School Plan for Student Achievement

LEA: Mt. Diablo Unified School District

School: El Dorado Middle School

CDS   07617546004030

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SPSA Year: 2018-2019

X   **The school certifies completion of this plan.**

School Site Council Approval: 11/15/18

Approved by MDUSD Board of Education:

Introduction

The MDUSD School Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Annual Evaluation

Annual Evaluation 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 California State Standards that prepare them for college and/or career readiness.	**Related State and/or Local Priorities:** X　Basic X　Implementation of State Standards X　Parental Involvement X　Pupil Achievement X　Pupil Engagement X　School Climate X　Course Access X　Other Pupil Outcomes X　Title I Schoolwide **Related LCAP Goals:** X　MDUSD LCAP Goal 1

Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All Students

Expected Annual Measurable Outcomes:	Student Group SPSA Academic Improvement Outcomes Overall Grades 6-8 Increase/decrease CAASPP distance from a level 3*: ELA increase from 2476 by 15 mean scaled score points. Math increase from 2457 by 15 mean scaled score points. English Learners Grades 6-8 Increase/decrease CAASPP distance from a level 3*: ELA increase from 2379 by 5 mean scaled score points. Math increase from 2365 by 5 mean scaled score points Low Income Grades 6-8 Increase/decrease CAASPP distance from a level 3*: ELA increase from 2461 by 5 mean scaled score points. Math increase from 2437 by 5 mean scaled score points Special Education Grades 6-8 Increase/decrease CAASPP distance from a level 3*: ELA increase from 2390 by 5 mean scaled score points. Math increase from 2356 by 5 mean scaled score points	**Actual Annual Measurable Outcomes:**	Student Group SPSA Academic Improvement Outcomes Overall Grades 6-8 Increase/decrease CAASPP distance from a level 3*: ELA increased from 2476 to 2485 (+9) Math decreased from 2457 to 2454 (-3) English Learners Grades 6-8 Increase/decrease CAASPP distance from a level 3*: ELA increased from 2379 to 2401 (+22) Math increased from 2365 to 2369 (+4) Low Income Grades 6-8 Increase/decrease CAASPP distance from a level 3*: ELA increased from 2461 to2467 (+6) Math decreased from 2437 to 2435 (-2) Special Education Grades 6-8 Increase/decrease CAASPP distance from a level 3*: ELA increased from 2370 to 2393 (+22) Math increased from 2356 to 2359 (+3)

	English Learners Increase from 27 to 35 the number of students redesignated as English proficient. Overall Decrease the percentage of students performing at the Tier III level on the iReady Diagnostic #2- ELA from 52% to 44% Math from 48% to 40% Increase the percentage of students performing at the Tier I level on the iReady Diagnostic #2- ELA from 13% to 25% Math from 8% to 16% ("End of Year" view)		English Learners Increased from 27 to 35. Overall the percentage of students performing at the Tier III level on the iReady Diagnostic #2- increased in ELA from 52% to 53% and in Math from 48% to 49% Overall the percentage of students performing at the Tier I level on the iReady Diagnostic #2- increased in ELA from 13% to 14% and decreased in Math from 8% to 7% ("End of Year" view)

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	To increase our differentiated supports for all students and all subgroups in both Math and Reading.

SPSA Year: 2017-18		

Planned Actions/Services	**Actual Actions/Services**	
	Actual Actions	**Evaluation**
1.1 Assess the need for and develop an Intervention Specialist position. (Reading, Math, Student Skills)	1.1 Staff collected data on intervention needs to asses the needs for an Intervention Specialist.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? CAASPP scores, iReady data, student grades.
1.2 Support current and ongoing technology needs for students, teachers, staff and parents. Support students developing college and career readiness.	1.2 Increased and maintained student, parent, and staff access to technology to support their college and career readiness.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Classroom set of Chromebooks in every classroom.
1.3 Provide opportunities to learn and deepen teaching strategies and instruction through the attendance of conferences, professional development, and use of professional consultants on campus.	1.3 Teachers and staff attended various conferences and professional development opportunities throughout the year.	Effective What measurable data was used to

		evaluate the action/services and what did it reveal about its effectiveness? Conference receipts and agendas. Staff presentations of conference materials at staff meetings.
1.4 Provide supplemental classroom and project supplies. Many of our students do not have access to these materials at home. Access to supplemental material in the classroom will enable students to complete assignments in class.	1.4 Students and classrooms were provided with supplemental materials.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? All departments were given adequate supplies.
1.5 Expand student access to and increase intervention during the school day focusing on improving literacy and increasing math proficiency.	1.5 Students were provided more intervention during the school day.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Math 180 class list. Lunch time intervention sign in sheets.
1.6 Attendance rates for chronically absent students will improve by 5%	1.6 Administrative team made contacts with student and parents.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Attendance data was tracked through our Aeries system.
1.7 Provide additional support to the Special Education program.	1.7 Additional supports were provided to special education students.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? SPED iReady scores. CAASPP scores.
1.8 Increase elective choices for students.	1.8 Students were provided a wide range of elective choices.	Effective What measurable data was used to evaluate the action/services and what did

		it reveal about its effectiveness?
		Master Schedule

Annual Evaluation 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.	Related State and/or Local Priorities:
		X Basic
		X Implementation of State Standards
		X Parental Involvement
		X Pupil Achievement
		X Pupil Engagement
		X School Climate
		X Course Access
		X Title I Schoolwide
		Related LCAP Goals:
		X MDUSD LCAP Goal 1
		X MDUSD LCAP Goal 2

Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Decrease chronic absenteeism rate from 10% to 6.0% Decrease the number of suspension incidents from 144 to 116 (20%)	Actual Annual Measurable Outcomes:	Chronic absenteeism rate decreased from 10% to 5.2% Suspensions increased by 1 to 145 with 71 different students being suspended.

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	We will continue to look at different positive reinforcements to encourage positive student behaviors and increase social/emotional supports.

SPSA Year: 2017-18		
Planned Actions/Services	**Actual Actions/Services**	
	Actual Actions	**Evaluation**
2.1 Implement positive student rewards to encourage safe, respectful, and responsible behavior on campus to support all students' learning.	2.1 Implemented PBIS Rewards system schoolwide.	Effective

What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

PBIS Rewards program and data |

2.2 Provide teachers with release time for planning, professional learning and development of lessons and learning experiences.	2.2 Staff were given release time using a daily roving substitute.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Daily roving sub attendance. Time sheets for release time.
2.3 Additional support of psychological services, campus supervision, and instructional media assistant support.	2.3 Social Emotional Learning (SEL) supports were provided by additional psychologist interns.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Psychologist intern attendance.
2.4 Provide before and/or after school intervention/tutoring.	2.4 Intervention was provided before/after/during school.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Sign in sheets. Staff time sheets.
2.5 Provide opportunities for teachers to learn and deepen strategies and improve instruction through attendance of conferences and use of professional consultants on campus.	2.5 Teachers and staff attended conferences and received support from professional consultants on campus.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Conference agendas, receipts. PD contracts.

Annual Evaluation 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.	**Related State and/or Local Priorities:**
		X Parental Involvement
		X Pupil Engagement
		X School Climate
		X Title I Schoolwide
		Related LCAP Goals:
		X MDUSD LCAP Goal 3

Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	80% of the parents on the California Healthy Kids Survey 2017 will strongly agree or agree with the statement, "School encourages me to be an active partner with the school in educating my student." In 2016-17, 18% strongly agreed and 53% agreed with the statement.	Actual Annual Measurable Outcomes:	The survey questions this past year were not the same as previous years, therefore, the data cannot be measured.

After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	We will continue to increase parent opportunities to engage in their student's education and partner with the school community.

SPSA Year: 2017-18

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	**Evaluation**
3.1 Community nights and Parent University Nights for students and parents.	3.1 Held multiple community days/night events.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Sign in sheets, attendance.
3.2 Parent University (education) Nights focusing on the technology education, accessing community resources, learning and adolescents, the RFEP process will be held to connect the subgroup to the larger school culture.	3.2 Held 2 parent education nights, however attendance was low.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Attendance. Sign in sheets.

3.3 Hire a part time bilingual paraprofessional to provide support to our English learners.	3.3 Did not hire someone this year.	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Staffing, position control.
3.4 Make improvements to the MU, M1 and Community Room to increase parent and community engagement at our school.	3.4 Did not make any improvements the past year however, improvements are currently scheduled for 18-19.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Sign in sheets for community events.
3.5 Community Service Assistant	3.5 Assistant position was not filled.	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Position control.

Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2018-2019 SPSA	Annual Evaluation Impact on SPSA 2018-2019
Stakeholder input is received through regular monthly meetings such as ELAC, PFC, School Site Council and Community Meetings. We would like to develop more community events, Parent University Nights, coffee with the principal, and Parent/Student learning nights. Students are surveyed twice annually to provide input on classes, school culture, and staff. In addition to the formal surveys, informal conversations take place with students, staff, and community members. Our staff is provided time for weekly meetings, such as staff meetings, job-alike meetings, and professional development meetings. Staff input is always solicited before, during and after these meetings on a regular basis. The SSC/ELAC and staff have loved our new PBIS Rewards system that is in its first full year of implementation. Students are being taught the "Toro Way- Be Safe, Be Respectful, Be Responsible" and what that looks like in all facets and areas of school. Our ELAC meets monthly to review DELAC information, discuss parent concerns, and progress towards goals and priorities. The most recent meeting was held on 10/24/18. The School Site Council (SSC) meets monthly. At each meeting, input is given by SSC members regarding school progress towards goals and priorities.	The SSC/ELAC and staff have loved our new PBIS Rewards system that is in its first full year of implementation. Students are being taught the "Toro Way" of Be Safe, Be Respectful, Be Responsible and what that looks like in all facets and areas of school. The ELAC has expressed a desire to increase the number of Parent University Nights and discussed possible topics from Homelink, Digital Citizenship, and Social/Emotional development of pre-teens and teens. The SSC/ELAC and staff have loved our new PBIS Rewards system that is in its first full year of implementation. Students are being taught the "Toro Way- Be Safe, Be Respectful, Be Responsible" and what that looks like in all facets and areas of school.

Comprehensive Needs Assessment Components (Title I)

This section is required by all Title I sites and recommended for all other sites.

Data Analysis

This section provides a brief summary of the data used to inform the School Plan and the information that analysis provided.

We used a variety of data including, but not limited to, CELDT scores, iReady scores, student grades, and other assessments to inform the School Plan. In the most recent round of iReady testing, we saw growth in both math and ELA scores yet over 50% of our students are still scoring below grade-level. This information shows a continued need for targeted interventions for students in the areas of math and ELA, as well as increased supports and interventions for our English learners, including our Long-Term English Learners (LTEL's). Additionally, after analyzing our grading data, many of our students, up to 25% in math, language arts and science, are receiving D's and/or F's on their quarterly report cards. This data reveals that our focus should be in the areas of providing a high-quality education for all students in a safe and welcoming environment that is high quality, culturally proficient and engaging for students of all backgrounds, and leads students to college and/or career readiness. Additionally, we need to engage, inform and empower all our stakeholders as partners to support student learning.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We used data from staff and student surveys to inform the School Plan. These surveys focused on technology access, availability and need with regards to supporting all students academically. The results of the student survey showed that a majority of our students (70%) have access to the internet at home through a variety of sources - computer, laptop, phones, tablets, etc. However, many students do not have keyboarding skills and/or experience with producing documents, presentations, spreadsheets, or programs. The staff survey showed an ongoing need for more training around integrating technology meaningfully classes and utilizing academic software with the technology we have. Additionally, staff members stated the need for a computer lab or labs that are open before or after school to provide students with access to technology. While the surveys focused on technology, staff reported that the need for technology was based on serving our students and supporting them academically. In addition to the formal surveys, informal conversations took place with students, staff, and community members (as noted in Section 1: Stakeholder Engagement) that demonstrated a need for technology to support our students. As a result of these surveys and conversations, the following were identified as top priorities: technology in the classroom and the accessibility/access to a computer lab before, during and after school, purchase of more software to engage students and enrich their learning; more STEAM and VAPA electives; iReady assessment program; meaningful professional development; and materials.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   We use the results of the iReady assessments 2-3 times throughout the year to provide additional support to students during and after the school day. Scores on the first assessment of 2018-19 indicated that 21% of students scored at or above grade level in Reading and 13% scored at or above grade level in Math.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   EDMS Leadership Team and job alike colleagues meet at least once a month to review school wide data from a variety of sources (iReady, grades, Learning Walks, EADMS), modify instruction, and refer students to support services.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All teachers at EDMS meet state credentialing requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   EDMS has adequate staffing and teachers participate in their own self selected professional development at least once a month. Staff are offered a wide range of choices to grow in their profession throughout the course of the year. Additionally, we have 3 Middle School Conference days where they come together with teachers from all the middle schools for professional development. Lastly, we send a large number of teachers to 2 main conferences every year, Learning and the Brain (this year's theme is on Teaching Empathy) and the AVID Summer Institute.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Staff development is provided to staff based on need and current research. Our staff participated in the following trainings: Positive Behavior Intervention Supports, Constructing Meaning, and various Professional Development sessions. (Learning and the Brain, Technology Integration, Readers/Writers Workshop)

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   We have the support of an ELA TOSA, an AVID Instructional Coach, and an EL District support person.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   We have early release Wednesdays for meetings as a staff, by job alike colleagues, by Focus groups, and Individualized Professional Development. Teachers are also provided with a substitute as needed throughout the year to provide planning/collaboration time.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   Math and English teachers align their curriculum according to the Common Core standards. Science has implemented the Next Generation Science Standards (NGSS) and History is beginning to implement the new History-Social Science Framework.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   Our instructional minutes are well within the state guidelines.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    Our teachers collaborate on lesson plans as well as developing common progress charts to measure students' growth. We are developing more intervention periods to support our students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    All textbooks are state and district approved, including reading intervention and ELD materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

    All students have access to standards based instructional material and teachers have access to support materials, as well as supplemental fictional and non-fiction reading materials, including ALD and ELD materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

    We use the results of the iReady assessments as well as progress charts to inform our instruction and levels of support.

14. Research-based educational practices to raise student achievement

Teachers participate in collaborative learning communities, evaluating student tasks, share resources, and examine student progress in order to adjust instruction accordingly. Professional development has focused on developing systems of support, building relationships with students through the culture of the school and classrooms and increasing student engagement through increasing student agency. Additionally, we use the results of the i-Ready District diagnostic assessments and progress monitoring, with other department created assessments to inform our instruction and levels our support.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Qualifying students are invited to participate in free tutoring opportunities after school. El Dorado offers intervention classes during the school day, as well as free academic intervention and enrichment classes after school. Students have access to an at lunch and after-school STEM program as well as Peer Tutoring for support. Additionally, a free after-school program (ASP) is available to all El Dorado students five days a week, and includes homework assistance, a sports program, and nutrition. Parents participate in student success team meetings with the school team to address the needs of under-achieving students and create a plan. The El Dorado PFC provides incentives for positive behavior supports. El Dorado has also employed several incentives for students through the PBIS Rewards system to support positive behavior and community contribution. EDMS also offers additional staff support from 1 psychologist intern as well as additional funds to work on creating a more positive school environment and improve relationships between staff and students.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents have a variety of opportunities for involvement. Parents, community members, teachers, students, and school personnel participate in regularly scheduled School Site Council, English Learner Advisory Committee (ELAC), and Parent Faculty Club (PFC) meetings and help to plan, implement, and evaluate school programs. A Title I parent meeting is held in the fall, and Title I requirements are reviewed at a parent assembly. Additionally, components of our Title 1 program are shared and discussed at Back-to-School night and our Open House Showcase. Parents are invited to Coffee with the Principal and several Parent University nights are held throughout the year.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Additional sections have been added to the master schedule to provide literacy support to long-term English learners. Title I funds support after-school academies, which focus on reading, math, and academic support for English Learners. Additionally, 2 periods of release time have been added to the master schedule in order for our EL site based coach to assist and support students and staff. El Dorado uses Title 1 funds to fund two full-time substitutes that are on campus every day. The primary purpose of these positions is to ensure that students have consistency in the classroom when their regular teacher is off campus. Additionally, these positions allow classroom teachers to participate in professional development both on and off campus. Due to the recent shortage of substitutes in our district, this supplemental position is needed to ensure student access to core instruction and to the overall educational program. El Dorado uses funds to support additional time for our school site technician. Our site tech provides critical support campus wide for our technology which is integrated into almost every classroom. El Dorado additionally uses funds to provide additional hours for our campus supervisor to support student safety, build relationships, and support students campus-wide.

18. Fiscal support (EPC)

Mt Diablo Unified distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan and in each school's School Plan for Student Achievement.

Mt. Diablo Unified's Local Control Accountability Plan
LCAP At-A-Glance 2018-2019

College and Career

California State Standards (CCSS) Goal 1.1-1.5, 1.17, 1.22-1.23	Interventions Goal 1.6, 1.13-1.16	Access to College and Career Goal 1.12, 1.18, 1.19	Access and Integration of Technology Goal 1.7	Arts and athletics Goal 1.20, 1.21	Positive and supportive learning environment Goal 1.8-1.11

Professional Learning

Professional development, coaching and support Goal 2.1, 2.3-2.5, 2.11	Teacher collaboration Goal 2.2	Leadership coaching and support Goal 2.6	Professional development focused on special populations Goal 2.7-2.10

Parent/Family & Community Engagement

Expand outreach to parents/guardians Goal 3.1, 3.3. 3.5	Increase engagement in advisory groups Goal 3.2	Increase parent/ family education opportunities Goal 3.4	Outreach to special populations Goal 3.6-3.8

A focus on Equity and Special Populations- including English learners, foster youth , special education & low socio-economic students ➡

State Indicators:	3rd-8th grade ELA & Math	College & Career*	Graduation rate	Chronic Absenteeism	Suspension	Reclassification
Local Indicators:	1st & 3rd grade literacy	Algebra pass rates	9th grade credits	Climate surveys	Advisory meeting attendance	

* May includes A-G eligibility, pathway completion, 11th grade EAP results ELA & math. Specifics TBD

Mt. Diablo Unified - Contra Costa County

Enrollment: 31,580   Socioeconomically Disadvantaged: 44.6%   English Learners: 23.1%   Dashboard Release: Fall 2017

Foster Youth: 0.4%   Grade Span: K-Adult   Charter School: No

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

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism ⬀	N/A	N/A	N/A
Suspension Rate (K-12)	🟡	13	3
English Learner Progress (1-12)	🟡	1	0
Graduation Rate (9-12)	🟢	10	2
College/Career (9-12) Select for one year of available data	N/A	N/A	N/A
English Language Arts (3-8)	🟠	13	9
Mathematics (3-8)	🟠	13	9

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

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

Section 2: Goals, Actions, Expenditures

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 CSS that prepare them for college and/or career readiness.	**Related State and/or Local Priorities:**
		X Basic
		X Implementation of State Standards
		X Parental Involvement
		X Pupil Achievement
		X Pupil Engagement
		X School Climate
		X Course Access
		X Other Pupil Outcomes
		X Title I Schoolwide
		Related LCAP Goals:
		X MDUSD LCAP Goal 1
Identified Need:	The majority of students are below grade level proficiency in both Math and Reading.	
Goal Applies to:	Grade/Department/Other: All	
	Applicable Pupil Subgroups: All Students	

	SPSA Year: 2018-19				
Expected Annual Measurable Outcomes:	Student Group SPSA Academic Improvement Outcomes Overall Grades 6-8 Increase/decrease CAASPP distance from a level 3*: ELA decrease DFM (Distance from Mean) by 15 points Math decrease DFM by 25 points English Learners Grades 6-8 Increase/decrease CAASPP distance from a level 3*: ELA decrease DFM by 30 points Math decrease DFM by 40 points Low Income Grades 6-8 Increase/decrease CAASPP distance from a level 3*: ELA decrease DFM by 15 points Math decrease DFM by 27 points Special Education Grades 6-8 Increase/decrease CAASPP distance from a level 3*: ELA decrease DFM by 30 points Math decrease DFM by 40 points English Learners Increase from 35 to 40 the number of students redesignated as English proficient. Overall Decrease the percentage of students performing at the Tier III level on the iReady Diagnostic #2- ELA from 62% to 40% Math from 55% to 40% Increase the percentage of students performing at the Tier I level on the iReady Diagnostic #2- ELA from 12% to 25% Math from 4% to 20 % ("End of Year" view)				

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1 Support ELD/ALD Intervention specialists. (Reading, Math, Student Skills)	X All Students X English Learners	ELD Sections ELD Intervention	Title I (3070)	112000
1.2 Support current and ongoing technology needs for students, teachers, staff and parents. Support students developing college and career readiness.	X All Students X Low Income Pupils	Maintain current technology Add additional technology as needed Software / License purchases	Title I (3070) Title I (3070) Title I (3070)	15000 20000 5000
1.3 Provide opportunities to learn and deepen teaching strategies and instruction through the attendance of conferences, professional development, and use of professional consultants on campus.	X All Students	Staff (classified and certificated) and parents professional development and conferences	Title I (3070) Targeted Supplemental Carryover (0930)	25000 25000

1.4 Provide supplemental classroom and project supplies. Many of our students do not have access to these materials at home. Access to supplemental material in the classroom will enable students to complete assignments in class.	X All Students X Low Income Pupils	Classroom/student materials and supplies.	Base (0301, 0701, 0801)	20000
		Classroom/student materials and supplies.	Title I (3070)	7000
		Student Planners to support home/school communication	Title I (3070)	5000
1.5 Expand student access to and increase intervention during the school day focusing on improving and increasing math proficiency.	X All Students	Math 180 Software	Title I (3070)	10000
1.6 Materials and activities will be provided to ensure attendance rates for chronically absent students will improve by 5%	X All Students	Purchase supplies, materials and rewards for students with good and/or improved attendance	Targeted Supplemental (0930)	5000
		Assemblies and activities to encourage and engage students in positive attendance and behavior	Targeted Supplemental (0930)	24000
		Release time for attendance review team to meet and conduct parent meetings	Targeted Supplemental (0930)	5000
		Postage	Targeted Supplemental (0930)	1000
1.7 Provide additional supports to the Special Education program.	X Other Subgroups: (Specify) Special Education	Materials and supplies	Targeted Supplemental (0930)	5000

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.	**Related State and/or Local Priorities:**

Related State and/or Local Priorities:

X	Basic
X	Implementation of State Standards
X	Parental Involvement
X	Pupil Achievement
X	Pupil Engagement
X	School Climate
X	Course Access
X	Other Pupil Outcomes
X	Title I Schoolwide

Related LCAP Goals:

X	MDUSD LCAP Goal 1
X	MDUSD LCAP Goal 2

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

Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All students

SPSA Year: 2018-19

Expected Annual Measurable Outcomes:	Decrease chronic absenteeism rate from 5.2% Decrease the number of suspension incidents from 145 to 116 (20%) and decrease our recidivism rate.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Implement positive student rewards to encourage safe, respectful, and responsible behavior on campus to support all students learning.	X All Students X English Learners	PBIS Rewards Program: software, supplies, materials	Targeted Supplemental (0930)	5000
		WEB (Link Crew) training to support positive student behavior	Targeted Supplemental (0930)	9000
		Teacher planning time for PBIS events, activities, etc	Targeted Supplemental (0930)	2000
		PBIS activities and events to support positive student behavior	Targeted Supplemental (0930)	2000
2.2 Provide teachers with release time for planning, professional learning and development of lessons and learning experiences.	X All Students	Release time for teachers	Targeted Supplemental (0930)	15000

		Ensure students have consistency in the classroom and teachers have release time for professional development by adding daily roving substitutes	Targeted Supplemental (0930)	20000
2.3 Additional support of psychological services, campus supervision, and instructional media assistant support will be provided.	X All Students	Provide psychologist interns for 2 days a week	Targeted Supplemental (0930)	11909
		Increase hours for Campus Supervisor to ensure students are safe and in class on time.	Targeted Supplemental (0930)	21000
		Additional Instructional Media Assistant (IMA) FTE	Targeted Supplemental Carryover (0930)	4000
2.4 Provide before, during, and/or after school intervention/tutoring.	X All Students X Other Subgroups: (Specify) Special Education	Teacher extra pay to support students	Targeted Supplemental Carryover (0930)	21000
		Extra pay for classified to support students beyond contract hours	Title I (3070)	7544
		Materials, supplies, curriculum	Targeted Supplemental (0930)	14000

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.	**Related State and/or Local Priorities:**

<table>
<tr><td colspan="2" rowspan="13"></td><td>X</td><td>Basic</td></tr>
<tr><td>X</td><td>Implementation of State Standards</td></tr>
<tr><td>X</td><td>Parental Involvement</td></tr>
<tr><td>X</td><td>Pupil Achievement</td></tr>
<tr><td>X</td><td>Pupil Engagement</td></tr>
<tr><td>X</td><td>School Climate</td></tr>
<tr><td>X</td><td>Course Access</td></tr>
<tr><td>X</td><td>Other Pupil Outcomes</td></tr>
<tr><td>X</td><td>Title I Schoolwide</td></tr>
<tr><td colspan="2" align="center">**Related LCAP Goals:**</td></tr>
<tr><td>X</td><td>MDUSD LCAP Goal 1</td></tr>
<tr><td>X</td><td>MDUSD LCAP Goal 2</td></tr>
<tr><td>X</td><td>MDUSD LCAP Goal 3</td></tr>
</table>

Identified Need:	Parents/Stakeholders need more ways/access to be involved in their children's education.

Goal Applies to:	Grade/Department/Other:	All
	Applicable Pupil Subgroups:	All students

SPSA Year: 2018-19

Expected Annual Measurable Outcomes:	60% of all parents will attend at least one parent/community event (Parent University Nights, Community Nights, Back to School Night, Open House Showcase, ELAC, PFC, etc) throughout the year as evidenced by sign in sheets, attendance rosters, and forms.

Actions/Services	**Pupils to be Served**	**Proposed Expenditures**	**Funding Source**	**Amount**
3.1 Community nights and Parent University Nights for students and parents.	X All Students	Materials and supplies for Community Events such as Back to School Night, Coffee w/ Clausen, Parent University nights, etc (no food)	Base (0301, 0701, 0801)	5000
3.2 Parent University (education) Nights focusing on the technology education, accessing community resources, learning and adolescents, the RFEP process will be held to connect the subgroup to the larger school culture.	X All Students X English Learners	Provide supplies and materials for parent meetings.	Targeted Supplemental (0930)	2891
		Improve community room to increase parent and community engagement at our school	Base (0301, 0701, 0801)	5170

| 3.3 Make improvements to the MU, M1 and Community Room to increase parent and community engagement at our school. | X All Students | Materials and supplies | Title I Parent Engagement (3068) | 3669 |
| | | | Base (0301, 0701, 0801) | 25000 |

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Base (0301, 0701, 0801)	55170.00	0.00
Targeted Supplemental (0930)	142800.00	0.00
Title I Parent Engagement (3068)	3669.00	0.00
Title I (3070)	206544.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Base (0301, 0701, 0801)	55,170.00
Targeted Supplemental (0930)	142,800.00
Targeted Supplemental Carryover (0930)	50,000.00
Title I (3070)	206,544.00
Title I Parent Engagement (3068)	3,669.00

Section 4: Centralized Services for Goals and Progress Indicators

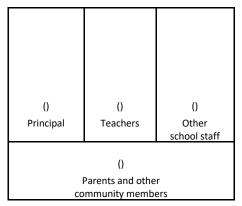| Section 4: Centralized Services for Goals and Progress Indicators |
|---|

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.

2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.

3. Provide professional development and conference information.

4. Provide for parent education and involvement.

5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).

6. Maintain master file of records and correspondence regarding the Consolidated Application.

7. Assist with and maintain purchasing verifications and records.

8. Provide budget assistance for schools.

9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.

10. Complete and submit district applications.

11. Conduct compliance reviews.

12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.

13. Coordinate revision, amendments and correspondence with the California Department of Education.

14. Acquire materials for district-wide use.

15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.

16. Compare and align district curriculum with State standards and benchmarks.

17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.

18. Coordinate District Advisory Committees.

19. District wide assessment and supplemental services for English learner students.

20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.

21. Provide specific reports and files related to district developed performance assessments.

22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.
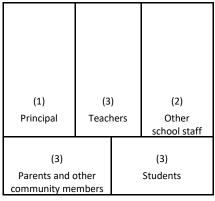
23. Provides Technical Assistance to Title I schools.

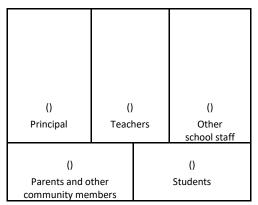(This is a partial list of services provided by the Central Office support staff.)

Section 4: Common Pages

School Site Council (SSC) Membership

School: El Dorado Middle School

() Principal	() Teachers	() Other school staff
() Parents and other community members		

Schoolsite Council
Elementary

(1) Principal	(3) Teachers	(2) Other school staff
(3) Parents and other community members	(3) Students	

Schoolsite Council
Secondary

() Principal	() Teachers	() Other school staff
() Parents and other community members	() Students	

Schoolsite Advisory Council
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other Alternate
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Chris Clausen	X				X					
Pam Humphrey	X						X			
John Barclay	X			X					X	
Riley Bowen	X			X					X	
Parisa Asadi	X			X					X	
Kristen Afable	X					X				
Michele Nicola	X					X				
Gio Fratangeli	X					X				
Harumi Waren	X	X		X						
Zaida Rivera	X	X		X						
Jeanne Johnson	X			X				X		
Kari Finch (alternate other)	X									X
Numbers of members	**12**	**2**	**0**	**6**	**1**	**3**	**1**	**1**	**3**	**1**

Section 4: Common Pages

English Learner Advisory Committee

School: El Dorado Middle School   **Year: 2018-19**

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date:

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

ELAC Membership:

a.   Principal/ Principal's Administrative designee:

Megan Gemma

b.   Five parents, elected by parents of English Learners:

1.   Alexandra Padilla

2.   Patricio Jacome

3.   Simon Thai

4.   Amparo Pajarito

5.   Michael Castro

c.   Two Staff members, elected by staff:

1.   Robyn Davis-Ramos

2.   Amy Lyons

Section 4: Common Pages

Schoolsite Councils/Committees
Assurances & Recommendations

The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this School Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This School Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The Schoolsite Council adopted the School Plan for Student Achievement on		11/15/18
		Council Approval Date
Chris Clausen		11/19/18
Typed name of chairperson	Signature	Date

If Applicable		
English Learner Advisory Committee reviewed the SPSA on		10/24/18
		Council Approval Date
Patricio Jacome		11/15/18
Typed name of chairperson	Signature	Date

If Applicable		
SCHOOL ADVISORY COMMITTEE:		
	Committee Name	Council Approval Date
Typed name of chairperson	Signature	Date

If Applicable		
SCHOOL ADVISORY COMMITTEE:		
	Committee Name	Council Approval Date

Typed name of chairperson	Signature	Date

Chris Clausen - signed above		
Typed name of Principal	Signature	Date