

School Plan for Student Achievement

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

School Site Council Approval: 11/6/2018

Approved by MDUSD Board of Education:

Introduction

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

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

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State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Annual Evaluation

Annual Evaluation on Goal 1:	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.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
Goal Applies to: Grade/Department/Other: 9-12/All Departments Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	We will continue to provide formal training opportunities for staff in AVID strategies, Common Core, Next Generation Science Standards, SDAIE strategies, AP, CTE and other best practice models for classroom instruction. Staff will also be provided more opportunities to collaborate on campus with their colleagues to build strong Professional Learning Communities and Intervention opportunities through Advisory. Staff will work to strengthen targeted intervention to reduce the number of Ds and Fs and to increase the number of students who are college and/or career ready.	Actual Annual Measurable Outcomes: We sent 7 new staff members to the AVID Summer Institute this year, which included a new Administrator, new Counselor and College and Career Advisor. Several Science teachers participated in NGSS course curriculum development and training and several math teachers participated in curriculum steering committees for Algebra 1A/1B, Algebra I and Algebra II. The staff collaborated in professional development activities during our 7 super minimum days, where we focused on AVID strategies for schoolwide use. The teachers, administrators and counselors also worked to address student failure, but using google docs to communicate and to develop support and intervention strategies for the varying reasons for failure.
After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Continue to review student failure and diagnose the systematic elements that prevent students from success, i.e. toxic grading practices.	
SPSA Year: 2017-18		
Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
1.1 Ensure all programs on campus have access to curriculum and support materials that are rigorous and appropriate.	1.1 Piloted textbooks for SDC World and US History classes to implement for next year if acceptable.	Effective What measurable data was used to evaluate the action/services and what did

	<p>Purchased Scholastic subscription for EL and SPED classroom use.</p> <p>Reviewed updated version of Spanish textbooks for consideration of pilot for implementation.</p> <p>Completed textbook sufficiency form to document all textbook and support materials available to students.</p>	<p>it reveal about its effectiveness?</p> <p>Student success, as defined by SPED teachers, of access to curriculum for students in their programs. The teachers feel the students can be successful with the curriculum/program choices, therefore, we purchased the materials after pilot.</p> <p>Completion of Textbook Sufficiency Form. It is a helpful tool to evaluate number of textbooks available for student use in comparison to student enrollment in classes. Informs Admin and IMC on textbook ordering needs or on availability of textbooks for other sites.</p>
<p>1.2 Pilot 2 new elective courses.</p>	<p>1.2 Implemented Piano I, Guitar I and Trans Tech I, and ASL I.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We maintained our Piano enrollment from last year, but had some students return to take Piano II. Our Guitar enrollment increased, as we added a section. Also some students are returning to Guitar II. We added Trans Tech I, an entry level Automotive class.</p>
<p>1.3 Assure administration hires appropriately credentialed teachers.</p>	<p>1.3 Hired 4 new teachers.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>2 are fully credentialed and 2 are Interns. One teacher was a student teacher at CHS and was hired part time for Social Science.</p>
<p>1.4 Provide staff with AVID, AP, Common Core, NGSS, SDAIE and/or other trainings/professional development opportunities.</p>	<p>1.4 7 new staff members were AVID trained. All Living Earth teachers participated in professional development</p>	<p>Effective</p> <p>What measurable data was used to</p>

	<p>regarding the shift from State Standards to NGSS.</p> <p>Sent Band Director, Activities Director and Principal to the CADA leadership conference.</p> <p>Each Administrator attended a professional development conference.</p>	<p>evaluate the action/services and what did it reveal about its effectiveness?</p> <p>28 staff members have been AVID Summer Institute trained. 3 program leaders were sent to CADA Leadership conference. Several teachers attended various professional development opportunities relating to their classroom or program.</p>
<p>1.5 Provide common preps and collaboration time when appropriate, particularly for new teachers for support.</p>	<p>1.5 Academy teachers have a common 6th period prep. AVID Site Team members have common 4th period prep.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>AVID Site Team is able to meet 10 times over the course of the year to discuss students performance, review the CCS (evaluation tool) and collaborate on recruitment and program development. Academy teachers meet weekly to discuss intervention, review student performance and plan activities and opportunities for the Academy students.</p>
<p>1.6 Provide hardware, software, and physical space for technology needs.</p>	<p>1.6 Purchased new software/curriculum for Computer Applications class.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>New software better aligned with DVC Articulation agreement for students to earn articulation credit.</p>
<p>1.7 Add 2 additional AP and 2 elective courses to master schedule.</p>	<p>1.7 Added AP Physics, Spanish for Spanish Speakers II, Trans Tech I, Guitar II, Piano II, and Computer Integrated Manufacturing.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Added one new AP course offering, but did not increase any other levels of AP. Added</p>

		several elective course offerings.
1.8 EL (English Learner) specific training	1.8 Provided on-site EL support through our EL Coordinator. EL District support personnel attended one PD day to provide strategy support.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? We need more specific and targeted training for our teachers in EL student support. Teachers need it to be directly relevant to their content and classroom for it to be valuable.
1.9 Provide SDAIE related materials for EL students.	1.9 Requested appropriate text supplemental materials for students in EL and SDAIE classes.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? IMC ensures that all classes that need SDAIE materials are supported with curriculum and workbooks.
1.10 Bring science rooms/equipment to NGSS standards.	1.10 Unable to complete	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Do not have enough funding to transform spaces to align with NGSS standards.
1.11 Provide on-going support and training for teachers in the 504 and IEP implementation in the classroom.	1.11 Resource teachers provide regular and consistent support to teachers who have IEP students in the classroom. More targeted training/support needs to be implemented for students with 504s.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Teachers report that Resource teachers are extremely supportive and IEP teacher attendance is good. Need continued support/time for more training for both IEP and 504 compliance.
1.12 0.2 FTE for ELD 3/ELD 4 course offering.	1.12 Implemented in position control	Effective

		<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>16 students received support in accordance with the law.</p>
1.13 0.2 FTE for AVID 9 course offering.	1.13 Implemented in position control	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>26 students enrolled in AVID 9.</p>
1.14 0.875 FTE Instructional Assistant	1.14 Did not hire	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Did not get any candidates then decided to eliminate the position.</p>
1.15 0.3125 Bilingual Instructional Assistant	1.15 Re-hired Instructional Assistant from 2016-2017	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Provides support in the ELD 1/2 classroom. Teacher indicates that that support is no longer needed.</p>
1.16 0.2 for Teacher on Special Assignment to assist in the implementation of Advisory, which provides intervention and enrichment for student.	1.16 Continued 0.2 position for the management of Advisory and Intervention.	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>It proved to be valuable to have one person focused on the development of Advisory topics, intervention groups, data review, and Advisory organization and student selection.</p>

<p>1.17 0.2 for Teacher on Special Assignment for EL Coordinator position</p>	<p>1.17 Continued 0.2 TOSA for EL and best instructional practice support</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>This has proven to be an ineffective tool for our community of EL teachers and for EL compliance effectiveness.</p>
<p>1.18 0.2 for Teacher on Special Assignment to assist in the implementation of VAPA pathway and program development.</p>	<p>1.18 Implemented 0.2 TOSA to help develop VAPA pathways.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Still in progress finalizing the "pathway" for VAPA. Looked into changing the titles of some classes to more align with a true pathway, while also looking at changing courses of study to allow for the progression of skill.</p>
<p>1.19 0.2 for Teacher on Special Assignment for AVID Coordinator position</p>	<p>1.19 Implemented 0.2 position for the management of AVID.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>CHS was confirmed an AVID school.</p>
<p>1.20 Fund Department budgets to ensure teachers have access to supplies, curriculum and materials.</p>	<p>1.20 Provide department budgets that reflects needs.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Allocated the following: Art - \$4500; Ceramics - \$3000; Photo - \$5000; English - \$3000; Drama - \$1000; World Language - \$1200; Math - \$3000; Instrumental Music - \$3000; PE - \$3000; Science - \$8000; Social Science - \$1800; SPED - \$3000; Vocal Music - \$2000; Wood Shop - \$1000;</p>

Annual Evaluation Goal 2:	Parents, family, and community will be informed, engaged and empowered as partners with Concord High to support student learning.		Related State and/or Local Priorities:	
			<input checked="" type="checkbox"/> Basic	<input checked="" type="checkbox"/> Parental Involvement
			<input checked="" type="checkbox"/> Pupil Achievement	<input checked="" type="checkbox"/> Pupil Engagement
			<input checked="" type="checkbox"/> School Climate	<input checked="" type="checkbox"/> Course Access
			Related LCAP Goals:	
			<input checked="" type="checkbox"/> MDUSD LCAP Goal 3	
Goal Applies to:	Grade/Department/Other:	9-12/All Departments		
	Applicable Pupil Subgroups:	All Students		
Expected Annual Measurable Outcomes:	100% of communication sent home will be translated in Spanish. All meetings will provide Spanish translation services for parents through the use of translation devices. School will provide 2-3 opportunities per year for parents to get training/information on Naviance and Homelink.		Actual Annual Measurable Outcomes:	75% of communication sent home was translated in Spanish. Access to translation at the time of messaging was challenging at times. All meetings provided translation services, although no parents/community members took advantage of the service. School provided 1 opportunity for parents to get trained on Homelink/Naviance. 15 parents attended.
After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	We will continue to strive for 100% of communication sent home in Spanish as well as providing translation services for all community meetings. We have not had successful turnouts for parent event nights, so we will continue to develop strategies to implement that will help our parents be informed and/or trained on the tools we have to help them monitor and support their children, while also feeling engaged in the school.			
SPSA Year: 2017-18				
Planned Actions/Services		Actual Actions/Services		
		Actual Actions	Evaluation	
2.1 Provide parent training for Homelink and Naviance and how to effectively communicate with teachers and school.		2.1 Provided one Homelink training night in conjunction with Back to School Night.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? 15 parents attended Homelink training. Need to find more effective ways to get information to parents for Homelink and Naviance.	

<p>2.2 Increase parent participation in ELAC</p>	<p>2.2 Initially we had an increase in participation, but it declined rapidly to no attenders.</p>	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We have struggled with generating a strong ELAC group for years.</p>
<p>2.3 Effective use of marquee and other communication methods to keep parents informed and involved.</p>	<p>2.3 Established one primary classified office member to maintain the marquee and other website. 3 staff members have access to the Concord High Twitter account to provide information and updates. School messenger and Remind is used regularly to keep parents informed. Also implemented use of School messenger email option.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>521 individuals follow us on Remind and 702 individuals follow us on Twitter.</p>
<p>2.4 Provide support for students during Advisory, Enrichment and Intervention.</p>	<p>2.4 Materials were purchased for Advisory lessons, as well as Intervention and Enrichment opportunities where necessary.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>All materials were utilized and students were engaged in enrichment activities. Advisory attendance was positive.</p>
<p>2.5 Appropriate funds to support Link Crew</p>	<p>2.5 Link Crew was given 7500 to spend for training, support, materials and supplies, etc.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Link Crew was able to provide training for students and staff, buy unifying leader t-shirts, etc.</p>
<p>2.6 Provide appropriate supervision of school campus.</p>	<p>2.6 Replacement walkie talkies were purchased to replace worn and non-functional equipment. Extra supervision is utilized during lunch time and at other school events, such as football and basketball games, by paid teachers</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

	volunteers. The golf carts were not maintained and have had many issues.	Extra supervision has proven to be an added benefit to our events. Our walkie talkies need to be completely replaced, as the system is not functioning well. The golf carts are out of commission and need to be fixed/replaced.
2.7 Ensure students have access to varied and engaging courses.	2.7 Added 5 new course offerings: Advanced Guitar, Piano II, ASL II, AP Physics, Computer Integrated Manufacturing	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Student course card sign ups showed adequate numbers for a class to be opened/combined with another level.
2.8 Create a safe and informed school culture.	2.8 Use of Remind and Twitter to consistently get information to students/community. Regularly use appropriate communication tools to correlated with the nature of the situation. I.e. Student Walk Outs, False ID "Threat" against the school, etc.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? We feel our community has multiple avenues to be informed about our school, school safety, and information about what is going on here at CHS. We utilize as many mediums as possible to get our message out when needed.
2.9 All students have connections to school and improve attendance.	2.9 Held meetings in addition to SART and SARB to discuss attendance and performance in school. Used tardy sweeps as a tool to get students in class during the school day.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Attendance improved
2.10 Provide all school information in English and Spanish.	2.10 Provided about 75% of communication in Spanish and English. Attempted to provide translation support at school events, but so far no parents have utilized it.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? At times, access to translation options were limited. Need to better plan to make

		sure all information is accessible.
2.11 Continue contribution toward SRO (Student Resource Officer) to campus.	2.11 Funded SRO	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Students, parents and Administration regularly utilize the support of the SRO on campus.
2.12 Increase student attendance rate for chronically absent students by 10%. Promote positive school attendance for all students.	2.12 Met with students and parents, initiated home visits, referred students to SARB appropriately, sent letters/notification home.	Needs More Time to Evaluate Effectiveness What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Our chronically absent student rate stayed approximately the same.
2.13 School provides necessary learning materials and supplements for students with needs (i.e. pens, paper, printed papers, etc).	2.13 Purchased at request of individual teachers for students when needed. This was most regularly from SPED teachers. Made student connections with Foster and Homeless Youth Program for support when appropriate.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Teachers reported that basic supports help students.
2.14 Provide students, and their families, with before/after school access to technology.	2.14 Made attempt to have computer labs open before and after school. No one attended.	Not Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Sign up sheets indicated that this was not a resource that was of importance to the community.
2.15 Provide more support services for students and collaborate with community services and supports.	2.15 One school psychologist intern and one counseling intern were utilized this year from local support programs. Continued support from Mobile Health Van and community services from a consultation point of view. Fred Finch	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?

	<p>increased from 3 days to 4 days of support on campus.</p> <p>Support was provided by Youth Employment Service (YES) program for students on campus. Added Upward Bound program for students who are seeking post secondary support.</p>	<p>We had good supports in place for students. However, we always find that there are many more we could utilize.</p>
<p>2.16 Maintain visual appearance of school to create a safe and inviting space.</p>	<p>2.16 Front of school landscaping and safety options were updated/installed, as well as landscaping upgrades to the interior of campus. The College and Career Center was relocated to the Library building and the space was reinvented. The football, baseball, and softball fields were updated and an all weather track was installed. The gym received updates by the addition of a sound system, new painting on the floor and walls, and new bleachers. Benches were added in the quad for large performance based events.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Students, staff and community are proud of the new additions to our campus.</p>
<p>2.17 Provide materials and supplies for the Administration and Office to operate efficiently and effectively for the benefit of our community</p>	<p>2.17 Purchased materials as needed for office and administration.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Staff members were able to complete their work effectively when appropriate materials are accessible.</p>
<p>2.18 Fund Library and IMC school site needs</p>	<p>2.18 Purchased materials as needed for Library and IMC.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Staff members were able to complete their work effectively when appropriate materials are accessible.</p>

Annual Evaluation Goal 3:	All students will receive a high quality education in a safe and welcoming environment with equitable and high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career	Related State and/or Local Priorities:	
		<input checked="" type="checkbox"/> Basic	<input checked="" type="checkbox"/> Implementation of State Standards
		<input checked="" type="checkbox"/> Parental Involvement	<input checked="" type="checkbox"/> Pupil Achievement
		<input checked="" type="checkbox"/> Pupil Engagement	<input checked="" type="checkbox"/> School Climate
		<input checked="" type="checkbox"/> Course Access	
		Related LCAP Goals:	
		<input checked="" type="checkbox"/> MDUSD LCAP Goal 1	

Goal Applies to:	Grade/Department/Other: 9-12/All Departments
	Applicable Pupil Subgroups: All Students

Expected Annual Measurable Outcomes:	Increase the number of students completing the UC A-G requirements by 10%. 100% graduation rate. Increase the number of students going into post secondary programs/education by 20% Increase the number of students accessing the college and career center by 20%. Add course selections to the master schedule to meet varying needs/interests of the students.	Actual Annual Measurable Outcomes:	The number of students completing UC A-G requirements went down from 38.4% to 36.9%. Graduation rate for 2017 was 94.6%. We moved the College and Career Center to the Library building and more students were accessing the space. We did not collect numerical data, but it felt as if more students were accessing the space. We added a handful of course options for student interest: Piano, Guitar, ASL I, and Trans Tech I.
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After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?	Continue to have discussions with students about completing A-G requirements or working toward some post secondary educational opportunity. Continue to provide support/guidance for students who may be in danger of not graduating. Continue to evaluate student interest for engaging course offerings.
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SPSA Year: 2017-18

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
3.1 Promote rigorous coursework in all classes as well as increasing the opportunities for AP and advanced level classes.	3.1 Provided AP training and AVID training for teachers through outside workshop opportunities. Also, several AVID strategies were implemented in regular PD meetings throughout the year through the implementation of 7 "Super-minimum Days," where school was out even earlier than our regular early out day.	Effective What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness? Increased AVID and AP enrollment. Use of AVID strategies in the classroom.

<p>3.2 Continue to purchase Naviance software and support students in accessing the program</p>	<p>3.2 Purchased Naviance</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>All students have a Naviance account. Counselors meet with all 9th grade students to complete a 4 year plan. The College and Career Counselor regularly uses and refers students to Naviance. The Registrar can send transcripts through Naviance and the Common App is completed by Counselors through Naviance.</p>
<p>3.3 Provide training for counselors and administrators to gain knowledge around A-G requirements, other post secondary options and other areas of professional development.</p>	<p>3.3 Counselors and administrators are sent to UC and CSU A-G workshops and conferences as requested or needed, as well as other appropriate workshops to inform them of post secondary options.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Counselor knowledge of college entrance requirements, testing requirements, etc has increased. They report their confidence and knowledge to be strong.</p>
<p>3.4 Implement benchmark assessments across the core subject areas to determine success of program and students.</p>	<p>3.4 Most departments have developed common assessments and evaluate in PLC meetings throughout the year.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Some departments (English, Math and Science) utilize common assessments to check on standard progress. It would be helpful if these guided intervention opportunities for students that departments can develop.</p>
<p>3.5 Investigate adding additional zero period course options to create more opportunities for students with scheduling challenges.</p>	<p>3.5 Attempted to incorporate a zero period Geometry class. Added an additional zero period Cyber High.</p>	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

		<p>Students in Geometry (generally 10th graders), were not able to make it to zero period consistently. The Cyber High was added based on a vote of the waiting list students. Most students wanted zero period instead of 5th or 6th. It may be better to try an older group of students that are able to get to school on their own easier.</p>
<p>3.6 Continue to improve our systematic intervention by building a system that works for our students and staff through RTI and Restorative Practices</p>	<p>3.6 Departments develop their own intervention systems that meet their department needs.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>The English department developed a Writing Center and the Math department conducted some content wide math support. The Academy built their own internal intervention system with Academy students. All departments were required to submit an Intervention Plan.</p>
<p>3.7 Provide guest speakers, more enrichment, strategic intervention, and peer tutoring during Advisory</p>	<p>3.7 Implemented a Speakers Series with outside guest speakers for students to attend during Advisory. Implemented 5 "fun Fridays," where students were able to participate in an enrichment during Advisory on Fridays.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>This is an on-going work in progress to create a system that supports struggling students and students who are seeking support from their teachers and/or peers.</p>
<p>3.8 Support guidance counselor program by supporting the implementation of group sessions, support networks, etc.</p>	<p>3.8 Completed the "Counselor Center," making the space an inviting and collaborative space. Counselors held group sessions with students. Counselors met with other support providers to determine best level of support for students in need.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Students are regularly and consistently seeking out support from their counselors. Counselors are also regularly sharing</p>

		student concerns with Administration and School Psychologist for brainstorming of how to best support.
3.9 Provide support for AVID program to promote college readiness.	3.9 Provided a budget for AVID. Provided supported time for teachers to collaborate throughout the year.	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Students reported enjoying the field trips to the various colleges. 4 field trips were taken in this first year. AVID Site team met once a month during the common prep and had 2 half day retreats and 2 full day retreats to work on the CCS and evidence collection.</p>
3.10 Fund Turnitin.com for staff to use to help improve student writing skills	3.10 Funded Turnitin.com	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>All English teachers utilized program. May re-evaluate the need for school-wide access.</p>
3.11 Advocate for more classroom space as elective, pathway, and course offerings increase.	3.11 Requested the return of the buildings/classrooms occupied by Summit High School.	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>We did not re-acquire the classrooms occupied by Summit. We currently have 2 portable classrooms on campus.</p>

Section 1: Stakeholder Engagement

Annual Evaluation Involvement Process 2018-2019 SPSA	Annual Evaluation Impact on SPSA 2018-2019
<p>The staff was involved at several levels for input and guidance on the actions of the plan. This included Department and Program leaders across the site, as well as other members of the Administrative staff. The goals for Concord High remain the same, as they are the goals of the Mt Diablo Unified School District, and emulate the real and ideal goals of any high school.</p> <p>Students were involved regularly in the process, as they are part of Site Council. Their input is critical and we regularly include their voice in the decisions we make. Our weekly Administrative Team Meetings begin with a report from our Student Leadership President. This information guides our decisions and often we ask for input or to gather input on specific topics. We also regularly visit the Leadership class and solicit ideas from students on their needs, both academically and culturally.</p> <p>We plan on conducting some student focus group panels to gather information on new programs and initiatives on campus, such as our Advisory and Intervention. We also would like to gather information from students on their ability to access technology, both at home and at school.</p> <p>The LCAP (Local Control and Accountability Plan) was reviewed in several Site Council meetings for explanation, input and approval. The LCAP At a Glance was reviewed with the Site Council to inform the group on the district and school objectives and how the LCAP will guide all decisions. The Site Council was grateful for the user friendly format and for the plans "common sense" presentation.</p> <p>The LCAP was reviewed with the Staff as a whole. The draft of the Concord High LCAP At a Glance was shared and input was gathered on how we are meeting our goals. Other suggestions were given and requested for programmatic support, such as Link Crew and professional development in regards to Advisory.</p> <p>The LCAP was reviewed with the Parent Faculty Council and the community, by both the Principal at parent information nights and is scheduled to be reviewed by the Superintendent through a Community Meeting that will be held at CHS in the Spring. The LCAP is also posted on our school website for access by all.</p>	<p>The format of LCAP was reviewed again with the Site Council, as there were several new members this year. It is critical that the members understand the format, so they can make informed decisions and recommendations to the school.</p> <p>Staff ideas regularly guide the plan by providing input and ideas around actions through day to day conversation and meetings. Some suggestions were made regarding expenditures and actions and modifications were made as a result. Many ideas for this year originated through our WASC process from last year. Areas of growth were embedded into the plan through action.</p> <p>Parent Faculty Council provided input on expenditures and actions. They volunteered to support some expenditures, as they are committed to partnering for school/teacher based actions.</p> <p>We hope the focus group meetings will guide future conversations around spending decisions.</p> <p>The Leadership team reflected on all the suggestions and ideas presented by staff, Site Council, students and parents and made changes where appropriate.</p>

Comprehensive Needs Assessment Components (Title I)

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

Data Analysis

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

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).

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

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

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

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

14. Research-based educational practices to raise student achievement

Parental Involvement

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

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

Funding

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

18. Fiscal support (EPC)

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

College and Career					
California State Standards (CCSS) <i>Goal 1.1-1.5, 1.17, 1.22-1.23</i>	Interventions <i>Goal 1.6, 1.13-1.16</i>	Access to College and Career <i>Goal 1.12, 1.18, 1.19</i>	Access and Integration of Technology <i>Goal 1.7</i>	Arts and athletics <i>Goal 1.20, 1.21</i>	Positive and supportive learning environment <i>Goal 1.8-1.11</i>
Professional Learning					
Professional development, coaching and support <i>Goal 2.1, 2.3-2.5, 2.11</i>	Teacher collaboration <i>Goal 2.2</i>	Leadership coaching and support <i>Goal 2.6</i>	Professional development focused on special populations <i>Goal 2.7-2.10</i>		
Parent/Family & Community Engagement					
Expand outreach to parents/guardians <i>Goal 3.1, 3.3, 3.5</i>	Increase engagement in advisory groups <i>Goal 3.2</i>	Increase parent/ family education opportunities <i>Goal 3.4</i>	Outreach to special populations <i>Goal 3.6-3.8</i>		

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

State Indicators:	3 rd -8 th grade ELA & Math	College & Career*	Graduation rate	Chronic Absenteeism	Suspension	Reclassification
Local Indicators:	1 st & 3 rd grade literacy	Algebra pass rates	9 th grade credits	Climate surveys	Advisory meeting attendance	
* May includes A-G eligibility, pathway completion, 11 th grade EAP results ELA & math. Specifics TBD						

Mt. Diablo Unified - Contra Costa County

Enrollment: 31,580 Socioeconomically Disadvantaged: 44.6% English Learners: 23.1%
 Foster Youth: 0.4% Grade Span: K-Adult Charter School: No

Dashboard Release:
 Fall 2017

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

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

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

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

Performance Levels:

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

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

Section 2: Goals, Actions, Expenditures

Goal 1:	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.		Related State and/or Local Priorities:	
			<input checked="" type="checkbox"/> Basic	
			<input checked="" type="checkbox"/> Implementation of State Standards	
			<input checked="" type="checkbox"/> Pupil Achievement	
			<input checked="" type="checkbox"/> Pupil Engagement	
			<input checked="" type="checkbox"/> School Climate	
			<input checked="" type="checkbox"/> Course Access	
			Related LCAP Goals:	
			<input checked="" type="checkbox"/> MDUSD LCAP Goal 2	
Identified Need:	Need to increase rigor and instructional quality and strengthening academics through more course options. Increase number of students taking a variety of classes, such as VAPA, CTE, AP and other elective options to prepare them for post high school opportunities. Increase the number of students completing the UC A-G requirements by 10%. Teachers, administrators and counselors need to regularly encourage students to challenge themselves through rigorous course selections.			
Goal Applies to:	Grade/Department/Other:	9-12/All Departments		
	Applicable Pupil Subgroups:	All Students		
SPSA Year: 2018-19				
Expected Annual Measurable Outcomes:	We will continue to provide formal training opportunities for staff in AVID strategies, Common Core, Next Generation Science Standards, SDAIE strategies, AP, CTE and other best practice models for classroom instruction. Staff will also be provided more opportunities to collaborate on campus with their colleagues to build strong Professional Learning Communities and Intervention opportunities through Advisory. Staff will work to strengthen targeted intervention to reduce the number of Ds and Fs and to increase the number of students who are college and/or career ready.			
Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1 Ensure all programs on campus have access to curriculum and support materials that are rigorous and appropriate.	X All Students X Other Subgroups: (Specify) SPED	Ensuring all students have textbooks and support workbooks necessary for classes. Purchase appropriate curriculum for SPED classes as needed. Provide support to Science classes that are transitioning to NGSS and Math. Advocate for adoption of new World Language textbooks and participate in the adoption process, especially ASL.	Targeted Supplemental (0930) Targeted Supplemental (0930) Base (0301, 0701, 0801)	1000 1000 2000 0
1.2 Pilot 2 new elective courses.	X All Students	Add courses to the offerings for		0

		students.		
1.3 Assure administration hires appropriately credentialed teachers.	X All Students	Continue to hire appropriately credentialed teachers.		0
		Continue to hire highly qualified teachers.		0
1.4 Provide staff with AVID, AP, Common Core, NGSS, SDAIE and/or other trainings/professional development opportunities.	X All Students	AVID training	Targeted Supplemental (0930)	10000
		AP training	Targeted Supplemental (0930)	3000
		NGSS training		0
		Support teachers in attending MDUSD supported trainings.		0
		Provide support for teacher initiated requests for training/workshop/professional development.	Targeted Supplemental (0930)	1000
1.5 Provide common preps and collaboration time when appropriate, particularly for new teachers for support.	X All Students	AVID Site Team common prep time		0
		Academy teacher common prep time		0
		Provide collaboration time for teachers and/or staff.		0
		Provide ample opportunities for teachers to build/strengthen their Professional Learning Communities	Base (0301, 0701, 0801)	2000
		Provide ample opportunities for teachers to assess learning results and review data collaboratively		0
1.6 Add 2 additional AP courses to master schedule.	X All Students	Provide more opportunities to students to take AP courses.		0
1.7 EL (English Learner) specific training	X English Learners	Provide targeted support and training for teachers to implement SDAIE (Specifically Designed Academic Instruction in English) strategies.	Targeted Supplemental (0930)	1500
		Provide targeted support and training for ELD teachers.	Targeted Supplemental (0930)	1000
1.8 Provide SDAIE related materials for EL students.	X English Learners	Purchasing SDAIE materials for teachers to use in the classroom.	Targeted Supplemental (0930)	1000

1.9 Provide on-going support and training for teachers in the 504 and IEP implementation in the classroom.	X Other Subgroups: (Specify) SPED Students	Implement training sessions throughout the year to help teachers understand accommodations and IEP and 504 law. Provide support for teachers to make learning accessible for students with IEP and 504 plans.		0 0
1.10 0.3125 FTE for Bilingual Instructional Assistant	X English Learners X Redesignated Fluent English Proficient	Fund Bilingual Instructional Assistant to help support ELD 1/2 students. Site LCFF Funded.	Targeted Supplemental Carryover (0930)	9500
1.11 0.4 FTE for history course offerings	X All Students	Fund one World History and one US Govt course	Targeted Supplemental (0930)	26454
1.12 0.2 FTE for ELD 3/4 course offering	X English Learners	Fund ELD 3/4 class for students designated as needed support. Site LCFF Funded	Targeted Supplemental (0930)	16503
1.13 0.2 FTE for Sheltered English 1 course offering	X English Learners X Redesignated Fluent English Proficient	Fund Sheltered English 1 class for students designated as needed support. Site LCFF Funded	Targeted Supplemental (0930)	15093
1.14 0.2 FTE for Sheltered English 2 course offering	X English Learners X Redesignated Fluent English Proficient	Fund Sheltered English 2 class for students designated as needed support. Site LCFF funded.	Targeted Supplemental Carryover (0930)	15093
1.15 0.2 for Teacher on Special Assignment EL Coordinator position.	X English Learners X Redesignated Fluent English Proficient	Fund EL Coordinator position. Site LCFF funded	Targeted Supplemental (0930)	17780
1.16 0.2 for Teacher on Special Assignment to assist in the implementation of Advisory, which provides intervention and enrichment for student.	X All Students	District LCFF Funded		0
1.17 0.4 for Teacher on Special Assignment for School Culture Director position.	X All Students	District LCFF funded		0
1.18 0.2 for Teacher on Special Assignment for AVID Coordinator position.	X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) AVID students 9 - 12	District LCFF funded		0

1.19 Fund Department budgets to ensure teachers have access to supplies, curriculum and materials.	X All Students	Fund department budgets	Base (0301, 0701, 0801) 43400
1.20	X All Students		

Goal 2:	Parents, family, and community will be informed, engaged and empowered as partners with Concord High to support student learning.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access Related LCAP Goals: <input checked="" type="checkbox"/> MDUSD LCAP Goal 3		
Identified Need:	There is a great need to increase parent and family involvement at all levels of school involvement, particularly in the Spanish speaking community. Students and faculty have expressed that many parents are "under-engaged," do not know how to access school resources, or are hesitant/afraid to do so. There is also need for more effective communication with parents and families through a variety of mediums. Attendance at school related functions is historically low.			
Goal Applies to:	Grade/Department/Other:	9-12/All Departments		
	Applicable Pupil Subgroups:	All Students		
SPSA Year: 2018-19				
Expected Annual Measurable Outcomes:	Goal of 100% of communication sent home will be translated in Spanish. All meetings will provide Spanish translation services for parents through the use of translation devices. School will provide 2-3 opportunities per year for parents to get training/information on Naviance and Homelink.			
	Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source Amount
2.1 Provide parent training for Homelink and Naviance and how to effectively communicate with teachers and school.	X All Students	Hold Parent Information Night events to help parents register and use Homelink and Naviance. Include Homelink training at varied points throughout the school year.	0 0	
2.2 Increase parent participation in ELAC	X All Students	Improve parent outreach efforts to get parents connected/involved in ELAC on a regular basis	0	
2.3 Effective use of marquee and other communication methods to keep parents informed and involved.	X All Students	Update marquee regularly and ensure all important information is displayed adequately.	0	

		Maintain a user-friendly and information rich website to keep parents informed.		0
		Explore other communication methods to reach a wide variety of parents.		0
		Utilize many means of communication to disseminate information.		0
2.4 Provide support for students during Advisory, Enrichment and Intervention.	X All Students	Give staff time to work on identifying students they are concerned about and to communicate with one another.		0
		Provide support opportunities and materials for students during Advisory.	Base (0301, 0701, 0801)	2000
2.5 Appropriate funds to support Link Crew	X All Students	Allocate monies to support the Link Crew program.	Base (0301, 0701, 0801)	2300
		Stipend for additional Link Crew Program Coordinator	Base (0301, 0701, 0801)	700
2.6 Provide appropriate supervision of school campus.	X All Students	Implement systems that support positive campus supervisor/student interactions.		0
		Provide funding for classified and/or certificated staff to supervise campus and/or activities events.	Targeted Supplemental (0930)	4690
		Provide sufficient equipment for communication, i.e. walkie talkies, earpieces, etc.	Targeted Supplemental (0930)	3000
		Provide sufficient equipment for communication, i.e. walkie talkies, earpieces, etc.	Base (0301, 0701, 0801)	2000
		Provide funding for Concord PD to supervise home football games.	Base Carryover (0301/0701/0801)	12425
2.7 Ensure students have access to varied and engaging courses.	X All Students	Explore other course options through pilot courses and professional development.		0
		Encourage teachers to offer new courses for students to take.		0
		Provide appropriate course offerings to meet the needs of students.		0
2.8 Create a safe and informed school culture.	X All Students	Update signage on campus.	Targeted Supplemental	1000

			(0930)	
		Add supplies to emergency backpacks.	Targeted Supplemental (0930)	1000
		Provide support for full implementation of school safety plan.		0
		Add information centers strategically placed around campus.	Targeted Supplemental (0930)	2000
		Update signage on new fields.	Base (0301, 0701, 0801)	1000
2.9 All students have connections to school and improve attendance.	X All Students	Inform parents and students of the impact of low attendance.		0
		Review attendance procedures and modify accordingly to address changing patterns.		0
		Provide incentives for students for good attendance, such as attendance certificates and schoolwide acknowledgement.	Targeted Supplemental (0930)	500
		Monitor students at risk and refer to support services, hold parent meetings, attempt home visits, etc.	Targeted Supplemental (0930)	1000
2.10 Provide all school information in English and Spanish.	X English Learners X Redesignated Fluent English Proficient	Request translation services when necessary.	Targeted Supplemental (0930)	500
		Time to translate documents and correspondence.	Targeted Supplemental (0930)	500
2.11 Continue contribution toward SRO (Student Resource Officer) to campus.	X All Students	Continue SRO position on campus	Targeted Supplemental (0930)	45000
2.12 Increase student attendance rate for chronically absent students by 10%. Promote positive school attendance for all students.	X All Students	Parent/caretaker outreach through SRO, CWA, counselors and school administration.		0
		Provide incentives for students to attend school, such as attendance awards and other rewards.	Targeted Supplemental (0930)	500
2.13 School provides necessary learning materials and supplements for students with needs (i.e. pens, paper, printed papers, etc).	X Low Income Pupils X Foster Youth X Other Subgroups: (Specify) Homeless youth	Provide materials to students in need through HOPE, Foster Youth Services and donations.	Targeted Supplemental (0930)	500

2.14 Provide more support services for students and collaborate with community services and supports.	X All Students	Increase communication with Contra Costa County Youth Services and other support services outside of the district.	0
		Collaborate with mobile health van services.	0
		Partner with counseling centers and programs to provide services to students, i.e. Fred Finch, RCC (Rainbow Community Center), etc	0
		Implement programs to support student mental health and wellness.	Base Carryover (0301/0701/0801) 3200
2.15 Maintain visual appearance of school to create a safe and inviting space.	X All Students	Maintain landscaping	0
		Keep campus clean and free of garbage and debris.	0
		Repair broken lights, water fountains, bathroom fixtures, etc.	0
		Re-stripe parking lot	0
2.16 Provide materials and supplies for the Administration and Office to operate efficiently and effectively for the benefit of our community	X All Students	Purchase appropriate office materials and supplies, including furniture and equipment.	Base (0301, 0701, 0801) 12500
		Print shop projects	Base (0301, 0701, 0801) 2000
		Postage	Base (0301, 0701, 0801) 900
		Equipment rentals or lease	Base (0301, 0701, 0801) 500
2.17 Fund Library and IMC school site needs	X All Students	Purchase books and supplies for the Library	Base (0301, 0701, 0801) 6195
		Fund needs of the IMC	Base (0301, 0701, 0801) 10000

Goal 3:	All students will receive a high quality education in a safe and welcoming environment with equitable and high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.	Related State and/or Local Priorities:
		<input checked="" type="checkbox"/> Basic
		<input checked="" type="checkbox"/> Pupil Achievement
		<input checked="" type="checkbox"/> Pupil Engagement
		<input checked="" type="checkbox"/> School Climate
		<input checked="" type="checkbox"/> Course Access
		Related LCAP Goals:
		<input checked="" type="checkbox"/> MDUSD LCAP Goal 2

Identified Need: Need to increase the number of students who are A-G ready upon graduation of high school. Need to promote CTE opportunities on campus as viable options for preparation beyond high school, both in career and college. Need to increase rigor and instructional quality and strengthening academics through more course options. Increase number of students taking a variety of classes, such as VAPA, CTE, AP and other elective options to prepare them for post high school opportunities. Teachers, administrators and counselors need to regularly encourage students to challenge themselves through rigorous course selections. Need to ensure students and parents have access to support systems for college preparedness through Naviance and College and Career Center support.

Goal Applies to: Grade/Department/Other: 9-12/All Departments
 Applicable Pupil Subgroups: All Students

SPSA Year: 2018-19

Expected Annual Measurable Outcomes: Increase the number of students completing the UC A-G requirements by 10%. 100% graduation rate. Increase the number of students going into post secondary programs/education by 20% Increase the number of students accessing the college and career center by 20%. Add course selections to the master schedule to meet varying needs/interests of the students.

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Promote rigorous coursework in all classes as well as increasing the opportunities for AP and advanced level classes.	X All Students	Offer more AP course selections.		0
		Provide appropriate trainings to teachers in how to implement more rigor in their classrooms.		0
		Provide materials and curriculum to support a rigorous classroom environment.	Targeted Supplemental (0930)	2000
3.2 Continue to purchase Naviance software and support students in accessing the program	X All Students	Purchase subscriptions for all students for Naviance.	Targeted Supplemental (0930)	7000
		Provide training for students on the various aspects of the program.		0
		Build 4 year plans with all 9th grade students		0

3.3 Provide training for counselors and administrators to gain knowledge around A-G requirements, other post secondary options and other areas of professional development.	X All Students	Fund attendance at UC and CSU Counselor conferences and other professional development opportunities to support students progress and goal setting.	Targeted Supplemental (0930)	6000
3.4 Implement benchmark assessments across the core subject areas to determine success of program and students.	X All Students	Provide time for teachers to collaborate and develop assessments and to review the results.		0
3.5 Investigate adding additional zero period course options to create more opportunities for students with scheduling challenges.	X All Students	Survey teachers to determine who is interested in teaching zero period courses. Determine scheduling challenges for students and explore course options for zero period. Include interest box for zero period as an option on course card		0 0 0
3.6 Continue to improve our systematic intervention by building a system that works for our students and staff through RTI and Restorative Practices	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Provide staff with training in RTI (Response to Intervention) and Restorative Justice Provide First Days of School Speaker Provide speaker for Leadership Exchange	Targeted Supplemental (0930) Targeted Supplemental (0930)	0 3500 1500
3.7 Provide guest speakers, more enrichment, strategic intervention, and peer tutoring during Advisory	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Guest speakers for Advisory Provide enrichment classes for Advisory		0 0
3.8 Support guidance counselor program by supporting the implementation of group sessions, support networks, etc.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient X Other Subgroups: (Specify) SpEd	Provide professional development for counselors as needed.		0

3.9 Provide support for AVID program to promote college readiness.	X Other Subgroups: (Specify) AVID Program students	Fund field trips Provide time for professional development and collaboration.	Base (0301, 0701, 0801)	2000 0
3.10 Fund Turnitin.com for staff to use to help improve student writing skills	X All Students	Site License	Targeted Supplemental (0930)	8000
3.11 Advocate for more classroom space as elective, pathway, and course offerings increase.	X All Students	Develop plan for space that is occupied by Summit.		0
3.12 Bring science rooms/equipment to NGSS standards.	X All Students	Modernize all Science classrooms in the 600 wing to be NGSS compliant and ready for students.		0
3.13 Provide hardware, software, and physical space for technology needs.	X All Students	Purchasing hardware, software, and other necessary technological materials for programs as needed. Purchase charging stations for classrooms and/or campus Purchase Chromebooks for the Library - College and Career Readiness Grant Purchase Chromebooks for the AVID program - College and Career Readiness Grant Install proper electrical and internet wiring to install 17 computers in Art room.	Targeted Supplemental (0930) Targeted Supplemental (0930) Base Carryover (0301/0701/0801)	1500 500 15000
3.14 Provide opportunities for all students to engage in the college search process.	X All Students	Fund college field trips - College and Career Readiness Grant Find ways to advertise College options and information throughout campus.		0
3.15 Paint and update lockers (carry-over goal from 2016-2017 and 2017-2018)	X All Students	Repair and paint lockers	Targeted Supplemental Carryover (0930)	52313

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Base (0301, 0701, 0801)	89495.00	0.00
Targeted Supplemental (0930)	185520.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Base (0301, 0701, 0801)	89,495.00
Base Carryover (0301/0701/0801)	30,625.00
Targeted Supplemental (0930)	185,520.00
Targeted Supplemental Carryover (0930)	76,906.00

Section 4: Centralized Services for Goals and Progress Indicators

Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
10. Complete and submit district applications.
11. Conduct compliance reviews.
12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.
13. Coordinate revision, amendments and correspondence with the California Department of Education.
14. Acquire materials for district-wide use.
15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
16. Compare and align district curriculum with State standards and benchmarks.
17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
18. Coordinate District Advisory Committees.
19. District wide assessment and supplemental services for English learner students.
20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.
23. Provides Technical Assistance to Title I schools.

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

Section 4: Common Pages

School Site Council (SSC) Membership

School: Concord High School

Year: 2018-19

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

Schoolsite Council
Elementary

(1)	(4)	(1)
Principal	Teachers	Other school staff
(3)		(3)
Parents and other community members		Students

Schoolsite Council
Secondary

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

Schoolsite Advisory Council
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Rianne Pfaltzgraff	X				X					
Julian Urmson	X					X				
Maxwell Cazanov	X					X				
Brad Roy	X					X				
Allison Faghih	X					X				
Sheila Bergum	X						X			
Jen Rush	X	X								
Tish Snyder	X	X		X						
Qanta Shah	X	X		X						
Haley Meyer	X			X					X	
Aketzali Perez	X			X					X	
Anthony Lam	X			X					X	
Numbers of members	12	3	0	6	1	4	1		3	

Section 4: Common Pages

English Learner Advisory Committee

School: Concord High School

Year: 2018-19

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

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

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

ELAC Membership:

a. Principal/ Principal's Administrative designee:

Heather Veasley

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

1. Mayra Albarracen
2. Rosario Morales
3. Maria Elena Contreras
4. Benita Ortiz
5. TBD

c. Two Staff members, elected by staff:

1. Lisa Cattrone
2. Cynthia Pulido

Section 4: Common Pages

School: Concord High School

**Schoolsite Councils/Committees
Assurances & Recommendations**

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

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

This School Plan for Student Achievement is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

The Schoolsite Council adopted the School Plan for Student Achievement on		<u>11/6/2018</u>
		Council Approval Date
		
Aketzali Perez		<u>11/7/2018</u>
Typed name of chairperson	Signature	Date

If Applicable		
English Learner Advisory Committee reviewed the SPSA on		
		Council Approval Date
Typed name of chairperson	Signature	Date

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

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

Rianne Pfaltzgraff



11/7/2018

Typed name of Principal

Signature

Date