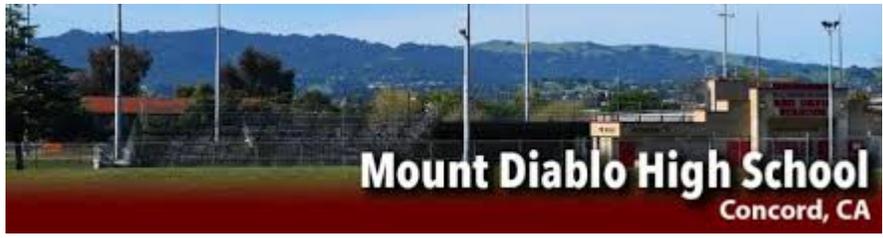


School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mt. Diablo High School	07-61754-0734566	November 8, 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
The purpose of this plan is to provide transparency in funding distribution to all Mt. Diablo High School stakeholder groups including staff, students, parents, and the greater community of MDUSD.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Mount Diablo High School is a comprehensive high school designated as a Title I school. At Mt. Diablo High School, students can engage in a wide variety of academic and extracurricular pursuits. Following our district LCAP and LCFF, we provide a safe, welcoming space with high expectations and a focus on equity. We look to meaningfully engage all stakeholders in the goals and ideals of the school. CCSS are the instructional focus using the school-wide approach of Constructing Meaning. Academic interventions are implemented using Multi-tiered Systems of Support (MTSS), and behavioral interventions are addressed using Positive Behavior Intervention and Support strategies (PBIS). A chromebook laptop is provided to every student for use at school and at home, with internet hot spots being provided to those families that do not have affordable internet access.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 5
- Educational Partner Involvement 12
- Resource Inequities 12
- School and Student Performance Data 14
 - Student Enrollment..... 14
 - CAASPP Results..... 17
 - ELPAC Results** 21
 - Student Population 24
 - Overall Performance 26
 - Academic Performance 27
 - Academic Engagement 38
 - Conditions & Climate..... 40
- Goals, Strategies, & Proposed Expenditures..... 42
 - Goal 1..... 42
 - Goal 2..... 50
 - Goal 3..... 55
 - Goal 4..... 59
 - Goal 5..... 62
- Budget Summary 63
 - Budget Summary 63
 - Other Federal, State, and Local Funds 63
- Budgeted Funds and Expenditures in this Plan 64
 - Funds Budgeted to the School by Funding Source..... 64
 - Expenditures by Funding Source 64
 - Expenditures by Budget Reference 64
 - Expenditures by Budget Reference and Funding Source 64
 - Expenditures by Goal 65
- School Site Council Membership 66
- Recommendations and Assurances 67

Instructions.....68
 Instructions: Linked Table of Contents.....68
 Purpose and Description.....69
 Educational Partner Involvement69
 Resource Inequities69
Goals, Strategies, Expenditures, & Annual Review70
 Annual Review71
 Budget Summary72
 Appendix A: Plan Requirements74
 Appendix B:.....77
 Appendix C: Select State and Federal Programs79

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

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).

Over the course of this last calendar year we have completed many surveys of students, parents, and staff in the process of our WASC full self-study. Survey results indicated a concern for campus safety and security; a desire for improved student supports and performance in mathematics, a need for increased communications across stakeholders, a more robust extracurricular and sports program, and a shared desire to continue improvements in student academic and behavioral supports.

The SEL student survey provided by the district has provided data about how kids are feeling when on campus and off campus. This survey was repeated in the new school year and the data was analyzed by the staff during a professional development day on Oct. 10, 2022. We have also had surveys during our Peak Hours intervention period to try to determine how we can adjust this valuable time to help our students, and to solicit feedback from students about other aspects of our schoolwide programs, their rapport with teaching staff, and impressions of the campus climate. Parents were surveyed during Back to School Night for the last two years regarding their concerns and thoughts regard school strengths and needs. The Design Team (broadly analogous to CILC) is reviewing the results and will make recommendations.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Besides formal evaluations of teachers, administrators do informal daily walk throughs in classrooms. This year the goal is for each member of the administrative team to spend time in around ten classrooms per week, with the eventual aim of targeting on a specific focus point each week. For example, an administrator might be looking for Learning Goals to be crafted appropriately using CM strategies and posted in the classroom for student understanding of the instructional goals. To date, faculty has used whatever pedagogy is their personal preference so participation has been inconsistent. At the beginning of the 2022-2023 school year, teachers developed a list of universal agreements in department groups, essentially identifying "non-negotiable" structures and practices: Teachers will post CM Learning Goals, daily agendas, and utilize common assessments across departments to measure progress and inform priorities for second semester. In addition we are continuing with Instructional Rounds - teachers observing teachers to assess use of learning and language objectives, student engagement, teacher pedagogy, and implementation of targeted teaching interventions. This practice is intended to support teachers who are uncertain about how to implement various school initiatives, and to provide new insights to more seasoned teachers as well.

Initial findings of these walk-throughs and instructional rounds indicate that a lack of consistency in expectations and implementation needs to be addressed, an issue that was observed and reported by the WASC visiting team last year as well. This demonstrates a need for various Constructing Meaning strategies and implementation to be reinforced to provide both the support and consistency needed for these initiatives to be successful; a need for increased departmental collaboration around

common shared best practices; and a need to commit to an increased frequency of administrative walk-throughs and teacher feedback in order to foster an increased sense of accountability regarding the implementation of adopted best practices.

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

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

Each year our students in 11th grade take the CAASPP. All English Language learners that have not reclassified, take the ELPAC exam. CAASPP is reviewed to monitor school progress on student achievement in ELA and Math. Our College and Career Center staff, along with school counselors, look at EAP data to identify students that are likely to gain college acceptance. The PSAT was not given to tenth graders last year, but will be administered this year. The English and Mathematics department have been administering AIB/FAIB assessments provided by the district, and have taken advantage of time provided during Professional Development buy-back days to calibrate results and perform data analysis

Our CAASPP scores make it clear that we need additional resources to support the school for this test, as well as the ELPAC. We need to develop a robust plan to help kids understand why this is important and work to improve their scores. This could include things like food to feed all kids during testing, modified testing schedule, subs to release some teachers to support the Administrator in charge, communication issues - both in school and with families, and development of a review curriculum before the test in Math and English.

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

During the WASC process, it became clear to us that we have improved in the process of collecting data, but actually analyzing and using that data to inform instruction and campus-wide practices in a meaningful way has not been consistent. This year the administrative team, teacher leaders, student leaders and parent/community leaders are striving to make sure we are using this valuable data to drive decisions and implement needed changes. These changes could be school-wide, within departments, or in individual classrooms. There is also a focus on increased transparency in our use of data so all stakeholders understand the reasoning and necessity for initiatives and/or individual modifications. Professional Development and staff meeting time is being dedicated to training teaching staff in use of data analysis protocols and additional time is being provided to allow departments collaborative time to work specifically with assessments. All staff have agreed to utilize and implement common assessments across departments to measure effectiveness and determine if we are on track to meet the standards required by the Common Core State Standards (CCSS).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Mt. Diablo High School meet state credentialing requirements.

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

Due to administrative turnover causing lag in then hiring timelines as well as the general statewide contraction of the educational hiring pool, we do not have a sufficiency of credentialed teachers. As of October 2022, we still have four full time positions being covered by long-term, or in some cases daily, substitute teachers. MDHS has an average 18% turnover of staff every year, with 20% turnover for teachers and 75% turnover for our Administrative team going into the 2022/2023 school year. This level of turnover introduces additional challenges in our efforts to establish consistency of practices and expectations in our classrooms. It also creates frustration among veteran teachers having to repeat trainings and professional development over and over because such a high percentage of staff is unfamiliar with specific initiatives at MDHS. There is a need for us to differentiate Professional Development for new and veteran teachers.

There are a total of seven professional development days designated by the district: Before the start of school, 1 new teacher day for teachers new to Title I schools, and 3 additional days for all teachers, plus an additional 3 days during the school year, usually in October, February, and March. Generally, there are two meetings a month that have additional professional development directed by site administration. The district provides additional on-demand training resources at the district web-site. District-mandated PD days provide pull-out training for specific departments when new curriculum is adopted.

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

With data collection procedures largely in place, analysis and use of this data is the primary focus to help all teachers to align practices to support not only the general needs of a Title I population, but the specific needs of individual students. Specific supports are needed to bring analysis of performance into focus for target subpopulations of interest, such as African American students, Foster youth, unhoused youth, and long and short-term English Language Learners. Currently all new teachers are provided sub coverage to attend training in Constructing Meaning literacy support strategies. Based on data and needs identified through the WASC process, additional staff development is planned to focus on socioemotional learning, data analysis protocols, and disaggregation of data within Illuminate in order to help unpack the needs of these populations.

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

In order to provide teachers with the necessary support to ensure that they incorporate Constructing Meaning into each classroom, the site pays for a TOSA to serve as a Constructing Meaning coach. The English Learner Services department at the district also funds a Program Specialist for English Learners that works with our ELD coordinator to provide assistance to staff with our Emerging Bilingual student population. Because we are the primary school site for “Newcomer” English Language Learners, strategies targeting the needs of the long-term English Learners can fall out of focus.

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

All departments have planned collaboration once a month, for which agendas are developed by the departments themselves. Depending on the department, grade-level and common-course breakouts are frequently used to provide more strategic collaborations. Teachers participating in CPA academies also frequently collaborate within grade levels on cross-curricular collaboration for project planning and strategic interventions, but this collaboration time is not currently provided within the Wednesday monthly meeting schedule: this year the third monthly meeting has instead been reserved for a focus on issues surrounding campus culture and climate, providing an additional opportunity for staff to work in PLCs across departments on MTSS, SEL, and other campus-wide initiatives as identified through the WASC self-study.

Teaching and Learning

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

District adopted textbooks are provided to all students in all curricular areas.

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

Does not apply to a high school.

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

The master schedule has historically been a challenge given the large number of specialized intervention classes needed to support our students receiving special education services, newcomer English Language learners, and CPA academy cohorting requirements. With that said, intervention courses are prioritized and flexibility is built into the schedule in order to provide sufficiency.

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

In English, the currently adopted textbooks are not aligned to the CCSS. Therefore, the curriculum is supplemented with novels - both fiction and non-fiction - the UC/CSU generated ERWC units at the English III and IV levels, and other teacher-developed materials. In Social Science, Access World History and Access US History are used to supplement the textbook in sheltered classes for English Language Learners. New curriculum adoptions in both Science and World Languages provide auxiliary online electronic resources and/or companion workbooks.

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

District adopted textbooks and instructional materials are used and provided in all curricular classrooms. The 22/23 school year has brought us new textbooks for our science curriculum. We use a number of supplemental materials in many classes, most notably the English classes in anticipation of a new textbook adoption cycle. In addition, with the introduction of the 1-1 Chromebook model, students have increased access to online materials, which does introduce additional need for technology support resources. We also need to continue providing access to online curriculum and applications to support additional differentiation and remediation opportunities.

Opportunity and Equal Educational Access

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

MDHS has implemented an intervention period called Peak Hours. During this time, students can complete missing work or homework, work with specific teachers for tutoring or enrichment, and learn about school-wide expectations and extracurricular activities. The APEX platform is used to provide credit recovery opportunities, with three sections in the class schedule as well as additional APEX course offerings after school under the auspices of the CARES afterschool program. Teachers are able to check student grades and/or transcripts to ensure a student is kept informed of the progress toward graduation status and receives advice on intervention possibilities. Students receiving special education services also typically attend an Academic Success support class during the school day hosted by a special education teacher in order to assure their academic success.

The Diablo Community Center is a counseling center that is staffed by a full time social work administrator, social workers, and social work interns from local universities. The DCC provides individual and group counseling for students. They also convene many student support and intervention groups throughout the week. Most of these students are low achieving and represent all of the major subgroups participating in the school-wide program. Tutoring is available through the after school CARES program, as are various enrichment opportunities like gardening or cooking. We are also a Focus School for CSEIS focusing on 9th grade scholars.

Evidence-based educational practices to raise student achievement

Teachers are trained in Constructing Meaning and Positive Behavioral Intervention Strategies (PBIS) to provide academic and behavioral tier I supports. Professional development moneys should be dedicated to promoting fidelity in implementation across all subject areas and classrooms. MDHS should consider bifurcating the trainings offered for Constructing Meaning to differentiate between the needs of new and veteran teachers.

Research indicates that smaller learning communities and CTE course offerings, such as those provided by CPA academies, can increase student performance and promote success within student populations that have been historically less successful in mainstream comprehensive academic programs, increasing graduation rates, GPA, and completion of state college and career readiness indicators such as a-g and CTE completion. That said, there is limited data on whether that success extends to wall-to-wall academy models such as that implemented currently at MDHS. The WASC visiting team additionally had concerns that the limitations on student scheduling, flexibility, and choice imposed by the wall-to-wall model outweighed the hypothetical benefits of the model. Given the high churn rate of both the student and teacher population at MDHS, there are significant barriers to maximum efficacy for programs such as CPAs which rely on continuous, consistent, and long-term commitment from the teachers executing on the program, as well as the students participating within the program. This conversation continues.

In order to better support our ninth graders we would like to reintroduce a program like Link Crew for onboarding and mentoring by peers. We also need to explore more academically oriented support programs similar to AVID to promote achievement in promising students who nevertheless would benefit from additional supports. We also need to dedicate professional development time to train teachers better in the MTSS process, including the use of toolkits such as PBIS and HERO. Finally, we need training in trauma informed practices for all teachers.

Parental Engagement

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

The MDHS SPSA allocates funding for a Spanish-speaking parent liaison for translation and calls home; the Diablo Community Center (DCC) provides extensive counseling resources and therapeutic groups. The HOPE program provides services for homeless students; the Mobile Health Clinic provides students access to birth control, sports physicals, and other physical wellness needs; the Rainbow Community Center provides counseling supports and an opportunity for LGBTQ students to gather in the community.

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)

School site council regularly discusses progress with the SPSA. Annually it approves the SPSA and its budget. Many of our students do not live nearby but rather in a community called Bay Point. That means that 80% of our students are bussed in. This makes it difficult for many of our families. Students have to have bussing in order to participate in sports or extracurricular activities. We also need busses for our Back to School Night, Open House and Title 1 Nights for families, not just students. In addition, we know that participation goes way up if we provide food and child care. Many of our parents do not know how to navigate the school system and may not know how best to advocate for their children, so an ongoing Parent Education Series would provide much needed resources for these parents.

Over the last few years we have made some successful efforts to increase family outreach and participation, and have seen success especially in holding relevant high-interest events and student showcases such as Academy Night. In addition, our increased fluency with communication technologies and efforts to modernize our tool set have increased our ability to solicit feedback and communicate with parents directly. Meanwhile, the addition of a family liaison to the office staff has helped us tremendously increase our day-to-day interactions with our Spanish-speaking families.

But we clearly have much room to grow in involving our students and families with the larger decision-making processes of the school that define their educational experiences. As we continue to strive for an increased sense of ownership, school pride, and buy-in from our students and their families, it only makes sense that they should play a much greater role in driving the school's priorities and guiding us in a more collaborative, equitable, and inclusive process of school improvement that recognizes and builds on the collective strengths, values, and assets of our whole educational community. Closely related to the need for increased engagement with students and families, some of the areas for growth identified by our Focus Groups fell into the theme of student affect and campus culture. Staff, families, and students all agree that safety and cleanliness are of great concern, and that a physically and psychologically secure campus with well-maintained facilities is critical to our ability to foster a focused academic mindset.

Funding

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

The following programs and supports are provided by categorical funds which include Title I, Perkins, and CPA: Intervention (ALD) teachers and materials, class size reduction, Parent Involvement, Professional Development, Technology, Translation Services, and Community Services.

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 Single Plan for Student Achievement.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SPSA goals were developed in consideration of the recently developed WASC action plan which was aligned with the LCAP and LCFF. All stakeholders were engaged extensively through the WASC self-study process. The writing was completed by Administrators, the school Office Manager, and the Site Council Chairperson. In the future, administration and Site Council representatives will develop the SPSA goals with increased transparency and continuous input from stakeholders across the school community. We anticipate refinement of this SPSA to continue through the 2022-23 school year as we continue to integrate more granular, detailed, and refined needs and goals identified by WASC as we progress toward a single unified action plan. Annually, the SPSA will be approved by the School Site Council.

Resource Inequities

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

At Mt. Diablo High School, we have most of our primary resources met via curriculum, furniture, and classroom spaces. Due to the high number of students enrolling and disenrolling, there is a constant need for provisioning of Chromebooks and other technology supports. As 21st century technology needs increase, aging classrooms will need infrastructure updates to include adequate power and internet drops: classroom furniture is adequate but not modernized in most buildings.. The second floor of the Art building is not currently in use- pending improvements and updates, and some classes historically located there are now in uncomfortably cramped, older buildings. Students need locker space, as is provided at other sites to hold their items between classes: even as we transition increasingly toward digital curriculum there will still be a need for students to safely and cleanly hold their supplies for other classes and extracurriculars. Meanwhile student lockers across the campus are in disrepair. In addition, our athletic facilities need improvement: both the baseball and softball fields need major updates and maintenance, and the school gymnasium needs upgrades as well.

Teaching at a Title 1 school requires special skills and preparation and can be a challenging assignment: MDHS sees a large number of first year teachers every year and faces great challenges in hiring and retaining staff. Our annual teacher turnover hovers between 20% and 30%. We have begun the school year with vacancies for the last several years with this year reaching seven vacancies: as we approach the second quarter progress report, we still have four vacant teaching positions which is greatly impacting the student learning experience. We are currently also short on instructional assistants, have no librarian, and only a part-time IMA. These staffing challenges complicate our efforts to maintain consistency across the school and from year to year. We must develop systems, tools, instruments, and policies that are universally adopted and prioritized across the school to help us collectively analyze, reflect on, and hone our schoolwide practices in a continuous cycle of improvement.

While we have three positions available for bilingual instructional assistants, a critical resource at a school with such a high population of English Language learners, we have had no success in hiring into these positions for the last two years.

During the WASC self-study, the visiting team identified a number of additional areas of needs that could be categorized as resource inequities: the previously mentioned teacher turnover rate demands consistent and persistent Professional Development offerings as well as additional training for new teachers in family communication tools; students need clean, well-monitored facilities to promote a sense of safety and a focus on learning; efforts to communicate with families and engage them in site decision making processes need to be redoubled. While these are all certainly challenges at most schools, the socioeconomic makeup of our population introduces special inequities and difficulties. We lack many of the resources that other schools have. The vast majority of our families struggle financially which provides little opportunity for auxiliary fundraising sources such as a PSTA or athletics boosters. With financial hardships, time itself also becomes a precious and scarce resource, and we continue to have difficulty engaging families in events on campus: increased stakeholder involvement is a priority but also a challenge. Half of our student population living in another community, complicating our efforts to increase student and family engagement and a sense of belonging and ownership within the larger school community.

While our home communities are rich in many ways, we do not see the same influx of family financial resources as schools in other parts of the district, and as a result our students generally have access to a less robust and diverse activities program.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.06%	%	%	1		
African American	6.95%	6.8%	7.40%	107	106	112
Asian	5.19%	5.0%	4.23%	80	78	64
Filipino	7.14%	6.8%	6.54%	110	106	99
Hispanic/Latino	69.61%	71.7%	73.69%	1,072	1,123	1,115
Pacific Islander	1.1%	1.3%	1.26%	17	20	19
White	6.3%	4.3%	3.50%	97	67	53
Multiple/No Response	2.34%	2.7%	2.18%	36	42	33
Total Enrollment				1,540	1,567	1,513

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	402	477	372
Grade 10	437	404	438
Grade 11	374	370	392
Grade 12	327	316	311
Total Enrollment	1,540	1,567	1,513

Conclusions based on this data:

1. Total enrollment at MDHS has stabilized at slightly over 1,500 students.

2. With the addition of online credit recovery classes, MDHS is retaining enrollment of more of its students in higher grade levels.
3. The size of the freshman class has dipped following a "bumper crop" which required some reallocation of teacher course load.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	481	458	467	31.9%	30.10%	33.6%
Fluent English Proficient (FEP)	678	699	655	44.0%	44.60%	43.3%
Reclassified Fluent English Proficient (RFEP)	16	7	42	3%	2%	8%

Conclusions based on this data:

1. A steadily increasing population of emerging bilingual students (ELL, LTEL, and newcomers) requires support and intervention strategies targeting their needs.
2. The number of students being reclassified as English Proficient recovered with a sharp jump upon our return from the COVID-19 pandemic, making up for the reductions the year before.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	329	336	355	289	147	296	288	141	289	87.8	43.8	83.4
All Grades	329	336	355	289	147	296	288	141	289	87.8	43.8	83.4

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2539.	2573.	2507.	10.42	17.73	8.30	26.04	30.50	19.03	29.17	25.53	26.30	34.38	26.24	46.37
All Grades	N/A	N/A	N/A	10.42	17.73	8.30	26.04	30.50	19.03	29.17	25.53	26.30	34.38	26.24	46.37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	14.58	21.99	14.24	44.10	55.32	50.00	41.32	22.70	35.76
All Grades	14.58	21.99	14.24	44.10	55.32	50.00	41.32	22.70	35.76

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	18.66	18.52	7.47	49.30	56.30	45.55	32.04	25.19	46.98
All Grades	18.66	18.52	7.47	49.30	56.30	45.55	32.04	25.19	46.98

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	12.85	7.80	5.56	60.42	73.76	68.06	26.74	18.44	26.39
All Grades	12.85	7.80	5.56	60.42	73.76	68.06	26.74	18.44	26.39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	18.25	22.70	8.33	49.82	57.45	63.54	31.93	19.86	28.13
All Grades	18.25	22.70	8.33	49.82	57.45	63.54	31.93	19.86	28.13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The number of MDHS juniors being administered the CAASPP test has bounced back upon return from the COVID-19 pandemic, but still falls short of the desired 95% participation rate.
2. Student performance dropped across all strands upon return from the COVID-19 pandemic after the statistically anomalous pandemic year of 2021-21.
3. Far fewer students performed "Above Standard" in all strands. Students performing "Below Standard" returned to essentially a pre-pandemic baseline in all strands except for Writing, in which the percentage of students performing "Below Standard" jumped 50% above the pre-pandemic baseline.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	329	336	353	297	145	297	295	140	295	90.3	43.2	84.1
All Grades	329	336	353	297	145	297	295	140	295	90.3	43.2	84.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2492.	2548.	2473.	2.71	8.57	3.05	11.86	15.00	6.44	16.95	31.43	16.61	68.47	45.00	73.90
All Grades	N/A	N/A	N/A	2.71	8.57	3.05	11.86	15.00	6.44	16.95	31.43	16.61	68.47	45.00	73.90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	7.14	10.71	6.10	18.37	44.29	23.39	74.49	45.00	70.51
All Grades	7.14	10.71	6.10	18.37	44.29	23.39	74.49	45.00	70.51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	5.78	8.57	4.07	35.71	61.43	56.27	58.50	30.00	39.66
All Grades	5.78	8.57	4.07	35.71	61.43	56.27	58.50	30.00	39.66

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	3.39	7.14	3.05	47.80	72.86	55.59	48.81	20.00	41.36
All Grades	3.39	7.14	3.05	47.80	72.86	55.59	48.81	20.00	41.36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The number of MDHS juniors being administered the CAASPP test has bounced back upon return from the COVID-19 pandemic, but still falls well short of the desired 95% participation rate.
2. With 3/4 of our students performing "Below Standard", MDHS needs to implement a comprehensive math program that meets students where they are and works to get them to proficiency by grade 11.
3. MDHS students have increased in base competency within the "Problem Solving & Modeling/Data Analysis" strand, but "Concepts and Procedures" continues to be an especially weak strand with over 70% of students performing "Below Standard", indicating a need to emphasize fundamentals.

School and Student Performance Data

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8								
Grade 9	1520.2	1527.3	1524.7	1528.4	1515.2	1525.8	124	146
Grade 10	1529.9	1558.3	1531.9	1568.5	1527.4	1547.7	99	153
Grade 11	1525.3	1535.8	1519.1	1541.5	1530.9	1529.5	53	108
Grade 12	1520.7	1537.2	1515.6	1543.0	1525.2	1530.8	56	68
All Grades							332	475

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	15.29	11.27	23.53	30.28	37.65	30.28	23.53	28.17	85	142
10	18.75	25.66	25.00	30.92	25.00	24.34	31.25	19.08	80	152
11	15.56	13.21	15.56	28.30	35.56	28.30	33.33	30.19	45	106
12	4.88	12.50	26.83	28.13	29.27	37.50	39.02	21.88	41	64
All Grades	14.74	16.59	23.11	29.74	31.87	28.88	30.28	24.78	251	464

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	25.88	27.46	36.47	30.99	20.00	21.13	17.65	20.42	85	142
10	40.00	40.13	22.50	36.18	13.75	9.21	23.75	14.47	80	152
11	31.11	33.96	20.00	29.25	17.78	13.21	31.11	23.58	45	106
12	24.39	35.94	24.39	37.50	19.51	10.94	31.71	15.63	41	64
All Grades	31.08	34.27	27.09	33.19	17.53	14.01	24.30	18.53	251	464

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	7.06	2.11	15.29	9.15	27.06	46.48	50.59	42.25	85	142
10	6.25	9.87	23.75	21.05	22.50	38.16	47.50	30.92	80	152
11	4.44	2.83	8.89	9.43	31.11	34.91	55.56	52.83	45	106
12	2.44	1.56	4.88	14.06	31.71	35.94	60.98	48.44	41	64
All Grades	5.58	4.74	15.14	13.79	27.09	39.66	52.19	41.81	251	464

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
9	6.67	4.93	65.33	64.79	28.00	30.28	75	142	
10	10.39	11.92	57.14	69.54	32.47	18.54	77	151	
11	0.00	7.55	59.09	47.17	40.91	45.28	44	106	
12	2.56	6.35	56.41	57.14	41.03	36.51	39	63	
All Grades	5.96	8.01	60.00	61.26	34.04	30.74	235	462	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
9	60.71	65.93	20.24	18.52	19.05	15.56	84	135	
10	62.03	77.03	12.66	9.46	25.32	13.51	79	148	
11	52.38	71.72	11.90	10.10	35.71	18.18	42	99	
12	52.50	75.81	15.00	11.29	32.50	12.90	40	62	
All Grades	58.37	72.30	15.51	12.61	26.12	15.09	245	444	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	12.94	2.84	37.65	41.13	49.41	56.03	85	141
10	10.00	15.23	37.50	39.74	52.50	45.03	80	151
11	6.82	3.77	29.55	37.74	63.64	58.49	44	106
12	4.88	3.17	26.83	36.51	68.29	60.32	41	63
All Grades	9.60	7.16	34.40	39.26	56.00	53.58	250	461

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	1.32	0.00	64.47	64.96	34.21	35.04	76	137
10	0.00	0.67	74.36	76.00	25.64	23.33	78	150
11	8.89	5.94	55.56	56.44	35.56	37.62	45	101
12	5.00	4.84	60.00	62.90	35.00	32.26	40	62
All Grades	2.93	2.22	65.27	66.44	31.80	31.33	239	450

Conclusions based on this data:

1. ELPAC testing was successfully administered to more students this year than in the previous year.
2. Overall ELPAC scores have improved modestly across grade levels.
3. The most marked improvements in performance were in oral language, while the weakest gains were in written response, mirroring findings of the ELA CAASPP in which Writing was the weakest domain.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1567	71.8	30.1	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	472	30.1
Foster Youth	7	0.4
Homeless	55	3.5
Socioeconomically Disadvantaged	1125	71.8
Students with Disabilities	256	16.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	106	6.8
American Indian or Alaska Native		
Asian	78	5.0
Filipino	106	6.8
Hispanic	1123	71.7
Two or More Races	42	2.7
Native Hawaiian or Pacific Islander	20	1.3
White	67	4.3

Conclusions based on this data:

- English Language Learners make up a third of the student population at MDHS.

2. Students identified as Hispanic make up about over two-thirds of the population at MDHS.
3. Between 70% and 80% of our student population is socioeconomically disadvantaged. The number of students with disabilities has steadily increased over the last few years at MDHS. Approximately 60% of our student are identified in our special populations of students with needs (English learners, African-Americans, Foster Youth, Homeless, and students with disabilities).

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Green	Suspension Rate  Yellow
Mathematics  Red		
College/Career  Orange		

Conclusions based on this data:

1. This page currently reflects the 2018 Dashboard. Subsequent analysis and conclusions on indicators will be based on data collected from alternative sources in the process of compiling our 2021-22 WASC report as well as data provided by the school district.

School and Student Performance Data

Academic Performance English Language Arts

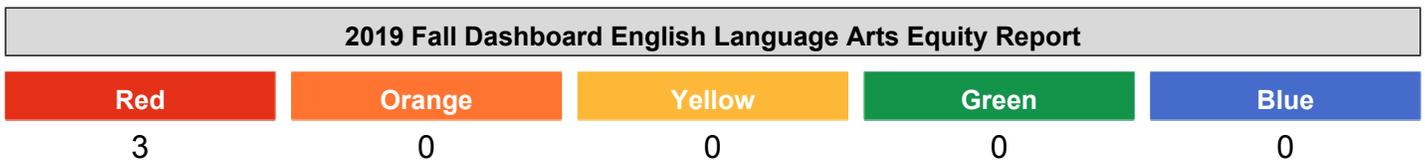
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>43.2 points below standard Declined Significantly -36.5 points</p> <p>276</p>	<p>English Learners</p> <p>Red</p> <p>117.7 points below standard Declined Significantly -24.9 points</p> <p>99</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>55.7 points below standard Declined Significantly -41.9 points</p> <p>175</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>130.8 points below standard Declined Significantly -18.4 points</p> <p>37</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 67 points below standard Declined Significantly -39.6 points 17	 No Performance Color 0 Students	 No Performance Color 11.9 points below standard Declined Significantly -60.8 points 18	 No Performance Color 30.6 points above standard Declined Significantly -21.2 points 29
Hispanic	Two or More Races	Pacific Islander	White
 Red 56.1 points below standard Declined Significantly -35.3 points 174	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 48.1 points below standard Declined Significantly -77 points 28

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
139.8 points below standard Declined Significantly -24.7 points 76	45.7 points below standard Declined Significantly -56.7 points 23	32.6 points below standard Declined Significantly -46.4 points 63

Conclusions based on this data:

1. While Dashboard data is stale at this point, other available data indicate that while students being administered the tests increased, performance dropped across all subpopulations. This data may be skewed based on the possibility that students with higher academic engagement and resource to internet connectivity during distance learning access were more likely to perform at higher levels on standardized tests in general, but this is conjecture. Results for the 2021-22 school year should be interpreted as a "new baseline" moving forward.
2. ELL, Special Education, and unhoused students scored considerably below the average scale score; socioeconomically disadvantaged students scored at the average scale score, which was predictable based on their high representation in the student population.
3. Pacific Islanders and Asian students typically had the highest average scores, while African American students and students listing two or more races continue to receive the lowest average scores. White and Hispanic student populations both scored at the average scale score. The school should continue to prioritize implementation of strategies intended to scaffold student use of academic language across all subgroups and subject areas in order to improve student performance.

School and Student Performance Data

Academic Performance Mathematics

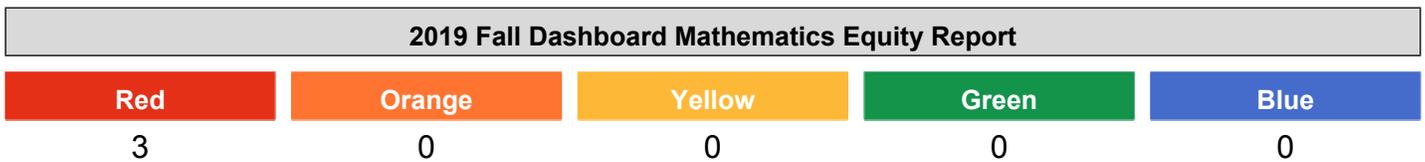
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>132.5 points below standard</p> <p>Declined Significantly -33.1 points</p> <p>277</p>	<p>English Learners</p> <p>Red</p> <p>180.8 points below standard</p> <p>Declined -4.3 points</p> <p>98</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>144.1 points below standard</p> <p>Declined Significantly -39.6 points</p> <p>175</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>227.4 points below standard</p> <p>Declined Significantly -38.5 points</p> <p>38</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 162 points below standard Declined Significantly -36.7 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 31.3 points below standard Declined Significantly -17.5 points 18	 No Performance Color 55.5 points below standard Declined Significantly -18.2 points 29
Hispanic	Two or More Races	Pacific Islander	White
 Red 153.9 points below standard Declined Significantly -36.4 points 171	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 137.4 points below standard Declined Significantly -61.1 points 30

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
201 points below standard Declined Significantly -16.5 points 75	115.3 points below standard Increased Significantly +24.4 points 23	128.8 points below standard Declined Significantly -44.3 points 66

Conclusions based on this data:

- While Dashboard data is stale at this point, other available data indicate that while students being administered the tests increased, performance dropped across all subpopulations. This data may be skewed based on the possibility that students with higher academic engagement and resource to internet connectivity during distance learning access were more likely to perform at higher levels on standardized tests in general, but this is conjecture. Results for the 2021-22 school year should be interpreted as a "new baseline" moving forward.
- ELL, Special Education, and unhoused students scored considerably below the average scale score; socioeconomically disadvantaged students scored at the average scale score, which was predictable based on their high representation in the student population.
- Asian, Filipino, and Pacific Islander students received the highest average scores in math; the average was set largely by Hispanic students, with white students and students listing with two or most races performing slightly lower; black students fared the worst but by a less dramatic margin than in ELA testing. As a school, performance in Mathematics testing was worse than in ELA testing. The school should continue to prioritize additional efforts to support student performance in mathematics across subgroups with an emphasis on focus subgroups..

School and Student Performance Data

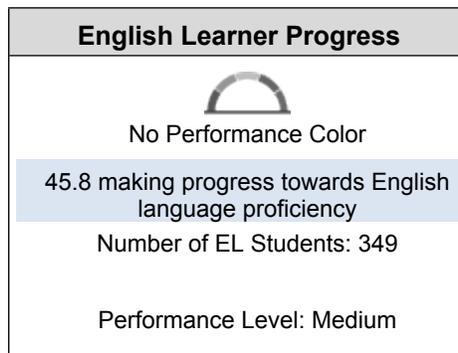
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 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
18.6	35.5	5.1	40.6

Conclusions based on this data:

1. Data on the dashboard is stale but ELPAC results indicate that efforts to catch up on reclassification testing were successful.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	306	100
African American	19	6.2
American Indian or Alaska Native	1	0.3
Asian	23	7.5
Filipino	21	6.9
Hispanic	204	66.7
Native Hawaiian or Pacific Islander	5	1.6
White	22	7.2
Two or More Races	10	3.3
English Learners	103	33.7
Socioeconomically Disadvantaged	267	87.3
Students with Disabilities	49	16
Foster Youth	7	2.3
Homeless	39	12.7

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	17	5.6
African American	0	0
American Indian or Alaska Native		
Asian	2	9.1
Filipino	3	14.3
Hispanic	9	4.5
Native Hawaiian or Pacific Islander		
White	2	10
Two or More Races		
English Learners	1	1
Socioeconomically Disadvantaged	11	4.2
Students with Disabilities	1	2.1
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	96	31.4
African American	5	26.3
American Indian or Alaska Native		
Asian	4	17.4
Filipino	11	52.4
Hispanic	69	33.8
Native Hawaiian or Pacific Islander		
White	3	13.6
Two or More Races		
English Learners	21	20.4
Socioeconomically Disadvantaged	80	30
Students with Disabilities	10	20.4
Foster Youth		
Homeless	2	5.1

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	77	25.2
African American	4	21.1
American Indian or Alaska Native		
Asian	8	34.8
Filipino	12	57.1
Hispanic	47	23
Native Hawaiian or Pacific Islander		
White	4	18.2
Two or More Races		
English Learners	11	10.7
Socioeconomically Disadvantaged	61	22.8
Students with Disabilities	3	6.1
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	41	13.4
African American	1	5.3
American Indian or Alaska Native		
Asian	3	13
Filipino	9	42.9
Hispanic	27	13.2
Native Hawaiian or Pacific Islander		
White	1	4.5
Two or More Races		
English Learners	4	3.9
Socioeconomically Disadvantaged	31	11.6
Students with Disabilities	2	4.1
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	7	2.3
African American	2	10.5
American Indian or Alaska Native		
Asian	1	4.3
Filipino	0	0
Hispanic	3	1.5
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	1	1
Socioeconomically Disadvantaged	6	2.2
Students with Disabilities	1	2
Foster Youth		
Homeless	1	2.6

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	6	2
African American	1	5.3
American Indian or Alaska Native		
Asian	1	4.3
Filipino	0	0
Hispanic	3	1.5
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	1	1
Socioeconomically Disadvantaged	5	1.9
Students with Disabilities	1	2
Foster Youth		
Homeless	1	2.6

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	12	3.9
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	12	5.9
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	1	1
Socioeconomically Disadvantaged	11	4.1
Students with Disabilities	1	2
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. The data indicates an upward trend of increased percentages of students college and/or career ready. Completion of a-g requirements varies dramatically across demographic subpopulations: Filipino and Asian students have the highest percentage, while students with disabilities and unhoused students were least likely to complete a-g.
2. The academy model continues to push students toward CTE completion but due to high student turnover completion rates are lower than they might be: the school should consider introducing additional two-year CTE pathways to increase accessibility and choice. The school should also look at expanding the opportunity for students to earn dual enrollment credit in the future. The CTE completion numbers work in the favor of Hispanic students, socioeconomically disadvantaged students, and students with disabilities, who earn CCI-readiness based on CTE completion are a considerably higher rate than complete the a-g requirements: twice as many English Learners and four times as many students with disabilities completed a CTE pathway as completed a-g requirements. This underlines the importance that the school continue to promote and support career technology pathways to provide strong opportunities for all students.
3. Students taking AP exams and earning AP credit recovering post-pandemic. The school should increase efforts to promote AP courses to historically underrepresented and focus student populations.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

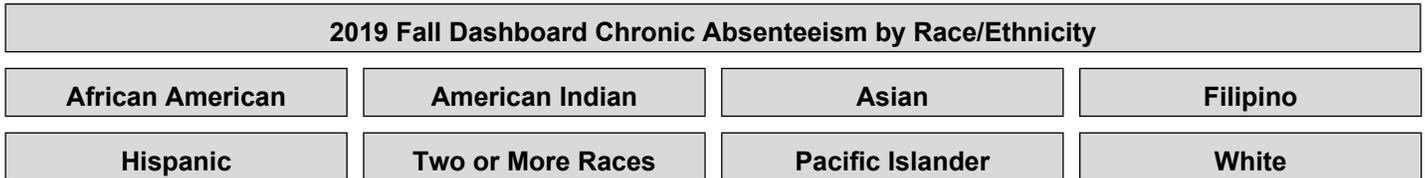
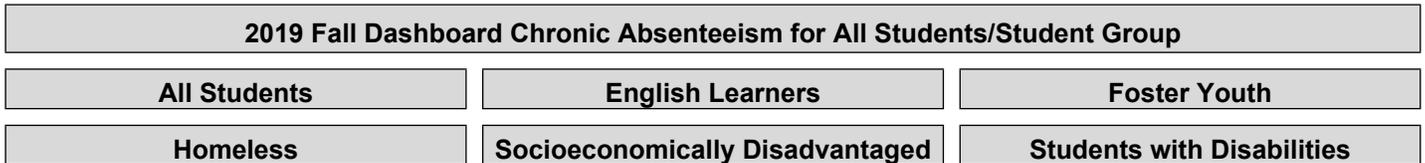
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

1. Dashboard data not available. Chronic absenteeism rates remain constant since pandemic. SARB/SART process should continue.
2. There is a need to increase family engagement and communication with an emphases on reinforcing the importance of regulars attendance.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	306	260	5	85
English Learners	103	75	4	72.8
Foster Youth	7		0	
Homeless	39	19	2	48.7
Socioeconomically Disadvantaged	267	223	4	83.5
Students with Disabilities	49	38	1	77.6
African American	19	15	0	78.9
American Indian or Alaska Native	1		0	
Asian	23	18	1	78.3
Filipino	21	21	0	100
Hispanic	204	179	2	87.7
Native Hawaiian or Pacific Islander	5		0	
White	22	16	2	72.7
Two or More Races	10		0	

Conclusions based on this data:

1. Overall, MDHS graduation rates are hovering around 84-85%, maintaining consistency between 2021 and 2022 graduation years.
2. Disaggregated graduation rate data has not been made available on the state dashboard but rates for unhoused students and ELL newcomers anecdotally remains low compared to other subpopulations.
3. The school should continue to promote efforts to retain students through to successful graduation including credit recovery options, after-school programs, and all other programs designed to wrap around the needs of focus scholars as well as all students.

School and Student Performance Data

Conditions & Climate Suspension Rate

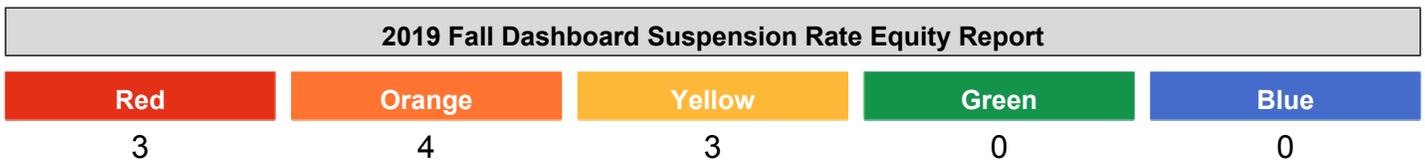
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
Yellow		Yellow		No Performance Color	
9.6		10		47.4	
Declined -0.5		Declined -1.3		Increased +11.7	
1596		511		19	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
Red		Orange		Yellow	
11		10.6		13.7	
Maintained -0.1		Declined -0.4		Declined Significantly -4.1	
118		1132		278	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 19.1 Increased +0.4 136	 No Performance Color Less than 11 Students - Data 4	 Orange 5.6 Increased +3.2 89	 Orange 3.8 Increased +1.7 106
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.4 Declined -0.6 1064	 Red 10.6 Increased +1.2 66	 No Performance Color 20 Declined -7.6 20	 Orange 14.4 Declined -2.4 111

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	10.1	9.6

Conclusions based on this data:

1. Suspension data has not been updated at the state dashboard. Suspensions across populations plummeted during the COVID-19 pandemic and remained low during the 2020-21 school year.
2. With a new administration in place we anticipate a spike in suspension rates in 2022 as students test the waters, but also expect a decline in suspensions as we implement additional progressive discipline options such as in-school suspension and other measures.
3. Additional counseling and interventions for students in focus subpopulations could also be implemented to even out suspension rates which have historically weighed more heavily on African-American students, students reporting two or more races, and unhoused students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 1: Safety, Supplies, and Academic Supports

LEA/LCAP Goal

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.

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 the California State Standards that prepare them for college and/or career.

Identified Need

Students at MDHS will receive high quality instruction using standards-based curriculum with an emphasis on increased performance in math, literacy, and sciences across all students populations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
11th Grade ELA CAASPP - Overall	2502.7	Increase by 20 mean scaled score points
11th Grade Math CAASPP - Overall	2471.7	Increase by 20 mean scaled score points
11th Grade ELA CAASPP - Emerging Bilingual	2421.8	Increase by 20 mean scaled score points
11th Grade Math CAASPP - Emerging Bilingual	2398.1	Increase by 20 mean scaled score points
11th Grade ELA CAASPP - Sped	2431.9	Increase by 20 mean scaled score points
11th Grade Math CAASPP - Sped	2385.7	Increase by 20 mean scaled score points
11th Grade Math CAASPP - Low Income	2468.5	Increase by 20 mean scaled score points
11th Grade ELA CAASPP - Low Income	2499.4	Increase by 20 mean scaled score points
Overall AIBFAIB performance: increase % at tier I	(consult depts)	(consult depts)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of ELL of students redesignated as English proficient	5%	maintain or increase: by 2%
Graduation Rate	83.65	Increase by 5%
Dropout Rate	12.58%	Reduce by 5%
UC/CSU Requirements Completed (a-g)	33.83%	Increase by 3%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
Special Education Students

Strategy/Activity

Maintain computer resources and software licensing for mathematics and all other curricular areas to ensure student access to technology as part of CCSS requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
11,000.00	Title I Carryover Math remediation and reinforcement software (IXL, Kuta, etc) licensing
5,000.00	Site Discretionary Additional software licensing
89,510.00	Title I (3070) Technical support (Site Tech II)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Constructing Meaning Professional Development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
8,000.00	Title I Carryover Release time for Constructing Meaning PLC and new teacher training
10,000.00	Title I Carryover Constructing Meaning Materials, refresh of current kits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support Professional Learning Communities in Assessment Data Analysis, Professional Development, Trainings, and Collaboration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
18,217.35	Title I Carryover Trainings and Professional Development for teaching staff in improve student outcomes
6,000.00	Title I Carryover Substitute teachers for collaborative time to improve instruction for students
11,048.64	Title I Carryover Additional pay for teachers to work with common assessments and data analysis

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Incentives to promote student academic performance, attendance, and socioemotional learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
40,500.00	LCFF Supplemental Promotional items
20,000.00	LCFF Supplemental Special events and experiences for students earning performance-based incentives
5,000.00	Site Discretionary Special events to celebrate student achievement

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase campus safety, security, and promote orderly conduct

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
40,000.00	Title I (3070) Community Service Assistant to supervise In-School Suspension behavioral intervention
5,000.00	LCFF Supplemental

	Supplies, signage, and other safety-oriented materials
5,000.00	Title I Carryover Campus beautification materials and supplies
10,000.00	LCFF Supplemental Hero Program Student Reward System
15,000.00	LCFF Supplemental Additional safety equipment and materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student access to visit colleges and career pathways

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2,000.00	LCFF Supplemental Field trips to colleges and career pathway destinations
6,000.00	LCFF Supplemental Transportation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support teachers with access to classroom materials, equipment and upgraded teacher technology (not laptops) to assist teachers with enhancing student learning and engagement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
28,613.00	Title I (3070) materials and supplies
19,000.00	Site Discretionary materials and supplies, furniture

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional support for Serendipity (school restaurant)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
28,000.00	Title I (3070) 0.8 FTE for SIA (Serendipity)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provision a part-time librarian to provide access to fiction, non-fiction, and periodical resources, and provide reference and research training and services to students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
20,000.00	LCFF Supplemental

	0.6 FTE Librarian
30,000.00	Site Discretionary
	0.6 FTE Librarian

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

At Mt. Diablo High School, we put a lot of resources in providing and supporting professional development around common core standards, as well as training to build the requisite skills needed to deliver instruction with fidelity. There is a sustained effort to improve language instruction through the use of training in Constructing Meaning as well as effective use of common assessments and Instructional rounds. Prior to distance learning students experienced a performance dip in their CAASPP results, (ELA decreased by 14% and Math decreased by 5%, our scores over the previous two years had increased each year. Administrators on average conduct 30 to 40 walk-through observations per week. Administrators and teachers both share an understanding of the importance in having learning and language goals posted. Most MDHS teachers post learning and language goals, as well as design opportunities for students to use academic language during class.

Focusing on maintaining computers to ensure student access to technology as part of CCSS requirements has allowed us to stay current with new technology. In addition, focusing school wide on Constructing Meaning, a program designed to infuse language instruction in all core classes allows us to better meet the needs of our emerging bilingual students. Lastly, providing additional counseling support for our Diablo Community Center (DCC) helps us to provide socio-emotional support to our students and staff leads to better student outcomes.

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

There were no major differences between the implementation of goals/activities and budgeted expenditure within this goal. MDHS will continue to serve students with a lens for equity and an analysis of needs.

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

This goal is being recalibrated to match LCAP goals identified by the district more closely and in response to findings during the 2021-22 WASC full self-study. An increased focus on campus safety and culture as well as promotion of positive student behaviors is reflected in the strategies articulated within this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 2: Family Engagement and Communication

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Increased community engagement. There are multiple ways for parents to partner with the school in order to improve student achievements. We have multiple events in the fall and springs for parents to attend. In addition, we have different monthly meetings that parents are encouraged to attend.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will be trained in CM and other learning acceleration strategies. MDHS teachers will participate in PD to increase teacher efficacy and improve learning outcomes for all students.	75% of teachers have received CM training within 201-22 calendar year	100% of new teachers will receive intensive CM training sessions; 85% of returning/veteran teachers will participate in refresher PD work.
Increase outgoing communications with MDHS families	15% of teachers used ParentSquare for home communications during 20221-22 school year	35% of teachers will use ParentSquare for home communications in 2022-23 school year.
Increase family attendance at school sponsored events such as BtSN, Open House, and other community oriented activities.	20% of students have family members attend Academy Night event during 2021-22 school year	30% of students will host family members at Academy Night event during 2022-23 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
Low income students, English learners, Foster youth

Strategy/Activity

Hire a parent liaison (Community School Coordinator): CSC will work with parents and families to encourage participation in MDHS events and activities. CSC will work closely with attendance secretary to call home if a student has missed three consecutive days of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
62,508.00	Title I Parent Engagement (3068) CSC salary; professional development
17,492.00	Title I Carryover CSC salary; professional development
5,000.00	Title I Carryover Extra pay for parent events for CSC

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CABE (California Association for Bilingual Education) Conference

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10,000.00	LCFF Supplemental Conference for Parent Ed (CABE)
7,480.00	Title I Parent Engagement (3068) Conference for Parent Ed (CABE)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent nights - Including Title I night, Open House, Back to School Night, and parent information nights

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

3,000.00

Source(s)

LCFF Supplemental

materials and supplies

5,000.00

Site Discretionary

Transportation, materials, supplies and snacks

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Communication resources - including flyers, letters, and electronic means of outreach

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1,000.00

Source(s)

LCFF Supplemental

printing costs

500.00

LCFF Supplemental

postage

1000.00

Site Discretionary

printing and postage

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent workshops: FAFSA, TUPE, Cash 4 College, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5,000.00

Source(s)

LCFF Supplemental

salaries and contracts for guest speaker appearances

2,500.00

Title I Carryover

material and supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Coffee with the Principal aka Muffins with McCain- Parent and community engagement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5,000.00

Source(s)

Site Discretionary

Materials and associated costs for meetings held during breakfast, lunch, and dinner.

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

With the addition of the Parent Liaison we have been able to increase overall parent participation. Attendance at Coffee with the Principal and ELAC has increased. Our Parent Liaison contacts well over 10 families per day. SART has reset its criteria in order to properly identify students with attendance problems. Our parent outreach and school-wide focus have brought more attention to our school events increasing parent participation. Being able to bring on a Community School Coordinator has brought more participation from our families, in particular our Spanish speaking families. Also, being able to support our campus with materials and supplies which brings us closer to a twenty first century model of educational support has energized our school community.

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

In general the budgeting within this goal was implemented especially in re: FTE monies, but some anticipated programs fell through. MDHS will continue to serve students with a lens for equity and an analysis of needs.

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

This goal is being recalibrated to match LCAP goals identified by the district more closely and in response to findings during the 2021-22 WASC full self-study. The strategies within this goal remain essentially the same: funds are spent to increase student achievement and to provide an equitable education for all students, with an increased emphasis on improved communications and fidelity of learning acceleration program execution.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 3: High Quality and Responsive Instruction

LEA/LCAP Goal

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.

Goal 3

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

At MDHS we need to increase the number of students graduating who are deemed college and career ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
9th grade student response rate on California Healthy Kids Survey	58%	Increase by 10%
11th grade student response rate on California Healthy Kids Survey	40%	Increase by 10%
Parent participation on California Healthy Kids Survey.	261 total	Increase by 10%
Parents responding positively on CHKS "Promotion of Parental Involvement" scale questions: % indicating "Strongly Agree"	23%	Increase by 5%
Percentage of 9th Graders earning 55 or more credits	74.72%	Increase by 5%
Decrease suspension rates across subgroups	TBD	TBD
Decrease Chronic Absenteeism rate across all populations	TBD	TBD

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Prepare for future implementation and support of Link Crew program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
20,000.00	LCFF Supplemental Training for Link Crew Advisors and Administrator
5000.00	Site Discretionary Materials and supplies
5,170.00	Site Discretionary promotional materials and rewards, supplies and materials, snacks

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue extended day learning opportunities through academic enrichment programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10,000	LCFF Supplemental

	Extra pay for teachers providing after school programs and tutoring
2500.00	LCFF Supplemental Field Trips

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Continue supporting emerging bilingual students through additional personnel to support testing, reclassification efforts, monitoring of academic and socioemotional well-being, and advocacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
45,000.00	Title I (3070) money for the ELL Support coordinator 0.2 FTE
60,000.00	LCFF Supplemental money for ELL intervention sections 0.4 FTE
10,000.00	Site Discretionary classroom supplies and materials

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Previous goals to increase ninth grade performance were marginally successful in exploratory pockets but not definitive nor evenly distributed across the school. There is a broader need for accountability, schoolwide consistency and implementation of intervention.

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

Expenditures in the 2021-22 school year were not adequately aligned to the proposed allocations; the intended Link Crew reboot did not happen, promotional items were not ordered. While ninth grade teachers did collaborate on some exploratory pilots regarding equitable grading, staff turnover has complicated efforts to improve on the previous initiatives and this goal is being realigned to provide more systemic and scalable opportunities to increase student success across grade levels.. MDHS will continue to serve students with a lens for equity and an analysis of needs.

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

This goal previously targeted 9th grade success specifically but is being recalibrated to align more closely with district LCAP goals. We are dropping explicit prior desires to reintroduce AVID programs but will continue exploring the integration of AVID-like strategies via our Peak Hours advisory period. We plan to reintroduce the Link Crew program in the 2023-24 school year which will require expenditures for training and promotion of the program this year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 4: Success for Focus Scholars

LEA/LCAP Goal

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness 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.

Goal 4

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness 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.

Identified Need

Students in Focus Scholar populations and their families need culturally responsive instruction and practices, interventions, recruitment, opportunities, and supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Black/AA student performance on CAASPP Mathematics testing	2433.5	Increase by 20 mean scaled score points
Black/AA student performance on CAASPP ELA Testing	2475.7	Increase by 20 mean scaled score points
Foster Youth/Homeless student performance on CAASPP Mathematics testing	2428.0	Increase by 20 mean scaled score points
Foster Youth/Homeless student performance on CAASPP ELA testing	2400.3	Increase by 20 mean scaled score points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Partner with My Other Brother (MOB) program to provide strategic mentorships and counseling to support at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

63,000.00

Title I (3070)

MOB Partnership contract fee

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Partner with UC Berkeley's Early Academic Outreach Program / Destination College Advising Corps

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

36,000.00

Site Discretionary

UCB EAOP / DCAC programs contract fees

10,000.0

Site Discretionary

supplies and materials for College and Career Center

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support Diablo Community Center (DCC) in providing counseling services to students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
15,000.00	Title I Carryover 3 DCC interns @5,000ea.
57,000.00	LCFF Supplemental 50% of Social Work Specialist for DCC

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

This goal has been introduced this year in order to more align with district LCAP/LCFF goals and goals identified through the 2021-22 WASC full self-study.

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

N/A: this is a new 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.

N/A: this is a new goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$897,038.99

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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 Carryover	\$109,257.99

Subtotal of additional federal funds included for this school: \$109,257.99

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	\$287,500.00
Site Discretionary	\$136,170.00
Title I (3070)	\$294,123.00
Title I Parent Engagement (3068)	\$69,988.00

Subtotal of state or local funds included for this school: \$787,781.00

Total of federal, state, and/or local funds for this school: \$897,038.99

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	136,170.00	0.00
LCFF Supplemental	287,500.00	0.00
Title I Parent Engagement (3068)	69,988.00	0.00
Title I (3070)	294,123.00	0.00
Title I Carryover	109,257.99	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	287,500.00
Site Discretionary	136,170.00
Title I (3070)	294,123.00
Title I Carryover	109,257.99
Title I Parent Engagement (3068)	69,988.00

Expenditures by Budget Reference

Budget Reference	Amount
	683,320.35

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental	132,500.00
	LCFF Supplemental	155,000.00
	Site Discretionary	50,170.00
	Site Discretionary	86,000.00

	Title I (3070)	294,123.00
	Title I Carryover	31,048.64
	Title I Carryover	78,209.35
	Title I Parent Engagement (3068)	69,988.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	432,888.99
Goal 2	125,480.00
Goal 3	157,670.00
Goal 4	181,000.00

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
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Kyle Kondo	Classroom Teacher
Hayley Davis	Classroom Teacher
Sandra Spaulding	Classroom Teacher
Lorie Johnson	Classroom Teacher
Debbie Hickey	Other School Staff
Markell McCain	Principal Parent or Community Member
Jericho Alpio	Secondary Student
Mariah Shah	Secondary Student
Emily Lopez	Secondary Student
Tahira Shah	Parent or Community Member
Cheralyn Gabrysiak	Parent or Community Member

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 11/8/22.

Attested:



Principal, Markell McCain on 11/8/22

SSC Chairperson, Markell McCain on 11/8/22

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

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 MDHS Multi-Tiered System of Support 2022/23		
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 <small>Strong & engaged site leadership & educator support system</small>	Integrated Framework <small>Fully integrated organizational structure & strong and positive school culture</small>	Family & Community Engagement <small>Trusting family and community partnerships</small>	Inclusive Policy Structure & Practice <small>Strong LEA/School relationship & LEA policy framework</small>
AVID Pillars	Leadership	Instruction	Culture	Systems
Tier I	<ul style="list-style-type: none"> ● Department meetings ● Staff meetings ● Constructing Meaning (CM) Team ● Culture PLC Meetings ● Design Team ● MTSS Team 	<ul style="list-style-type: none"> ● Constructing Meaning ● Framing the daily lesson ● Frontloading Vocabulary ● Study Guides ● Grammar ● Focus on Writing ● Communication Skills ● Reinforcement Games ● Explicit teaching of organization skills ● Improved Sub Planning ● Graphic Organizers/Thinking Maps ● Operating Library/Librarian on Duty Part Time (forthcoming) ● Manipulatives ● Guided notes ● Videos ● Scaffolding ● CFU 	<ul style="list-style-type: none"> ● Back to School Night ● Academy Night ● ParentSquare weekly communications ● Title One Night ● Muffins with McCain ● Multicultural week 	<ul style="list-style-type: none"> ● SEL Strategies/Trainings ● PEAK hour lessons ● Peak Hour Interventions ● SEL for Teachers ● SEL check-ins ● Safe environment ● IEP Teams ● Progressive discipline policy ● College & Career Counseling ● PBIS
Tier II	<ul style="list-style-type: none"> ● New Teacher Support Group 	<ul style="list-style-type: none"> ● Follow Up ● Alternative Assignments/ Assessments ● After School Tutoring/Support ● Extra time ● Extra time on assignments ● Tutoring ● Peak hours ● Calls home ● D/F List ● SST 	<ul style="list-style-type: none"> ● ELAC ● World Academy's Immigration Resource Fair 	<ul style="list-style-type: none"> ● CARE Team Referral ● Calls home ● SSTs ● MOB (My Other Brother) ● Diablo Community Center (DCC)
Tier III	<ul style="list-style-type: none"> ● In school suspension 	<ul style="list-style-type: none"> ● IEP/504 Accommodations ● IEP Amendments 		<ul style="list-style-type: none"> ● IEP Teams ● Behavior Intervention Plan

MDUSD Multi-Tiered System of Support

Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership

	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
Tier I	-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		
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 Peak Hour grade chats</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>Grade level assemblies to discuss positive and negative behavior</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>
Tier II	-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks *MTSS Handbook outlines MDUSD systems and supports for students		
Tier II (some)			
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		
Tier III (few)	<ul style="list-style-type: none"> Alternative Education Placements/settings IEP Progress Goals 504 Plans Student Success Team EL Support/Monitoring 		

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.