

School Year: **2024-25**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mt. Diablo High School	07-61754-0734566	10/29/2024	

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

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mt. Diablo High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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

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

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Plan Description

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

This plan is being used by Mt. Diablo High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

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

Mt. Diablo High School is a comprehensive high school designated as a Title I school. At Mt. Diablo High School, students can engage in a wide variety of academic and extracurricular pursuits. Mt. Diablo High Schools goals mirror those of the Mt. Diablo Unified School District. Following our district LCAP and LCFF, we provide a safe, welcoming space with high expectations and a focus on equity. High quality, engaging instruction with equitable access to academic standards, culturally proficient and responsive staff, and parents as partners are key to providing a program for our students that will prepare them for post-graduation success. To assure success for all students, our goals place emphasis on explicitly serving specific student group needs. In an effort to meet this mission, we look to meaningfully engage all stakeholders to guide us in working toward our shared ideals and goals for the school. Common Core State Standards are the instructional focus using the school-wide approach of Constructing Meaning. Academic and behavioral interventions are implemented using Multi-tiered Systems of Support (MTSS). We promote a safe and healthy campus culture through providing counseling supports and implementing a progressive discipline policy. Professional Development for all staff emphasizes standards-based instruction, culturally responsive pedagogy with language development supports in all subjects, and development of highly effective Professional Learning Communities working through an equity lens. Technology is integrated into the educational experience via use of student-issued Chromebooks, Interactive Promethean panels in all classrooms, and a variety of supplementary learning tools and materials.

Working with this year's Instructional Leadership team and informed by input and feedback from the faculty, site council, and students/family community, MDHS has refined a new mission and vision for the school:

Mission Statement: We support all of our students in building the knowledge and skills they need to succeed in college, career, and civic life.

Vision Statement: We will collaborate with our students, colleagues, and families to guide students toward a successful future by:

Creating a safe, structured, and respectful environment for all students to learn and grow.

Supporting educators' continuous learning, professional development, and collaborative practice to better meet the needs of all students.

Providing the resources and strategies needed to support all students in academic, physical, and socio-emotional learning through relevant, accessible, and engaging standards-based curriculum.

Developing relationships with families to meet the needs of individual students and honor the growth and strengths of our diverse school community.

Educational Partner Involvement

How, when, and with whom did Mt. Diablo High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SPSA goals were developed in consideration of the 2023-2024 WASC Action Plan which was aligned with the LCAP and LCFF, as well as in response to feedback on last year's SPSA. All stakeholders were engaged extensively through the SPSA update process. Input for this SPSA review was completed by Administrators, the school Office Manager, and the Site Council Chairperson, and reviewed with the faculty and staff. A draft plan was workshopped with the School Site Council once all members were appointed. Administration and Site Council representatives are striving toward increased transparency and continuous input from stakeholders across the school community. We continue to integrate more

granular, detailed, and refined needs and goals identified by WASC and our more recent self-evaluation processes to develop this plan and simultaneously prepare for an interim WASC visit in the Spring of 2025. Annually, the SPSA will be approved by the School Site Council and MDUSD Governing Board.

Resource Inequities

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

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

At Mt. Diablo High School, we have most of our primary resources met in regards to curriculum, furniture, and classroom spaces. Due to the high number of students enrolling and disenrolling, there is a constant need for provisioning of Chromebooks and other technology supports. As 21st century technology needs increase, aging classrooms will need infrastructure updates to include adequate power and internet drops. Classroom furniture is adequate but not modernized in most buildings. The second floor of the Art building is going to be usable in the fall pending improvements and updates. Students need locker space, as is provided at other sites to hold their items between classes: even as we transition increasingly toward digital curriculum there will still be a need for students to safely and cleanly hold their supplies for other classes and extracurriculars. Meanwhile student lockers across the campus are in disrepair. In addition, our athletic facilities need improvement, particularly the school gymnasium needs upgrades. The Performing Arts program is in the process of rebuilding: we have restarted the Drama program, the Music/Band program is rebuilding with a new teacher and five periods of class.

Teaching at a Title 1 school requires special skills and preparation and can be a challenging assignment: MDHS welcomes a large number of first year teachers every year and faces great challenges in hiring and retaining staff. The teacher turnover rate between the 2023-2024 and 2024-2025 school year was 11%, while in previous years this fluctuated between 20% and 30%. There are no vacancies for teachers in the 2024-2025 school year as there has been in the past. We are currently also short on bilingual instructional assistants and special education assistants. These staffing challenges have complicated our efforts to maintain consistency across the school and from year to year, but this year there have been great improvements in these areas.

We must develop systems, tools, instruments, and policies that are universally adopted and prioritized across the school to help us collectively analyze, reflect on, and hone our schoolwide practices in a continuous cycle of improvement that persists despite our patterns of staff turnover. Even though there has been a large improvement in this area for this year, we need to recognize that we need to be prepared for changes in staff and make sure that the systems that will endure through staff changes.

During the 2023-24 WASC interim visit, the Visiting Committee agreed with the areas of need identified by the SPSA and the WASC self study. They expect that the school is going to continue to work on these areas. One of the main new areas that the school is going to focus on to address this inequities is increasing teacher collaboration in course-alike PLCs. MDHS received it's accreditation status back following this visit.

Though getting family involvement at the school is difficult, the school is continually working on finding more ways to increase parental involvement in the school. MDHS has been using community events with food and a more festive atmosphere to increase parental involvement. Even though there is still a lot of room to grow in this area, it is a significant focus of the SPSA for the school.

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

From the California School Dashboard for the year 2023:

Suspension Rate: Red

English Learner Progress: Red

Graduation Rate: Red (In the last year, 2024, the graduation rate for the school has increased by 20%)

English Language Arts: Orange

Mathematics: Orange

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

There are no indicators for which the performance of any student group is two or more performance levels below the "all student" performance. All groups with enough students to receive a performance color are consistent with the overall performance level as the "all student" group.

Other Needs

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

Initial ELPAC scores from the 2022-2023 school year (0.721) to the 2023-2024 school year (0.715) are consistent. ELPAC scores for the 2022-2023 year, the average ELPAC score is 1.97 across all tested areas. Working with students that are English language learners is a school priority. In the last two years, the school has steadily increased the number of students that have been designated as reclassified.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0%	0%	0.14%	0	0	2
African American	7.40%	6.81%	8.12%	112	102	120
Asian	4.23%	3.94%	4.20%	64	59	62
Filipino	6.54%	4.41%	3.39%	99	66	50
Hispanic/Latino	73.69%	74.9%	74.27%	1,115	1,122	1097
Pacific Islander	1.26%	1.13%	1.69%	19	17	25
White	3.50%	3.67%	3.72%	53	55	55
Multiple/No Response	2.18%	2.07%	2.78%	33	31	41
Total Enrollment				1,513	1,498	1477

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	372	332	368
Grade 10	438	365	323
Grade 11	392	434	355
Grade 12	311	367	431
Total Enrollment	1,513	1,498	1,477

Conclusions based on this data:

1. Total enrollment at MDHS has stabilized between 1,400 and 1,500 students, slightly contracting this year in line with trends across the district.
2. With the addition of online credit recovery classes, MDHS is retaining enrollment of more of its students in higher grade levels, leading to increased class section counts and section size in the junior and senior years.
3. Sizes of the classes are normalizing again following the 2024 graduating class which was unusually large: this will have an impact on teacher staffing as we adjust upper level sections to work with underclassmen, which will also require some retraining on teachers as they shift to different grade level content.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	467	498	531	29.2%	30.9%	35.9%
Fluent English Proficient (FEP)	46	45	47	3.3%	3.0%	3.0%
Reclassified Fluent English Proficient (RFEP)	605	571	557	40.0%	40.0%	38%

Conclusions based on this data:

1. A steadily increasing population of emerging bilingual students (ELL, LTEL, and newcomers) requires support and intervention strategies targeting their needs.
2. Over a third of the MDHS student population are English Language Learners, underlining the need for system-wide language supports and staff training across all content areas.
3. Additional efforts need to be made to support Long-term English Learners in reclassifying as English Proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	355	420	327	296	361	289	289	355	289	83.4	86.0	88.4
All Grades	355	420	327	296	361	289	289	355	289	83.4	86.0	88.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2507.	2535.	2523.	8.30	9.58	9.34	19.03	28.17	22.84	26.30	27.32	26.64	46.37	34.93	41.18
All Grades	N/A	N/A	N/A	8.30	9.58	9.34	19.03	28.17	22.84	26.30	27.32	26.64	46.37	34.93	41.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	14.24	12.68	9.76	50.00	59.44	60.28	35.76	27.89	29.97
All Grades	14.24	12.68	9.76	50.00	59.44	60.28	35.76	27.89	29.97

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	7.47	11.49	13.33	45.55	48.56	43.16	46.98	39.94	43.51
All Grades	7.47	11.49	13.33	45.55	48.56	43.16	46.98	39.94	43.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5.56	8.45	6.97	68.06	75.49	71.43	26.39	16.06	21.60
All Grades	5.56	8.45	6.97	68.06	75.49	71.43	26.39	16.06	21.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.33	13.52	9.76	63.54	64.23	66.20	28.13	22.25	24.04
All Grades	8.33	13.52	9.76	63.54	64.23	66.20	28.13	22.25	24.04

Conclusions based on this data:

1. The number of MDHS juniors being administered the CAASPP ELA tests has bounced back upon return from the COVID-19 pandemic and increased another 3% last year, but still falls short of the desired participation rate.
2. Student performance dropped across all strands upon return from the COVID-19 pandemic after the statistically anomalous pandemic year of 2021-21, during which only 44% of students were located for testing. The subsequent jump in participation rate initially led to decreased scores due to better sampling. More recent testing has returned to static scores with only minor fluctuations from year to year. This year performance at or above standard has dropped back down after an increase the previous year in all ELA strands.
3. Continued struggles to improve ELA test scores underline the need to provide additional language supports for all students and increase focus on instructional rigor to assure students are prepared to engage with complex texts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	353	417	327	297	376	286	295	376	286	84.1	90.2	87.5
All Grades	353	417	327	297	376	286	295	376	286	84.1	90.2	87.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2473.	2473.	2471.	3.05	2.39	2.10	6.44	10.37	8.04	16.61	13.03	16.08	73.90	74.20	73.78
All Grades	N/A	N/A	N/A	3.05	2.39	2.10	6.44	10.37	8.04	16.61	13.03	16.08	73.90	74.20	73.78

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.07	2.93	4.20	56.27	51.20	54.20	39.66	45.87	41.61
All Grades	4.07	2.93	4.20	56.27	51.20	54.20	39.66	45.87	41.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.05	2.66	2.80	55.59	53.99	55.24	41.36	43.35	41.96
All Grades	3.05	2.66	2.80	55.59	53.99	55.24	41.36	43.35	41.96

Conclusions based on this data:

1. The number of MDHS juniors being administered the CAASPP Mathematics tests has bounced back upon return from the COVID-19 pandemic and increased another 6% last year, with over 90% of students being tested in 2023. This number dipped slightly in 2024 possibly due to the late window of test administration.
2. An increase in students scoring "Standard Met" corresponds with an equivalent decrease in students scoring "Nearly Met", indicating a "levelling up" of students in the center bubble. Meanwhile there was a slight decline in students exceeding the standard and rise in the large number of students not meeting the standard, resulting in a stagnant mean scale score. Students demonstrated improvement in communicating reasoning, problem solving, and data analysis, but improvements were nominal and do not yet demonstrate a consistent trend.
3. With ~70% of our students consistently performing "Below Standard" in Mathematics, MDHS needs to implement a comprehensive math program that meets students where they are and works to get them to proficiency by grade 11 by challenging them in rigorous applied mathematics.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1527.3	1518.7	1514.8	1528.4	1508.3	1507.0	1525.8	1528.6	1522.0	146	107	135
10	1558.3	1520.4	1511.2	1568.5	1517.3	1494.2	1547.7	1522.9	1527.6	153	136	111
11	1535.8	1520.6	1522.7	1541.5	1508.8	1521.0	1529.5	1531.8	1523.8	108	145	116
12	1537.2	1532.7	1529.3	1543.0	1528.8	1523.7	1530.8	1536.3	1534.5	68	98	135
All Grades										475	486	497

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	11.27	11.00	6.77	30.28	30.00	35.34	30.28	27.00	24.06	28.17	32.00	33.83	142	100	133
10	25.66	9.30	12.04	30.92	31.78	28.70	24.34	29.46	21.30	19.08	29.46	37.96	152	129	108
11	13.21	12.50	9.09	28.30	17.97	27.27	28.30	31.25	30.00	30.19	38.28	33.64	106	128	110
12	12.50	14.29	10.40	28.13	21.98	30.40	37.50	32.97	18.40	21.88	30.77	40.80	64	91	125
All Grades	16.59	11.61	9.45	29.74	25.45	30.67	28.88	30.13	23.32	24.78	32.81	36.55	464	448	476

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	27.46	19.00	26.32	30.99	37.00	34.59	21.13	18.00	11.28	20.42	26.00	27.82	142	100	133
10	40.13	22.48	23.15	36.18	31.01	34.26	9.21	19.38	6.48	14.47	27.13	36.11	152	129	108
11	33.96	16.41	28.18	29.25	35.94	32.73	13.21	15.63	10.91	23.58	32.03	28.18	106	128	110
12	35.94	24.18	23.20	37.50	34.07	28.80	10.94	19.78	14.40	15.63	21.98	33.60	64	91	125
All Grades	34.27	20.31	25.21	33.19	34.38	32.56	14.01	18.08	10.92	18.53	27.23	31.30	464	448	476

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.11	4.00	1.50	9.15	12.00	13.53	46.48	41.00	42.86	42.25	43.00	42.11	142	100	133
10	9.87	0.78	3.70	21.05	11.63	19.44	38.16	40.31	33.33	30.92	47.29	43.52	152	129	108
11	2.83	1.56	0.91	9.43	15.63	7.27	34.91	34.38	38.18	52.83	48.44	53.64	106	128	110
12	1.56	3.30	2.40	14.06	17.58	14.40	35.94	35.16	36.80	48.44	43.96	46.40	64	91	125
All Grades	4.74	2.23	2.10	13.79	14.06	13.66	39.66	37.72	38.03	41.81	45.98	46.22	464	448	476

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.93	9.00	3.76	64.79	61.00	63.91	30.28	30.00	32.33	142	100	133
10	11.92	9.52	6.48	69.54	62.70	57.41	18.54	27.78	36.11	151	126	108
11	7.55	4.72	2.75	47.17	54.33	53.21	45.28	40.94	44.04	106	127	109
12	6.35	7.78	10.57	57.14	54.44	51.22	36.51	37.78	38.21	63	90	123
All Grades	8.01	7.67	5.92	61.26	58.24	56.66	30.74	34.09	37.42	462	443	473

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	65.93	59.60	55.64	18.52	17.17	18.05	15.56	23.23	26.32	135	99	133
10	77.03	62.70	49.53	9.46	16.67	13.08	13.51	20.63	37.38	148	126	107
11	71.72	52.42	64.81	10.10	23.39	9.26	18.18	24.19	25.93	99	124	108
12	75.81	64.84	51.64	11.29	13.19	22.95	12.90	21.98	25.41	62	91	122
All Grades	72.30	59.55	55.32	12.61	17.95	16.17	15.09	22.50	28.51	444	440	470

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.84	7.00	5.26	41.13	39.00	41.35	56.03	54.00	53.38	141	100	133
10	15.23	4.72	9.26	39.74	45.67	40.74	45.03	49.61	50.00	151	127	108
11	3.77	4.72	0.92	37.74	31.50	41.28	58.49	63.78	57.80	106	127	109
12	3.17	10.11	10.48	36.51	33.71	39.52	60.32	56.18	50.00	63	89	124
All Grades	7.16	6.32	6.54	39.26	37.70	40.72	53.58	55.98	52.74	461	443	474

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	0.00	64.96	71.00	65.41	35.04	29.00	34.59	137	100	133
10	0.67	0.00	0.00	76.00	67.72	65.42	23.33	32.28	34.58	150	127	107
11	5.94	6.25	1.87	56.44	57.03	64.49	37.62	36.72	33.64	101	128	107
12	4.84	4.49	1.63	62.90	60.67	65.85	32.26	34.83	32.52	62	89	123
All Grades	2.22	2.70	0.85	66.44	63.96	65.32	31.33	33.33	33.83	450	444	470

Conclusions based on this data:

1. ELPAC testing was successfully administered to many more students this year than in the previous year.
2. Similar to CAASPP, ELPAC scores have only fluctuated slightly across grade levels in every domain despite the stronger sampling/catch rate.
3. The number of students reclassifying as English language proficient jumped in 2024 due to increased testing efforts.

School and Student Performance Data

California School Dashboard Student Population

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1498	69.7	35.1	0.2
Total Number of Students enrolled in Mt. Diablo High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	526	35.1
Foster Youth	3	0.2
Homeless	31	2.1
Socioeconomically Disadvantaged	1044	69.7
Students with Disabilities	255	17

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	102	6.8
Asian	59	3.9
Filipino	66	4.4
Hispanic	1122	74.9
Two or More Races	31	2.1
Pacific Islander	17	1.1
White	55	3.7

Conclusions based on this data:

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

2. Students identified as Hispanic make up almost 3/4 of the population at MDHS.
3. Approximately 70% of our student population is socioeconomically disadvantaged. The number of students with disabilities has gradually, but steadily, increased over the last few years at MDHS. Our homeless and foster youth populations are also increasing, underlining the need to provide additional support structures.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Graduation Rate Red	Suspension Rate Red
Mathematics Orange	Chronic Absenteeism No Performance Color	
English Learner Progress Red		
College/Career Low		

Conclusions based on this data:

1. This page currently reflects the 2023 Dashboard. Subsequent analysis and conclusions on indicators will be based on data collected from alternative sources in the process of compiling our Spring 2024 WASC Report as well as data provided by the school district.

School and Student Performance Data

Academic Performance English Language Arts

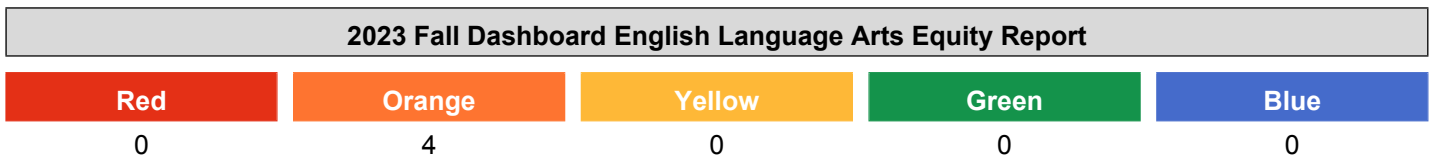
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Orange	Less than 11 Students
55.3 points below standard	120.2 points below standard	2 Students
Increased Significantly +46.7 points	Increased Significantly +35.5 points	
351 Students	133 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Orange	 Orange
8 Students	64.2 points below standard	170.9 points below standard
	Increased Significantly +40.8 points	Increased Significantly +32.2 points
	237 Students	61 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
144.1 points below standard Decreased -14 points 28 Students	Less than 11 Students 1 Student	18.9 points below standard Increased Significantly +52.4 points 16 Students	21.8 points above standard Increased Significantly +94.1 points 20 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 52 points below standard Increased Significantly +55.1 points 258 Students	Less than 11 Students 9 Students	Less than 11 Students 7 Students	105 points below standard Increased Significantly +28.9 points 17 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
138.4 points below standard Increased Significantly +39.9 points 101 Students	62.6 points below standard Increased Significantly +27.3 points 32 Students	84.6 points below standard Increased Significantly +16.5 points 79 Students

Conclusions based on this data:

- While Dashboard data is stale at this point, other available data indicate that while students being administered the tests increased, performance dropped across all subpopulations following the pandemic, only to bounce back in the 2022-2023 school year. This data may be skewed based on the possibility that students with higher academic engagement and resource to internet connectivity during distance learning access were more likely to perform at higher levels on standardized tests in general.
- ELL, Special Education, and unhoused students scored considerably below the average scale score; socioeconomically disadvantaged students scored at the average scale score, which was predictable based on their high representation in the student population.
- Filipino and Asian students typically had the highest average scores, while African American students and students listing two or more races continue to receive the lowest average scores. White and Hispanic student populations both scored at the average scale score. The school should continue to prioritize implementation of strategies intended to scaffold student use of academic language across all subgroups and subject areas in order to improve student performance.

School and Student Performance Data

Academic Performance Mathematics

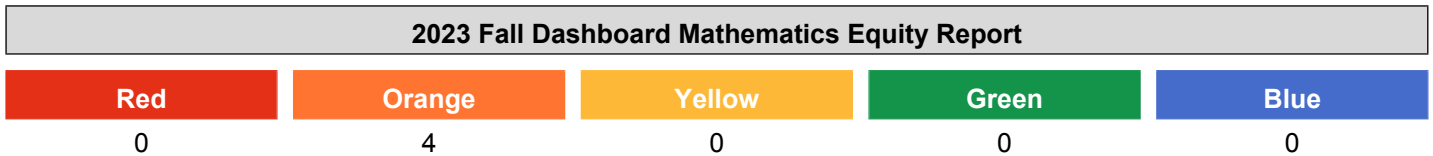
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 156 points below standard Increased Significantly +20.9 points 350 Students	English Learners  Orange 215.8 points below standard Increased Significantly +15.8 points 134 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged  Orange 161.4 points below standard Increased Significantly +16.7 points 232 Students	Students with Disabilities  Orange 237.9 points below standard Increased Significantly +40.9 points 61 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>219.1 points below standard</p> <p>Decreased Significantly - 17.7 points</p> <p>28 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>81 points below standard</p> <p>Increased Significantly +27.1 points</p> <p>16 Students</p>	<p>105.7 points below standard</p> <p>Increased Significantly +65.5 points</p> <p>19 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>155 points below standard</p> <p>Increased Significantly +25.4 points</p> <p>255 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>156.5 points below standard</p> <p>Increased Significantly +46.3 points</p> <p>16 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>225.2 points below standard</p> <p>Increased Significantly +33.3 points</p> <p>103 Students</p>	<p>189.8 points below standard</p> <p>Decreased Significantly -43.7 points</p> <p>32 Students</p>	<p>184.4 points below standard</p> <p>Increased +5.6 points</p> <p>78 Students</p>

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Learner Progress

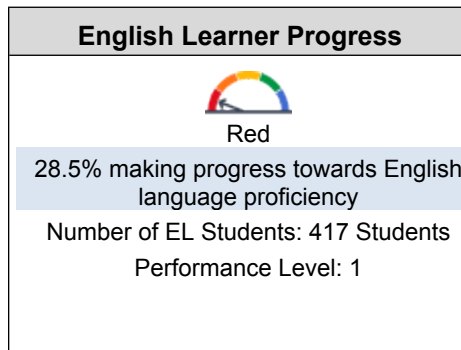
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
112	136	19	99

Conclusions based on this data:

1. There is a sharp increase from the 2021-2022 and 2022-2023 in the number of students that are English Language Learners, 264 to 417 and student progress, 55.7% to 28.4%. Working with students that are English language learners is and needs to be a school priority.

School and Student Performance Data

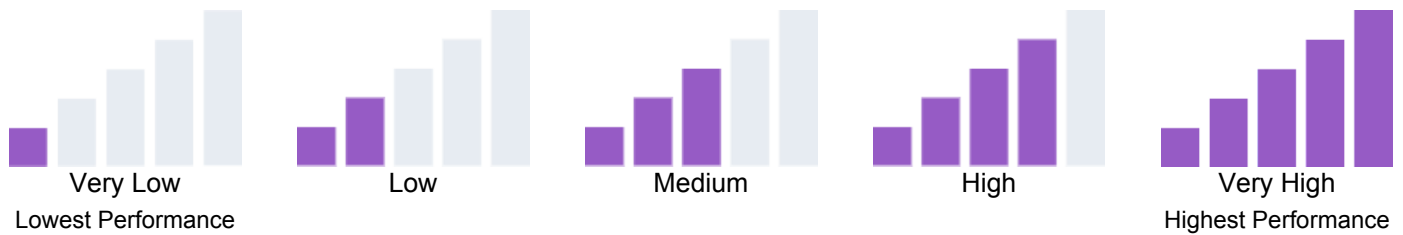
Academic Performance College/Career Report

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

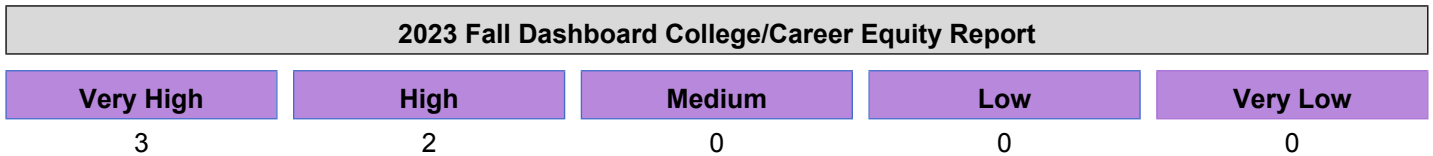
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

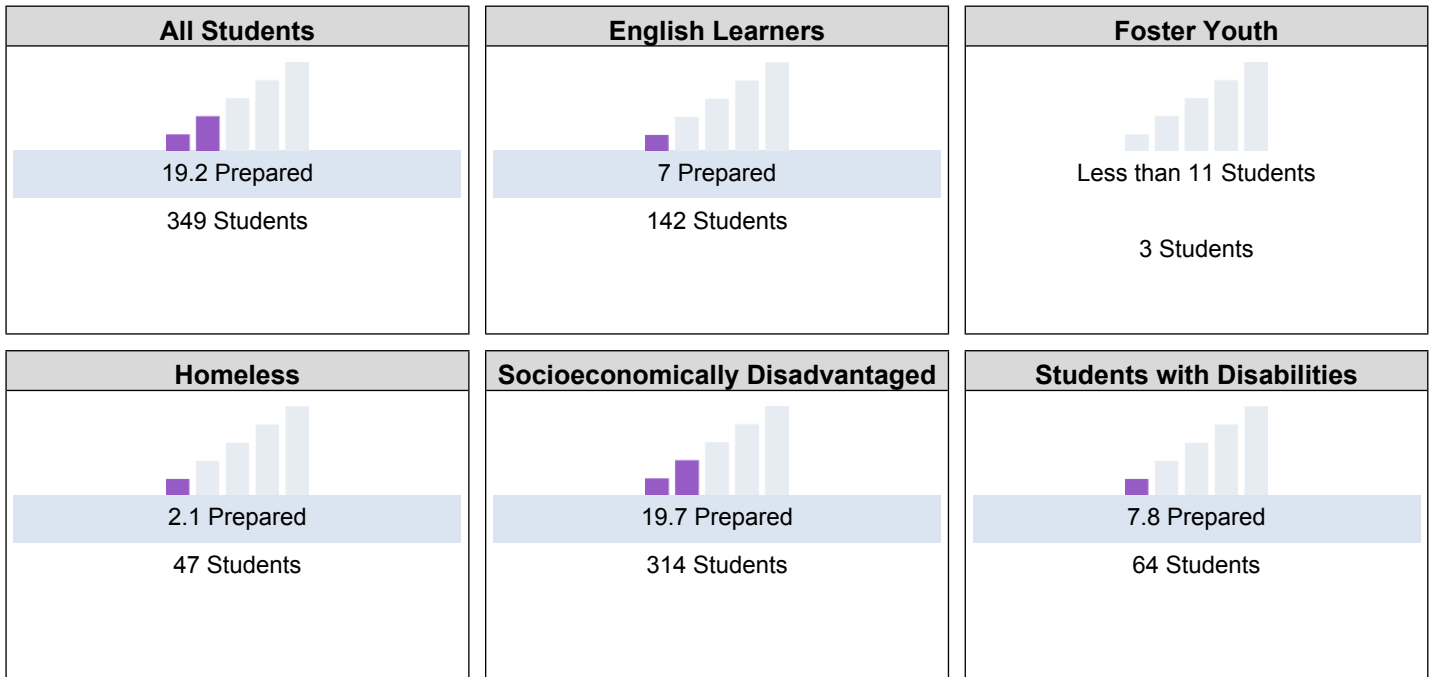


This section provides number of student groups in each level.

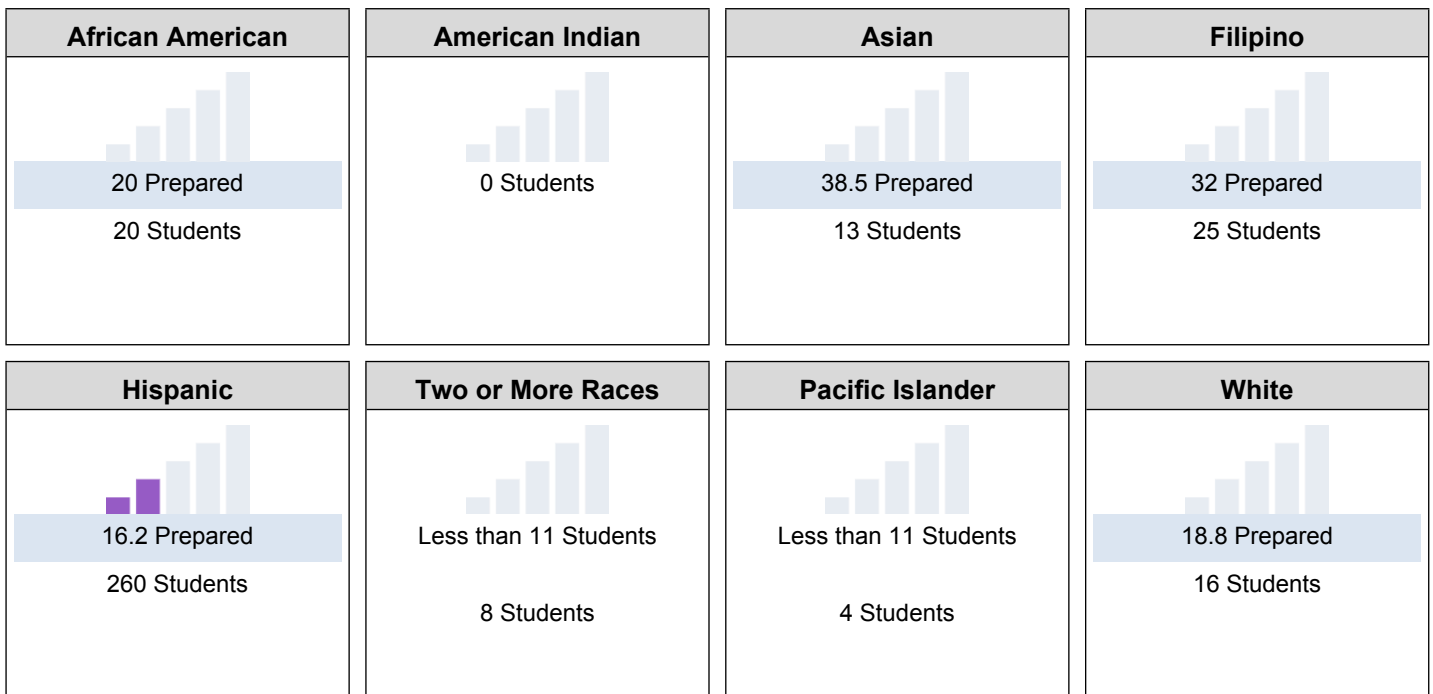


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Site data indicates an upward trend of increased percentages of students college and/or career ready; however there was some decline again in 2022-23 correlating with a decreased overall graduation rate. Completion of a-g requirements varies dramatically across demographic subpopulations: Filipino and Asian students have the highest percentage, while students with disabilities and unhoused students were least likely to complete a-g.
2. The strong CTE presence at the school promotes CTE completion, but due to high student turnover completion rates are lower than they might be: the school is in the process of converting to two-year CTE pathways to increase accessibility, choice, and successful pathway completion. The school should also look at expanding the opportunity for students to earn dual enrollment credit in the future. The CTE completion numbers work in the favor of Hispanic

students, socioeconomically disadvantaged students, and students with disabilities, who earn CCI-readiness based on CTE pathway completion are a considerably higher rate than complete the a-g requirements: twice as many English Learners and four times as many students with disabilities completed a CTE pathway as completed a-g requirements. The underlines the importance that the school continue to promote and support career technology pathways to provide strong opportunities for all students.

3. Students taking AP exams and earning AP credit has increased post-pandemic. The school should increase efforts to promote AP courses to historically underrepresented and focus student populations.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
 No Performance Color 0 Students								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Dashboard data not available. Chronic absenteeism rates have steadily increased over the past few years.
2. There is a need to increase family engagement and communication with an emphasis on reinforcing the importance of regular attendance. SARB/SART process should continue.

School and Student Performance Data

Academic Engagement Graduation Rate

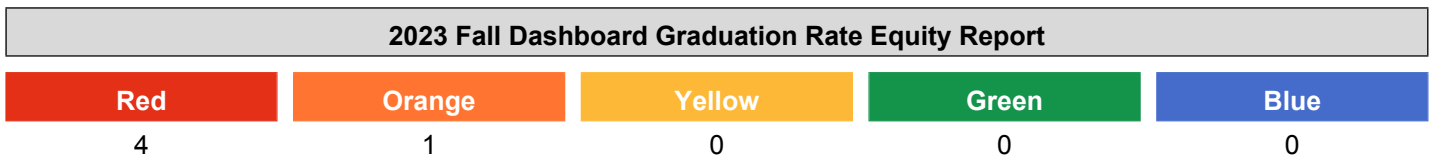
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 78% graduated Decreased Significantly -5.8 354 Students	English Learners  Red 63% graduated Maintained -0.3 146 Students	Foster Youth Less than 11 Students 3 Students
Homeless  Red 39.6% graduated Decreased Significantly -6.8 48 Students	Socioeconomically Disadvantaged  Orange 80.4% graduated Decreased -5 317 Students	Students with Disabilities  Red 66.2% graduated Decreased Significantly -13.5 65 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">80% graduated</p> <p align="center">Decreased Significantly -10</p> <p align="center">20 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">92.3% graduated</p> <p align="center">Increased 1.8</p> <p align="center">13 Students</p>	<p align="center">96% graduated</p> <p align="center">Increased 3.4</p> <p align="center">25 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Red</p> <p align="center">75.4% graduated</p> <p align="center">Decreased Significantly -7.2</p> <p align="center">264 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">8 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">4 Students</p>	<p align="center">75% graduated</p> <p align="center">16 Students</p>

Conclusions based on this data:

1. MDHS graduation rates increased immediately following the COVID-19 pandemic, possibly due to decreased graduation requirements, but dipped approximately 6% in the 2022-23 school year, and bounced back in the 2023-2024 school year. Students meeting UC/CSU requirements also dropped slightly during the last couple of years however.
2. Disaggregated graduation rate data has not been made available on the state dashboard but rates for unhoused students and ELL newcomers anecdotally remains low compared to other subpopulations.
3. The school should continue to promote efforts to retain students through to successful graduation including credit recovery options, summer school, after-school programs, and all other programs designed to wrap around the needs of focus scholars as well as all students.

School and Student Performance Data

Conditions & Climate Suspension Rate

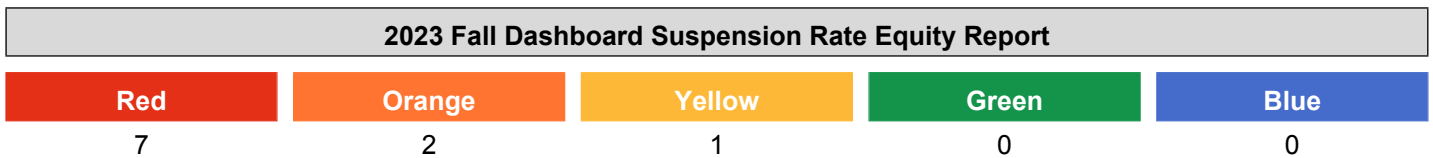
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Red 11.5% suspended at least one day Increased Significantly 3.7 1685 Students	<p>English Learners</p>  Red 13.1% suspended at least one day Increased Significantly 3.7 624 Students	<p>Foster Youth</p> <p>15.4% suspended at least one day</p> <p>13 Students</p>
<p>Homeless</p>  Red 13.2% suspended at least one day Increased 3.9 91 Students	<p>Socioeconomically Disadvantaged</p>  Red 12% suspended at least one day Increased Significantly 3.9 1213 Students	<p>Students with Disabilities</p>  Red 16.9% suspended at least one day Increased 1.5 295 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 28% suspended at least one day Increased 10.6 132 Students	Less than 11 Students 2 Students	 Orange 4.2% suspended at least one day Increased 2.8 71 Students	 Yellow 1.4% suspended at least one day Increased 1.4 72 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 10.2% suspended at least one day Increased Significantly 3.1 1231 Students	 Red 14.7% suspended at least one day Increased 4.7 75 Students	9.1% suspended at least one day Declined -10.9 22 Students	 Orange 16.3% suspended at least one day Declined -0.7 80 Students

Conclusions based on this data:

1. Suspension rate increased based on the 2023 Dashboard.
2. With a new administration in place we experienced a spike in suspension rates in 2022-23 as students tested the waters. Moving forward, as students becoming increasingly acclimated to the increased behavioral expectations on campus and as we implement and progressive discipline options such as in-school suspension, campus beautification, and explore additional measures to mediate issues around campus climate, we predict a decline in suspensions.
3. Additional counseling, socioemotional supports, and interventions for students in focus subpopulations are also being implemented, which may help even out suspension rates which have historically weighed more heavily on African-American students, students reporting two or more races, and unhoused students. The school should continue efforts to develop alternatives to assertive discipline where possible and appropriate including alternative intervention classroom curriculum and restorative programming.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Goal 1: Safety, Supplies, and Support for All Students

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Students at MDHS will receive high quality instruction using standards-based curriculum with an emphasis on increased performance in math, literacy, and sciences across all students populations. Academic counselors, administration, and teaching staff need to increase promotion of our diverse opportunities for academic excellence and college and career readiness for all students as measured by students meeting the College and Career Readiness Indicators (CCI).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
11th Grade ELA CAASPP - Overall	2535.7 -> 2431.6	Increase by 20 mean scaled score points
11th Grade Math CAASPP - Overall	2473.3 -> 2390.0	Increase by 20 mean scaled score points
11th Grade ELA CAASPP - Emerging Bilingual	2448.5 -> 2437.3	Increase by 20 mean scaled score points
11th Grade Math CAASPP - Emerging Bilingual	2411.5 -> 2409.9	Increase by 20 mean scaled score points
11th Grade ELA CAASPP - Sped	2461.3 -> 2431.6	Increase by 20 mean scaled score points
11th Grade Math CAASPP - Sped	2407.9 -> 2390.0	Increase by 20 mean scaled score points
11th Grade ELA CAASPP - Low Income	2530.9 -> 2518.0	Increase by 20 mean scaled score points
11th Grade Math CAASPP - Low Income	2467.3 -> 2471.5	Increase by 20 mean scaled score points
CAASPP Completion Rate - ELA	86.0% -> 88.4%	Increase by 2% annually, long term goal of a district goal of 95%

CAASPP Completion Rate - Math	90.2% -> 87.5%	Increase by 3% annually, long term goal of a district goal of 95%
Percentage of ELL of students redesignated as English proficient	5% (ed. 8/12/24)	Increase by 3% (ed.8/12/24)
Graduation Rate	83.65 -> 77.65%	Increase by 3%
Dropout Rate	12.58% -> 20.06%	Reduce by 5%
UC/CSU Requirements Completed (a-g)	33.83% -> 26.2%	Increase by 3%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Educational Technology and Supplementary Curriculum Resources: maintain computer resources, software licensing, life skills learning spaces, and auxiliary materials	English Learners Special Education Students	18,000.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Math remediation and learning acceleration software (IXL, Kuta, etc) licensing 16,000.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Additional software licensing & supplies as needed for learning acceleration, remediation, and instructional engagement 26,000.00 Title I (3070) 4000 - 4999 Books and Supplies Auxiliary texts and supplies to support ELL Students: High interest reading materials, primary languages, variety of levels for class and school libraries Culturally relevant and diverse multilingual materials for library: books, periodicals, and media. 15,000.00 Title I Carryover 4000 - 4999 Books and Supplies Clarify and replenish stock of shared grade-level ELA auxiliary texts and novels 18,000.00 LCFF Supplemental

			4000 - 4999 Books and Supplies Library books, reference resources, media equipment, supplies, and periodicals
1.2	ELL Counseling Services & Socioemotional Supports	English Learners	8,000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Expand and coordinate academic counseling and socio-emotional, behavioral support for English Learners (Newcomers, LTELs) 10,000.00 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Professional development to increase strategies for staff on supporting trauma-informed, gender, racial identity, cultural sustaining teaching, social emotional, academic counseling for the varied groups within identified ELs. 10,000.00 Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies to support academic advisement, SEL, MTSS for Newcomers (ELs)
1.3	Freshman Supports and Improved Articulation with Feeder Middle Schools	All Students	15,200.00 Site Discretionary 4000 - 4999 Books and Supplies Link Crew and community/culture materials and supplies; promotional materials and rewards, participation incentives. Teach older students leadership skills, organize activities, presentation skills, and improve outreach to freshmen classes. Subs, contract fees, transportation expenses, etc. 18,000.00 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)

		<p>Explore development of transitional “boot camp” programs for students coming from feeder schools to help ease adjustment to high school, familiarize students with campus and expectations, build community, and provide opportunity to engage with incoming students and set the tone. Salaries, materials, and supplies. 4000.00 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Expand freshman orientation to allow more personalized orientation of families and students. Opportunity to proactively interact with parents. Salaries, materials, and supplies. 3,000.00 Site Discretionary 4000 - 4999 Books and Supplies</p> <p>Develop school service projects and interactive installations that inform incoming students and ninth graders about credits, grades, campus, graduation requirements, career pathways, in engaging ways. Student-designed projects from CTE & VAPA courses. Supplies and materials. 15,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies</p> <p>Provide additional supplies and materials for ASB Leadership classes to hold student events promoting culture and community. 9,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>Fund and provide extra time for ninth grade teachers with shared cohorts to plan instruction and develop student success and intervention strategies: continue exploration of equitable grading practices.</p>
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			Salaries , materials, and supplies.
1.4	Schoolwide Multi-Tiered System of Supports (MTSS) to Support Student Success	All Students	<p>9,000.00 Site Discretionary 4000 - 4999 Books and Supplies Special events and experiences for students earning performance-based incentives and their families- (Senior Awards Night, Senior Banquet, trophies and award plaques) -- supplies and materials.</p> <p>8,500.00 Site Discretionary 4000 - 4999 Books and Supplies Books and supplies; awards, certificates and incentives to promote and celebrate successes in student academic performance, attendance, and socioemotional learning. Special events to celebrate student achievement (honor roll, attendance, etc)</p> <p>2,900.00 Site Discretionary 4000 - 4999 Books and Supplies Recognize and celebrate ELL students demonstrating academic and behavioral improvement, biliteracy success, reclassification certification through special events, awards, certificates and incentives.</p> <p>5,500.00 LCFF Supplemental 4000 - 4999 Books and Supplies Administrative support for Senior Activities: supplies, materials, transportation.</p> <p>4,000.00 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Student focus groups and teacher task force to explore options for building a new Intervention solution into the school procedures. Possible site visits to evaluate programs at other schools. Salaries, materials, supplies, and transportation.</p>

<p>1.5</p>	<p>Increase campus safety, security, and promote orderly conduct and positive climate.</p>	<p>All Students</p>	<p>9,000.00 Site Discretionary 4000 - 4999 Books and Supplies Safety Oriented Supplies, Signage, and other Materials 4,500.00 Site Discretionary 4000 - 4999 Books and Supplies Safety backpacks/bug-out bags for all classrooms and shared student spaces 70,000.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Pilot program of Yondr System for management of student cell phones on campus 4,500.00 Site Discretionary 4000 - 4999 Books and Supplies Materials and supplies for Alternative Classroom interventions and student discipline support programs 7,500.00 Site Discretionary 4000 - 4999 Books and Supplies Additional safety equipment and materials for classrooms and common spaces 10,000.00 Site Discretionary 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Salary to provide additional Campus Supervisor Support as needed 9,000.00 Site Discretionary 4000 - 4999 Books and Supplies Supplies and materials for campus beautification, culturally relevant displays, and school pride projects 13,500.00 Site Discretionary 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Personnel timesheets for supervision of after-school detention and behavioral</p>
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			support intervention supervision
1.6	College and Career Readiness Resources and Activities	All Students	<p>12,000.00 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Field trips to community colleges, trade schools and vocational programs, career pathway work sites, etc. 16,659.00 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Transportation for Field trips to colleges and career pathway destinations 36,000.00 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Contract Partnership with UC Berkeley's Early Academic Outreach Program / Destination College Advising Corps 3,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teachers provide additional support to students working on college admissions essays and applications: develop and promote essay writing workshops prior to application deadlines. Salaries/ timesheets. 0.00 Site Discretionary</p> <p>Reestablish development of universal individualized learning plans for all students via Career Exploration and Academic Planning Software (CaliforniaColleges.edu) starting in ninth grade, to be revisited semiannually. 5,000.00 Title I (3070) 4000 - 4999 Books and Supplies</p>

			<p>Increase student awareness of the importance of the CAASPP test as CCI, placement exam for college system, etc. Provide information explaining the value of strong performance. Promote participation. Incentives, supplies, and materials. 4,500.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Engage with feeder patterns to increase presence at middle schools with informational presentations and recruitment events for CTE Pathways - explore collaboration opportunities with CTE classes in 8th grade. Supplies, materials, salaries, and transportation.</p>
1.7	Additional Specialized Staffing to Support Academic Programs and Campus Climate Initiatives	All Students	<p>45,000.00 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) 0.8 FTE for instructional assistant - Additional support for Serendipity (school restaurant) 60,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 0.5 FTE Librarian - Provision a part-time librarian to provide access to fiction, non-fiction, and periodical resources, and provide reference and research training and services to students and staff. 58,000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 1.0 FTE In-School Suspension Monitor trained in restorative practices and remediation to supervise and support students engaged in ISS phase of progressive discipline model. 45,000.00 LCFF Supplemental</p>

			1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 0.75 FTE for Additional Campus Supervisor
1.8	Provide auxiliary funding for materials, supplies, activities, and equipment to support CTE pathways and other programs Supporting College and Career Readiness as measured via CCI Indicators.	English Learners All Students	2,000.00 Title I Carryover 4000 - 4999 Books and Supplies Promotional materials to recruit students into upper level courses, AP and honors-level courses, and promote Seal of Biliteracy, etc. 3,000.00 Title I (3070) 4000 - 4999 Books and Supplies Increase participation, effort, and performance in standardized testing such as CAASPP through promotional messaging and incentives for students and teachers. 3,000.00 Title I (3070) 4000 - 4999 Books and Supplies Promote value of CTE pathway completion and articulation credit via flyers, promotional videos, classroom presentations and information to parents. 2,500.00 LCFF Supplemental 4000 - 4999 Books and Supplies Expand Spring articulation events with 8th graders that promote participation in CTE pathway electives. Expand spring Open House event to showcase student CTE and VAPA productions, projects, and performances. New STEM Fair. 0.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Continue participation in CTE-oriented activities such as MDBEA, BEST Day, Career Pathway Showcase at John Muir, etc. 2,000.00 LCFF Supplemental

			<p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Continue promotion of district-level CTE WBL opportunities: work with business community partners to rebuild internships, job shadowing, summer employment opportunities for all pathways. 2,864.77 Title I (3070) 4000 - 4999 Books and Supplies Increase CTE and career awareness activities during ninth grade year to recruit students for CTE or CPA 10th to 12th grade experiences and increase ninth grade engagement. Provide informational presentations, recruitment events, and collaboration opportunities with CTE pathways. 5,000.00 Title I (3070) 4000 - 4999 Books and Supplies Expand CTE, WBL, and career exploration opportunities for newcomer emerging bilingual students and students in full-time special education programs. 32,500.00 LCFF Supplemental 4000 - 4999 Books and Supplies Auxiliary supplies and materials to support CTE pathways.</p>
1.9	Support student engagement through extended academic and extracurricular enrichment opportunities	All Students	<p>23,500.00 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Transportation expenses and entrance fees to support field trips and excursions. 4,500.00 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute teacher coverage for chaperones attending field trips and excursions. Salaries/timesheets.</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

There has been a slight increase in most categories in CAASPP scores, except for math - low income. However English scores were more likely to report an improvement in 20 mean scaled score points than math. This shows that there has been little relative change in math scores for CAASPP. The CAASPP completion rate has risen slightly, but is still five points short of the district goal of 95%. Lastly, graduation rate, dropout rate, and A-G completion have all shifted to be not as favorable for the school. More strategies and activities need to be incorporated to meet those three goals.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Goal 2: Family Engagement and Communication

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The administration, teaching staff, student leadership, and parent groups need to work on a plan for increased engagement with students and families through improved two-way communication, extending our invitations to meetings and assistance to parents, and constructing more regular opportunities for authentic and meaningful input and feedback so that the process of school improvement is more inclusive.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Student Response to SEL Surveys	2022-23: 570 students participated; 2023-24: 1086 students participated	Increase student completion of district SEL surveys by 5% by semester
Increase outgoing communications with MDHS families	15% of teachers used Parent Square for home communications during 2022-23 school year	35% of teachers will use ParentSquare for home communications in 2022-23 school year.
Increase family attendance at school sponsored events such as BtSN, Open House, and other community oriented activities.	15% of students have family members attend Open House event during 2022-23 school year	25% of students will host family members at Open House event during 2022-23 school year.
9th grade student response rate on California Healthy Kids Survey	2021-22: 58% -> 2023-24: 79%	Increase by 10%
11th Grade Student Response on California Healthy Kids Survey	2021-22: 40% -> 2023-24: 59%	Increase by 10%
Parent Participation on California Healthy Kids Survey	2021-22: 261 total -> 2024: 106 total	Increase by 10%
Parents responding positively on CHKS "Promotion of Parental Involvement" scale questions: % indicating "Strongly Agree"	2021-22: 23% ->2023-24: 20%	Increase by 5%
Decrease suspension rates across all subgroups	2022-23 baseline: 11.5% -> 2023-24 baseline: 18%	Decrease by 3%

Decrease Chronic Absenteeism rate across all subgroups	2022-23: 39.1%-> 2023-24: 40.1%	Decrease by 4%
Students responding positively on SEL survey #21: "When I have a problem, there is an adult at school that I can trust and can go to."	Spring 2023-24: 60.6%	Increase by 2%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continued funding of a parent liaison (Community School Coordinator)	English Learners Low income students, Foster youth	62,508.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Community School Coordinator salary; professional development. Community School Coordinator will work with parents and families to encourage participation in MDHS events and activities. Community School Coordinator will work closely with attendance secretary to call home if a student has missed three consecutive days of school. 17,492.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Community School Coordinator salary; professional development. : Community School Coordinator will work with parents and families to encourage participation in MDHS events and activities. Community School Coordinator will work closely with attendance secretary to call home if a student has missed three consecutive days of school. 5,000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra pay for parent events for Community School Coordinator: translation and liaison support.

2.3	Promote Family Engagement in School Events and Involvement on Campus	All Students	<p>5,300.00 Title I (3070) 4000 - 4999 Books and Supplies Continue promoting on-campus events for direct family engagement - Including Title I night, Academy Night/Open House, Back to School Night. Supplies, materials, refreshments, and incentives. 3,400.00 Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies Host additional school-community events in the Bay Point neighborhood 3,500.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Informational Parent Workshops: FAFSA, TUPE, Cash 4 College, etc. Orientations to teach parents how to use Parent Square, Aeries, and Google Classroom to monitor student progress and communicate w/ teachers. Explore opportunities to promote special programs, upper level courses, and electives: increase students and family awareness of academic opportunities via pamphlets, informational sessions, and social media. Supplies, materials, and salaries for hosting staff. 2,000.00 Title I Carryover 4000 - 4999 Books and Supplies Increase opportunities for parents/family to participate in volunteer events on campus: Use website to solicit family participation in volunteer efforts to improve campus climate and culture. Supplies and materials. 1,188.00 Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies</p>
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			Continued and increased promotion of "Coffee with the Principal", "Muffins with McCain", and similar in-person engagement opportunities: materials, supplies and snacks
2.4	Improve Communications with Community and Increase Input from All Stakeholders	All Students	<p>2,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies printing and postage for flyers, mailers, etc.</p> <p>Site Discretionary</p> <p>Site Council, Design Team, ELAC to explore ways to solicit ideas for additional improvements to two-way communications and foster additional community engagement from families and other community stakeholders.</p> <p>0.00 Site Discretionary</p> <p>Increase outgoing communication from administration and counseling staff: posting regularly scheduled school bulletins (weekly or biweekly) to update families on school events, upcoming opportunities, student achievements, and other news of note. Link from school Website, Twitter, Instagram. Promote weekly Video Bulletins developed by Leadership students.</p> <p>0.00 Site Discretionary</p> <p>Increase home communications from faculty: increase the number and frequency of teachers using mass communication software (Parent Square, Remind, Aeries, etc.) to notify parents and students of important classroom activities. Ensure that parents' information is updated to receive the communication. Provide in-house Parent Square training for teachers, follow up with annual staff</p>

			<p>professional development offering for new teachers and staff. Annual PD at beginning of year for new teachers & review. 2,000.00 Title I (3070) 4000 - 4999 Books and Supplies Surveys and Focus Groups: Promote student and family participation in regular surveys (Healthy Kids, SEL, Site Climate Surveys) to evaluate satisfaction with site-specific services being provided and collect suggestions for improvements in quality and scope of services. Include both quantitative and open-ended responses. Solicit feedback and input from family and community stakeholders via surveys and focus groups when planning changes to curricular offerings and programs. Solicit input and ideas from students in focus groups during the school day to monitor response to campus initiatives. Supplies, materials, and incentives. 5,000.00 Title I Carryover 4000 - 4999 Books and Supplies Support launch of AAPAC: communications, outreach, supplies and materials for meetings and events celebrating African-American student achievement and engaging family community in school decision making processes. 20,305.51 Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Parent, Student, and Staff Representation at CAAASA (California Association of African American Superintendents and Administrators) Youth Leadership Summit and Parent Empowerment Summit</p>
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2.5	Increase Outreach to Families of English Language Learners	English Learners	5,500.00 Title I (3070) 4000 - 4999 Books and Supplies ELL Information Events to assure families are informed and understand the reclassification process and requirements as described in the MDUSD English Learner Master Plan. Multilingual Materials and supplies for parent training, informational, workshops. 2,590.00 Site Discretionary 4000 - 4999 Books and Supplies Materials, Supplies, Food/snacks for multilingual parent engagement events such as ELAC. 0.00 Title I (3070) Increase communications with parents and students about upcoming CAASPP and ELPAC tests dates, when scores will be released, and what the scores mean for their student. 25,516.23 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Parent Representation at CABE (California Association for Bilingual Education) Conference
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Response on the CHKS survey has increased for students, but decreased for parents. The percentage of parents indicating promotion of parental involvement has stayed consistent despite the decrease in the number of responses from parents. Chronic absenteeism and suspension rates have risen slightly. The number of students suspended during the 2023-24 school year was significantly increased. A large part of this increase is due to in-school suspensions (iss). This is something that the school is aware of and the numbers are expected to decrease in the 2024-25 school year.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Goal 3: High Quality and Responsive Instruction

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

At MDHS we need to increase the number of students graduating who are deemed college and career ready. The administration and teaching staff need to continue building campus-wide academic language and numeracy supports and interventions targeted toward increasing access to curriculum for long-term English Language Learners and increasing the academic performance of all students as measured through grades, departmental common assessments, and standardized test scores. The administration, counselors, ILT, and the ELAC committee need to refine methods to evaluate the efficacy of interventions, classroom strategies, and department-wide use of formative student assessments to identify student learning gaps and prioritize additional support for students in order to increase the opportunity for every student to succeed in every subject.

The principal and the teaching staff need to collaborate on the alignment of curriculum with state standards and implement school wide consistency in the implementation and use of common assessments that assure the students have access to the district adopted curriculum. The administration and the Instructional Leadership Team need to explore the creation of a School Data Team that will train PLCs and individual teachers on how to analyze data from common assessments in order to calibrate grading practices, assure curriculum is aligned with standards, plan for instructional adjustments in response to the data and analysis, determine measurable ways to assess the effectiveness and implementation of Constructing Meaning training on student performance, and facilitate a more consistent and meaningful response to data and better inform the ongoing process of improving student learning.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will be trained in Constructing Meaning Strategies intended to increase student achievement across subjects. MDHS teachers participate in PD to increase teacher efficacy and improve learning outcomes for all students.	75% of teachers received CM training in 2021-22 school year	100% of teachers new to MDHS will receive intensive CM training sessions; 85% of returning/veteran teachers will participate in refresher PD work.
Number of teachers participating in Instructional rounds	2022-2023 23% -> 2023-2024 95% participation.	100% participation visiting and hosting

Regularity of classroom walkthroughs reflecting administrative engagement in teaching and learning activities	TBD	average of 30 classroom visits weekly averaged over school year
9th graders with no D or F grades	2022-23: 22% -> 2023-24: 28%	Increase by 5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Staff Professional Learning Communities, Assessment Data Analysis, Trainings, and Collaboration	All Students	15,000.00 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Increase use of peer walk-throughs and CM Professional Showcase, classroom visitations, and/or lesson study groups to evaluate efficacy of strategies and share best practices. Increase frequency of classroom walkthrough data collection. Provide subs for teachers to explore additional opportunities to share effective instructional strategies and intervention practices. Refine instruments for walkthrough documentation to include quantitative and qualitative data in order to monitor implementation of schoolwide supports, alignment with standards, and other curricular initiatives. Provide release time for department chairs and ILT members to perform department-level walkthroughs. Use data from walkthroughs to inform PD emphasis. Release time for debriefs and RTI meetings. 20,000.00 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute teachers for collaborative time to improve instruction for students. Provide subs to allow departments & course-alike teams continue working to normalize and calibrate grading practices across

			<p>course-alike classrooms in order to provide rigor and reinforce campus-wide expectations. 30,000.00 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional pay for teachers to work with common assessments and data analysis. Continue implementation and monitoring of calendar for district-wide and department-wide common assessments for each department/grade level/course-alike team. 3,175.00 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Accelerate skill development with new teachers by sponsoring an additional off-site instructional rounds day with TISP coaches: provide substitutes and additional time sheeting for debriefing sessions, 63,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Bootstrap development of functional Professional Learning Communities by funding pull-out collaboration days by department and course-alike teams for work on Essential standards, backward planning, data analysis and vertical alignment of content area scope and sequence.</p>
3.2	Extended Learning Supports and Interventions	All Students	<p>10,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Continue extended day learning opportunities through after-school academic enrichment programs. Provide students with after school tutoring opportunities to augment CARES after school programming: free</p>

			<p>tutoring by various teachers that targets the students in their programs. Study bus passes given. 3,000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide extra academic support and after-school tutoring to ninth graders. 21,341.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Support development of art, music, and athletics programs: materials and supplies</p>
3.3	ELL Academic Supports and Related Professional Development:	English Learners	<p>45,000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Money for the ELL Support coordinator 0.2 FTE: Continue supporting emerging bilingual students through additional personnel to support testing, reclassification efforts, monitoring of academic and socioemotional well-being, and advocacy. 30,000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Money for ELL intervention sections 0.2 FTE: Continue supporting emerging bilingual students through additional personnel to support testing, reclassification efforts, monitoring of academic and socioemotional well-being, and advocacy. 30,000.00 Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) money for ELL intervention sections 0.2 FTE: Continue supporting emerging bilingual students through additional personnel to support testing, reclassification efforts,</p>

			<p>monitoring of academic and socioemotional well-being, and advocacy. 28,000.00 Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Fund teacher and administrator attendance at ORENDA and CABE Conferences 7,480.00 Title I (3070) 4000 - 4999 Books and Supplies Supplemental classroom and project supplies for culturally sustaining teaching (including language fluency) 3,000.00 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Fund CCSS-aligned Software to support tiered system of support for ELLs (ie iReady lessons..) 10,000.00 Title I Carryover 4000 - 4999 Books and Supplies Classroom supplies and materials to support ELL Support Programs</p>
3.4	Support Equity Work, Professional Collaborations, and Cross-Curricular Academic Language Development through Professional Development	English Learners Redesignated English Proficient, All Students	<p>20,000.00 CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Constructing Meaning Professional Development : Continue to provide Constructing Meaning professional development including release time, CM materials and refresh of current CM kits. Departments to explore adopting specific common CM strategies across grade level teams so students encounter the same skills over and over again. (For example: Says, Means, Matters; similar SST routines). Identify additional opportunities for structured</p>

			<p>student talk and opportunities for written response within elective content areas per Constructing Meaning. 127,000.00 CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Equity and Rigor Professional Development: fund contract with Leadership Legacy Consulting to help staff increase Cultural Proficiency and efficacy of Professional Learning Communities. Administration and Instructional Leadership participate in district level book study.</p> <p>Develop a comprehensive PD plan: generate and present a yearlong sequence for professional development aligned with WASC, SPSA, LCAP goals and graduate profile. Clarify purpose for Professional Learning Communities by preloading annual PLC agenda based on school goals/priorities and data schedule.</p> <p>62,500 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Opportunities for PLCs, course-alike teams, and department teams to attend professional development conferences/trainings specific to their academic focus and areas targeted for professional growth.</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The most remarkable improvement is in instructional round participation. Substitute teachers were provided with the expectation that everyone would participate in instructional rounds as both a guest and a host. This has changed the participation level in instructional rounds significantly.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Goal 4: Success for Focus Scholars

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Students in Focal Scholar populations and their families need culturally responsive instruction and practices, interventions, recruitment, opportunities, and supports. The site and district administration, teaching staff, student leadership, and parent groups need to collaborate on identification and support of at-risk students, and increase socio-emotional supports and academic learning outcomes for focal scholar populations as measured by grades, credits earned, and attendance metrics.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Black/AA student performance on CAASPP Mathematics testing	2420.9 -> 2438.8	Increase by 20 mean scaled score points
Black/AA student performance on CAASPP ELA Testing	2498.3 -> 2545.4	Increase by 20 mean scaled score points
Foster Youth/Homeless student performance on CAASPP Mathematics testing	NA - Not enough data	Increase by 20 mean scaled score points
Foster Youth/Homeless student performance on CAASPP ELA testing	NA - Not enough data	Increase by 20 mean scaled score points

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

4.1	Support Focal Scholars with Additional Socioemotional Health and Counseling Services	All Students Focal Scholars	0.00 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Partner with Family Purpose program to provide strategic mentorships and counseling to support at-risk students. Funded by district.
4.2	Support Focal Scholars in Academic Achievement	All Students Focal Scholars	15,000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) College visits and field trips tailored to interests & promoted within focal scholar populations. Promote HBCU Fair and other college fairs. Expanded WBL and Internship opportunities promoted to Focal Scholar Populations. Transportation, substitutes, and supplies. 13,500.00 Site Discretionary 4000 - 4999 Books and Supplies Supplies and materials for College and Career Center. 5,000.00 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Stipends and Professional Development release time, supplies, and materials to support teachers in their academic and socioemotional work with focal scholar populations per district protocols 6000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Incentives to promote student academic performance, attendance, and socioemotional learning in focal scholar populations
4.3	Support Diablo Community Center (DCC) in providing counseling services to students	All Students	18,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 3 DCC interns @6,000.00 ea. 65,000.00

			LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 50% of Social Work Specialist for DCC
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Both English and math CAASPP scores had a slight increase.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$571,054.51
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,523,419.51
Total Federal Funds Provided to the School from the LEA for CSI	\$224,175.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I (3070)	\$454,161.00
Title I Carryover	\$112,305.51
Title I Parent Engagement (3068)	\$4,588.00

Subtotal of additional federal funds included for this school: **\$571,054.51**

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

State or Local Programs	Allocation (\$)
CSI (3282)	\$224,175.00
LCFF Supplemental	\$565,500.00
Site Discretionary	\$162,690.00

Subtotal of state or local funds included for this school: **\$952,365.00**

Total of federal, state, and/or local funds for this school: **\$1,523,419.51**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	162,690	0.00
LCFF Supplemental	565,500	0.00
Title I Parent Engagement (3068)	4588	0.00
Title I (3070)	454,161	0.00
Title I Carryover	112,305.51	0.00
CSI (3282)	\$224,175	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI (3282)	224,175.00
LCFF Supplemental	565,500.00
Site Discretionary	162,690.00
Title I (3070)	454,161.00
Title I Carryover	112,305.51
Title I Parent Engagement (3068)	4,588.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	744,516.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	68,500.00
4000 - 4999 Books and Supplies	284,422.77
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	425,980.74

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	77,175.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	CSI (3282)	147,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	363,341.00
4000 - 4999 Books and Supplies	LCFF Supplemental	81,500.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	120,659.00
	Site Discretionary	0.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	26,500.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	23,500.00
4000 - 4999 Books and Supplies	Site Discretionary	89,190.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Site Discretionary	23,500.00
	Title I (3070)	0.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	247,500.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	45,000.00
4000 - 4999 Books and Supplies	Title I (3070)	75,144.77
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	86,516.23
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I Carryover	30,000.00
4000 - 4999 Books and Supplies	Title I Carryover	34,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Carryover	48,305.51
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	4,588.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	709,123.77
Goal 2	163,299.74
Goal 3	528,496.00
Goal 4	122,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

Name of Members	Role
Kyle Kondo	Classroom Teacher
Hayley Davis	Classroom Teacher
Steve Seaman	Classroom Teacher
Markell McCain	Principal
Stephanie Zuniga	Secondary Student
Jefferson Martinez	Secondary Student
Damariz Ramirez	Secondary Student
Mehgan Coelho	Parent or Community Member
Jessica Leyva	Parent or Community Member
Debbie Hickey	Other School Staff

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



Recommendations and Assurances

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

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

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

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

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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/29/24.

Attested:



Principal, Dr. Markell McCain on 10/29/24



SSC Chairperson, Mr. Kyle Kondo on 10/29/24

Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

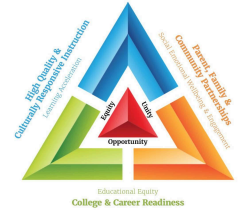
For a list of active programs, please see the following links:

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

Updated by the California Department of Education, October 2023

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

DRAFT MDHS Multi-Tiered System of Support 2024/25		
Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>		



All Means All

	Administrative Leadership <small>Strong & engaged site leadership & educator support system</small>	Integrated Framework <small>Fully integrated organizational structure & strong and positive school culture</small>	Family & Community Engagement <small>Trusting family and community partnerships</small>	Inclusive Policy Structure & Practice <small>Strong LEA/School relationship & LEA policy framework</small>
AVID Pillars	Leadership	Instruction	Culture	Systems
Tier I	<ul style="list-style-type: none"> ● Department meetings ● Staff meetings ● Constructing Meaning (CM) Team ● PLC Meetings ● ILT (Instructional Learning Team) ● MTSS Team 	<ul style="list-style-type: none"> ● Constructing Meaning ● Framing the daily lesson ● Frontloading Vocabulary ● Study Guides ● Grammar ● Focus on Writing ● Communication Skills ● Reinforcement Games ● Explicit teaching of organizational skills ● Improved Sub Planning ● Graphic Organizers/Thinking Maps ● Operating Library/Librarian on Duty Part Time (forthcoming) ● Manipulatives ● Guided notes ● Videos ● Scaffolding ● CFU ● Standards-Based Grading and Instruction ● Assessment Retake Policies ● Equitable Grading Practices ● iReady 	<ul style="list-style-type: none"> ● Back to School Night ● ParentSquare weekly communications ● Title One Night ● Muffins with McCain ● Multicultural week ● Cafecito Con Las Consejeras 	<ul style="list-style-type: none"> ● SEL Strategies/Trainings ● SEL for Teachers ● SEL check-ins ● Safe environment ● IEP Teams ● Progressive discipline policy ● College & Career Counseling ● PBIS ● Yondr Pouches ● Tardy Sweeps ● Aeries Pre-Referrals to Intervention
Tier II		<ul style="list-style-type: none"> ● Follow Up 	<ul style="list-style-type: none"> ● ELAC 	

		<ul style="list-style-type: none"> Alternative Assignments/ Assessments After School Tutoring/Support Extra time Extra time on assignments Tutoring Calls home D/F List SST 	<ul style="list-style-type: none"> World Academy's Immigration Resource Fair 	<ul style="list-style-type: none"> CARE Team Referral Calls home SSTs Family Purpose Diablo Community Center (DCC) Lunch Detentions Support Calls
Tier III	<ul style="list-style-type: none"> New Teacher Support Group 	<ul style="list-style-type: none"> IEP/504 Accommodations IEP Amendments 		<ul style="list-style-type: none"> IEP Teams Behavior Intervention Plan In school suspension

MDUSD Multi-Tiered System of Support			
<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>			
	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
Tier I	<p>-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community *MTSS Handbook outlines MDUSD systems and supports for students</p>		
Tier I (all)	<p>Standards-based instruction</p> <ul style="list-style-type: none"> Access and use of standards-based instruction and materials Courses of Study & Instruction materials Standards based instruction based on Scope and Sequence/Prioritized Standards Achievethecore.org : Instructional Practice Guide Using formative data to inform instruction <ul style="list-style-type: none"> Common Assessments at each grade level, data-driven discussions and strategic instructional shifts MDUSD Assessment Calendar TK-12 Integrated and designed English Language Development (ELD) <p>Accelerated learning</p> <p>Standards-based assessment & grading</p> <ul style="list-style-type: none"> Standards-based instruction "Just in time scaffolding" Additional time/ opportunity An assessment based on mastery of standards (rather than compliance) https://gradingforequity.org/ <p>College, Career, and Work-based learning awareness and exploration</p> <ul style="list-style-type: none"> Work Based learning continuum MDUSD Graduate Profile Pathway completion Education plan and transition after high school 	<p>Positive Behavior Intervention and Support practices</p> <ul style="list-style-type: none"> Tier 1 foundational systems <ul style="list-style-type: none"> An established leadership team w/ regular meetings Positive school-wide social culture Ongoing use of data for decision making aligned to school professional development and personnel evaluation plan Tier 1 practices <ul style="list-style-type: none"> Established classroom rules and expectations Positive reinforcements, referrals, and recognition aligned with school-wide expectations Utilizing proactive and skill-building strategies to encourage expected behavior Supportive Discipline and Behavior Expectations & Matrix Encouraging school-family partnership <p>Community Circles to build and strengthen relationships</p> <p>Grade-level assemblies to discuss positive and negative behavior</p> <p>Clubs Multicultural Week</p>	<p>SEL in the Classroom SEL in the Classroom Toolkit/chart</p> <ul style="list-style-type: none"> Explicit SEL Instruction (dedicated time to teach SEL) <ul style="list-style-type: none"> Needs to be sequenced, active, focused, and explicit (SAFE) District Resources include; SEL Google Classrooms and MDUSD-SEL Program Resources Academic Alignment <ul style="list-style-type: none"> Fostering academic mindset Aligning objectives Interactive structures to promote SEL Build classroom and school community/climate <ul style="list-style-type: none"> Strong sense of community Community Circles Belonging and emotional safety (Trauma-informed practices) Student-centered discipline <p>Student Voice</p> <ul style="list-style-type: none"> Strategies for Elevating Student Voice <p>Adult SEL</p> <p>School-wide SEL Indicators</p> <p>School Counselor support School Psychologist</p>

	30-minute Daily ELD Pre-referral interventions documented in Aeries <u>Student Conferences</u> <u>Tutoring</u>		
Tier II	-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks *MTSS Handbook outlines MDUSD systems and supports for students		
Tier II (some)	<ul style="list-style-type: none"> • TRIO • 	<ul style="list-style-type: none"> • Follow Up • Alternative Assignments/ Assessments • After School Tutoring/Support • Extra time • Extra time on assignments • Tutoring • Calls home • D/F List • SST 	<p>School Counselor targeted counseling services SART Classroom Practices</p> <ul style="list-style-type: none"> • Seating charts • Greeting students at the door <p>Care Team Referral Mobile Health Clinic</p>
Tier III	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services) *MTSS Handbook outlines MDUSD systems and supports for students		
Tier III (few)	<p><u>New Teacher Support Group:</u></p> <ul style="list-style-type: none"> • Meetings every week to help new teachers get on-boarded • Observations and feedback to help new teachers improve their practices <ul style="list-style-type: none"> • Alternative Education Placements/settings • IEP Progress Goals • 504 Plans • Student Success Team • EL Support/Monitoring 	<ul style="list-style-type: none"> • Behavior Contract 	

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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