 8.1% 34 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>Socioeconomically Disadvantaged</b>  Green 9.6% chronically absent Declined 10.6% 114 students	<b>Students with Disabilities</b>  Green 8% chronically absent Declined 4.6% 75 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color 0% chronically absent Declined 17.6% 16 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  Orange 5.3% chronically absent Increased 3.7% 57 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
<b>Hispanic</b>  Green 8.9% chronically absent Declined 1.2% 101 students	<b>Two or More Races</b>  Green 2.6% chronically absent Declined 7.1% 39 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Yellow 6.9% chronically absent Maintained 0.4% 422 students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.

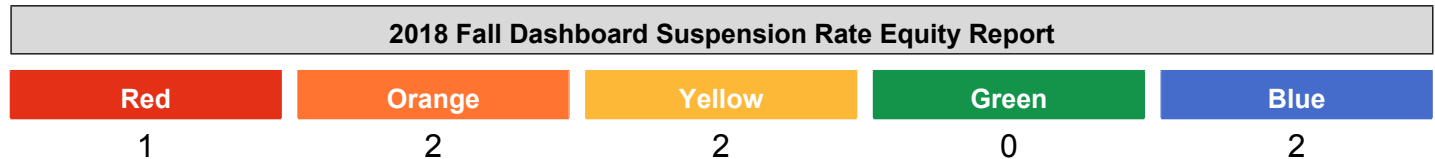
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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



This section provides number of student groups in each color.











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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 3.9% suspended at least once Maintained 0.1% 648 students	<b>English Learners</b>  Red 14.3% suspended at least once Increased 7.5% 35 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 7 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 9 students	<b>Socioeconomically Disadvantaged</b>  Yellow 10.3% suspended at least once Declined -3.9% 116 students	<b>Students with Disabilities</b>  Yellow 11.8% suspended at least once Declined -5.2% 76 students



### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 5.9% suspended at least once Declined -17.6% 17 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1 students	<b>Asian</b>  Blue 0% suspended at least once Declined -1.5% 58 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 7 students
<b>Hispanic</b>  Orange 10.9% suspended at least once Increased 3.6% 101 students	<b>Two or More Races</b>  Blue 0% suspended at least once Declined -3.2% 39 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1 students	<b>White</b>  Orange 3.1% suspended at least once Increased 0.5% 424 students

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

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
2% suspended at least once	3.8% suspended at least once	3.9% suspended at least once

**Conclusions based on this data:**

1.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Academics

### Goal Statement

Goal Statement: High academic achievement for all students through the teaching and learning of the California State Standards in English Language Arts, Mathematics, Science and World Languages using innovative lesson planning, standards aligned materials and varied instructional strategies.

### LCAP Goal

Goal Statement: Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills. State Priorities: 1,2,4, and 6.

### Basis for this Goal

State testing, school- based classroom assessments and teacher observation will assist in monitoring the progress of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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### Planned Strategies/Activities

#### Strategy/Activity 1

English Language Arts: High Academic Achievement

Continue to develop comprehensive, units of study integrating English Language Arts State Standards and History/Social Science State Standards, wherever possible. Offer students a challenging, engaging language arts and social studies core curriculum that enables them to achieve proficiency in language arts and proceed with a solid foundation in reading, writing, listening and speaking that will be applied in all academic areas.

Use adopted units of study from the Amplify ELA curriculum.

Continue to develop an articulated, coherent language arts learning continuum from grades six through eight where students build upon skills in reading, writing, listening and speaking.

Continue to evaluate, refine, and extend the current writing program with a focus on the three genres of writing required by the CCSS: Argumentative, Narrative and Informational writing. Focus on the grade to grade articulation of such writing.

Continue to use common summative and formative assessments to evaluate learning and to prepare for students to demonstrate learning via the state assessment. Use this assessment- to guide/inform instructional practice and to provide evidence of student learning.

Use Learning Wednesday time to meet within curricular teams to collaborate on and articulate instructional units.

Monitor student achievement of reading and writing through common trimester assessments including the STAR reading assessment and writing benchmarks.

## **Students to be Served by this Strategy/Activity**

### **Timeline**

8/2018-6/2019

### **Person(s) Responsible**

ELA Staff  
Administration

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

### **Source**

LCFF - Base

## **Strategy/Activity 2**

Math: High Academic Achievement

Continue to develop an articulated, coherent mathematics learning continuum from grades six through eight.

Continue to develop common summative and formative assessments to evaluate learning and to prepare for students to demonstrate learning via the Smarter Balanced State assessment. Use this assessment to guide/inform instructional practice and to provide evidence of student learning.

Focus on the math practice standards as a guide for how to teach and learn mathematics. Engage students in identifying the focus practice standard. The math practice describes how students will engage in the learning of mathematics: 1) Make sense of problems and persevere in solving them 2) Reason abstractly and quantitatively 3) Construct viable arguments and critique the reasoning of others 4) Model with mathematics 5) Use appropriate tools strategically 6) Attend to precision 7) Look for and make use of structure 8) Look for and express regularity in repeated reasoning.

Provide different mathematical pathways, both accelerated, grade level and remediated, to ensure opportunity and access for all students, including a summer bridge for students accelerating from Math 7 to Algebra 1. Use data measures such as course common assessments, course grades, CAASPP, Math Diagnostic Placement Test and teacher evaluation to appropriately place students into mathematics courses.

Use the adopted curriculum, College Preparatory Mathematics (CPM), in all aligned courses including Math 6, Math 7, Math 8 and Algebra as well as the summer bridge course. Use the CPM curriculum as it is intended, each lesson

starting with an introduction that lays out the learning goals. The teacher then manages and supports learning while guiding students toward the mathematical objectives of the lesson using targeted instruction. Students work in teams to solve mathematical tasks. Then, the teacher leads the class in closure, tying the problem solving to the lesson objective.

Provide ongoing professional development in collaboration with CPM to support the implementation of the California Mathematics Standards. Professional development will include: 1) Deepening the understanding of the math standards 2) Examining and using the teacher resources that accompany the CPM curriculum, including a detailed lesson plan for every lesson 3) Learning the pacing and the pedagogy of the CPM curriculum 4) Exploring systems and routines that support the structures of the CPM curriculum 5) Establishing learning communities for teachers 6) Developing assessment tools that provide formative feedback to teachers and students 7) Facilitating collaborative student learning opportunities.

Use Learning Wednesday time to meet within curricular teams to collaborate and continue work on common assessments and supporting CPM pedagogy.

Use chromebooks in the classroom to access both the web-based electronics, (or e-book), the graphing calculator, as well as to engage with virtual manipulatives.

Provide high achieving students rigorous learning opportunities within the classroom and through enrichment competitions and clubs such as Mathletes and Mathcounts.

## **Students to be Served by this Strategy/Activity**

### **Timeline**

8/2018-6/2019

### **Person(s) Responsible**

Math Staff  
Administration

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

### **Source**

LCFF - Base

## **Strategy/Activity 3**

Science: High Academic Achievement

Deliver a series of courses that align with the NGSS California Integrated Course Model.

Implement newly adopted NGSS curriculum.

Use interactive instructional technology to support learning.

## Students to be Served by this Strategy/Activity

### Timeline

8/2018-6/2019

### Person(s) Responsible

Science Staff  
Administrators

## Proposed Expenditures for this Strategy/Activity

### Source

LCFF - Base

## Strategy/Activity 4

World Languages: High Academic Achievement

Through the course of a rigorous two-year world language sequence, enable students to achieve a Novice High (based on ACTFL proficiency guidelines) status before entering the second level of a four-year high school language program.

Use Learning Wednesday time to collaborate with a focus on building units of study, designing project based learning, and building assessments.

## Students to be Served by this Strategy/Activity

### Timeline

8/2018-6/2019

### Person(s) Responsible

World Language Teachers  
Administrators

## Proposed Expenditures for this Strategy/Activity

### Source

LCFF - Base

## Strategy/Activity 5

Core Instructional Strategies

Use School Loop web-based communication to post assignments and grades (at least every three weeks), provide a common format for teacher websites- and improve communication with families.

Use instructional technology, such as Google Apps for Application, that promote student collaboration and provides opportunity for immediate feedback, accesses to learning and varied ways to demonstrate learning.

Curricular teams will engage in inquiry cycles using data to formulate plans and set measurable goals.

Provide Tier I level of intervention support for all students through the Study Hall program which includes access to the library for improved availability of media and other resources, and to the computer lab for access to technology. All students will attend Study Hall in one of their assigned classrooms. Students may choose to attend a class where they need support, or a teacher will assign them to a class to attend for support. Teachers will provide targeted student instruction.

Continue to provide Tier II intervention support for targeted students by assigning them to attend a specific study hall, assigning peer tutors, engaging in weekly meetings with the counselors and enrollment in the Academic Workshop Class. Students will be identified for these interventions through a number of processes including teacher referral, Grade Level Student of Concern meetings, Round Table meetings and SST.

Offer the Academic Workshop Class, providing general academic, as well as ELD and reading intervention for students who have been identified as below grade level. Students are enrolled in the Academic Workshop Class by the Round Table team. This team, comprised of teachers, psychologist, administrators and counselors, evaluates student performance using grades and other data points to determine placement into the Academic Workshop Class. Students are continually monitored to ensure proper placement. Students are enrolled in the Academic Support Class in lieu of one of their electives.

Provide Tier III level of intervention support for identified students who have an Individualized Education Plan (IEP). Learning Center teachers and instructional assistants will collaborate with classroom teachers to provide accommodations, modifications, and specialized support in order for all students to access the curriculum.

Offer Monday Tutorial in the library for academic intervention and support with executive functioning from a certificated teacher and counselor.

Offer zero period on Tuesdays for academic intervention and support with executive functioning with support of the school counselor.

Counselors and administrators will analyze student progress data every six weeks to monitor the progress of all students, modify support class rosters, schedule SST meetings, and create intervention plans for targeted students.

Provide high achieving students rigorous learning opportunities within the classroom and through enrichment competitions and clubs such as Technology Club, Geography Bee and Spelling Bee.

Make the library and its resources accessible to all students before school, during the morning break, and at lunch time.

Provide targeted ELD support during study hall using Dyned software through support of an intervention aide.

Provide targeted reading support during study hall using Lexia software through support of an intervention aide.

## **Students to be Served by this Strategy/Activity**

### **Timeline**

8/2018-6/2019

**Person(s) Responsible**

Teachers
Administrators
Counselors

**Proposed Expenditures for this Strategy/Activity**

Source	LCFF - Base
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# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

School Climate and Culture

### Goal Statement

Goal Statement: Create and maintain a positive, healthy and safe school climate and community that is inclusive and empathetic so that our students can meet their academic and social potential. Support students by engaging in student-centered processes such as No Bully Solution Teams, restorative circles and peer court that address, bullying, student conflicts and violations of California education code. Provide students with effective social/emotional learning curriculum that promotes the development of self-awareness, self management, social awareness, responsible decision-making, and responsibility skills. Promote parent education and provide opportunities for staff and parents to develop and share ideas that support student social/emotional growth and development. Provide our school community with activities that promote and celebrate cultural and community diversity. Recognize and celebrate positive student behavior.

### LCAP Goal

Goal Statement: Maintain and increase connectedness for students, parents and community.

### Basis for this Goal

Student attendance, counseling visits, detentions, and suspension data from Aeries Student Information System will be evaluated. Annual school climate survey (conducted by site council or districtwide) of various stakeholders and the California Healthy Kids Survey.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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### Planned Strategies/Activities

#### Strategy/Activity 1

Implement a guidance and counseling program that supports students academic, social and emotional needs in the school setting.

Counselors will provide daily counseling services and act as the referring person to other agencies.

Provide counseling access to students, staff, and parents.

In January, counselors will work with students and staff to plan and execute iWEek, a week long event that promotes and celebrates identity and diversity . Counselors will teach lessons to all classes to build awareness around LGBT, race issues, cyber safety, friendships, harassment/ bullying Ed Code, and policies.

Counselors will deliver grade level lessons once per trimester on relevant topics.



Implement the Where Everyone Belongs (WEB) program which addresses the needs of transitioning sixth graders and improves inter-grade level relationships by making connections between eighth graders, as student leaders, and incoming sixth graders. Eighth grade WEB leaders are trained as positive role models, motivators, and leaders, helping sixth graders adjust to middle school at the Fall Orientation Day and throughout the year. WEB recruits seventh graders in the spring to be eighth grade WEB leaders.

Monthly Spirit Recognition Assemblies focus on the life skills character traits. Teachers recognize students by sharing specific acts and behaviors publicly during the assemblies to encourage and celebrate specific behavior.

During the Monthly Spirit Assemblies, homeroom banners are awarded to the class at each grade level earning the highest number of points. Homeroom points promote inclusiveness, collaboration and fun. Points are earned through participation in school-wide events such as spirit days, lunch intramural program, and community-based drives.

Once per trimester students who achieve Honor Roll will receive a certificate handed out by their homeroom teacher.

Students are encouraged to participate in after school sports and the many lunchtime clubs and organizations supported both by CAN DO! (The Dixie School District Foundation) and by Miller Creek's Home and School Club. Some of these clubs include Student Council, Honor Society, Garden Club, Lunch Crew, and the Y.E.S. Community Service Initiative. Students are encouraged to establish new clubs in order to grow the diversity of clubs offered, and to create a place where everyone belongs. Promote clubs that celebrate diversity and acceptance such as the Queer Straight Alliance, Lunch Crew and Beyond Differences.

Strengthen the No Place for Hate school initiative by partnering with the Anti-Defamation League to promote schoolwide learning which builds a positive school climate, including the fostering of the Ally Squad.

Implement a Lunchtime Homeroom Intramural Program where students participate in lunchtime games while representing their homeroom.

Administrators and staff will work collaboratively to form agreements about enforcement of school rules, routines and practices to create a safe, welcoming, inclusive, and respectful school community.

All students will receive a student planner with the Student/Parent Handbook containing all the Miller Creek rules and procedures, including how to receive assistance from counselors or administration if a student feels bullied or harassed.

The technology elective class will produce a video bulletin that shares announcements and produces short videos highlighting aspects of Miller Creek Middle School to promote community and student connectedness.

Structure lunch eating areas by grade levels and dismissal procedures during the first two days of school to create a safe, welcoming and clean lunch area.

Partner with parent organizations to plan opportunities for parents to be on campus through special events and volunteer opportunities. These may include parent education nights and community building events .

Student Council will provide monthly spirit opportunities such as assemblies, the Turkey Trot, and Pajama Day where students can participate in school-wide events.

Students will participate in Unity Day (Know Your Classmate Day) - a day to stand up against bullying by wearing a united color and engaging in activities that spread positive messages.

Staff will receive ongoing training around LGBT, race issues, cyber safety, cultural proficiency, friendships, and harassment/bullying Ed Code and Policies.

The arts programs will provide assemblies and evening performances to showcase student talent in the arts including, choir, band, orchestra, drama, and the visual arts.

Administrators will publish a weekly newsletter, the Panther Press, to improve home and school communication, highlight important dates and school activities, illustrate student accomplishments and participation in extracurricular activities, and provide school program information to the community.

HSC will publish monthly grade-specific, parent generated newsletters.

Provide access to spirit wear to promote unity and school pride.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

8/2018-6/2019

#### **Person(s) Responsible**

All Staff

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

#### **Source**

LCFF - Base

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Annual Review and Update

**SPSA Year Reviewed: 2018-19**

## Goal 1

Goal Statement: High academic achievement for all students through the teaching and learning of the California State Standards in English Language Arts, Mathematics, Science and World Languages using innovative lesson planning, standards aligned materials and varied instructional strategies.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>English Language Arts: High Academic Achievement</p> <p>Continue to develop comprehensive, units of study integrating English Language Arts State Standards and History/Social Science State Standards, wherever possible. Offer students a challenging, engaging language arts and social studies core curriculum that enables them to achieve proficiency in language arts and proceed with a solid foundation in reading, writing, listening and speaking that will be applied in all academic areas.</p> <p>Implement the newly adopted Amplify ELA through additional purchased Chromebooks and carts.</p>		LCFF - Base	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Continue to develop an articulated, coherent language arts learning continuum from grades six through eight where students build upon skills in reading, writing, listening and speaking.</p> <p>Continue to evaluate, refine, and extend the current writing program with a focus on the three genres of writing required by the CCSS: Argumentative, Narrative and Informational writing. Focus on the grade to grade articulation of such writing.</p> <p>Continue to use common summative and formative assessments to evaluate learning and to prepare for students to demonstrate learning via the state assessment. Use this assessment- to guide/inform instructional practice and to provide evidence of student learning.</p> <p>Use Learning Wednesday time to meet within curricular teams to collaborate on and articulate instructional units.</p> <p>Cluster schedule students that are identified as Gifted and Talented in groups of three to five within core classrooms.</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Math: High Academic Achievement</p> <p>Continue to develop an articulated, coherent mathematics learning continuum from grades six through eight.</p> <p>Continue to develop common summative and formative assessments to evaluate learning and to prepare for students to demonstrate learning via the Smarter Balanced State assessment. Use this assessment to guide/inform instructional practice and to provide evidence of student learning.</p> <p>Focus on the math practice standards as a guide for how to teach and learn mathematics. Engage students in identifying the focus practice standard. The math practice describes how students will engage in the learning of mathematics: 1) Make sense of problems and persevere in solving them 2) Reason abstractly and quantitatively 3) Construct viable arguments and critique the reasoning of others 4) Model with mathematics 5) Use appropriate tools strategically 6) Attend to precision 7) Look for and make use of structure 8) Look for and express regularity in repeated reasoning.</p>		LCFF - Base	



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide different mathematical pathways, both accelerated, grade level and remediated, to ensure opportunity and access for all students, including a summer bridge for students accelerating from Math 7 to Algebra 1. Use data measures such as course common assessments, course grades, CAASPP, Math Diagnostic Placement Test and teacher evaluation to appropriately place students into mathematics courses.</p> <p>Use the adopted curriculum, College Preparatory Mathematics (CPM), in all aligned courses including Math 6, Math 7, Math 8 and Algebra as well as the summer bridge course. Use the CPM curriculum as it is intended, each lesson starting with an introduction that lays out the learning goals. The teacher then manages and supports learning while guiding students toward the mathematical objectives of the lesson using targeted instruction. Students work in teams to solve mathematical tasks. Then, the teacher leads the class in closure, tying the problem solving to the lesson objective.</p> <p>Provide ongoing professional development in collaboration with CPM to support the implementation of the California Mathematics</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Standards. Professional development will include:</p> <p>1) Deepening the understanding of the math standards 2) Examining and using the teacher resources that accompany the CPM curriculum, including a detailed lesson plan for every lesson 3) Learning the pacing and the pedagogy of the CPM curriculum 4) Exploring systems and routines that support the structures of the CPM curriculum 5) Establishing learning communities for teachers 6) Developing assessment tools that provide formative feedback to teachers and students 7) Facilitating collaborative student learning opportunities.</p> <p>Use Learning Wednesday time to meet within curricular teams to collaborate and continue work on common assessments and supporting CPM pedagogy.</p> <p>Use chromebooks in the classroom to access both the web-based electronics, (or e-book), the graphing calculator, as well as to engage with virtual manipulatives.</p> <p>Provide high achieving and gifted students rigorous learning opportunities within the classroom and through enrichment competitions and clubs such as</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Mathletes and Mathcounts.			
<p>Science: High Academic Achievement</p> <p>Implement a three year science learning continuum aligned with the California Integrated Course Model.</p> <p>Advance a conversation to review, evaluate, and select a California adopted Integrated Course Model Science curriculum.</p>		LCFF - Base	
<p>World Languages: High Academic Achievement</p> <p>Through the course of a rigorous two-year world language sequence, enable students to achieve a Novice High (based on ACTFL proficiency guidelines) status before entering the second level of a four-year high school language program.</p> <p>Use Learning Wednesday time to collaborate and continue work on the newly adopted textbook program, particularly the integration of the new curriculum with attention to pacing, pre-existing strategies, and technology (specifically VHL Central Supersite).</p> <p>Use newly adopted World Language Curriculum.</p>		LCFF - Base	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Core Instructional Strategies</p> <p>Use School Loop web-based communication to post assignments and grades (at least every three weeks), provide a common format for teacher websites- and improve communication with families.</p> <p>Use instructional technology, such as Google Apps for Application, that promote student collaboration and provides opportunity for immediate feedback, accesses to learning and varied ways to demonstrate learning.</p> <p>Provide Tier I level of intervention support for all students through the Study Hall program which includes access to the library for improved availability of media and other resources, and to the computer lab for access to technology. All students will attend Study Hall in one of their assigned classrooms. Students may choose to attend a class where they need support, or a teacher will assign them to a class to attend for support. Teachers will provide targeted student instruction.</p> <p>Continue to provide Tier II intervention support for targeted students by assigning them to attend a specific study hall,</p>		LCFF - Base	

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>assigning peer tutors, engaging in weekly meetings with the counselors and enrollment in the Academic Workshop Class. Students will be identified for these interventions through a number of processes including teacher referral, Grade Level Student of Concern meetings, Round Table meetings and SST.</p> <p>Offer the Academic Workshop Class, providing general academic, as well as ELD and reading intervention for students who have been identified as below grade level. Students are enrolled in the Academic Workshop Class by the Round Table team. This team, comprised of teachers, psychologist, administrators and counselors, evaluates student performance using grades and other data points to determine placement into the Academic Workshop Class. Students are continually monitored to ensure proper placement. Students are enrolled in the Academic Support Class in lieu of one of their electives.</p> <p>Provide Tier III level of intervention support for identified students who have an Individualized Education Plan (IEP). Learning Center teachers and instructional assistants will collaborate with classroom teachers</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>to provide accommodations, modifications, and specialized support in order for all students to access the curriculum.</p> <p>Offer Monday Tutorial in the library for academic intervention and support with executive functioning from a certificated teacher and counselor.</p> <p>Offer zero period on Tuesdays for academic intervention and support with executive functioning with support of the school counselor.</p> <p>Counselors and administrators will analyze student progress data every six weeks to monitor the progress of all students, modify support class rosters, schedule SST meetings, and create intervention plans for targeted students.</p> <p>Provide high achieving and gifted students rigorous learning opportunities within the classroom and through enrichment competitions and clubs such as Technology Club, Geography Bee and Spelling Bee.</p> <p>Make the library and its resources accessible to all students before school, during the morning break, and at lunch time.</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide targeted ELD support during study hall using Dyned software through support of an intervention aide.</p> <p>Provide targeted reading support during study hall using Lexia software through support of an intervention aide.</p>			

## Analysis

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

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

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

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.

# Annual Review and Update

**SPSA Year Reviewed: 2018-19**

## Goal 2

Goal Statement: Create and maintain a positive, healthy and safe school climate and community that is inclusive and empathetic so that our students can meet their academic and social potential. Support students by engaging in student-centered processes such as No Bully Solution Teams, restorative circles and peer court that address, bullying, student conflicts and violations of California education code. Provide students with effective social/emotional learning curriculum that promotes the development of self-awareness, self management, social awareness, responsible decision-making, and responsibility skills. Promote parent education and provide opportunities for staff and parents to develop and share ideas that support student social/emotional growth and development. Provide our school community with activities that promote and celebrate cultural and community diversity. Recognize and celebrate positive student behavior.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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## Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Implement a guidance and counseling program that supports students academic, social and emotional needs in the school setting.</p> <p>Counselors will provide daily counseling services and act as the referring person to other agencies.</p> <p>Provide middle school counselling access to students, staff, and parents.</p> <p>In January, counselors will work with students and staff to plan and execute iWEek, a week long event that promotes and celebrates identity and diversity . Counselors will teach lessons to all classes to build awareness around LGBT, race issues, cyber safety,</p>		LCFF - Base	



Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>friendships, harassment/ bullying Ed Code, and policies.</p> <p>Counselors will deliver grade level lessons once per trimester on relevant topics.</p> <p>Implement the Where Everyone Belongs (WEB) program which addresses the needs of transitioning sixth graders and improves inter-grade level relationships by making connections between eighth graders, as student leaders, and incoming sixth graders. Eighth grade WEB leaders are trained as positive role models, motivators, and leaders, helping sixth graders adjust to middle school at the Fall Orientation Day and throughout the year. WEB recruits seventh graders in the spring to be eighth grade WEB leaders.</p> <p>Develop and launch a school-wide RESPECT campaign in response to results from student survey.</p> <p>Monthly Spirit Recognition Assemblies focus on the life skills character traits. Teachers recognize students by sharing specific acts and behaviors publicly during the assemblies to encourage and celebrate specific behavior.</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>During the Monthly Spirit Assemblies, homeroom banners are awarded to the class at each grade level earning the highest number of points. Homeroom points promote inclusiveness, collaboration and fun. Points are earned through participation in school-wide events such as spirit days, lunch intramural program, and community-based drives.</p> <p>Once per trimester students who achieve Honor Roll will receive a certificate handed out by their homeroom teacher.</p> <p>Students are encouraged to participate in after school sports and the many lunchtime clubs and organizations supported both by CAN DO! (The Dixie School District Foundation) and by Miller Creek's Home and School Club. Some of these clubs include Student Council, Honor Society, Garden Club, Lunch Crew, and the Y.E.S. Community Service Initiative. Students are encouraged to establish new clubs in order to grow the diversity of clubs offered, and to create a place where everyone belongs. Promote clubs that celebrate diversity and acceptance such as the Queer Straight Alliance, Lunch Crew and Beyond Differences.</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Strengthen the No Place for Hate school initiative by partnering with the Anti-Defamation League to promote schoolwide learning which builds a positive school climate, including the fostering of the Ally Squad.			
Implement a Lunchtime Homeroom Intramural Program where students participate in lunchtime games while representing their homeroom.			
Administrators and staff will work collaboratively to form agreements about enforcement of school rules, routines and practices to create a safe, welcoming, inclusive, and respectful school community.			
All students will receive a student planner with the Student/Parent Handbook containing all the Miller Creek rules and procedures, including how to receive assistance from counselors or administration if a student feels bullied or harassed.			
The technology elective class will produce a video bulletin that shares announcements and produces short videos highlighting aspects of Miller Creek Middle School to promote community and student connectedness.			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Structure lunch eating areas by grade levels and dismissal procedures during the first two days of school to create a safe, welcoming and clean lunch area.</p> <p>Partner with parent organizations to plan opportunities for parents to be on campus through special events and volunteer opportunities. These may include parent education nights and community building events .</p> <p>Student Council will provide monthly spirit opportunities such as assemblies, the Turkey Trot, and Pajama Day where students can participate in school-wide events.</p> <p>Students will participate in Unity Day (Know Your Classmate Day) - a day to stand up against bullying by wearing a united color and engaging in activities that spread positive messages.</p> <p>Staff will receive ongoing training around LGBT, race issues, cyber safety, cultural proficiency, friendships, and harassment/bullying Ed Code and Policies.</p> <p>The arts programs will provide assemblies and evening performances to showcase student talent</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>in the arts including, choir, band, orchestra, drama, and the visual arts.</p> <p>Administrators will publish a weekly newsletter, the Panther Press, to improve home and school communication, highlight important dates and school activities, illustrate student accomplishments and participation in extracurricular activities, and provide school program information to the community.</p> <p>HSC will publish monthly grade-specific, parent generated newsletters.</p> <p>Provide access to spirit wear to promote unity and school pride.</p>			

## Analysis

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

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

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

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.



# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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## Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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## Analysis

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

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

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

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.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 4

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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## Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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## Analysis

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

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

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

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.



# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 5

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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## Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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## Analysis

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

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

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

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.

## Budget Summary and Consolidation

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

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

### Allocations by Funding Source

## Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Budget Reference

Budget Reference	Amount
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**Expenditures by Budget Reference and Funding Source**

<b>Budget Reference</b>	<b>Funding Source</b>	<b>Amount</b>
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# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Christine MaGuire	Parent or Community Member
Natalie Note	Secondary Student
Erica Providenza (chair)	Parent or Community Member
Karen Tervet	Classroom Teacher
Mary Krause	Classroom Teacher
Kristy Treewater	Principal
Lani Bass	Parent or Community Member
Supriya Menon	Parent or Community Member
Derek Lecy	Other School Staff
Eddy Stone	Secondary Student
Maya Johnson	Classroom Teacher
Shari Coskey	Parent or Community Member
Christina Santucci	Classroom Teacher
	Classroom Teacher

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**

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 April 29, 2019.

Attested:



Principal, Kristy Treewater on 4/29/19



SSC Chairperson, Erica Providenza on 4/29/19

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder 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](mailto:TITLEI@cde.ca.gov).

## Stakeholder 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 Stakeholder 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