

School Year: **2018-19**

# 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>	Mills Middle School
<b>Address</b>	10439 Coloma Road Rancho Cordova, CA 95670
<b>County-District-School (CDS) Code</b>	34673306059190
<b>Principal</b>	Dana Carrigan
<b>District Name</b>	Folsom Cordova Unified School District
<b>SPSA Revision Date</b>	September 25, 2018
<b>Schoolsite Council (SSC) Approval Date</b>	September 25, 2018
<b>Local Board Approval Date</b>	November 1, 2018

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

Vision: Every child can learn and excel with access to appropriate resources. At Mills, each individual student is valued as the most important aspect of education. Working with a professional and highly motivated staff, in partnership with parents and the community, we will encourage each student to achieve their full potential.

Mission: We empower our students to become responsible community members; to improve intellectually, socially, emotionally and athletically. Mills Middle School cultivates an environment that supports students' potential to exceed expectations by investing in opportunities for creativity and innovation, by empowering teachers and by using a student-centered approach.

## School & Community Profile

Mills has been serving the community of Rancho Cordova since 1957, and we believe that success is attained by developing relationships with our students and parents. Our curricular focus is driven by the common core standards. By making Mills the focal point of our students' lives, we have developed a school culture of a can-do attitude. Mills is a supportive environment that fosters a thirst for knowledge, an expectation of excellence, and will be a place where creativity is valued. Mills has a Single Plan for Student Achievement which is the driving force behind instruction and curriculum development. Mills has a dynamic staff and supportive community that encourages a creative and innovative environment that provides STEM opportunities for our students to grow and succeed. We are blessed to be supported by numerous community partnerships, local businesses, and faith-based organizations. The City of Rancho Cordova has helped make Mills the hub of the community for activities and annual events. Mills was remodeled in 2010, providing a safe facility, with the newest technology, and an up-to-date internet wireless system to support online programs. What makes Mills a great place to be is the people who work here. Our staff is dedicated and genuinely active in all parts of our students' lives.

## Stakeholder Engagement

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

The School Site Council is comprised of parent representatives, students, teachers and other school staff. Student achievement data and relevant topics, including Common Core State Standards, family engagement strategies, data, goals, budget, school mission and vision, attendance and suspensions were discussed at each meeting. Specific SPSA discussions were held on August 6-7th (Leadership meetings), August 9th (Staff meeting), September 13, 2018 (evening meeting for all parents and staff) and September 25th, 2018 (School Site Council). The current SPSA was reviewed and additional feedback on student progress was received. The process and timeline for constituent involvement was outlined.

The following is a list of additional committees and meeting dates where the SPSA was and is discussed:

- SSC (3x/year)
- ELAC
- Staff (monthly)
- Leadership (monthly)
- Student council (as needed)
- PLC meetings (as needed)
- Department meetings (as needed)

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	%	%	4		
African American	14.8%	%	%	104		
Asian	3.3%	%	%	23		
Filipino	1.7%	%	%	12		
Hispanic/Latino	40.9%	%	%	287		
Pacific Islander	1.0%	%	%	7		
White	32.9%	%	%	231		
Multiple/No Response	4.8%	%	%	34		
<b>Total Enrollment</b>				702		

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	0		
Grade 1	0		
Grade 2	0		
Grade3	0		
Grade 4	0		
Grade 5	0		
Grade 6	208		
Grade 7	257		
Grade 8	237		
Grade 9	0		
Grade 10	0		
Grade 11	0		
Grade 12	0		
<b>Total Enrollment</b>	702		

**Conclusions based on this data:**

1. Overall enrollment at Mills is increasing. The population grew by over 10% between 2015-16 and 2017-18, and each grade level showed an increase in enrollment. The slight decline in 7th grade enrollment for 2017-18 is statistically insignificant due to high variability in enrollment at that grade.
2. There is no ethnic group that makes up a majority of the population at Mills. Students who identify as Hispanic or Latino make up the largest subgroup, followed by White and African American. Although not establishing a trend yet, the Asian subgroup more than doubled in size over the past three years.
3. The number of students who identify as Hispanic or Latino is increasing while the number who identify as White or African American is decreasing. The number of African American students is highly variable over the past three years, while the number of white students has declined each of the past three years. Mills should plan for the continued growth of the Hispanic or Latino subgroup and provide resources that will help them remain/become successful. While still relatively small, the Asian subgroup had the largest percentage growth of any subgroup. Mills should also examine the needs of this group to make sure we are not without resources to fit their needs.

# 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				21.4%		
Fluent English Proficient	206			29.3%		
Reclassified Fluent English Proficient	20			12.7%		

### Conclusions based on this data:

1. The number of English learners has increased from 150 to 234 over the past three years.
2. Spanish is the most common language spoken by our English learners. (53% to 65%)
3. We have recently experienced an influx of students who speak near and middle eastern languages. The number of student speaking these language went from ~2% to over 15% in one year.

# 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	209	211	241	197	196	225	196	195	225	94.3	92.9	93.4
Grade 7	262	273	254	252	262	240	247	261	240	96.2	96	94.5
Grade 8	241	254	270	226	238	254	225	237	254	93.8	93.7	94.1
All Grades	712	738	765	675	696	719	668	693	719	94.8	94.3	94

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	2483.	2482.	2468.	9	8.21	10.22	23	26.67	17.78	32	26.67	26.22	36	38.46	45.78
Grade 7	2513.	2519.	2493.	8	9.20	9.58	24	31.80	21.67	32	25.67	20.00	36	33.33	48.75
Grade 8	2541.	2536.	2529.	9	7.17	9.06	32	34.60	31.89	30	26.58	23.62	28	31.65	35.43
All Grades	N/A	N/A	N/A	9	8.23	9.60	26	31.31	24.06	31	26.26	23.23	34	34.20	43.12

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	9	13.99	12.89	47	44.56	37.78	44	41.45	49.33	
Grade 7	12	15.33	14.58	48	46.36	37.50	40	38.31	47.92	
Grade 8	18	17.30	13.39	51	45.99	46.85	32	36.71	39.76	
All Grades	13	15.63	13.63	48	45.73	40.89	38	38.64	45.48	

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	16	14.74	12.89	40	37.89	36.89	45	47.37	50.22
Grade 7	14	18.68	15.83	50	50.58	35.00	36	30.74	49.17
Grade 8	17	16.67	18.50	50	46.15	44.09	33	37.18	37.40
All Grades	15	16.89	15.86	47	45.52	38.80	38	37.59	45.34



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	8	7.77	4.89	69	67.36	59.11	23	24.87	36.00
Grade 7	9	6.90	6.67	64	62.45	52.92	28	30.65	40.42
Grade 8	10	8.02	11.42	69	71.73	56.69	21	20.25	31.89
All Grades	9	7.53	7.79	67	67.00	56.19	24	25.47	36.02

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	18	17.10	19.11	59	49.22	39.56	22	33.68	41.33
Grade 7	15	18.01	16.67	54	51.34	44.17	31	30.65	39.17
Grade 8	19	21.94	24.80	53	46.41	42.52	28	31.65	32.68
All Grades	17	19.10	20.31	55	49.06	42.14	27	31.84	37.55

**Conclusions based on this data:**

1. Three year cohort comparison at all grade levels indicates no significant change in the number of students in the cohort meeting standards over the last three years.
2. Cross sectional analysis by grade level shows that all grades had a lower percentage of meeting standards overall in 2017-2018 than 2016-17. However, there is no trend, of either growth or loss, shown over the last three years.
3. Listening and Research and Inquiry claims are areas of strength across all grade levels. Reading and Writing are areas of weakness across grade levels. This pattern of strength and weakness has remained constant over the last three years.

# 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	211	211	241	205	204	240	204	204	239	97.2	96.7	99.6
Grade 7	262	274	254	254	268	251	252	267	251	96.9	97.8	98.8
Grade 8	241	255	270	234	251	268	234	251	268	97.1	98.4	99.3
All Grades	714	740	765	693	723	759	690	722	758	97.1	97.7	99.2

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	2450.	2434.	2455.	4	4.90	4.18	8	8.82	13.39	32	23.53	29.71	55	62.75	52.72
Grade 7	2493.	2469.	2466.	5	5.99	7.97	20	13.86	9.16	32	26.22	25.10	43	53.93	57.77
Grade 8	2495.	2504.	2505.	7	9.96	11.57	12	14.34	16.04	30	26.29	23.13	51	49.40	49.25
All Grades	N/A	N/A	N/A	6	7.06	8.05	14	12.60	12.93	31	25.48	25.86	49	54.85	53.17

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	6	6.90	9.62	24	22.17	25.52	69	70.94	64.85	
Grade 7	12	11.61	9.16	35	26.59	23.51	52	61.80	67.33	
Grade 8	11	13.94	15.30	33	31.47	29.48	56	54.58	55.22	
All Grades	10	11.10	11.48	31	27.05	26.25	59	61.86	62.27	

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	4	3.92	3.77	38	30.39	35.56	58	65.69	60.67
Grade 7	8	7.12	7.57	50	37.45	36.65	42	55.43	55.78
Grade 8	8	11.95	13.43	55	33.86	45.15	37	54.18	41.42
All Grades	7	7.89	8.44	48	34.21	39.31	45	57.89	52.24

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	6	7.84	7.53	41	33.82	33.89	53	58.33	58.58
Grade 7	10	7.49	8.76	54	47.94	49.80	36	44.57	41.43
Grade 8	7	7.17	14.18	50	52.99	42.16	43	39.84	43.66
All Grades	8	7.48	10.29	49	45.71	42.08	43	46.81	47.63

**Conclusions based on this data:**

1. Three year cohort comparison at all grade levels indicates no significant change in the number of students in the cohort meeting standards in 2017-18 over 2016-17. However, each cohort had more students meeting standards in 2017-18 than 2015-16.
2. Cross sectional analysis of school wide percentage of student meeting standards shows no trends in growth over the past three years. When examined by grade level, grades 6 and 8 have a positive trend in the percentage of students meeting standards.
3. Concepts & Procedures has become the highest performing sub-area 2017-18, with 69% of students at or near standard. Only 38% of students were at or near standard in 2015-16.

# School and Student Performance Data

## CELDT Results Initial Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Initial Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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

**Conclusions based on this data:**

1. The number of initial assessments in 2016-17 (37) increased by 60% compared to 2015-16 (23), but fell nearly as much in 2017-18 (22).
2. Most students taking the test for the first time scored at the beginner level.
3. Plans must be made to ensure that this group gets both core instruction and dedicated ELD services. Grouping them with support in core classes will be required for them to function in regular classes.

# School and Student Performance Data

## CELDT Results Annual Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
<b>6</b>	2	3		36	40		40	45		14	8		8	3	
<b>7</b>	8	7		36	48		32	21		15	9		9	15	
<b>8</b>	5	6		41	44		34	35		15	9		5	6	
<b>Total</b>	5	6		38	44		35	33		15	9		8	8	

### Conclusions based on this data:

1. Number of Beginning EL students is on the rise. Currently, Mills has 24 Beginning EL students.
2. Our largest percentage of students are at the Early Advanced level.
3. Mills has 151 English Learners, which is about 20% of our total population. Nearly 50% of our student body speaks 2 or more languages.

# School and Student Performance Data

## CELDT Results All Assessment Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	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
<b>6</b>	2	4		32	34		36	37		13	8		18	16	
<b>7</b>	7	8		34	41		29	18		19	8		12	26	
<b>8</b>	4	4		35	36		27	28		13	7		21	24	
<b>Total</b>	4	6		34	37		31	28		15	8		17	22	

### Conclusions based on this data:

1. Number of students needing ELD services has increased.
2. Students at the early advanced level should be provided with specific instruction on their areas of weakness so they can qualify for reclassification.
3. CELDT annual assessments were discontinued in 2017-18 school year and replaced by ELPAC.

# School and Student Performance Data

## Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. Except for English learner progress, school-wide performance levels are red or orange for all measures.
2. School-wide suspension rate is very high. There are also discrepancies in suspension rates between groups that need to be studied.
3. School-wide English Language Arts and Math performance is low, and there was little change year to year.

# School and Student Performance Data

## Status and Change Report Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2017-18 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

### Conclusions based on this data:

1. Mills chronic absentee rate was higher than the the district rate school-wide and in all racial/ethnic groups except Asian, Filipino, and Pacific Islander. These groups makeup slightly more than 7% of Mills enrollment, but 17% of district-wide enrollment.
2. School-wide, and in most racial/ethnic groups, 6th grade students had a higher percentage of students who were chronically absent than 7th and 8th grade. Extra attention to 6th grade absenteeism may lead to improvement in 7th and 8th grade absenteeism going forward.
3. Mills student body are a highly mobile and this contributes to it's absentee rate as student often move on short notice without checking out of school. As would be expected, homeless students had the greatest percentage of students chronically absent, followed by foster youth and students with disabilities.



# School and Student Performance Data

## Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate				

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. Of eight student groups, only one (white) was in the green for both status and change. (7.3% rate and declined by 6.4%)
2. Four groups had suspension rates that dropped between 0.3 and 3.0 percent. (School-wide, disadvantaged, students with disabilities, and two or more races) English learners maintained there previous suspension rate status and change in spite of a slight drop in suspension rate.
3. Three groups had increased suspension rates and high to very high status (Homeless, African American, and Hispanic.)

# School and Student Performance Data

## Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### English Learner

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A		N/A

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. Opposite to what one might expect, our English learner population had a significantly smaller distance from level 3 in ELA (-54.7) than in math (-111.1).
2. ELA status and change school-wide shows a pattern of low status and little change. We see the same pattern among our English learner students.  
Math continues to be an area of weakness school wide and for English Learners.
3. Cohort analysis shows numerically and educationally significant growth in our English Learner Subgroup in ELA and math. Although growth was numerically significant ( $P > 0.09$ ) and educationally significant growth ( $ES > 0.25$ ), this growth was not sufficient to be reflected on the state Status and Change report.

# School and Student Performance Data

## Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### English Language Arts (3-8)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

### Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

### EL - Reclassified Only

### EL - English Learner Only

### English Only

### ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

### English Language Arts (3-8)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. All student groups except Asian had low or very low status. Asian and Two or More Races were the only groups that had positive change by the state definition.

2. Four of our groups maintained last years status based on the state definition, three groups declined. Our RFEP group is outperforming all other groups except Asian in distance from level 3 (-11.5 vs -34.9 school-wide).
3. Cohort analysis indicates that our students are making numerically and educationally significant growth, but this growth is not sufficient to be reflected on state status and change reports.

# School and Student Performance Data

## Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

### Mathematics (3-8)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

### Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

### EL - Reclassified Only

### EL - English Learner Only

### English Only

### Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

### Mathematics (3-8)

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

- All student groups except Asian had low or very low status. Asian and Two or More Races groups were the only groups that had positive changes by the state definition (Asian: +36, increased significantly, Two or More Races: +13.5, Increased).

2. Students with Disabilities maintained last years status based on the state definition. Other groups are of particular concern because they either declined significantly or are over 100 scale score points below level 3.
3. Cohort analysis indicates that students are making numerically and educationally significant gains in math overall. However, when disaggregated, 7th and 8th grades did not improve significantly. Gains made were not sufficient to be reflected on state status and change reports.

# School and Student Performance Data

## Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

### English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

### Class of 2016

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

### English Language Arts

### Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

### English Language Arts

### Mathematics

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. The Number of EL students tested grew by 27% between 2015-16 and 2017-18. Overall status remained high in spite of a decline of -3.4% in the change indicator.
2. The percentage of Long Term English Learners did not change between 2015-16 and 2016-17. This indicates an area of concern, however, this may also be an effect of the difference in the number of EL students enrolled and tested.
3. The percentage of students advancing grew by 11% between 2015-16 and 2016-17. The percentage of students reclassified fell from 25% to 6.25%. This may be partially accounted for by the increase in the number of beginning EL students, an increase in students enrolling at Mills as their first U.S. school, and the initial lack of bilingual aides with skills in middle and near eastern languages.

# School and Student Performance Data

## Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

### Conclusions based on this data:

1. The number of students suspended and suspension rate declined slightly while enrollment increased by 4%. The school-wide suspension rate has been declining for the past three years.
2. English Learner, Asian, Filipino, Hispanic, and white had suspension rates lower than the school-wide rate. School-wide, Socioeconomically Disadvantaged, Students with Disabilities, Asian, Filipino, Two or More Races, and White subgroups had a decline in suspension rate.
3. Except for Asian, Filipino, and White subgroups, all subgroup suspension rates were high or very high.



# School and Student Performance Data

## Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
<b>All Students</b>							
<b>English Learners</b>							
<b>Foster Youth</b>							
<b>Homeless</b>							
<b>Socioeconomically Disadvantaged</b>							
<b>Students with Disabilities</b>							
<b>African American</b>							
<b>American Indian</b>							
<b>Asian</b>							
<b>Filipino</b>							
<b>Hispanic</b>							
<b>Pacific Islander</b>							
<b>Two or More Races</b>							
<b>White</b>							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### Conclusions based on this data:

1. There is a strong school-wide correlation between chronic absenteeism and suspension rate. Although we cannot infer that one causes the other, effort to reduce absenteeism may have a positive effect on suspension rate. Although not shown in the table, school-wide suspension rate has been falling for the last three years.

2. English/Language Arts: School-wide and most subgroups except grew or maintained their status and change measures as reported by the State. Asian and Two or More Races groups showed significant growth as measured by the state. Cohort analysis shows that that students who had scores in both years (in district for two years) showed educationally significant growth ( $ES > 0.25$ ). All groups' growth was also numerically significant ( $P > .90$ ). Although significant, this growth was not sufficient to be reflected on the state Status and Change report.
  
3. Mathematics: School-wide and all subgroups except Asian, Two More Races, and Students with Disabilities failed to maintain their status and change measures as reported by the state. Most subgroups either showed numerically significant growth ( $P > .90$ ), educationally significant growth ( $ES > 0.25$ ), or both. Although significant, this growth was not sufficient to be reflected on the state Status and Change report.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Statement

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness

### Goal Description

School Goals:

- 1.1 - Maintain classrooms in good repair and conducive for science and STEM classes.
- 1.2 - Ensure designated EL time provided daily for reading elective and math.
- 1.3 - Provide new teacher support through professional development, collaboration and mentor ship

### LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

- 1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
- 1.2 Maintain schools in good repair.
- 1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

### Basis for this Goal

CAASSP, ELPAC, DPA's, Diagnostics software and assessment (i-Ready, ILit)

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Title I Academic Support Coach (LCAP Goal 1)

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

#### Timeline

August 2015  
on-going

#### Person(s) Responsible

Dana Carrigan and David Knight

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	19153
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Title I program monitor Academic Coach
<b>Amount</b>	5695
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Title I program monitor Academic Coach

### Strategy/Activity 2

All students, including English Learners, must have access to curriculum that is aligned to the state standards. (LCAP 1.3)

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

#### Timeline

August 2016  
on-going

### Person(s) Responsible

Dana Carrigan, Annie Gervais, ELA/ELD teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1667
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional time for BIA in Spanish
<b>Amount</b>	503
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Additional time for BIA in Spanish
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Amount</b>	2500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	Supplemental instructional materials for EL classes
<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	ELA/ELD Conferences Professional Development
<b>Amount</b>	1400
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes to release ELA/ELD teachers for conferences and professional development
<b>Amount</b>	287
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Statement

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

### Goal Description

School Goals:

- 2.1 - Increase student engagement.
- 2.2 - Reduce suspension rate (specifically African American).
- 2.3 - Provide professional development for staff.
- 2.4 - Increase parent engagement/communication.

### LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

- 2.1 Increase student attendance rates and reduce chronic absences.
- 2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
- 2.3 Decrease 8th grade dropout rates.
- 2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
- 2.5 Increase family engagement and parent input and the utilization of volunteers.
- 2.6 Increase community partnerships that support student learning.
- 2.7 Increase the efficiency, timeliness and accessibility of district communications.

### Basis for this Goal

CELDT and Title III results.

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

Professional development for staff on PBIS, interventions, RTI and Love and Logic to reduce absences, decrease drop out rates, reduce suspension and increase school connectedness. (LCAP goal 2.1, 2.2, 2.3, 2.4)

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

All

#### Timeline

2018-2019

## Person(s) Responsible

Dana Carrigan, leadership team, PBIS team

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Professional development books and supplies on Love and Logic
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Professional development book on RTI tiered intervention strategies
<b>Amount</b>	2500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies to support PBIS program, family engagement and interventions

## Strategy/Activity 2

BIA to support parent engagement, translation of documents, conduct conferences and make attendance calls. (LCAP goal 2)

## Students to be Served by this Strategy/Activity

All

## Timeline

2018-2019

## Person(s) Responsible

Dana Carrigan  
Elena Cabrera

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1667
<b>Source</b>	Title I
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Additional BIA support for Spanish speaking students/families
<b>Amount</b>	503

<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Additional BIA support for Spanish speaking students/families
<b>Amount</b>	19153
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Academic support coach
<b>Amount</b>	5694
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Academic support coach

### Strategy/Activity 3

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (LCAP 2)

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

All

#### Timeline

2018-2019

#### Person(s) Responsible

PBIS coach, Dana Carrigan

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	840
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Subs for positive behavior support planning
<b>Amount</b>	172
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Subs for positive behavior support planning

### Strategy/Activity 4

Tier two interventions for students at-risk (LCAP goal 2)



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

All

**Timeline**

2018-2019

**Person(s) Responsible**

Dana Carrigan, Kristen Miller

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5580
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Restorative practices, individual and group mentoring, check in/check out, etc
<b>Amount</b>	1143
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Statement

Provide students with high quality classroom instruction and access to a broad course of study

### Goal Description

School Goal (s):

3.1 – Provide professional development in new adoptions and local curriculum.

3.2 – Provide access to research-based EL instructional strategies to increase student achievement.

3.3 – Integrate the engineering design process throughout core subject areas.

### LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)

3.1 Provide professional development in new adoptions and local curriculum.

3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

### Basis for this Goal

District adopted math curriculum for Common Core and Course 1, 2, 3.

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

Collaboration, planning and professional development for new social studies curriculum adoption (LCAP goal 3.1)

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

All

#### Timeline

2018-2019

#### Person(s) Responsible

Dana Carrigan, social studies teachers

#### Proposed Expenditures for this Strategy/Activity

**Amount**

3600

<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute teachers for release time for social studies teachers
<b>Amount</b>	740
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits

## Strategy/Activity 2

Title 1 Collaboration Coach (LCAP goal 3)

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

#### Timeline

2018-2019

#### Person(s) Responsible

Dana Carrigan, David Knight

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	19153
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Title 1 program monitor Academic Coach
<b>Amount</b>	5694
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Title 1 program monitor Academic Coach

## Strategy/Activity 3

Provide students with high quality classroom instruction and access to a broad course of study. (LCAP 3)

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

All

#### Timeline

2018-2019

#### Person(s) Responsible

Dana Carrigan

Teachers  
Collaboration Coach

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Professional development-conferences
<b>Amount</b>	3750
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Subs for professional development conferences
<b>Amount</b>	767
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Sub benefits for professional development conferences
<b>Amount</b>	27444
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies to assist in professional development implementation

### Strategy/Activity 4

Extended day interventions (LCAP 4)

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

All

### Timeline

2018-19

### Person(s) Responsible

All staff

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

Provide students with high quality classroom instruction and access to a broad course of study. (LCAP goal 3)

## Students to be Served by this Strategy/Activity

All

## Timeline

2018-2019

## Person(s) Responsible

Dana Carrigan, Heather Formigli, Annie Gervais

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	950
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Professional development workshops for teaching best practices with EL students
<b>Amount</b>	200
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Amount</b>	350
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	After school writing tutoring
<b>Amount</b>	67
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	After school writing tutoring

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Statement

Student progress and educational outcomes will be monitored for success using assessment results

### Goal Description

School Goals:

4.1 – Provide tiered instruction and interventions to support all students in reading at grade level.

4.2 – Provide tiered instruction and interventions to support all students in meeting grade level standards in math.

### LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

### Basis for this Goal

iLit and iReady diagnostic tools.

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

Student progress and educational outcomes will be monitored for success using assessment results.(LCAP goal 4)

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

All

#### Timeline

2018-2019

#### Person(s) Responsible

Dana Carrigan, David Knight

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	19152
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Title 1 program monitor Academic Coach
<b>Amount</b>	5694
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Title 1 program monitor Academic Coach
<b>Amount</b>	28316
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies to assist with progress monitoring for all students

## Strategy/Activity 2

Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades). (LCAP 4.2)

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

All

### Timeline

2018-2019

### Person(s) Responsible

Principal and Staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1900
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	After school tutoring
<b>Amount</b>	500
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	After school tutoring

<b>Amount</b>	840
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	new math teacher release time for collaboration
<b>Amount</b>	100
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits

### Strategy/Activity 3

Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).(LCAP 4.1)

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

All

#### Timeline

2018-19

#### Person(s) Responsible

All staff

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	350
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	After school reading and writing tutoring
<b>Amount</b>	56
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	After school reading and writing tutoring

### Strategy/Activity 4

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

- 4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
- 4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
- 4.3 Ensure English Learners make yearly progress.
- 4.4 Ensure Special Education students make yearly progress.

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



All

### Timeline

2018-2019

### Person(s) Responsible

Dana Carrigan and teachers

### Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development conferences to promote progress monitoring of students
Amount	3750
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for conferences
Amount	840
Source	Title I
Budget Reference	3000-3999: Employee Benefits

### Strategy/Activity 5

Ensure English learners are making yearly progress (LCAP goal 4.3)

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

All

### Timeline

2018-2019

### Person(s) Responsible

Dana Carrigan, Annie Gervais

### Proposed Expenditures for this Strategy/Activity

Amount	950
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional development workshops for teaching best practices with EL students

<b>Amount</b>	100
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>All students identified for intensive ELA and ELD interventions have daily instruction in the approved programs. (LCAP 4.6)</p>		<p>placed in ILit curriculum and access to Study Sync None Specified None Specified 0</p>	
		<p>Supplemental supplies 4000-4999: Books And Supplies Title I 7231</p>	
		<p>Technology equipment, software, supplies, and chromebooks 4000-4999: Books And Supplies Title I 48439</p>	
		<p>Software license and online services 5000-5999: Services And Other Operating Expenditures Title I 5710</p>	
		<p>GLAD supplies and materials 4000-4999: Books And Supplies Title I 4119</p>	
		<p>ELA/ELD Conference Professional Development 5000-5999: Services And Other Operating Expenditures Title I 24548</p>	
<p>Extended day interventions and pull out support intervention (LCAP 4.6)</p>		<p>Summer School None Specified LCFF - Supplemental</p>	
		<p>Translation/Testing/Lead Teachers None Specified LCFF - Supplemental</p>	
		<p>Instructional Assistants None Specified LCFF - Supplemental</p>	
		<p>Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries LCFF - Supplemental 25,983	
		3000-3999: Employee Benefits LCFF - Supplemental 9,056	
		Field trip to college visit 5700-5799: Transfers Of Direct Costs Title I 370	

## Analysis

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

Collaboration coach effectively analyzed data to identify appropriate interventions for students. All students received two periods of English/day.

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

ELA CAASPP scores improved by 3% schoolwide. The number of students who doubled their scores in both English and math on the IReady diagnostic was 10%.

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.

This goal will now be addressed in goals 1, 3 and 4. Strategies will be evaluated to determine modifications that need to be made to increase effectiveness.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 2

School Goals: 1. High quality direct instruction in ELD and GLAD, utilize curriculum and online intervention programs with efficacy  
 2. STEM (Engineer Design Process) across the subject area projects to emphasize curriculum connections for students.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continued GLAD Training for staff (LCAP 1)		Guided Language Acquisition Development (GLAD) is a strategy used to support ELD student in understanding instruction and retaining information. None Specified None Specified	
		GLAD supplies 4000-4999: Books And Supplies Title I 4000	
		Reading books and class room sets 4000-4999: Books And Supplies Title I 1000	
		Teacher Sub for PD 1000-1999: Certificated Personnel Salaries Title I 300	
		3000-3999: Employee Benefits Title I 124	
		Conference 5000-5999: Services And Other Operating Expenditures Title I 2000	
		Technology equipment, software and supplies 4000-4999: Books And Supplies Title I 5000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>BIA to support parent engagement, translation of documents, conduct conferences and support students needs in the classrooms. Monthly program evaluation and collaboration (LCAP 4)</p>		<p>Direct student support with instructional aides 2000-2999: Classified Personnel Salaries LCFF - Supplemental 13153</p>	
		<p>Program Monitor Collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,667</p>	
		<p>3000-3999: Employee Benefits LCFF - Supplemental 2,729</p>	
<p>Extended day pull out interventions (LCAP 4)</p>		<p>Students struggling with mastery of common core sub strands, are provide with pull out support and instruction. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 25,983</p>	
		<p>3000-3999: Employee Benefits LCFF - Supplemental 9,056</p>	
<p>Extended day interventions (LCAP 4)</p>		<p>Summer School None Specified LCFF - Supplemental</p>	
		<p>Translation/Testing/Lead Teachers None Specified LCFF - Supplemental</p>	
<p>Students in ELD beginner are getting an additional period of ELA support (LCAP 4.6)</p>		<p>Instead of elective period, additional reading and writing skills are emphasized None Specified LCFF - Supplemental</p>	
		<p>Additional professional training in EL support 5000-5999: Services And Other Operating Expenditures Title I 1000</p>	
		<p>Additional Teacher hours for curriculum and</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		assessment development 1000-1999: Certificated Personnel Salaries Title I 500	
		Teacher stipends 1000- 1999: Certificated Personnel Salaries Title I	
Increase parent and community engagement. (LCAP 2)		Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications  2000-2999: Classified Personnel Salaries LCFF - Supplemental 1046	
		3000-3999: Employee Benefits LCFF - Supplemental 130	
Ensure EL/LI students have access to electives (LCAP 1)		Increase student engagement and provide a safe, healthy, and positive learning environment. Provide athletics, clubs, and other extracurricular activities with scholarships for EL/LI/Foster students as needed  1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3000	
		2000-2999: Classified Personnel Salaries LCFF - Supplemental 300	



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits LCFF - Supplemental 493	
		4000-4999: Books And Supplies LCFF - Supplemental 2597	
		5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 4200	
		Repair and maintenance of musical instruments 4000-4999: Books And Supplies LCFF - Supplemental 3815	
Supplemental administrative support (LCAP 1)		Additional administration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8303	
		3000-3999: Employee Benefits LCFF - Supplemental 2031	

## Analysis

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

Some of the staff received GLAD training. Many of the staff attended conferences for professional development. Supplemental books and supplies were purchased to support EL students. Grade levels created STEM projects throughout their subject areas during the year.

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

CAASPP ELA scores went up by 3%.

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.

English learner and STEM goals will now be addressed in goals 1 and 3. Progress will be measured by performance on the ELPAC, CAASPP, IReady and through teacher observations and feedback.



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Certificated Personnel Salaries Title I 1000	
Supplemental teachers for program intervention and support (LCAP 1, 4)		Additional FTE for coverage 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental	
		3000-3999: Employee Benefits LCFF - Supplemental	
		Technology equipment, software and supplies 4000-4999: Books And Supplies Title I 2000	
		Books and class room sets 4000-4999: Books And Supplies Title I 1000	
		Teacher stipends 1000-1999: Certificated Personnel Salaries Title I	
		Supplies for GLAD lesson plans 4000-4999: Books And Supplies Title I 4500	
		Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined  1000-1999: Certificated Personnel Salaries LCFF - Supplemental 48448	
		3000-3999: Employee Benefits LCFF - Supplemental 17375	
		Software license and online services 5000-5999: Services And	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Other Operating Expenditures Title I 1000	
Extended day interventions (LCAP 4)		Summer School None Specified LCFF - Supplemental	
		Translation/Testing/Lead Teachers None Specified LCFF - Supplemental	
		Field trip to college visit 5700-5799: Transfers Of Direct Costs Title I	
Professional development by SCOE (training) for Math teachers. Math integration conference/s. (LCAP 1, 3)		Conference for Math / EL support 5000-5999: Services And Other Operating Expenditures Title I 10000	

## Analysis

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

Teachers attended math and English conferences for professional development, additional BIA time provided to meet the needs of increased enrollment of ELs, collaboration coach provided data used to identify and work with students who needed remediation.

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

Strategies need to be analyzed to determine how to increase effectiveness in math.

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.

This goal will now be addressed in goals 1 and 4. Progress will be measured by performance on the ELPAC, CAASPP, IReady and through teacher observations and feedback.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

Goal: 1. Ensure teachers are using Marzano's Essential Instructional Strategies to emphasize learning outcome.  
 2. STEM (Engineer Design Process) across the subject area projects to emphasize curriculum connections for students.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities (LCAP 1)		Student scholarships for instructional activities  5700-5799: Transfers Of Direct Costs LCFF - Supplemental 6034	
		Student scholarships for club and or sports activities 5700-5799: Transfers Of Direct Costs LCFF - Supplemental 7739	
		After school activities/clubs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 12000	
		Boys to Men Club 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1200	
		3000-3999: Employee Benefits LCFF - Supplemental 1974	
		4000-4999: Books And Supplies LCFF - Supplemental 10390	
		5000-5999: Services And Other Operating	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures LCFF - Supplemental 16800	
Supplementary materials to support students needs and tutoring (LCAP 4)		Music equipment and service 4000-4999: Books And Supplies LCFF - Supplemental 15258	
Increase parent and community engagement. (LCAP 2)		5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 4156	
		Teacher stipends/additional time to support tutoring 1000- 1999: Certificated Personnel Salaries Title I	
		3000-3999: Employee Benefits Title I 124	
		Additional Teacher hours for curriculum and assessment development 1000-1999: Certificated Personnel Salaries Title I 500	
		Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications  2000-2999: Classified Personnel Salaries LCFF - Supplemental 4184	
		3000-3999: Employee Benefits LCFF - Supplemental 521	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>BIA to support parent engagement, translation of documents, conduct conferences and support students needs in the classrooms. Monthly program evaluation and collaboration (LCAP 2, 4)</p>		<p>Direct student support with instructional aides 2000-2999: Classified Personnel Salaries LCFF - Supplemental 52615</p>	
		<p>1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6670</p>	
		<p>3000-3999: Employee Benefits LCFF - Supplemental 10914</p>	
<p>Administrative support and professional development (LCAP 1)</p>		<p>Supplemental admin support 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 33211</p>	
		<p>3000-3999: Employee Benefits LCFF - Supplemental 8122</p>	
		<p>Professional Development and conferences 5000-5999: Services And Other Operating Expenditures Title I 2000</p>	
<p>Offer more intervention programs (LCAP 4)</p>		<p>Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined</p> <p>1000-1999: Certificated Personnel Salaries LCFF - Supplemental 9690</p>	
		<p>3000-3999: Employee Benefits LCFF - Supplemental 3475</p>	

## Analysis

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

Tutoring was offered twice weekly throughout the year. Teachers worked on developing learning outcomes in their PLCs. Math teachers worked extra time to develop project based lessons that have students work up to a greater depth of knowledge.

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

Changes in CAASPP scores are not statistically significant.

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.

This goal will be addressed in goals 1, 2, 3 and 4 for the current year's 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

Funding Source	Amount	Balance
Title I	220720	0.00
LCFF - Supplemental	819,990	819,990.00

# Expenditures by Funding Source

Funding Source	Amount
Title I	220,720.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	100,871.00
2000-2999: Classified Personnel Salaries	3,334.00
3000-3999: Employee Benefits	28,755.00
4000-4999: Books And Supplies	62,760.00
5000-5999: Services And Other Operating Expenditures	25,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	100,871.00
2000-2999: Classified Personnel Salaries	Title I	3,334.00
3000-3999: Employee Benefits	Title I	28,755.00
4000-4999: Books And Supplies	Title I	62,760.00
5000-5999: Services And Other Operating Expenditures	Title I	25,000.00

# Expenditures by Goal

Goal Number	Amount
Goal 1	36,205.00
Goal 2	39,252.00
Goal 3	72,715.00
Goal 4	72,548.00

# 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
- 3 Classroom Teachers
- 0 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Dana Carrigan	Principal
Sarah Hudack	Classroom Teacher
Matthew Wood	Classroom Teacher
David Knight	Classroom Teacher
Sarah Conrad Clements	Parent or Community Member
Joanne Koppel	Parent or Community Member
Colleen Bright	Parent or Community Member
Wyatt Conrad	Secondary Student
Savannah Koppel	Secondary Student
Xavien Bright	Secondary Student

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.

# English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Annie Gervais	Classroom Teacher
Keith Shields	Other School Staff
Elia Rodriguez - DELAC	Parent or Community Member
Raul Hernandez	Parent or Community Member
Josiah Patterson	Classroom Teacher

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
  - a. The school's needs assessment.
  - b. The school's annual language census.
  - c. Ways to make parents aware of the importance of regular school attendance.

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on Sept. 25, 2018.

Attested:

Principal, Dana Carrigan on 09/25/18

SSC Chairperson, David Knight on 09/25/18



# 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 measurable 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

# MILLS MIDDLE SCHOOL

10439 Coloma Road

Rancho Cordova, CA 95670-2198

916-294-9045

Fax 916-294-2476

Dana Carrigan, Principal

Jenna Schuette, Vice Principal

Keith Shields, Vice Principal

Cheryl Blower, Admin. Assistant



## **Student Council Meeting**

Tuesday, September 25, 2018

Location: Library

Time: 3:15PM

### Agenda

- Review Site Plan
- Review School Safety Plan
- Review School Budget

# MILLS MIDDLE SCHOOL

10439 Coloma Road  
Rancho Cordova, CA 95670  
(916) 294-9045

Dana Carrigan, Principal  
Jenna Schuette, Asst. Principal

Keith Shields, Asst. Principal  
Cheryl Blower, Admin. Assistant



Site Council Agenda  
September 25, 2018

- I. Introductions
- II. What is School Site Council?
  - A. Title I
  - B. Budget
  - C. SPSA (Single Plan for Student Achievement)
- III. Mills Safety Plan – Approval Needed
- IV. Upcoming and Past Events:
  - A. Back to School Night – Title I Meeting 9/13/18
  - B. AAA Rally - 9/13/18
  - D. 10/8/18 - Non-Student Day
  - E. 10/24/18 - Fall Dance
  - F. 10/25/18 - 60th Anniversary Celebration
  - F. 11/12/18 – Non-Student Day (Veteran's Day)
  - G. Thanksgiving Break (11/19 - 11/23)
- V. Dates for Future Meetings:
  - A. 12/11, 2/26 & 4/30
- VI. Adjournment



MILLS MIDDLE SCHOOL  
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 Rancho Cordova, CA 95670  
 (916) 294-9045

Dana Carrigan, Principal  
 Keith Shields, Asst. Principal

Jenna Schuette, Asst. Principal  
 Cheryl Blower, Admin. Assistant



Site Council Sign-In/Attendance  
 Sept. 25th, 2018

Name	Role/Title (Teacher, Parent, Student, etc.)	E-mail	Signature
Colleen Bright	Parent	cbright@fcusd.org	<i>[Signature]</i>
Sarah Conrad Clements	Parent	Sarah@perc.org	<i>[Signature]</i>
Sarah Hudack	teacher	SHudack@fcusd.org	<i>[Signature]</i>
Math wood	Teacher	mwood@fcusd.org	<i>[Signature]</i>

OVER →



## Mills Middle School Site Council Minutes

Meeting called to order 9/25/2018 at 3:30 PM

- Present:
  - Colleen Bright – Parent
  - Sarah Conrad Clements – Parent
  - Sarah Hudack – Teacher
  - Matt Wood – Teacher
  - David Knight- Teacher
  - Norma Trujillo – Parent Coordinator
  - Dana Carrigan - Principal
  
- **First order of business: What is School site Council?**
  - Ms. Carrigan went over the purpose of site counsel including
    - Title I
    - Budget
    - SPSA (Single Plan For Student Achievement)
  - Ms. Carrigan went over the elements in the SPSA including:
    - Goals
    - Budgeting
    - Review of progress and goals achieved during the last year
  - Mr. Knight and Ms. Carrigan reviewed trends in our population and student achievement including:
    - Demographics
    - Unusual demographic shifts that occurred over the past year
    - CAASPP Scores, disaggregated result, and patterns shown during last year's school and state testing.
  - At the end of discussion, and questioning, Ms. Hudack motioned that the SPSA plan be approved, Ms. Trujillo seconded the motion. The motion passed with no dissent.
  
- **Second Order of Business: School Safety Plan**
  - Ms. Carrigan reviewed the school safety plan with the council including:
    - Contents
    - Coverage
    - Updates
    - History and development
  - At the end of discussion Ms. Carrigan motioned that the School Safety Plan be approved, and Mr. Wood seconded the motion. The motion passed with no dissent.
  
- **Third order of Business: Upcoming and past school events.**
  - Dates and overviews of upcoming events were discussed.
    - Back to School Night – Title I Meeting 9/13/18
    - AAA Rally – 9/13/18
    - 10/08/18 – Non Student Day
    - 10/24/18 – Fall Dance
    - 10/25/18 – 60<sup>th</sup> Anniversary Celebration

- 11/12/2018 – Veteran’s Day (No School)
  - 11/19/18-11/23/18 – Thanksgiving Break
  - See school calendar for additional items.
- **Fourth order of business: Dates for future meetings.**
  - Next meeting is scheduled for 12/11/2018
- **Fifth order of Business: Adjournment.**
  - Ms. Carrigan moved for adjournment at 4:35 PM, Ms. Trujillo seconded the motion. The motion passed with no dissent.

**MILLS MIDDLE SCHOOL  
2018-2019 ENGLISH LEARNER ADVISORY COMMITTEE  
1ST MEETING  
3:00 – 4:00 p.m., Thursday, Oct 4, 2018  
ROOM 22**

**AGENDA AND MINUTES**

- I. Welcome/Opening – Meeting called to order by Ms. Gervais at 3:02pm
  - a. In attendance: Elia Rodriguez (Parent); Mr. Patterson (Teacher); Ms. Gervais (Teacher); Mr. Shields (Asst. Principal)
- II. Ms. Gervais shared a PowerPoint reviewing the following topics as they relate to EL students.
- III. Purpose of ELAC
  - a). ELPAC
  - b). CAASPP
- IV. Curriculum
  - a). Beginning ELD - Inside
  - b). Strategic English ELL –iLit
  - c). Supplemental - iReady
- V. LCAP Goals
- VI. CELDT to ELPAC
- VII. Upcoming Events - 60<sup>th</sup> Anniversary of Mills
- VIII. ELAC Election of Mills Representatives for DELAC
  - a. Motion to elect made by Ms. Gervais to elect Elia Rodriguez; Mr. Patterson seconded the motion.
- IX. Concerns/Questions
- X. Meeting adjourned at 4:15pm

*For more information, please contact the following teachers:*

*Mr. Keith Shields*

*Mrs. Annie Gervais*



Yes, I am interested in attending the 1st Mills Middle School English Learner Advisory Committee meeting, (3:00-4:00 p.m., Thursday, Oct 4<sup>th</sup>, 2018, Room 22).

\_\_\_\_\_  
PARENT NAME

\_\_\_\_\_  
CHILD'S NAME

\_\_\_\_\_  
PHONE NUMBER

\_\_\_\_\_  
CHILD'S (ELA/ELD) TEACHER

# ELAC SIGN IN SHEET

Name	Email	Student(s)
Elia Rodriguez	relia0291@gmail.com	Giselle López
<del>Joseph Potts</del>	<del>jpatterson@fcusd.org</del>	
Keith Shields		
Annie Genais	agenais@fcusd.org	teacher



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018 School Plan for Student Achievement	2018-10-18		<a href="#">View</a>	<a href="#">View</a>	42

Previous Section: [English Learner Advisory Committee Membership](#)      Current Section: **Recommendations and Assurances**      Next Section: [Addendum](#)

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## 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
<input type="text"/>	<input type="checkbox"/> State Compensatory Education Advisory Committee
<input type="text"/>	<input checked="" type="checkbox"/> English Learner Advisory Committee
<input type="text"/>	<input type="checkbox"/> Special Education Advisory Committee
<input type="text"/>	<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee
<input type="text"/>	<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement
<input type="text"/>	<input type="checkbox"/> Compensatory Education Advisory Committee
<input type="text"/>	<input type="checkbox"/> Departmental Advisory Committee
<input type="text"/>	<input type="checkbox"/> Other:


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.

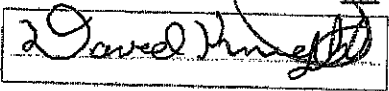
This SPSA was adopted by the SSC at a public meeting on Sept. 25, 2018

Attested:

Clear



Clear



Principal, Dana Carrigan	on 08/25/18
SSC Chairperson, David Knight	on 09/25/18

Previous Section

[English Learner Advisory Committee Membership](#)

Current Section

**Recommendations and Assurances**

Next Section

[Addendum](#)

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