

School Year: **2024-25**



EDMS

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Dorado Middle School	07617546004030	November 19, 2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by El Dorado Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
 The purpose of this plan is to provide transparency to all community partners including parents, staff, and community on budget allocation and expenditures beyond base funding of Local Control Funding Formula and Title I, as they relate to improving academic performance for all students. El Dorado Middle School has been identified for ATSI for English Learners.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by El Dorado Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to provide transparency to all community partners including parents, staff, and community on budget allocation and expenditures beyond base funding of Local Control Funding Formula and Title I, as they relate to improving academic performance for all students. El Dorado Middle School has been identified for ATSI for English Learners.

El Dorado's four goals mirror those of the Mt. Diablo Unified School District. High quality, engaging instruction with equitable access to academic standards, culturally proficient and responsive staff, and parents as partners are key to providing a program for our students that will prepare them for post-graduation success. In an effort to meet these goals the following are essential components to overall student success:

- *Implementation of Trauma-Informed Practices and Restorative practices by all school staff
- *Culturally Proficient Teaching Practices
- *Use of technology for students and staff to boost rigor and engagement.
- *Use of SDAIE and MLL and AVID Strategies

Educational Partner Involvement

How, when, and with whom did El Dorado Middle 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

Community partners involved in the review and planning process of the SPSA include staff, parents at ELAC and PFC, Title I meeting, and school site council members.

September 4, 2024--A Title I meeting was held and parents learned more about the Title I program and provided input on the parent engagement policy.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

At El Dorado Middle School, we strive to give all students equal access to resources and all staff work to provide a high quality education utilizing California State Teaching Standards. We used data from staff, parent, and student surveys to inform the School Plan for Student Achievement. These surveys focused on technology access, availability, and need with regards to supporting all students academically. Every student has access to their own Chromebook to use for instruction and to access their school accounts. Hotspots are available through the district for students and families who are in need of internet access at home including yet not limited to SOAR and Foster Youth students. In an effort to support struggling students who are struggling with organization and basic academic skills we have implemented an AVID 6th grade class for 6th graders to enhance their organizational, computer, and overall school readiness performance. AVID classes are also accessible to 7th and 8th grade students.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Learner Progress (orange), ELA (red) , Math (red), Suspension (orange)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No state indicators for which performances for any student group is two or more levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

English Learner Reclassification progress

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for El Dorado Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.25%	0.24%	0.49%	2	2	4
African American	2.84%	2.88%	3.08%	23	24	25
Asian	3.58%	4.69%	5.80%	29	39	47
Filipino	3.09%	3.37%	4.07%	25	28	33
Hispanic/Latino	61.60%	62.38%	60.17%	499	519	488
Pacific Islander	0.62%	0.84%	1.48%	5	7	12
White	17.04%	14.18%	14.80%	138	118	120
Multiple/No Response	5.93%	5.77%	7.15%	48	48	58
Total Enrollment				810	832	811

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	255	287	249
Grade 7	287	261	288
Grade 8	268	284	274
Total Enrollment	810	832	811

Conclusions based on this data:

1. Enrollment of Asian students continues to increase.
2. Enrollment of Hispanic/Latino students decreased from the 22-23 to the 23-24 school year; however, Hispanic/Latino student group is still one of our largest groups.
3. Enrollment of white students has been steady declining for the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	203	218	217	25.6%	25.1%	26.7%
Fluent English Proficient (FEP)	212	217	210	26.9%	26.2%	25.8%
Reclassified Fluent English Proficient (RFEP)	40	24	20	18%	10%	9%

Conclusions based on this data:

1. Number and percentage of English Learners continues to increase and/or stay consistent
2. Number of RFEP students had been decreasing over the last 3 years

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	253	292	248	239	277	235	239	277	235	94.5	94.9	94.8
Grade 7	280	264	292	256	255	274	255	255	274	91.4	96.6	93.8
Grade 8	270	282	278	237	261	262	237	260	262	87.8	92.6	94.2
All Grades	803	838	818	732	793	771	731	792	771	91.2	94.6	94.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2449.	2459.	2470.	4.60	5.42	5.96	15.90	12.64	20.85	23.85	33.94	27.23	55.65	48.01	45.96
Grade 7	2486.	2465.	2470.	3.14	3.14	2.55	20.39	16.47	17.88	32.55	28.24	24.82	43.92	52.16	54.74
Grade 8	2506.	2483.	2488.	5.49	2.31	3.82	23.63	15.77	18.32	31.22	31.15	30.92	39.66	50.77	46.95
All Grades	N/A	N/A	N/A	4.38	3.66	4.02	19.97	14.90	18.94	29.27	31.19	27.63	46.37	50.25	49.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.79	7.94	11.06	47.28	44.04	48.09	43.93	48.01	40.85
Grade 7	6.67	9.02	7.66	61.18	56.08	54.74	32.16	34.90	37.59
Grade 8	10.13	5.00	6.49	53.59	46.15	47.71	36.29	48.85	45.80
All Grades	8.48	7.32	8.30	54.17	48.61	50.32	37.35	44.07	41.37

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2.09	3.61	5.96	39.75	43.32	40.00	58.16	53.07	54.04
Grade 7	4.71	4.71	4.38	52.16	41.96	41.97	43.14	53.33	53.65
Grade 8	5.06	3.85	5.73	52.74	47.31	41.22	42.19	48.85	53.05
All Grades	3.97	4.04	5.32	48.29	44.19	41.12	47.74	51.77	53.57

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	6.69	10.83	8.51	65.69	69.31	70.64	27.62	19.86	20.85
Grade 7	6.67	6.67	5.47	67.06	68.63	70.44	26.27	24.71	24.09
Grade 8	11.39	5.77	9.54	67.93	70.00	67.18	20.68	24.23	23.28
All Grades	8.21	7.83	7.78	66.89	69.32	69.39	24.90	22.85	22.83

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	5.44	7.22	6.81	60.67	61.37	68.51	33.89	31.41	24.68
Grade 7	6.67	3.92	4.74	68.24	63.53	57.66	25.10	32.55	37.59
Grade 8	9.70	6.15	6.11	63.71	59.62	66.03	26.58	34.23	27.86
All Grades	7.25	5.81	5.84	64.30	61.49	63.81	28.45	32.70	30.35

Conclusions based on this data:

1. Percent of enrolled students tested increased from 79.6 to 91.2 from 21-22 to 22-23
2. Percent of students in below standard in Reading overall increased from 21-23 to 22-23
3. Percent of students testing above standard and at or near standard in writing increased significantly from 21-22 to 22-23

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	253	292	248	244	277	235	244	277	235	96.4	94.9	94.8
Grade 7	280	264	292	254	253	277	252	253	277	90.7	95.8	94.9
Grade 8	270	282	278	234	260	262	234	260	262	86.7	92.2	94.2
All Grades	803	838	818	732	790	774	730	790	774	91.2	94.3	94.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2419.	2432.	2437.	1.23	3.97	3.83	6.97	6.86	10.21	20.49	24.91	24.68	71.31	64.26	61.28
Grade 7	2451.	2429.	2434.	1.98	2.37	3.25	8.33	7.51	7.22	23.02	15.02	21.66	66.67	75.10	67.87
Grade 8	2450.	2441.	2442.	2.14	1.15	3.05	10.68	5.77	3.82	16.67	19.62	20.99	70.51	73.46	72.14
All Grades	N/A	N/A	N/A	1.78	2.53	3.36	8.63	6.71	6.98	20.14	20.00	22.35	69.45	70.76	67.31

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	0.41	3.97	4.68	31.56	36.82	40.85	68.03	59.21	54.47
Grade 7	2.78	2.37	2.89	49.21	41.50	35.38	48.02	56.13	61.73
Grade 8	3.42	1.54	3.44	46.15	45.38	47.71	50.43	53.08	48.85
All Grades	2.19	2.66	3.62	42.33	41.14	41.21	55.48	56.20	55.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	0.82	3.61	5.11	51.64	48.74	51.06	47.54	47.65	43.83
Grade 7	3.57	1.98	3.61	61.90	52.96	55.96	34.52	45.06	40.43
Grade 8	2.99	1.54	1.15	54.70	51.15	54.20	42.31	47.31	44.66
All Grades	2.47	2.41	3.23	56.16	50.89	53.88	41.37	46.71	42.89

Conclusions based on this data:

1. Increase in percent of students who exceeded standard from 1.78% in 21-22 to 2.53% in 22-23
2. Overall Percentage of students increased in all areas except for Communicating Reasoning
3. Increase of students below standard in the area of Communicating Reasoning

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1503.6	1512.9	1513.0	1503.8	1505.5	1518.0	1502.8	1519.9	1507.5	67	76	81
7	1520.4	1502.5	1497.4	1517.6	1499.8	1499.7	1522.8	1504.7	1494.6	76	69	69
8	1557.4	1522.3	1517.7	1558.7	1513.2	1515.6	1555.6	1531.1	1519.2	57	78	69
All Grades										200	223	219

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	8.96	16.22	12.35	31.34	32.43	38.27	34.33	32.43	34.57	25.37	18.92	14.81	67	74	81
7	13.51	7.25	8.70	33.78	36.23	28.99	31.08	27.54	30.43	21.62	28.99	31.88	74	69	69
8	26.32	9.21	14.49	43.86	42.11	27.54	19.30	23.68	27.54	10.53	25.00	30.43	57	76	69
All Grades	15.66	10.96	11.87	35.86	36.99	31.96	28.79	27.85	31.05	19.70	24.20	25.11	198	219	219

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	22.39	29.73	38.27	44.78	41.89	35.80	16.42	12.16	12.35	16.42	16.22	13.58	67	74	81
7	25.68	24.64	24.64	37.84	40.58	36.23	18.92	15.94	18.84	17.57	18.84	20.29	74	69	69
8	42.11	18.42	24.64	36.84	42.11	36.23	14.04	19.74	15.94	7.02	19.74	23.19	57	76	69
All Grades	29.29	24.20	29.68	39.90	41.55	36.07	16.67	15.98	15.53	14.14	18.26	18.72	198	219	219

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	2.99	6.76	3.70	8.96	21.62	13.58	40.30	36.49	43.21	47.76	35.14	39.51	67	74	81
7	8.11	4.35	1.45	14.86	17.39	8.70	40.54	28.99	31.88	36.49	49.28	57.97	74	69	69
8	10.53	5.26	5.80	38.60	31.58	15.94	36.84	23.68	31.88	14.04	39.47	46.38	57	76	69
All Grades	7.07	5.48	3.65	19.70	23.74	12.79	39.39	29.68	36.07	33.84	41.10	47.49	198	219	219

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	14.06	20.27	24.69	62.50	62.16	51.85	23.44	17.57	23.46	64	74	81	
7	8.11	7.25	5.80	67.57	56.52	52.17	24.32	36.23	42.03	74	69	69	
8	26.32	9.21	18.84	57.89	65.79	40.58	15.79	25.00	40.58	57	76	69	
All Grades	15.38	12.33	16.89	63.08	61.64	48.40	21.54	26.03	34.70	195	219	219	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	40.30	39.19	56.79	44.78	44.59	33.33	14.93	16.22	9.88	67	74	81	
7	54.05	56.52	56.52	32.43	27.54	21.74	13.51	15.94	21.74	74	69	69	
8	62.50	50.67	53.62	32.14	32.00	21.74	5.36	17.33	24.64	56	75	69	
All Grades	51.78	48.62	55.71	36.55	34.86	26.03	11.68	16.51	18.26	197	218	219	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
6	4.48	9.46	3.70	29.85	32.43	38.27	65.67	58.11	58.02	67	74	81	
7	5.41	10.14	5.80	45.95	18.84	26.09	48.65	71.01	68.12	74	69	69	
8	15.79	14.47	15.94	42.11	36.84	23.19	42.11	48.68	60.87	57	76	69	
All Grades	8.08	11.42	8.22	39.39	29.68	29.68	52.53	58.90	62.10	198	219	219	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	4.55	21.62	7.41	71.21	60.81	80.25	24.24	17.57	12.35	66	74	81
7	9.46	10.14	0.00	68.92	60.87	61.76	21.62	28.99	38.24	74	69	68
8	8.93	11.84	4.35	85.71	68.42	71.01	5.36	19.74	24.64	56	76	69
All Grades	7.65	14.61	4.13	74.49	63.47	71.56	17.86	21.92	24.31	196	219	218

Conclusions based on this data:

1. Total number of students tested increased in all areas from 2022-2023 school years.
2. 7th/8th grades overall mean score dropped whereas 6th grade overall mean score increased slightly
3. All grades percentage in well developed category increased in writing overall

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
832	72.8	26.2	
Total Number of Students enrolled in El Dorado Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	218	26.2
Foster Youth		
Homeless	9	1.1
Socioeconomically Disadvantaged	606	72.8
Students with Disabilities	139	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	2.9
American Indian	2	0.2
Asian	39	4.7
Filipino	28	3.4
Hispanic	519	62.4
Two or More Races	48	5.8
Pacific Islander	7	0.8
White	118	14.2

Conclusions based on this data:

1. El Dorado Middle School has many students who fall into more than 1 student group category.
2. Three quarters of the El Dorado student groups are socio-economically disadvantaged.
3. El Dorado's largest ethnic group is Hispanic

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Red		
English Learner Progress Orange		

Conclusions based on this data:

1. Chronic Absenteeism is El Dorado's highest status level despite the status level bar graph not matching.
2. Student academic performance in ELA and Math are very low.

School and Student Performance Data

Academic Performance English Language Arts

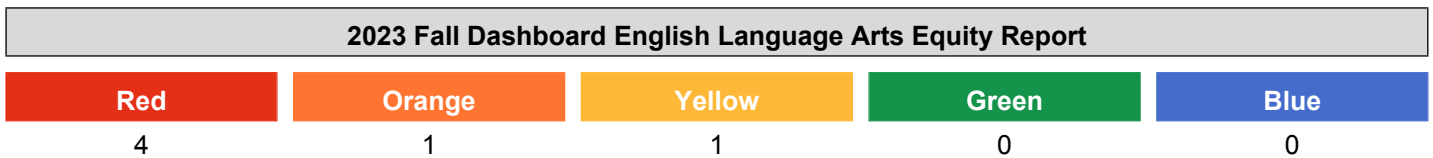
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 77.1 points below standard Decreased -4.5 points 753 Students	English Learners  Red 116.6 points below standard Decreased -11.9 points 262 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Red 88.2 points below standard Decreased -3.2 points 561 Students	Students with Disabilities  Red 140.3 points below standard Maintained -2.8 points 133 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>115.6 points below standard</p> <p>Decreased Significantly - 27.4 points</p> <p>25 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>73.7 points below standard</p> <p>Decreased -10.7 points</p> <p>38 Students</p>	<p>7.9 points below standard</p> <p>Increased Significantly +29.1 points</p> <p>28 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>91.2 points below standard</p> <p>Decreased -6.8 points</p> <p>478 Students</p>	<p> Yellow</p> <p>49.2 points below standard</p> <p>Increased +7.6 points</p> <p>47 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p> Orange</p> <p>56.3 points below standard</p> <p>Decreased -9.6 points</p> <p>110 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>149.2 points below standard</p> <p>Decreased Significantly -22.5 points</p> <p>174 Students</p>	<p>52.4 points below standard</p> <p>Maintained +1 points</p> <p>88 Students</p>	<p>65.4 points below standard</p> <p>Maintained +2.5 points</p> <p>359 Students</p>

Conclusions based on this data:

1. All student groups decreased their scores except for SPED who maintained
2. African American students had the lowest performance on the ELA Assessment as identified by the highest number of points below standard (115.6), Hispanic students had the second lowest performance with 91.2 points below standard.
3. Filipino students were the only student group to increase their scores

School and Student Performance Data

Academic Performance Mathematics

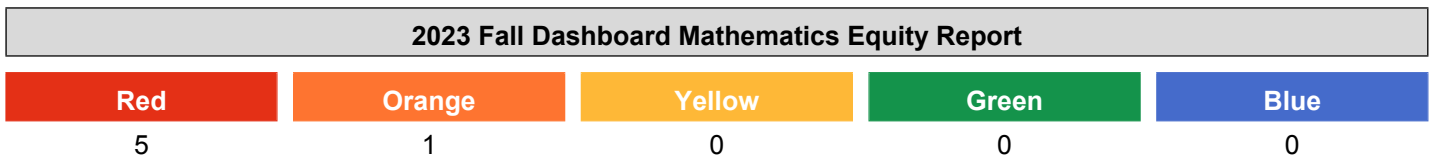
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 131.9 points below standard Maintained +1.5 points 748 Students	English Learners  Red 166.9 points below standard Decreased -3.5 points 260 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Orange 141.1 points below standard Increased +4.3 points 557 Students	Students with Disabilities  Red 192.3 points below standard Decreased -8.3 points 133 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>147.8 points below standard</p> <p>Decreased -4.7 points</p> <p>25 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>119.5 points below standard</p> <p>Increased Significantly +16.2 points</p> <p>38 Students</p>	<p>58.9 points below standard</p> <p>Increased Significantly +49.8 points</p> <p>28 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 Red <p>147.4 points below standard</p> <p>Maintained -2.2 points</p> <p>474 Students</p>	 Red <p>123 points below standard</p> <p>Maintained +0.4 points</p> <p>46 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	 Red <p>107.8 points below standard</p> <p>Decreased -3.6 points</p> <p>110 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>192.6 points below standard</p> <p>Decreased -8.5 points</p> <p>172 Students</p>	<p>116.6 points below standard</p> <p>Maintained +0.4 points</p> <p>88 Students</p>	<p>123.1 points below standard</p> <p>Maintained +2.6 points</p> <p>358 Students</p>

Conclusions based on this data:

1. The only group to increase their scores were the socioeconomically disadvantaged
2. African American students had the lowest performance on the Math Assessment as identified by the highest number of points below standard (147.8)
3. African American and White students were the only student groups to decrease their scores

School and Student Performance Data

Academic Performance English Learner Progress

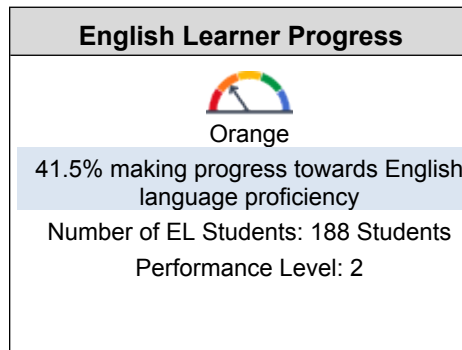
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38	72	1	77

Conclusions based on this data:

1. 20.2% of students decreased one ELPI level.
2. 40% of students progressed at least one ELPI level.
3. El Dorado's English Learner progress is in the Medium to low range with 41.5% of students making progress toward English language proficiency.

School and Student Performance Data

Academic Performance College/Career Report

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High High Medium Low Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students English Learners Foster Youth

Homeless Socioeconomically Disadvantaged Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American American Indian Asian Filipino

Hispanic Two or More Races Pacific Islander White

Conclusions based on this data:

1. No data to report as El Dorado is a middle school with not college/career data generated.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 22.8% Chronically Absent Declined Significantly -13.2 863 Students	 Yellow 19.7% Chronically Absent Declined Significantly -13 234 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
18.2% Chronically Absent Declined -33.8 11 Students	 Yellow 23.8% Chronically Absent Declined Significantly -14.4 638 Students	 Orange 24.8% Chronically Absent Declined -24.3 145 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
50% Chronically Absent	Less than 11 Students	11.1% Chronically Absent	6.3% Chronically Absent
Maintained 0	4 Students	Declined -13	Declined -5.8
30 Students		45 Students	32 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 Orange	Less than 11 Students	 Orange
22.5% Chronically Absent	23.8% Chronically Absent	7 Students	22.9% Chronically Absent
Declined Significantly -15.1	Declined -9.2		Declined -11.6
534 Students	80 Students		131 Students

Conclusions based on this data:

1. Students with Disabilities have the highest chronically absent rate at 24.8%
2. 50% of our African American students are chronically absent.
3. Filipino students have the lowest percentage of chronically absent students (6.3%)

School and Student Performance Data

Academic Engagement Graduation Rate

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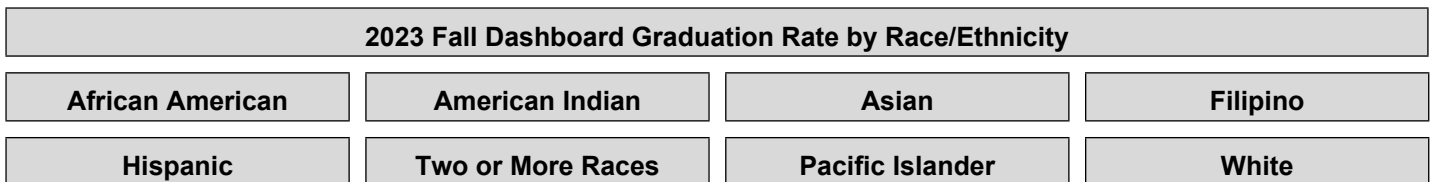
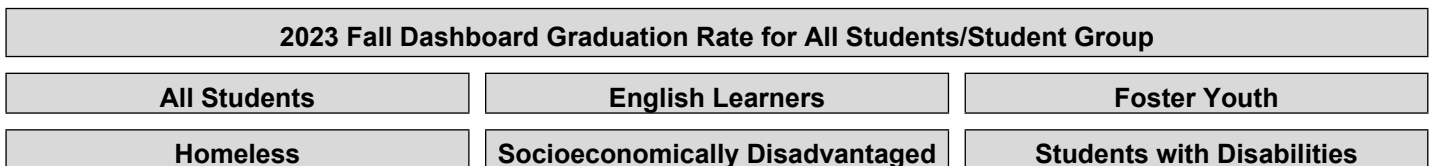
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. El Dorado is a middle school with no graduation data available.

School and Student Performance Data

Conditions & Climate Suspension Rate

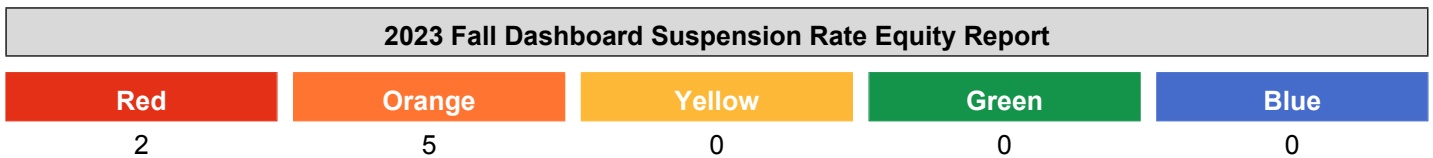
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 10.2% suspended at least one day Increased 2.7 885 Students	English Learners  Red 11.1% suspended at least one day Increased Significantly 5.2 243 Students	Foster Youth Less than 11 Students 1 Student
Homeless 16.7% suspended at least one day Increased 8.7 12 Students	Socioeconomically Disadvantaged  Orange 10.8% suspended at least one day Increased 3.3 655 Students	Students with Disabilities  Orange 8.7% suspended at least one day Increased 1.3 149 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>26.7% suspended at least one day</p> <p>Increased 22.5 30 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> Orange</p> <p>10.9% suspended at least one day</p> <p>Increased 10.9 46 Students</p>	<p>12.1% suspended at least one day</p> <p>Increased 8.3 33 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>9.2% suspended at least one day</p> <p>Increased 1.2 544 Students</p>	<p align="center"> Red</p> <p>16.7% suspended at least one day</p> <p>Increased 7 84 Students</p>	<p>Less than 11 Students 9 Students</p>	<p align="center"> Orange</p> <p>5.9% suspended at least one day</p> <p>Increased 0.9 135 Students</p>

Conclusions based on this data:

1. African American students had the highest percentage of at least one day suspensions. (26.7%)
2. All student group suspensions increased from last year
3. 10.2% of all students were suspended for at least one day.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 1

All students will receive a high-quality education in a safe and welcoming environment, with equitable high expectations, access to technology, and instruction in CCSS that prepare them for college and/or career readiness. At El Dorado, we will focus this year on engagement, SDAIE and collaboration strategies to support all students in meeting state standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The majority of students both overall and in all student groups are below grade level in proficiency in both Math and Reading. While, we did see an increase in the distance from proficiency in both ELA and Math, there is still a significant need to focus on all student groups and evaluate current programs and supports offered. Emerging Bilinguals and Special Education students have the largest learning gap as measured by the CAASPP. In order to better monitor student growth throughout the school year, we will use common assessments and screeners in ELA and Math. While we have had significant overall growth in decreasing our distance from proficiency in Math, we still saw this distance from proficiency grow larger for our MLL Students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Overall	-74 DFM	Decrease ELA DFM by 15 points
CAASPP ELA English Learners	-148 DFM	Decrease DFM by 15 points
CAASPP ELA Low Income	-68 DFM	Decrease DFM by 15 points
CAASPP ELA Special Education	-136 DFM	Decrease DFM by 15 points
CAASPP Math Overall	-131 DFM	Decrease DFM by 15 points
CAASPP Math English Learners	-202 DFM	Decrease DFM by 15 points
CAASPP Math Low Income	-125 DFM	Decrease DFM by 15 points
CAASPP Math Special Education	-193 DFM	Decrease DFM by 15 points

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Support ELD/ALD Intervention specialists. (Reading, Math, Student Skills)	All Students English Learners	80,000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) ELD/ALD Intervention, EL Coordinator
1.2	1.2 Support current and ongoing technology needs for students, teachers, staff and parents. Support all students developing college and career readiness.	All Students English Learners	6009.75 Title I (3070) 4000 - 4999 Books and Supplies Maintain current student technology 10,000 Title I (3070) 4000 - 4999 Books and Supplies Headphones/materials to support reading support technology programs 45,000 Title I Carryover 4000 - 4999 Books and Supplies Software Licenses/purchases
1.3	1.3 Provide opportunities to learn and deepen instructional strategies and how to support students' social/emotional learning through the attendance of conferences, release time for professional development, and use of professional consultants on campus. This would support training for both hardware and software implementation as well.	All Students Low Income Pupils	30,000 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Staff (certificated) and parents professional development, release time and conferences. 5,000 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Staff (classified) and parents professional development and conferences 25,000 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) AVID Conference Professional Development
1.4	1.4 Provide supplemental classroom and project supplies. Many of our students do not have access to these materials at home. Access to	All Students Low Income Pupils	33,000 LCFF Supplemental

	supplemental material in the classroom will enable students to complete assignments in class or at home. Classroom reconfigurations to increase student collaboration and engagement and improve student safety through providing new classroom furniture.		4000 - 4999 Books and Supplies classroom furniture and equipment 26,856 Site Discretionary 4000 - 4999 Books and Supplies Classroom materials and supplies for learning and for student safety 1,078.25 Site Discretionary 4000 - 4999 Books and Supplies Student mailings (postcards, report cards, attendance, awards, etc). 40,000 Title I (3070) 4000 - 4999 Books and Supplies supplemental classroom supplies and supplemental instructional materials to support students in meeting curricular standards and support intervention needs
1.5	1.5 Expand student access to and increase intervention during and after the school day focusing on improving and increasing literacy & math proficiency.	All Students Low Income Pupils	22,239.4 Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) extra pay for certificated teachers to provide intervention after the school day and prepare lessons for intervention in literacy and math
1.6	1.6 Materials and activities will be provided to ensure attendance rates for chronically absent students will improve by 5%	All Students Chronically Absent Students	5,000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Release time for faculty and MTSS team to meet and conduct parent meetings 1,000 Title I (3070) 4000 - 4999 Books and Supplies Postage
1.7	1.7 Provide additional supports to the Special Education program.	All Students Special Education Students	8,068.25 Title I (3070) 4000 - 4999 Books and Supplies Supplemental materials and supplies for SPED students

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In reviewing our data and our overall strategies, we did notice an increase in performance overall in ELA and Math with Math being the greatest growth area overall, which shows that our strategies have been effective. While we did see growth overall, we did see a decrease in growth within our MLL learners, which means MLL students will still continue to be part of our focal scholars group. In Strategy 1.3, we have seen the effectiveness of professional development, specifically in math through the significant increase in our overall Math CAASPP scores.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In our previous plan, it was intended to hire a qualified and full time teacher for our newcomer MLL students; however, that was not able to be implemented to meet the goal for our MLL students. The teacher that was hired only completed a couple weeks of the year, which meant we had to provide substitute teachers in the interim until we found a new permanent teacher.

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 year, we are adding an EL Coordinator to help better monitor our MLL students. This will help support activity 1.1. As a site, our ELA and Math teams are also engaging in the districtwide work with our partners TNTP where teachers are attending professional development on high standards and equitable ELA and Math instruction. ELA and Math teams have engaged with other middle school teachers and staff to collaborate, participate in classroom walkthroughs, and align their practices with each other. Our Math team's collaboration and work with TNTP has begun their 4th year in this work and has significantly helped our overall growth in Math. This will be the first year for our ELA teachers to engage in the work. Funding for this collaboration will go towards substitutes for teacher release time to participate in classroom walkthroughs, trainings, and team collaboration. Funds will also go towards providing materials and supplements to support this work.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 2

High quality, culturally proficient, responsive and engaging staff will provide high leverage instruction that reflects and is respectful of all students' backgrounds to ensure they are college and career ready. At El Dorado, we will focus on increasing consistent engagement strategies that reflect the diverse cultures and needs of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Currently, we have students struggling to access grade level curriculum across multiple disciplines due to behavioral issues and/or absenteeism.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Absenteeism Rate	22.8%	under 20%
Suspension Incidents	41	Decrease to under 30 suspensions
SEL Data	Relationship Skills- 69% overall, Questions 21 (trusted adult)- 43% all or some of the time	Increase the % of student scoring mid-high on question #21 by 6%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Implement restorative, trauma informed practices to address student needs, promote self regulation strategies through mindfulness and Counselor push-in, encourage and acknowledge safe, respectful, and responsible behavior on campus.	All Students	10,000 LCFF Supplemental 4000 - 4999 Books and Supplies Software, training, learning materials, supplies for teachers and students, PBIS Rewards materials 70,000 LCFF Supplemental

			<p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide a .5 VP to support students decreasing absenteeism and suspensions by providing support, systems, and MTSS 5,000</p> <p>LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher planning time for MTSS around attendance, suspensions (behavior), building modules, reentry meetings with families 18,000</p> <p>Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Student SEL assemblies and providing outside services/vendors to support student community and promote safe, respectful, and responsible behavior 45000</p> <p>Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Social Worker</p>
2.2	2.2 Provide teachers with release time for planning, professional learning and development of lessons and learning experiences for both standards based instruction and social emotional learning.	All Students	<p>20,000</p> <p>Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Release time for teachers to support planning, PD and collaboration to improve student outcomes. 21,000</p> <p>Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Ensure students have consistency in the classroom and teachers have release time for supporting students outside the classroom by adding daily roving substitutes.</p>
2.3	2.3 Additional support of psychological and social work service and campus supervision.	All Students	<p>12,000</p> <p>Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)</p>

			Provide psychologist interns for 4 days a week to support students 25,000 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Increase hours for Campus Supervisors to ensure students are safe, in class, and supported, additional campus Supervisor I position
2.4	2.4 Provide before, during, and/or after school intervention/tutoring and clubs	All Students	13,000 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher extra pay to support students providing intervention during and outside of contract hours 5,000 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Pay provided to classified personnel to support student learning outside of contract hours 10,000 Site Discretionary 4000 - 4999 Books and Supplies Materials, supplies, curriculum

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

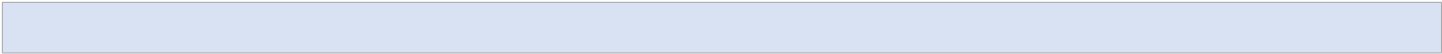
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We saw a significant decline in chronic absenteeism, which showed that we were able to students to attend school more often; however, our suspension rate did increase by 2%.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Part of our funding for implementation went toward funding a Mindfulness coach on campus through Mindful Life Project. Due to staffing needs through MLP, this coach was inconsistent and we had a change in coaches mid year and also did not have a coach at the very end of the year. This inconsistency led to not renewing the contract.

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.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 3

All students, parents and community members will have access to meaningful opportunities to participate in the creation of a safe and engaging school. At El Dorado, this year we will increase the amount of community and family events, parent/guardian focal groups, and opportunities to connect with the school and share their voice surrounding their students' education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parents and community members need more ways and access to be involved in their children's education.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement/attendance at school wide events	60% of parents will attend a school wide event	70% of parents will attend a school wide event

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Community nights for students and parents.	All Students	13,000 Site Discretionary 4000 - 4999 Books and Supplies Materials and supplies for Community Events such as Back to School Night, Espresso W/ Estenson, Community Fair evenings, Community Car Show, Parent University Evenings etc (no food)
3.2	Parent University (education) Nights focusing on the technology education, accessing community resources, learning and adolescents, the RFEP	All Students	3,112 Title I Parent Engagement (3068)

	process will be held to connect the group to the larger school culture.		4000 - 4999 Books and Supplies Provide materials, supplies, curriculum for parent meetings 17,275.75 Site Discretionary 4000 - 4999 Books and Supplies Improve common meeting spaces around campus for community engagement and meetings and provide materials for campus beautification events 10,000 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Parent Nights/Townhall outside speaker/vendors
3.3	Make improvements to the Gym, Library and outside areas to increase parent and community engagement at our school.	All Students	15,000 Title I (3070) 4000 - 4999 Books and Supplies Provide improvements in seating, sound system, technology and facilities to support student learning spaces and provide more common areas for parents and community members to engage. Provide supplies and parent opportunities for campus beautification projects. 20,000 Title I (3070) 4000 - 4999 Books and Supplies Provide improvements in seating, sound system, technology and facilities to support student learning spaces and provide more common areas for parents and community members to engage. Provide supplies and parent opportunities for campus beautification projects.
3.4	Staff Community School Coordinator for outreach to families and frequent communication regarding attendance, academic progress, and school engagement.	All Students	90,000 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community School Coordinator Salary and benefits

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In order to help achieve our goal of 70% parental engagement in community events, we will provide a wide variety of events such as set meetings with the principal, community events such as beautification, car shows, Art Galas, etc., Parent University nights as well as forming/continuing parent groups such as ELAC and AAPAC too ensure families have a space to give input to the school. Having a consistent bilingual Community School Coordinator has helped engage more families and haas helped to provide more supports for families to feel more connected.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 4

Focus scholars, specifically Black/African American students, Foster Youth, students experiencing homelessness, and Multilingual Learners will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff. At El Dorado, we will increase engagement and progress of our focal scholars through student/parent focus groups, continued staff PD, and forming/continuing community groups to engage students, families and staff within these focal groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Focus scholars, specifically Black/African American students, Foster Youth, students experiencing homelessness, students with disabilities and emerging bilingual students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an an educational environment that builds trust and inclusive partnerships between the students, parents/guardians and staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Engage and Support Foster Youth, Black/African American, Multilingual Learners, and Students experiencing Homelessness students and increase equity and educational support for these specific populations. The state has identified English Learners as part of this focal scholars group for Additional Targeted Support and Improvement. These focal scholars are performing below grade level and are not progressing as much as their peers.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Black/AA	-99 DFM	Decrease ELA DFM by 20 points
CAASPP Math Black/AA	-146 DFM	Decrease Math DFM by 20 points
CAASPP ELA English Learners	-148	Decrease ELA DFM by 20 points
CAASPP Math English Learners	-202	Decrease Math DFM by 20 points
CAASPP ELA SED	-136	Decrease ELA DFM by 20 points
CAASPP Math SED	-193	Decrease Math DFM by 20 points

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

4.1	Increase engagement and assessment scores through adding an Equity Coordinator, Fast Forward reading intervention program, installing an Anti-racist library, and engaging in Facing History Grant to support professional development for teachers for equitable instructional practices.	Foster Youth Other Subgroups (Black/African American), students experiencing homelessness	10000 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Equity coordinator to improve school-wide instructional strategies and anti-racist culture 7,944 Title I (3070) 4000 - 4999 Books and Supplies Provide Books and Curriculum to support and promote equitable learning through providing books and curriculum that are representative of our community
4.2	Increase MLL student engagement and progress toward reclassification status.	English Learners	12000 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) EL Coordinator to support MLL student progress 9,000 Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) CABE Conference for staff and parents to engage in learning around support MLL students.
4.3	Increase Black/African American Student engagement and progress toward Grade Level Standards	Other Subgroups Black/African American	7,000 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Mentorship/community programs

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is the first year of implementing these strategies in Goal 4. Progress towards meeting these measurable outcomes for these identified focal scholar groups will be monitored to determine effectiveness.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

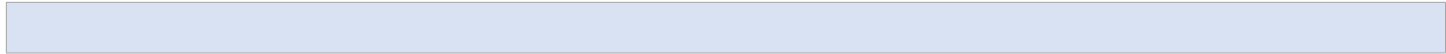
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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



Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$387,373.4
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$806,583.40
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I (3070)	\$308,022.00
Title I Carryover	\$76,239.40
Title I Parent Engagement (3068)	\$3,112.00

Subtotal of additional federal funds included for this school: **\$387,373.40**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental	\$330,000.00
Site Discretionary	\$89,210.00

Subtotal of state or local funds included for this school: **\$419,210.00**

Total of federal, state, and/or local funds for this school: **\$806,583.40**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	89,210	0.00
LCFF Supplemental	330,000	0.00
Title I Parent Engagement (3068)	3,112	0.00
Title I (3070)	308,022	0.00
Title I Carryover	76,239.40	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	330,000.00
Site Discretionary	89,210.00
Title I (3070)	308,022.00
Title I Carryover	76,239.40
Title I Parent Engagement (3068)	3,112.00

Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	333,239.40
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	137,000.00
4000 - 4999 Books and Supplies	267,344.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	51,000.00
5800 Professional/Consulting Services and Operating Expenditures	18,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	160,000.00

2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	120,000.00
4000 - 4999 Books and Supplies	LCFF Supplemental	43,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	7,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	21,000.00
4000 - 4999 Books and Supplies	Site Discretionary	68,210.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	130,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	17,000.00
4000 - 4999 Books and Supplies	Title I (3070)	108,022.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	35,000.00
5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	18,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I Carryover	22,239.40
4000 - 4999 Books and Supplies	Title I Carryover	45,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Carryover	9,000.00
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	3,112.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	338,251.65
Goal 2	254,000.00
Goal 3	168,387.75
Goal 4	45,944.00

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
- 4 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Megan Estensen	Principal
Emily Chapin	Other School Staff
Nathan Johnson	Parent or Community Member
Maryann Salt	Parent or Community Member
Danielle Hoff	Parent or Community Member
Ian Clancy	Classroom Teacher
Theresa Turner	Classroom Teacher
Joe Cerezo	Classroom Teacher
Angel Gomez	Secondary Student
Lyla Buck	Secondary Student
Neveah Cruz	Secondary Student
Beatrice Bolar	Secondary Student
Pam Humphrey	Other School Staff

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

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 November 19, 2024.

Attested:

	Principal, Megan Estenson on 11/19/24
	SSC Chairperson, Megan Estenson on 11/19/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

EDMS MTSS Framework

Mission: Mt. Diablo Unified has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment.



DRAFT MDUSD Multi-Tiered System of Support 2023/24		
Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>		



All Means All

	Administrative Leadership Strong & engaged site leadership & educator support system	Integrated Framework Fully integrated organizational structure & strong and positive school culture	Family & Community Engagement Trusting family and community partnerships	Inclusive Policy Structure & Practice Strong LEA/School relationship & LEA policy framework
AVID Pillars	Leadership	Instruction	Culture	Systems
Tier I	<p>Opportunities for diverse stakeholders to reflect and communicate about strengths and needs in selves and community</p> <p>Access to training, professional development</p> <p>Weekly Principal Communication with site team</p>	<p>Instructional 3 Bs (Bienvenidos, Bell-to-Bell, Board/Objective)</p> <p>3 Questions (What are you getting good at? What does good look like? What level are you on? How do you get to the next level?)</p> <p>AVID Strategies (Focused Note Taking, Organization, etc) and quarter-long course in 6th grade elective rotation</p>	<p>The Toro Way (First 21 Days, Toro News, Mindful Community and SEL activities)</p> <p>Weekly: Community Newsletter, Toro News</p> <p>ParentSquare (embedded language preference and translation)</p> <p>Monthly/Quarterly: School Site Council, PFC (Parent Faculty Club), ELAC</p>	<p>Monthly site-based meetings: Staff, Grade Level, Department/PLC</p> <p>Monthly collaboration time for staff - KidTalk</p> <p>Student Voice (Leadership, WEB / Communications, Video, Clubs)</p> <p>Master Schedule, Staggered prep periods for substitute coverage</p>
Tier II	<p>Equity coordinator position with dedicated monthly staff meeting time and daily prep time.</p> <p>AVID coordinator position with dedicated monthly staff meeting time, weekly newsletter section, and daily prep time.</p>	<p>Coordinated CARE Team and Interventions with School Counselor and/or teachers</p> <p>Year-long course enrollment (AVID year-long for Grades 7-8, Academic Success, Reading, ELD, ALD, Algebra, Accelerated Math 7)</p> <p>Attendance: No Pass List, Lunch Detention, SART</p>	<p>Coordinated CARE Team and small group Interventions with MLP/Rise Up, Project SUCCESS, ETS, Check In Check Out</p> <p>Community/PFC Events</p> <p>ASP CARES clubs (after school tutoring, Dungeons & Dragons, Art, Open Gym)</p>	<p>Quarterly Grade Level meeting with CARE team rep to review student strengths, needs, and progress with interventions.</p> <p>Monthly Academic Leadership Team meetings (open to all staff)</p> <p>SEA PD and collaboration on Minimum Days</p>

Tier III	<p>Collaboration with providers around individualized supports and coordination within Master Schedule and MTSS</p> <p>Individualized referrals to targeted interventions, skill development, and/or mentorship opportunities</p>	<p>SST</p> <p>TA period</p> <p>Section 504 Plan, IEP</p> <p>SARB</p>	<p>Individual support and Goal setting through Project SUCCESS, individual Check In Check Out, Fred Finch, and/or Counseling Clinic</p> <p>Behavior Contract, SARB</p> <p>Parent/Student classes through Adult Education program</p>	<p>Collaboration, mentorship, and innovation using specific student needs to reflect on our strengths, effectiveness, and areas for growth as well as transitions across sites.</p> <p>Master Schedule and staffing plans with awareness of individualized needs</p>
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MDUSD Multi-Tiered System of Support			
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<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>			
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	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
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Tier I	<p>-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community *MTSS Handbook outlines MDUSD systems and supports for students</p>		
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Tier I (all)	<p>Standards-based instruction</p> <ul style="list-style-type: none"> Access and use of standards-based instruction and materials Courses of Study & Instruction materials Standards based instruction based on Scope and Sequence/Prioritized Standards Achievethecore.org : Instructional Practice Guide Using formative data to inform instruction <ul style="list-style-type: none"> Common Assessments at each grade level, data-driven discussions and strategic instructional shifts MDUSD Assessment Calendar TK-12 Integrated and designed English Language Development (ELD) <p>Accelerated learning</p> <p>Standards-based assessment & grading</p> <ul style="list-style-type: none"> Standards based instruction "Just in time scaffolding" Additional time/ opportunity A assessment based on mastery of standards (rather than compliance) https://gradingforequity.org/ <p>College, Career, and Work-based learning awareness and exploration</p> <ul style="list-style-type: none"> Work Based learning continuum MDUSD Graduate Profile Pathway completion Education plan and transition after high school <p>30 minute Daily ELD Pre-referral interventions documented in Aeries</p>	<p>Positive Behavior Intervention and Support practices</p> <ul style="list-style-type: none"> Tier 1 foundational systems <ul style="list-style-type: none"> An established leadership team w/ regular meetings Positive school-wide social culture Ongoing use of data for decision making aligned to school professional development and personnel evaluation plan Tier 1 practices <ul style="list-style-type: none"> Established classroom rules and expectations Positive reinforcements, referrals, recognition aligned with school-wide expectations Utilizing proactive and skill-building strategies to encourage expected behavior Supportive discipline and Behavior Expectations & Matrix Encouraging school-family partnership <p>Community Circles to build and strengthen relationships</p>	<p>SEL in the Classroom SEL in the Classroom Toolkit/chart</p> <ul style="list-style-type: none"> Explicit SEL Instruction (dedicated time to teach SEL) <ul style="list-style-type: none"> Needs to be sequenced, active, focused, and explicit (SAFE) District Resources include; SEL Google Classrooms and MDUSD-SEL Program Resources Academic Alignment <ul style="list-style-type: none"> Fostering academic mindset Aligning objectives Interactive structures to promote SEL Build classroom and school community/climate <ul style="list-style-type: none"> Strong sense of community Community Circles Belonging and emotional safety (Trauma informed practices) Student centered discipline <p>Student Voice</p> <ul style="list-style-type: none"> Strategies for Elevating Student Voice <p>Adult SEL</p> <p>School-wide SEL Indicators</p> <p>School Counselor support School Psychologist</p>
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Tier II	<p>-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks *MTSS Handbook outlines MDUSD systems and supports for students</p> <p>-Data Review (SAEBRS screener, Tier I Interventions/Strategies utilized, Attendance, Grades)</p>		
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Tier II (some)			
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Tier III	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services) *MTSS Handbook outlines MDUSD systems and supports for students -Data Review (e.g. progress with Tier II Intervention/Support, SAEBRS screener , Attendance, Grades)		
Tier III (few)			

Glossary

Accelerated Learning is prioritizing grade level instruction and student work while providing students with Just-In-Time Scaffolds and support which results in mastery of Grade Level Standards.

Accommodations help a student overcome or work around deficits affecting their ability to master the curriculum. Accommodations do not reduce learning expectations; they provide access. Accommodations change the way a student accesses learning without changing the actual standards a student is working toward.

Antecedent-Behavior-Consequence (ABC) data is collected in an effort to identify the function of a behavior. Antecedent reference to the events, action, or circumstances that occur before a behavior. Behavior is the behavior that a student exhibits, and Consequences is the action or response that follows the behavior.

Baseline data is the data that is collected before an intervention or program change begins.

Behavior Intervention Plan (BIP) is developed and implemented by a collaborative team, which includes the student and the parent. The plan includes Positive Behavioral Interventions and Supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction. Best practice is for a team to use a functional behavioral assessment (FBA) to create the plan.

Culturally Responsive refers to the importance of including students' cultural references in all aspects of learning.

Data-Based Problem Solving and Decision Making A process used by stakeholder teams from multiple settings to analyze and evaluate information related to planning and implementing effective instructional and/or intervention strategies matched to student need.

Educational equity is raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Evidence-Based refers to scientific, research-based methods that exhibit substantial evidence of effectiveness through multiple outcome evaluations. In other words, programs, strategies, and assessments shown to have had positive outcomes with a given population.

Fidelity of Implementation refers to the application of an intervention, program, or curriculum according to research findings and/or to a developer's specifications.

Functional Behavioral Assessment (FBA) is the process used to identify problem behavior, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives for the behavior.

Gap Analysis is a method for measuring the difference between the student's current level of performance and benchmark expectations.

Individualized Education Program (IEP) is a written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Implicit Bias: Despite the strong sense we have of ourselves as autonomous individuals, evidence consistently shows that contingencies tied to our social identities do make a difference in shaping our lives, from the way we perform in certain situations to the careers and friends we choose. (C. Steele, 2010)

Institutional Racism is the manifestation of racism in social systems and institutions. It is the social, economic, educational, and political forces or policies that operate to foster discriminatory outcomes. It is the combination of policies, practices, or procedures embedded in bureaucratic structure that systematically lead to unequal outcomes for groups of people. (Barker, 2003; Brandt, 1991). In this environment disparities are often tolerated as normal rather than investigated and challenged. "These power-assigning social structures in the form of institutional racism affect the life opportunities, life-styles, and quality of life for both Whites and people-of-color. In so doing they compound, exaggerate, and distort biological and behavioral differences and reinforce misconceptions, myths, and distortions on the part of both groups about one another" (Pinderhughes, 1989, p.71)

Intensive Interventions are academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with the narrowest tier in a PBIS model; also referred to as Tier III interventions.

Intervention is the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by general education teachers, reading interventionists, trained paraprofessionals or the special education teachers. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.

Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a "way of doing business" which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

Memorandum of understanding (MOU) is a formal agreement between two or more parties. MDUSD can use MOUs to establish expectations. MOUs are not legally binding but they carry a degree of seriousness and mutual respect, stronger than a gentlemen's agreement.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework designed to enhance academic and social behavior outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices.

Restorative Practices is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.

Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Universal Screening (behavior, academic, and social emotional) refers to the informal inventories of behaviors (internalizing and externalizing), academic skills, and social emotional indicators to assess if students need additional support in specific behavior, academic, and social emotional skills.