

Single Plan for Student Achievement

LEA: Mt. Diablo Unified School District

School: Diablo Community Day School

CDS 07-61754-0730655

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SPSA Year: 2015-2018

X The school certifies completion of this plan.

School Site Council Approval: December 16, 2015

Approved by MDUSD Board of Education:

Introduction

The MDUSD Single 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: Stakeholder Engagement

Annual Update Involvement Process	Annual Update Impact on SPSA
<p>Involvement Process 2014-2015 SPSA</p> <p>Scheduled, sent invites, and posted information on line regarding opportunities for parent/community involvement (SSC meetings, Back to School Night, Awards Assemblies, Parent Conferences, and Open House)</p> <p>Parent surveys were distributed</p> <p>Involved students in discussion regarding Single Plan for Student Achievement</p> <p>Used MDUSD LCAP goals as guidelines when considering our goals and actions</p>	<p>Impact on 2014-2015 SPSA</p> <p>Suggested parent concerns/needs/ideas were considered and/or added when developing the Single Plan</p> <p>Suggested parent concerns/needs/ideas were considered and/or added when developing the Single Plan</p> <p>Student input was limited</p> <p>Our goals and actions are inline with MDUSD goals however they are modified to serve the diverse needs of our student population</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 Single Plan and the information that analysis provided.

We used the following data throughout the school year to assess student achievement, determine who needs interventions and develop our Single Plan goals: student attendance, work samples, quarter grades, CST, CELDT and CAHSEE scores.

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).

During the school year we used survey information from parents, teachers, and student representatives

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)

Through use of previous standardized assessments and current curriculum embedded assessments teachers modify and differentiate instruction for numerous students to improve student achievement. A significant number of students are demonstrating academic achievement and meeting the performance goals of our school program. Unfortunately some are not meeting performance goals for their current grade level.

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

Teachers use curriculum-embedded assessments to modify and differentiate instruction in an attempt improve student achievement. A significant number of students are demonstrating academic achievement and meeting the performance goals of our school program. Unfortunately some are not meeting performance goals for their current grade level.

Staffing and Professional Development

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

With the support of our Personnel Office, we have determined that all of our teachers have met the requirements for being highly qualified.

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

We have sufficient credentialed teachers and, with the support of the School Support division, they have access to sufficient PD.

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

Staff development is planned in the fall and revised mid-year to allow discussions/activities on content standards, opportunities to assess student performance and discuss staff concerns/needs. We spend a considerable amount of time discussing how to manage/improve student behavior and academic achievement. A significant number of students are demonstrating academic achievement and meeting the performance goals of our school program. Unfortunately some are not meeting performance goals for their current grade level.

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

Teachers get instructional assistance and support from job-alike alternative education teachers during monthly PLC meetings. All three teachers get support from content experts at monthly Department Chair meetings. The Administrator does provide trainings and support also. A significant number of students are demonstrating academic achievement and meeting the performance goals of our school program. Unfortunately some are not meeting performance goals for their current grade level.

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

Teachers collaborate with each other onsite at least once a month during a Wednesday meeting. Teachers also have an opportunity for collaboration with job-alike alternative education teachers during monthly PLC meetings.

Teaching and Learning

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

Teachers align curriculum, instruction and materials to content performance standards. The challenge for teachers is to plan lessons with differentiation and accommodations for all lessons, for all of the classes they teach.

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

Our bell schedule adheres to the recommended instructional minutes for reading/language arts and mathematics. Unfortunately, a large number of students are not demonstrating that they are meeting performance goals for their grade level. A significant number of students are demonstrating academic achievement and meeting the performance goals of our school program. Unfortunately some are not meeting performance goals for their current grade level.

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

Due to our limited staff of 2.6 teachers, our master schedule only allows intervention time reading.

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

We do have access to standards-based instructional materials for all students .

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)

We do have access to SBE adopted and standards aligned instructional materials. We do offer standards-aligned core courses.

Opportunity and Equal Educational Access

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

Teachers modify, differentiate, and provide individual and group support from the Resource Teacher, and Special Education Assistant to enable underperforming students opportunities to meet the standards. A significant number of students are demonstrating academic achievement and meeting the performance goals of our school program. Unfortunately some are not meeting performance goals for their current grade level.

14. Research-based educational practices to raise student achievement

For the 2013-2015 school year, MDUSD provided schools with ongoing professional development based on the research based practices of Robert Marzano. The Administrator and Resource Teacher attended the trainings and continue to share best practices with the other teachers. Teachers work to modify lessons/activities for the diverse populations we serve. A significant number of students are demonstrating academic achievement and meeting the performance goals of our school program. Unfortunately some are not meeting performance goals for their current grade level.

Parental Involvement

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

There are limited resources from families, district and school community to assist our under-achieving students. We have a small student population who struggle with drug use/addiction, anger management and other behavior issues and we believe the students need on site support daily to support their intense emotional needs. Unfortunately, a large number of students are not demonstrating that they are meeting performance goals for their grade level.

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)

Our school district handles the planning, implementation and evaluation of ConApp programs.

Funding

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

Previous programs funded by categorical funding are now provided by the Local Control Funding Formula. We used funds from our LCFF to pay for staffing, parent resource person, and school/classroom supplies needed to support student academic achievement. Unfortunately, a large number of students are still struggling with behavior management and it is impeding their learning. We desperately need a counselor/mental health advisor on site daily.

18. Fiscal support (EPC)

With the exception of staffing, we do receive sufficient fiscal support. Employees in the fiscal office are helpful, flexible and very supportive.

Section 1: School Quality Snapshot

Section 2: Goals, Actions, Expenditures, and Progress Indicators

GOAL 1:	To provide all students with a quality educational experience based on Common Core standards, with access to technology in the classroom to support learning activities, demonstrate academic achievement and earn credits toward requirements to earn a high school diploma, and have access to college and career opportunities.					Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 7 X Course Access Local (Specify): Title I Schoolwide	
Identified Need :	Based on student work samples, data from academic achievement on report cards and CAHSEE scores, we are concerned that not all students are engaging in all learning activities and demonstrating improved academic achievement that will help students meet all graduation requirements.						
Goal Applies to:	Grade/Department/Other: All Applicable Pupil Subgroups: All, English Language Learners, Low Income, and Foster Youth						
SPSA Year : 2015-2016							
Expected Annual Measurable Outcomes:	At least 80% of students will improve their academic achievement and have a 2.0 GPA after being in the Diablo Day program for 2 grade marking periods.						
Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount	
1.1 Provide students with access to a weekly work experience class/workability	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Work experience class is held on campus, once a week, and provided by District Office					
1.2 Hire a part-time math teacher to improve academic achievement in math and reduce class sizes throughout the school day.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Teacher will work 2 periods a day, daily	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10	Targeted Supplemental Intentional Carryover (0930)	51,860.00	
1.3 Provide students with academic interventions as needed/requested by the students during the school day	X All Students X Low Income Pupils	Provide hourly pay for teachers or classified staff to	1000 - 1999 Certificated Personnel	10	Targeted Supplemental (0930)	2,500.00	

	<p>X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>provide students with academic support to students after their regular work day is over</p>	<p>Salaries (Includes 3000-3999 Benefits)</p> <p>2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)</p>	10	Targeted Supplemental (0930)	2,500.00
1.4 Provide all students, especially ELs, with support in the classroom	<p>X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>Purchase additional computers for student use.</p>	<p>2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)</p>	10	Title I (3070)	2451.00
			<p>2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)</p>	10	Targeted Supplemental (0930)	2451.00
1.5 Provide all school staff with opportunities for professional development by providing reimbursement of cost to attend conferences or - other resources needed	<p>X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient</p>	<p>Pay for conference fees, travel mileage, substitute coverage for all school staff to allow staff members to attend Administrative meetings, trainings, district meetings or other types of professional development</p>	<p>5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p>	10	Targeted Supplemental (0930)	3500.00
			<p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p>	10	Targeted Supplemental (0930)	3,000.00

1.6 Purchase hardware/software and/or licenses for materials/programs (linked to technology) that students and staff will use to improve academic achievement	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Plan to renew Skills Tutor or other appropriate software licenses. Cost TBD	4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	
1.7 Provide supplemental classroom and project supplies for students to use at school and at home. Access to these supplemental materials will allow students to demonstrate knowledge/understanding of the Common Core Standards.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Examples include: Butcher paper, poster board, glue sticks, color pencils/markers and other art supplies, rulers	4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	2773.00

SPSA Year : 2016-2017

Expected Annual Measurable Outcomes:

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
1.1 Provide students with access to a weekly work experience class/workability	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Work experience class is held on campus, once a week, and provided by District Office				
1.2 Hire a part-time math teacher to improve academic achievement in math and reduce class sizes throughout the school day.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Teacher will work 2 periods a day, daily	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10		
1.3 Provide students with academic interventions as needed/requested by the students during the school day	X All Students X Low Income Pupils X English Learners X Foster Youth	Provide hourly pay for teachers or classified staff to provide students with academic	1000 - 1999 Certificated Personnel Salaries (Includes 3000-	10		

	X Redesignated Fluent English Proficient	support to students after their regular work day is over	3999 Benefits) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	10
1.4 Provide all students, especially ELs, with support in the classroom	X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Hire a bilingual Spanish speaking "Resource Person". Person will be paid hourly wages on a timesheet.	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	10 10
1.5 Provide all school staff with opportunities for professional development by providing reimbursement of cost to attend conferences or other resources needed	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Pay for conference fees, travel mileage, substitute coverage for all school staff to allow staff members to attend Administrative meetings, trainings, district meetings or other types of professional development	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10 10
1.6 Purchase hardware/software and/or licenses for	X All Students X Low Income Pupils	Plan to renew Skills Tutor or other	4000 - 4999 Books and	10

materials/programs (linked to technology) that students and staff will use to improve academic achievement	X English Learners X Foster Youth X Redesignated Fluent English Proficient	appropriate software licenses. Cost TBD	Supplies		
1.7 Provide supplemental classroom and project supplies for students to use at school and at home. Access to these supplemental materials will allow students to demonstrate knowledge/understanding of the Common Core Standards.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Examples include: Butcher paper, poster board, glue sticks, color pencils/markers and other art supplies, rulers	4000 - 4999 Books and Supplies	10	

SPSA Year : 2017-2018

Expected Annual Measurable Outcomes:

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
1.1 Provide students with access to a weekly work experience class/workability	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Work experience class is held on campus, once a week, and provided by District Office				
1.2 Hire a part-time math teacher to improve academic achievement in math and reduce class sizes throughout the school day.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Teacher will work 2 periods a day, daily	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)			10
1.3 Provide students with academic interventions as needed/requested by the students during the school day	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Provide hourly pay for teachers or classified staff to provide students with academic support to students after their regular work day is over	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)			10

			2000 - 2999 Classified Personnel Salaries (Includes 3000- 3999 Benefits)	10
1.4 Provide all students, especially ELs, with support in the classroom	X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Provide additional computers for classrooms for student use.	2000 - 2999 Classified Personnel Salaries (Includes 3000- 3999 Benefits)	10
			2000 - 2999 Classified Personnel Salaries (Includes 3000- 3999 Benefits)	10
1.5 Provide all school staff with opportunities for professional development by providing reimbursement of cost to attend conferences or other resources needed	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Pay for conference fees, travel mileage, substitute coverage for all school staff to allow staff members to attend Administrative meetings, trainings, district meetings or other types of professional development	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	10
			1000 - 1999 Certificated Personnel Salaries (Includes 3000- 3999 Benefits)	10
1.6 Purchase hardware/software and/or licenses for materials/programs (linked to technology) that students and staff will use to improve academic achievement	X All Students X Low Income Pupils X English Learners X Foster Youth	Plan to renew Skills Tutor or other appropriate software licenses. Cost TBD	4000 - 4999 Books and Supplies	10

	X Redesignated Fluent English Proficient	
1.7 Provide supplemental classroom and project supplies for students to use at school and at home. Access to these supplemental materials will allow students to demonstrate knowledge/understanding of the Common Core Standards.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Examples include: 4000 - 4999 10 Butcher paper, Books and poster board, glue Supplies sticks, color pencils/markers and other art supplies, rulers

GOAL 2: To provide parents/caregivers and community members with meetings, information, and support regarding school behavior expectations, academic expectations, readmission requirements for students, along with other relevant parenting information. Families will also be provided with timely information and documentation to transfer students into and out of Diablo Day.

Related State and/or Local Priorities:
 1 X Basic
 2 X Implementation of State Standards
 3 X Parental Involvement
 4 X Pupil Achievement
 5 X Pupil Engagement
 6 X School Climate
 Local (Specify):
 Title I Schoolwide

Identified Need : Based on surveys and information obtained from students, staff, families and community members we need to increase communication, engage all stakeholders in our efforts to improve student attendance rates, academic achievement and behavior at school, continue to support parent attendance in MDUSD parenting classes and provide parents with timely transitions into and out of the school

Goal Applies to: Grade/Department/Other: All
 Applicable Pupil Subgroups: All English Language Learners, Low Income, and Foster Youth

SPSA Year : 2015-2016

Expected Annual Measurable Outcomes:

1. Increase in number of opportunities for parent/community member participation at school
2. Increase family/community participation rate at these events
3. Increase parent/caregiver satisfaction with school climate and school support

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
2.1 Hire Spanish speaking "Resource Person" to allow Spanish speaking parents opportunities to communicate with the school daily.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Person will provide translation services to improve communication opportunities with families. Paid hourly salary on a timesheet	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	38	Title I (3070)	2451.00
			2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	38	Targeted Supplemental (0930)	2451.00
2.2 Plan meetings, discussions, parent conferences, and awards assemblies to improve parent	X All Students	snacks for meetings/events,	5000 - 5999 Services and	38	Title I Parent Engagement	75.00

knowledge of student achievement toward meeting graduation requirements.	X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	information for parents postage for correspondence	Other Operating Expenditures (Excludes other 5000 series listed below) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	38	(3068) Title I Parent Engagement (3068)	41.00
2.3 Pay for postage for progress report/report card mailings, postage for good news post cards, as well as provide families an opportunity to attend MDUSD Parent Project/CLAVE support classes by paying enrollment fee and purchasing materials needed.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	cost for postage. classes and materials	4000 - 4999 Books and Supplies	10	Title I (3070)	529.00
2.4 Provide families with timely receipt of progress reports, report cards, information needed for transitions into/out of Diablo Community Day School, provide schools and district office with information requested in a timely manner, assist Admin with enrollment of new and returning students in August and provide district offices and schools with documentation/files needed to enroll transitioning students at the end of the school year. The Office manager will be paid her regular hourly salary to work beyond her assigned daily hours and contract year.to meet this provide this action.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	hourly pay to pay the Office Manager to work beyond her regular school day/work year assignment in August and June.	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	39	Targeted Supplemental (0930)	3,677.00
SPSA Year : 2016-2017						
Expected Annual Measurable Outcomes:						
Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
2.1 Hire Spanish speaking "Resource Person" to allow Spanish speaking parents opportunities to	X All Students X Low Income Pupils	Person will provide translation services	2000 - 2999 Classified	38		

communicate with the school daily.	X English Learners X Foster Youth X Redesignated Fluent English Proficient	to improve communication opportunities with families. Paid hourly salary on a timesheet	Personnel Salaries (Includes 3000-3999 Benefits) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	38
2.2 Plan meetings, discussions, parent conferences, and awards assemblies to improve parent knowledge of student achievement toward meeting graduation requirements.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	snacks for meetings/events, information for parents postage for correspondence	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	38 38
2.3 Pay for postage for progress report/report card mailings, postage for good news post cards, as well as provide families an opportunity to attend MDUSD Parent Project/CLAVE support classes by paying enrollment fee and purchasing materials needed.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	cost for postage. classes and materials	4000 - 4999 Books and Supplies	10
2.4 Provide families with timely receipt of progress reports, report cards, information needed for transitions into/out of Diablo Community Day School, provide schools and district office with information requested in a timely manner, assist Admin with enrollment of new and returning	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent	hourly pay to pay the Office Manager to work beyond her regular school day/work year assignment in	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	39

students in August and provide district offices and schools with documentation/files needed to enroll transitioning students at the end of the school year. The Office manager will be paid her regular hourly salary to work beyond her assigned daily hours and contract year.to meet this provide this action.	English Proficient	August and June.
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SPSA Year : 2017-2018

Expected Annual Measurable Outcomes:

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
2.1 Hire Spanish speaking "Resource Person" to allow Spanish speaking parents opportunities to communicate with the school daily.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Person will provide translation services to improve communication opportunities with families. Paid hourly salary on a timesheet	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	38		
			2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	38		
2.2 Plan meetings, discussions, parent conferences, and awards assemblies to improve parent knowledge of student achievement toward meeting graduation requirements.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	snacks for meetings/events, information for parents postage for correspondence	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	38		
			5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series	38		

			listed below)	
2.3 Pay for postage for progress report/report card mailings, postage for good news post cards, as well as provide families an opportunity to attend MDUSD Parent Project/CLAVE support classes by paying enrollment fee and purchasing materials needed.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient	cost for postage. classes and materials	4000 - 4999 Books and Supplies	10
2.4 Provide families with timely receipt of progress reports, report cards, information needed for transitions into/out of Diablo Community Day School, provide schools and district office with information requested in a timely manner, assist Admin with enrollment of new and returning students in August and provide district offices and schools with documentation/files needed to enroll transitioning students at the end of the school year. The Office manager will be paid her regular hourly salary to work beyond her assigned daily hours and contract year.to meet this provide this action.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient	hourly pay to pay the Office Manager to work beyond her regular school day/work year assignment in August and June.	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	39

GOAL 3: To provide and maintain a motivating, engaging, safe, clean and nurturing school environment that will support students and all stakeholders of the school community as we work to improve student attendance rates and academic achievement while maintaining a safe school campus for all members of our school community.

Related State and/or Local Priorities:
 1 X Basic
 2 X Implementation of State Standards
 4 X Pupil Achievement
 5 X Pupil Engagement
 6 X School Climate
 Local (Specify):
 Title I Schoolwide

Identified Need : Based on data from the number of incidents of student conflicts and use of vulgar and offensive language we need to find more ways to help students improve their behavior so that all students and staff feel safe and supported in our school climate where students and staff can build relationships to manage behavior so that behavior does not interfere with anyone's learning or safety. Also, staff could benefit from training/professional development to understand/meet the emotional needs of the diverse student population we serve.

Goal Applies to: Grade/Department/Other: All grades
 Applicable Pupil Subgroups: All English Learners, Low Income, Foster Youth

SPSA Year : 2015-2016

Expected Annual Measurable Outcomes: Students will learn to manage feelings of anger and avoid causing conflicts and use of obscene and vulgar language
 1. Student attendance rate will be at least 85%
 2. Student incidents of suspension will decrease 10 - 20% from this school year
 3. Student, staff, and parent survey will show increased feeling of safety on campus

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
3.1 Hire a part time art teacher to provide students with an elective course that meets graduation as well as A-G requirements	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	If funding is available in the fall, we would like to hire an art teacher to teach one period a day, daily				
3.2 Provide teachers with hourly salary for providing site support/student behavior support during their prep time, before or after school.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent	Hourly pay for teachers	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	39	Targeted Supplemental (0930)	1,000.00

	English Proficient					
3.3 Provide students with counseling support daily	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Counselor will be provided by the School District				
3.4 Provide students with school supplies, materials and other educational resources to allow them to participate in learning activities and improve academic achievement. Will also provide students with t-shirt/sweatshirts if they clothing they where violates our school dress code policy/create conflicts for students	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	school supplies such as binders, paper, pencils, erasers, printer paper, t-shirts, sweatshirts, and/or sweatpants	4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	8591.00
3.5 Provide students with rewards/incentives for improved attendance, improved behavior, and improved academic achievement	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	examples of rewards: earbuds/earphones, lead pencils, photo frames, local sport team gear, etc.	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	10	Targeted Supplemental (0930)	1,500.00
3.6 Provide custodial staff with materials and supplies needed to keep our classrooms and the campus clean	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient		5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	39	Targeted Supplemental (0930)	1,000.00
SPSA Year : 2016-2017						
Expected Annual Measurable Outcomes:						
Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
3.1 Hire a part time art teacher to provide students with an elective course that meets graduation as	X All Students X Low Income Pupils X English Learners	If funding is available in the fall, we would like to				

well as A-G requirements	X Foster Youth X Redesignated Fluent English Proficient	hire an art teacher to teach one period a day, daily		
3.2 Provide teachers with hourly salary for providing site support/student behavior support during their prep time, before or after school.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Hourly pay for teachers	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	39
3.3 Provide students with counseling support daily	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Counselor will be provided by the School District		
3.4 Provide students with school supplies, materials and other educational resources to allow them to participate in learning activities and improve academic achievement. Will also provide students with t-shirt/sweatshirts if they clothing they where violates our school dress code policy/create conflicts for students	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	school supplies such as binders, paper, pencils, erasers, printer paper, t-shirts, sweatshirts, and/or sweatpants	4000 - 4999 Books and Supplies	10
3.5 Provide students with rewards/incentives for improved attendance, improved behavior, and improved academic achievement	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	examples of rewards: earbuds/earphones, lead pencils, photo frames, local sport team gear, etc.	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	10
3.6 Provide custodial staff with materials and supplies needed to keep our classrooms and the campus clean	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient		5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	39

SPSA Year : 2017-2018

Expected Annual Measurable Outcomes:

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
3.1 Hire a part time art teacher to provide students with an elective course that meets graduation as well as A-G requirements	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	If funding is available in the fall, we would like to hire an art teacher to teach one period a day, daily				
3.2 Provide teachers with hourly salary for providing site support/student behavior support during their prep time, before or after school.	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Hourly pay for teachers	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	39		
3.3 Provide students with counseling support daily	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	Counselor will be provided by the School District				
3.4 Provide students with school supplies, materials and other educational resources to allow them to participate in learning activities and improve academic achievement. Will also provide students with t-shirt/sweatshirts if they clothing they where violates our school dress code policy/create conflicts for students	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent English Proficient	school supplies such as binders, paper, pencils, erasers, printer paper, t-shirts, sweatshirts, and/or sweatpants	4000 - 4999 Books and Supplies	10		
3.5 Provide students with rewards/incentives for improved attendance, improved behavior, and improved academic achievement	X All Students X Low Income Pupils X English Learners X Foster Youth X Redesignated Fluent	examples of rewards: earbuds/earphones, lead pencils, photo frames, local sport team gear, etc.	5000 - 5999 Services and Other Operating Expenditures (Excludes other	10		

	English Proficient	5000 series listed below)
3.6 Provide custodial staff with materials and supplies needed to keep our classrooms and the campus clean	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient	5000 - 5999 39 Services and Other Operating Expenditures (Excludes other 5000 series listed below)

Section 2: Annual Update

Annual Update Goal 1:	To provide all teachers with professional development that will increase engagement by providing stimulating, differentiated lessons based on Common Core Standards designed for classrooms that have grades 7-12 enrolled in the same class.	Related State and/or Local Priorities: 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 7 X Course Access Local (Specify): Title I Schoolwide	
Goal Applies to:	Grade/Department/Other: All grades Applicable Pupil Subgroups: All, English Language Learners, Low Income, and Foster Youth		
Expected Annual Measurable Outcomes:	Teachers will use more motivating and engaging activities to engage students in curriculum related to Common Core Standards. At least 50% of students will improve academic achievement.	Actual Annual Measurable Outcomes:	About 50% of students showed improved academic achievement. Student attendance rates declined thus academic achievement suffered as well.
SPSA Year : 2014-2015			
Planned Actions/Services		Actual Actions/Services	
		Evaluation	
1.1 Provide funding for conference/training fees and pay teachers to attend summer and weekend trainings on Common Core Standards, VPSS or other appropriate Professional development		1.1 2 of 3 teachers did attend trainings	Needs More Time to Evaluate Effectiveness
1.2 Provide funding to pay substitutes so that teachers can get support to follow up trainings throughout the school year		1.2 Not needed this year	
1.3 Provide funding to pay teachers to attend additional meetings/activities to improve student achievement		1.3 Teachers were paid for time spent attending additional meetings/trainings that focused on improving student achievement	Needs More Time to Evaluate Effectiveness
1.4 Provide students with support in the classroom from a Resource Person		1.4 Position not filled	Needs More Time to Evaluate Effectiveness
What changes in actions, services, and expenditures will be made as a result of reviewing past progress	We need to continue to seek professional development that will address the extremely diverse needs of our student population. We need to hire appropriate staffing to meet the academic needs of our students. We need to hire a Resource person to provide support to our English Learners.		

and/or changes to goals?

Annual Update Goal 2:	To provide parents/caregivers with ongoing information, reminders and support regarding school/community behavior expectations, academic expectations, readmission requirements for their student, along with other relevant parent information.	Related State and/or Local Priorities: 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate Local (Specify): Title I Schoolwide
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Goal Applies to:	Grade/Department/Other: All grades Applicable Pupil Subgroups: All English Language Learners, Low Income, and Foster Youth
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Expected Annual Measurable Outcomes:	More students will be readmitted per semester. At least 70% of all potential candidates will qualify for readmission.	Actual Annual Measurable Outcomes:	Less than 50% of students were readmitted at the end of the 1st semester.
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SPSA Year : 2014-2015

Planned Actions/Services		Actual Actions/Services	
		Evaluation	
2.1 Hire Spanish speaking Resource Person to allow Spanish speaking parents opportunities to communicate with the school daily.		2.1 Not accomplished	Needs More Time to Evaluate Effectiveness
2.2 Plan meetings/discussions (Title 1, School Site Council, etc), Awards Assemblies		2.2 We did have additional after school meetings and added parent conferences but we had to cancel awards assemblies due to poor achievement from student	Needs More Time to Evaluate Effectiveness
2.3 Provide families with financial support to attend Family support groups and other classes/training provided by the school district		2.3 Accomplished - parents appreciated the support from the classes	Effective

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to improve parent/community relations but measurable outcome will focus on parent participation rate
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Annual Update Goal 3:	To provide students with an educational experience that uses curriculum and activities which are engaging yet challenging in a culturally inclusive school environment	Related State and/or Local Priorities: 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate Local (Specify): Title I Schoolwide
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Goal Applies to:	Grade/Department/Other: All grades Applicable Pupil Subgroups: All English Learners, Low Income, Foster Youth
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Expected Annual Measurable Outcomes:	Students will learn to manage feelings of anger and find ways to ask for help to solve conflicts and/or forgive to resolve conflicts. We will see a 10 - 20% reduction in suspensions.	Actual Annual Measurable Outcomes:	Though the number suspensions may have decreased the number of conflicts and/or episodes of anger/rage did not show that they consistently decreased or declined.
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SPSA Year : 2014-2015

Planned Actions/Services	Actual Actions/Services	
		Evaluation
3.1 Work with Supervisors and Student Services to provide staff with ongoing professional development	3.1 Need more support for the student clientele we serve	Needs More Time to Evaluate Effectiveness
3.2 Work with Student Services/District Office to hire Counselor/Admin support	3.2 Not provided this year	
3.3 Improve safety/security on campus by adjusting surveillance camera views and adding cameras where appropriate to gain better views of areas on campus often populated by students	3.3 Accomplished	Effective
3.4 Pay teachers to provide the site with additional academic or safety support during their prep period	3.4 Accomplished	Effective

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Increased staffing has improved student behavior and campus safety. We will continue to compensate school staff for their additional support. We need to pursue more support from District office to get a counselor on site daily.
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Annual Update Goal 4:	Classified staff will have resources needed to help keep the school campus clean and orderly and work with student's families, student services and school staff to improve student transitions in a timely manner.	Related State and/or Local Priorities: 8 X Other Pupil Outcomes Local (Specify): Title I Schoolwide
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Goal Applies to:	Grade/Department/Other: All grades Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Students who choose to participate will have increased engagement in classes thus they will have an increase in credit accumulation.	Actual Annual Measurable Outcomes:	This measurable outcome was vague. We will revise for next school year.
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SPSA Year : 2014-2015

Planned Actions/Services	Actual Actions/Services	
		Evaluation
4.1 Provide students with school supplies and materials and other resources to motivate engagement and improve academic achievement in all school subjects	4.1 Definitely needed	Effective
4.2 Hire a math intervention teacher to improve student learning of the Algebra Standards	4.2 Math intervention teacher has helped but we need a math teacher on site daily	Effective
4.3 Hire an elective teacher to provide students with an elective which relates to a hobby which many students enjoy but their schedules do not always allow them to take	4.3 Not accomplished	Needs More Time to Evaluate Effectiveness

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will revise this goal for next school year
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Annual Update Goal 5:	Classified staff will have resources needed to help keep the school campus clean and orderly and work with student families, student services and school staff to improve student transitions in a timely manner,	Related State and/or Local Priorities: 6 X School Climate Local (Specify): Title I Schoolwide
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Goal Applies to:	Grade/Department/Other: All grades Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Students will be more successful when they leave Diablo Community Day and be more prepared for the expectations of their new schools.	Actual Annual Measurable Outcomes:	Not all students were as successful as we hoped they would be. Outcome does not relate to goal. It will revised for next school year.
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SPSA Year : 2014-2015

Planned Actions/Services	Actual Actions/Services	
		Evaluation
5.1 School will provide custodian with materials to keep campus clean and safe	5.1 Accomplished	Effective
5.2 Office manager will be provided with time and compensation to organize student files and documentation when students enroll and depart from Diablo Community Day, especially during critical times like August, end of the quarters/semesters, and end of the year	5.2 In progress	Effective

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal and outcome have been revised..
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Section 3: Use of Supplemental Grants Funds

All schools must complete the SPSA and Annual Update each year. The SPSA is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the SPSA align with the district LCAP.

- A. In the textbox, explain how the services provided in the SPSA year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils. Use a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

For schools with below 40 percent of enrollment of unduplicated pupils in the SPSA year, when using supplemental funds in a schoolwide manner, the school must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of projected Supplemental grant funds:	34,943
We are a community day school with a small student population of students in grades 7-12, with varying academic and emotional needs. We plan to use supplemental funds to support increasing academic achievement for all students (English Learners, Low Income, and Foster Youth). We will use 10% of our funds for staff development. We plan to use most of our money to hire a Resource person, maybe an elective teacher, and improve our school climate by provide current staffing with extra pay to provide students with additional support needed to improve their behavior and academic achievement.	

Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Base (0301, 0701, 0801)	963	963.00
Targeted Supplemental (0930)	34,943	-2,500.00
Title I Parent Engagement (3068)	116	0.00
Title I (3070)	5,431	-2,500.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Targeted Supplemental (0930)	37,443.00
Targeted Supplemental Intentional Carryover (0930)	51,860.00
Title I (3070)	7,931.00
Title I Parent Engagement (3068)	116.00

Object Type	Total Expenditures
	2,500.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-	58,360.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999	15,981.00
4000 - 4999 Books and Supplies	14,393.00
5000 - 5999 Services and Other Operating Expenditures	6,116.00

Object Type	Funding Source	Total Expenditures
1000 - 1999 Certificated Personnel Salaries	Targeted Supplemental (0930)	6,500.00
2000 - 2999 Classified Personnel Salaries	Targeted Supplemental (0930)	11,079.00
4000 - 4999 Books and Supplies	Targeted Supplemental (0930)	13,864.00
5000 - 5999 Services and Other Operating	Targeted Supplemental (0930)	6,000.00
1000 - 1999 Certificated Personnel Salaries	Targeted Supplemental Intentional	51,860.00
	Title I (3070)	2,500.00
2000 - 2999 Classified Personnel Salaries	Title I (3070)	4,902.00
4000 - 4999 Books and Supplies	Title I (3070)	529.00
5000 - 5999 Services and Other Operating	Title I Parent Engagement (3068)	116.00

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, Instructional Media Assistants, Librarians, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services ensures all staff meet Highly Qualified Teacher requirements.
23. Support Program Improvement Schools with annual notification of the schools' Program Improvement Status.
24. Provides Technical Assistance to Program Improvement 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: Diablo Community Day School

Year: 2015-2018

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

Schoolsite Council
Elementary

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

Schoolsite Council
Secondary

(1)	(2)	(1)
Principal	Teachers	Other school staff
(2)		(2)
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)
Thom Kwiatkowski	X				X					
Tracy Carranza	X			X				X		
Isabel Lara	X			X				X		
Billy Becker	X					X				
Brian McLean	X					X				
Klm Cowell	X						X			
Noah Gonzaga	X			X					X	
Abisai Padilla	X			X					X	
Numbers of members	8	2	1	4	1	2	1	0	2	0

Section 4: Common Pages

English Learner Advisory Committee

School: Diablo Community Day School

Year: 2015-2018

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: NA

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:

1.

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

1.

2.

3.

4.

5.

c. Two Staff members, elected by staff:

1.

2.

Section 4: Common Pages

Assurances & Recommendations

School: Diablo Community Day School

Year: 2015-2018