

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mt. Diablo High School	07-61754-0734566	November 3rd, 2023	

## Purpose and Description

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

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

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

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.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Over the course of the last two years we have completed several surveys of students, parents, and staff. Parents were surveyed during Back to School Night for the last three years to collect their concerns and thoughts regarding school strengths and needs. Survey results indicated a concern for campus safety and security, a desire for improved student supports and performance in mathematics, a need for increased communications across stakeholders, more robust extracurricular and sports programs, and a shared desire to continue improvements in student academic and behavioral supports. Interviews with students and staff indicate that in general the campus climate feels safer and more structured, and teachers feel broadly supported in dealing with discipline issues.

The Healthy Kids Survey is administered every other year. The district also administers a Socio-Emotional Learning (SEL) survey twice per year: we successfully solicited a much higher response rate this year than last fall, leading to a more reliable dataset. These surveys indicate that while students report to be struggling with relationship skills and self-management in the wake of the COVID-19 pandemic, their senses of self-awareness and responsible decision making have increased, which is promising. Students in some of our target subgroups for goal #4 report the strongest improvements; however, there continues to be variance between subgroups which underlines our need to continue pursuing targeted interventions and equity work.

## Classroom Observations

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

Besides formal evaluations of teachers, administrators do informal daily walk throughs in classrooms. Initial findings of these walk-throughs and instructional rounds continuing from the previous school year indicated that a lack of consistency in expectations and implementation needs to be addressed. This issue was also observed and reported by the WASC visiting team during our most recent full self-study. We perceive a need for various Constructing Meaning strategies and implementation to be reinforced with continued PD and administrative focus to provide both the support and consistency needed for these initiatives to be successful. We also see a need for increased departmental collaboration around common shared best practices. As a result, teachers have been tasked with posting CM Learning Goals, daily agendas, and utilizing common assessments across departments to measure progress and inform priorities.

Walkthroughs to measure progress were limited last year, as the administration found a need to focus on wider issues regarding the campus climate outside of individual classrooms, which resulted in an emphasis on assuring students were physically moving into classrooms, with less urgency placed on evaluating the proceedings inside the classrooms. As we move into the 2023-2024 school year and student expectations regarding classroom attendance have taken better hold, the administration is focused on spending more time in classrooms with an emphasis on assessing quality of instruction. To support this work the administration has committed to visit 5-10 classrooms per week per administrator, with a goal of every classroom experiencing at least one walkthrough

every three weeks. Through this increased frequency of administrative walk-throughs and teacher feedback, we hope to foster both an increased sense of accountability regarding the implementation of adopted initiatives and a better understanding of what is most effective in practice. We have developed instruments to track the frequency and distribution of walkthroughs, striving to assure that all classrooms are visited regularly and equitably. Through a non-evaluative walkthrough form we collect evidence of Constructing Meaning strategies and quality instruction, which is compiled in a spreadsheet. This data collection helps us identify patterns of strength as well as which practices which need additional reinforcement across the campus. After the data is logged, the form is delivered to the teacher to provide feedback and also reinforce what strategies we are hoping to observe, and the administration debriefs weekly on their findings.

We have found that frequency of Learning Goals being posted has increased significantly, and the use of Learning Goals designed using the CM framework has gained traction. We also see an increase in formative assessment techniques and equity-oriented practices. Based on our data collection we still see a need to help teachers increase their use of additional instructional strategies such as SSTRs (Structured Student Talk Routines) to increase student use of verbal academic language, and use of common assessments is still spotty. In addition we are continuing with Instructional Rounds - teachers observing voluntary host teachers to observe use of learning and language objectives, student engagement, teacher pedagogy, and implementation of targeted teaching interventions. This practice is intended to support teachers who are uncertain about how to implement various school initiatives, and to provide new insights to more seasoned teachers as well.

We have noted inconsistency in classroom policies regarding cell phone use by students: in some classrooms efforts to manage phone use have been very successful while other classrooms struggle, which has a clear impact on both student engagement in learning and discipline/behavioral issues. While these sorts of challenges are almost universal in this era, we need to explore solutions to issues surrounding student cell phone use.

## **Analysis of Current Instructional Program**

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

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

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

## Standards, Assessment, and Accountability

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

Each year our students in 11th grade take the CAASPP ELA and Mathematics exams as well as the Science CST exam. All English Language learners who have not reclassified take the ELPAC exam each year, and they are administered the I-Ready test at regular intervals to monitor their progress toward language goals. CAASPP performance is reviewed to monitor trends and school progress on student achievement in ELA and Math. Our College and Career Center staff, along with school counselors, look at EAP data to identify students that are likely to gain college acceptance. A pilot group of students will be taking the PSAT on campus this year. The English and Mathematics department have been administering benchmark assessments provided by the district, and have taken advantage of time provided during Professional Development buy-back days to calibrate results and perform data analysis.

Our CAASPP scores make it clear that while we are moving in the right direction, we need additional resources to support the school for this test, especially in Mathematics, as well as the ELPAC. We need to develop a robust plan to help kids understand why strong performance on these assessments is important for both them and the school, and provide additional ways to help improve their scores beyond high-quality instruction. These strategies could include nutritional snacks during testing, a modified testing schedule to increase participation and focus, subs to release some teachers to support test administration, improvements to communications regarding testing, and development of a review curriculum to be covered before the assessments are administered in the spring.

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

During the WASC process it became clear to us that we have improved in the process of collecting data, but actually analyzing and using that data to inform instruction and campus-wide practices in a meaningful way has not been consistent. This year the administrative team, teacher leaders, student leaders and parent/community leaders are striving to make sure we are using this valuable data to drive decisions and implement needed changes. These changes could be school-wide, within departments, or in individual classrooms. There is also a focus on increased transparency in our use of data so all stakeholders can better understand the reasoning and necessity surrounding these initiatives and receive regular updates about progress toward goals.

Professional Development and staff meeting time is being dedicated to training teaching staff in use of data analysis protocols and additional time is being provided to allow departments collaborative time to work specifically with assessments. All staff have agreed to utilize and implement common assessments across departments to measure effectiveness and determine if we are on track to meet the standards required by the Common Core State Standards (CCSS). We need to invest in Professional Development helping teachers to establish normalized grading and teaching practices in order to assure that students in all classes have an equitable opportunity to receive a high quality educational experience, as well as receive grades and credits reflective of their learning.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

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

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

MDHS has an average 18% turnover of staff every year. This level of turnover introduces additional challenges in our efforts to establish consistency of practices and expectations in our classrooms. It also creates frustration among veteran teachers having to repeat trainings and professional development because such a high percentage of staff is unfamiliar with specific initiatives at MDHS. There is a need for us to differentiate Professional Development for new and veteran teachers.

While hiring efforts leading in to the 23-24 school year were more timely and successful than the prior year, due to turnover late in the hiring cycle as well as the general statewide contraction of the educational hiring pool we do not have a sufficiency of credentialed teachers. As of October 2023, we still have three vacant full time Science positions. To mitigate this shortage the district has contracted with Elevate K-12, a firm that provides curriculum through an online Learning Management System and remote lesson delivery supported through a long-term substitute teacher serving in the role of a classroom coach. While this is helpful, the vacancies remain posted.

There are a total of seven professional development days designated by the district. Before the start of school, one additional PD day is provided for teachers new to Title I schools, with two additional days for all teachers prior to school and an additional three days during the school year, usually in October, February, and March. The district provides additional on-demand training resources at the district website. District-mandated PD days provide pull-out training for specific departments when new curriculum is adopted. Recently many teachers were involved in the adoption and use of NGSS Science curriculum, development of an Ethnic Studies curriculum to be implemented in the 2024-25 school year, and adoption/training of new Social Studies and Language Arts curriculum are currently in the works. Living Earth teachers will be attending a training in the new sexual health curriculum in November. Additional training and support is needed for full-time substitutes and special education assistants working with specialized student populations.

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

With data collection procedures largely in place, our primary focus is now on analysis and use of this data to help all teachers to align practices to support not only the general needs of a Title I population, but also the specific needs of individual students. Specific supports are needed to bring analysis of student performance into focus for target subpopulations of interest, such as African American students, Foster youth, unhoused youth, and long and short-term English Language Learners. Currently all new teachers are provided sub coverage to attend training in Constructing Meaning literacy support strategies. Based on data and needs identified through the WASC process, additional staff development is planned to focus on socioemotional learning, data analysis protocols, and disaggregation of data within Illuminate in order to help unpack the specific needs of these populations. Two staff meetings per month are used to provide additional professional development directed by site administration: one administrator-directed meeting is typically reserved for general training and information distribution, while the second meeting emphasizes work within collaborative teams to develop common departmental goals and practices.



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

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

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

All departments have a planned collaboration meeting for sixty minutes once a month: agendas for this meeting are developed by the departments themselves. Depending on the department, grade-level and common-course breakouts are sometimes used to provide more strategic collaborations. This year the third monthly meeting has been designated as a "Culture of Collaboration" meeting, reserved for a focus on issues surrounding classroom culture and climate, providing an additional opportunity for staff to work in collaborative groups and across departments on MTSS, SEL, and other campus-wide initiatives. As we strive to emphasize adoption of common practices across course-alike, grade level, and department teaching teams, the school has contracted with Solution Tree to provide coaching in order to develop more functional and successful Professional Learning Communities in our administration and teaching staff.

## Teaching and Learning

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

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

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

Does not apply to a high school.

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

Intervention courses are prioritized and flexibility is built into the schedule in order to provide sufficiency.



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

In English, the currently adopted textbooks are not aligned to the CCSS. Therefore, the curriculum is supplemented with novels - both fiction and non-fiction - the UC/CSU generated ERWC units at the English III and IV levels, and other teacher-developed materials. New English and ELD materials are being evaluated in a district-level pilot at this time, and new Social Science curriculum has recently been rolled out. Access World History and Access US History are used to supplement the textbook in sheltered classes for English Language Learners. New curriculum adoptions in Social Studies, Science, and World Languages all provide auxiliary online electronic resources and/or companion workbooks.

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

District adopted textbooks and instructional materials are provided in all classrooms. We use a number of supplemental materials in many classes, most notably the English classes in anticipation of a new textbook adoption cycle. In addition, with the introduction of the 1-1 Chromebook model, students have increased access to online materials, and all new textbook adoptions have included a companion electronic text allowing digital access. This increased use of technology does introduce additional need for support resources. . We also need to continue providing access to supplementary online curriculum and applications to support additional learning acceleration, differentiation, and remediation opportunities.

## Opportunity and Equal Educational Access

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

At the end of the 2022-23 school year the MDHS faculty voted to revert to the default bell schedule, preferring to discontinue the "Peak Hours' intervention bell schedule that had been implemented for the previous several school years. This leaves a need to research and implement alternative intervention solutions to take place during the school day moving forward.

Students receiving special education resources typically attend an Academic Success support class during the school day hosted by a special education teacher.

The Diablo Community Center is a counseling center that is staffed by a full time social work administrator, social workers, and social work interns from local universities. The DCC provides individual and group counseling for students. They also convene many student support and intervention groups throughout the week. We have a need for additional services and strategies to support the populations identified for our Focal Scholar program.

## Evidence-based educational practices to raise student achievement

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

In order to better support our ninth graders we have registered a number of teachers and administrators for training in the Link Crew program: through this program we hope to train upperclassmen to provide onboarding and peer mentoring to ninth graders. We have also establish a second period of Leadership within the core schedule which will be used to pilot Link crew strategies and activities in the spring. We should also explore ways to integrate more academically oriented support programs similar to AVID to promote achievement in promising students who nevertheless would benefit from additional supports. We also need to dedicate professional development time to train teachers better in the MTSS process, including the use of toolkits such as PBIS. Finally, we need training in trauma informed practices for all teachers.

## Parental Engagement

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

The MDHS SPSA allocates funding for a Spanish-speaking parent liaison for translation and calls home; the Diablo Community Center (DCC) provides extensive counseling resources and therapeutic groups. The HOPE program provides services for students experiencing homelessness or housing insecurity; the Mobile Health Clinic provides students access to birth control, sports physicals, and other physical wellness needs; the Rainbow Community Center provides counseling supports and an opportunity for LGBTQ students to gather in the community. We are also a Focus School for CSEIS focusing on 9th grade scholars, and are hosting additional support programs such as Feet First and Family Purpose. The CARES program provides after school tutoring and activities to engage and support students, offering various enrichment opportunities like gardening and cooking, and providing extended learning activities ranging from Driver's Education to APEX Online Credit recovery.

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

School site council regularly discusses progress on the SPSA goals. Annually it approves the SPSA narrative contents and budget.

Many of our students do not live nearby but rather in Bay Point: around half of our students are bussed in. This makes it difficult for many of our families to attend school functions or participate in parent groups. Parent attendance at events hosted on campus in the past (Back to School Night, Open House, etc) has historically been modest, but we have discovered that when events are designed to emphasize student performance and showcase student projects, participation is sharply improved. Over the last few years we have made some successful efforts to increase family outreach and participation, and have seen success especially in holding relevant high-interest events and student showcases such as Academy Night.

In addition, our increased fluency with communication technologies and efforts to modernize our tool set have increased our ability to solicit feedback and communicate with parents directly: this year we are making increased efforts to have teachers engage directly with families via tools like Parent Square. Meanwhile, the addition of a family liaison to the office staff has helped us increase our day-to-day interactions with our Spanish-speaking families, and the SARB/SART process helps us re-engage with the families of students experiencing low attendance. Through increased promotion and communication our attendance at the first ELAC meeting of the year was significantly improved.

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

## Funding

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

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

Fiscal support (EPC)

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

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

SPSA goals were developed in consideration of the 2021-2022 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. The SPSA is now reviewed before submission with the school Design Team (analogous to CILC), and reviewed annually during a presentation with the faculty and staff at large. 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 a WASC visit in the Spring of 2024. 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.

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 not currently usable- pending improvements and updates, and some classes historically located there are now in uncomfortably cramped, older buildings. Students need locker space, as is provided at other sites to hold their items between classes: even as we transition increasingly toward digital curriculum there will still be a need for students to safely and cleanly hold their supplies for other classes and extracurriculars. Meanwhile student lockers across the campus are in disrepair. In addition, our athletic facilities need improvement: both the baseball and softball fields need major updates and maintenance, and the school gymnasium needs upgrades as well. The Performing Arts program needs rebuilding: the Drama teacher moved on from the school, and due to difficulties in classroom management and decline in equipment and facilities, the Music/Band program was put on hold for the year pending possible renovations, new staffing, and input from community and family stakeholders to assure we develop a fresh and culturally relevant program.

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. Our annual teacher turnover hovers between 20% and 30%. We have begun the school year with vacancies for the last several years: as we approach the second quarter progress report, we still have three vacant teaching positions in the Science department which is negatively impacting the student learning experience. We are currently also short on bilingual instructional assistants and special education assistants, and our Instructional Media Assistant position is vacant; we are down one Campus Supervisor as well. These staffing challenges complicate our efforts to maintain consistency across the school and from year to year.

We must develop systems, tools, instruments, and policies that are universally adopted and prioritized across the school to help us collectively analyze, reflect on, and hone our schoolwide practices in a continuous cycle of improvement that persists despite our patterns of staff turnover.

During the 2021-22 WASC self-study, the Visiting Committee identified a number of additional areas of needs that could be categorized as resource inequities: the previously mentioned teacher turnover rate demands consistent and persistent Professional Development offerings as well as additional training for new teachers in family communication tools; students need clean, well-monitored facilities to promote a sense of safety and a focus on learning; efforts to communicate with families and engage them in site decision making processes need to be redoubled. While these are all certainly challenges at most schools, the socioeconomic makeup of our population introduces special inequities and difficulties. We lack many of the resources that other schools have. The vast majority of our families struggle financially: about 80% of our students are categorized as Socioeconomically Disadvantaged and receive free/reduced food services. This provides little opportunity for auxiliary fundraising sources such as a PSTA or athletics booster programs. Along with financial hardships, time itself also is a precious and scarce resource for our home communities. Half of our student population lives in the Bay Point community and coming to campus involves a commute, complicating our efforts to increase student and family engagement and a sense of belonging and ownership within the larger school community. We continue to have difficulty engaging families in events on campus. Increased opportunities for families to engage in school activities is a priority but also a challenge.

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0%	0%	0%	0	0	0
African American	6.8%	7.40%	6.81%	106	112	102
Asian	5.0%	4.23%	3.94%	78	64	59
Filipino	6.8%	6.54%	4.41%	106	99	66
Hispanic/Latino	71.7%	73.69%	74.9%	1,123	1,115	1,122
Pacific Islander	1.3%	1.26%	1.13%	20	19	17
White	4.3%	3.50%	3.67%	67	53	55
Multiple/No Response	2.7%	2.18%	2.07%	42	33	31
<b>Total Enrollment</b>				1,567	1,513	1,498

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	477	372	332
Grade 10	404	438	365
Grade 11	370	392	434
Grade 12	316	311	367
<b>Total Enrollment</b>	1,567	1,513	1,498

### Conclusions based on this data:

1. Total enrollment at MDHS has stabilized at around 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. The size of the freshman and sophomore classes have dipped following a "bumper crop" which has additionally required reallocation of teacher course load.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	458	467	498	29.2%	30.9%	33.2%
Fluent English Proficient (FEP)	51	46	45	3.3%	3.0%	3.0%
Reclassified Fluent English Proficient (RFEP)	628	605	571	40.0%	40.0%	38.1%

### 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. Around 3/4 of the MDHS student population are English Language Learners, underlining the need for system-wide language supports and staff training across all content areas.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	336	355	420	147	296	361	141	289	355	43.8	83.4	86.0
All Grades	336	355	420	147	296	361	141	289	355	43.8	83.4	86.0

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2573.	2507.	2535.	17.73	8.30	9.58	30.50	19.03	28.17	25.53	26.30	27.32	26.24	46.37	34.93
All Grades	N/A	N/A	N/A	17.73	8.30	9.58	30.50	19.03	28.17	25.53	26.30	27.32	26.24	46.37	34.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.99	14.24	12.68	55.32	50.00	59.44	22.70	35.76	27.89
All Grades	21.99	14.24	12.68	55.32	50.00	59.44	22.70	35.76	27.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.52	7.47	11.49	56.30	45.55	48.56	25.19	46.98	39.94
All Grades	18.52	7.47	11.49	56.30	45.55	48.56	25.19	46.98	39.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.80	5.56	8.45	73.76	68.06	75.49	18.44	26.39	16.06
All Grades	7.80	5.56	8.45	73.76	68.06	75.49	18.44	26.39	16.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.70	8.33	13.52	57.45	63.54	64.23	19.86	28.13	22.25
All Grades	22.70	8.33	13.52	57.45	63.54	64.23	19.86	28.13	22.25

**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, but performance is now trending upward despite even more thorough sampling.
3. The percentage of students performing "Below Standard" has decreased in all ELA strands. Students performing "Above Standard" increased 3%-5% in all strands except for Reading, where the % performing "At or Near Standard" jumped 10%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	336	353	417	145	297	376	140	295	376	43.2	84.1	90.2
All Grades	336	353	417	145	297	376	140	295	376	43.2	84.1	90.2

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2548.	2473.	2473.	8.57	3.05	2.39	15.00	6.44	10.37	31.43	16.61	13.03	45.00	73.90	74.20
All Grades	N/A	N/A	N/A	8.57	3.05	2.39	15.00	6.44	10.37	31.43	16.61	13.03	45.00	73.90	74.20

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.71	6.10	4.79	44.29	23.39	24.47	45.00	70.51	70.74
All Grades	10.71	6.10	4.79	44.29	23.39	24.47	45.00	70.51	70.74

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.57	4.07	2.93	61.43	56.27	51.20	30.00	39.66	45.87
All Grades	8.57	4.07	2.93	61.43	56.27	51.20	30.00	39.66	45.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.14	3.05	2.66	72.86	55.59	53.99	20.00	41.36	43.35
All Grades	7.14	3.05	2.66	72.86	55.59	53.99	20.00	41.36	43.35

### 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.

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.
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.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8								
Grade 9	1520.2	1527.3	1524.7	1528.4	1515.2	1525.8	124	146
Grade 10	1529.9	1558.3	1531.9	1568.5	1527.4	1547.7	99	153
Grade 11	1525.3	1535.8	1519.1	1541.5	1530.9	1529.5	53	108
Grade 12	1520.7	1537.2	1515.6	1543.0	1525.2	1530.8	56	68
All Grades							332	475

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	15.29	11.27	23.53	30.28	37.65	30.28	23.53	28.17	85	142
10	18.75	25.66	25.00	30.92	25.00	24.34	31.25	19.08	80	152
11	15.56	13.21	15.56	28.30	35.56	28.30	33.33	30.19	45	106
12	4.88	12.50	26.83	28.13	29.27	37.50	39.02	21.88	41	64
All Grades	14.74	16.59	23.11	29.74	31.87	28.88	30.28	24.78	251	464

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>9</b>	25.88	27.46	36.47	30.99	20.00	21.13	17.65	20.42	85	142
<b>10</b>	40.00	40.13	22.50	36.18	13.75	9.21	23.75	14.47	80	152
<b>11</b>	31.11	33.96	20.00	29.25	17.78	13.21	31.11	23.58	45	106
<b>12</b>	24.39	35.94	24.39	37.50	19.51	10.94	31.71	15.63	41	64
<b>All Grades</b>	31.08	34.27	27.09	33.19	17.53	14.01	24.30	18.53	251	464

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>9</b>	7.06	2.11	15.29	9.15	27.06	46.48	50.59	42.25	85	142
<b>10</b>	6.25	9.87	23.75	21.05	22.50	38.16	47.50	30.92	80	152
<b>11</b>	4.44	2.83	8.89	9.43	31.11	34.91	55.56	52.83	45	106
<b>12</b>	2.44	1.56	4.88	14.06	31.71	35.94	60.98	48.44	41	64
<b>All Grades</b>	5.58	4.74	15.14	13.79	27.09	39.66	52.19	41.81	251	464

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

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

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

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

**Conclusions based on this data:**

1. ELPAC testing was successfully administered to many more students this year than in the previous year.
2. Similar to CAASPP, ELPAC scores have improved across grade levels in every domain despite the stronger sampling/catch rate.
3. The most marked improvements in performance were in oral language, while the weakest gains were in written response, mirroring findings of the ELA CAASPP in which Writing was the weakest domain. The strong improvements in oral language may be partially attributable to the return to in-person schooling after the COVID-19 pandemic, but gains across-the-board are notable beyond that.



# School and Student Performance Data

## Student Population

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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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.
- Students identified as Hispanic make up almost 3/4 of the population at MDHS.

3. Approximately 80% 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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

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

**Conclusions based on this data:**

1. This page currently reflects the 2022 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

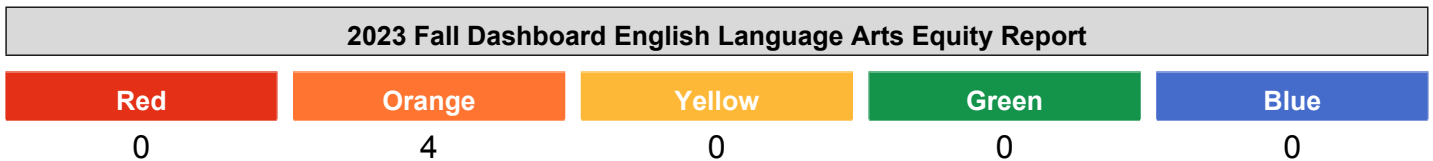
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This section provides number of student groups in each level.



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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange 55.3 points below standard Increased Significantly +46.7 points 351 Students	 Orange 120.2 points below standard Increased Significantly +35.5 points 133 Students	Less than 11 Students 2 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 8 Students	 Orange 64.2 points below standard Increased Significantly +40.8 points 237 Students	 Orange 170.9 points below standard Increased Significantly +32.2 points 61 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>138.4 points below standard</p> <p>Increased Significantly +39.9 points</p> <p>101 Students</p>	<p>62.6 points below standard</p> <p>Increased Significantly +27.3 points</p> <p>32 Students</p>	<p>84.6 points below standard</p> <p>Increased Significantly +16.5 points</p> <p>79 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 the pandemic, only to bounce back last 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. Results for the 2021-22 school year should be interpreted as a "new baseline" moving forward, from which the 2022-23 performance data has moved in a positive direction.
- 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.
- Pacific Islanders and Asian students typically had the highest average scores, while African American students and students listing two or more races continue to receive the lowest average scores. White and Hispanic student populations both scored at the average scale score. The school should continue to prioritize implementation of strategies intended to scaffold student use of academic language across all subgroups and subject areas in order to improve student performance.

# School and Student Performance Data

## Academic Performance Mathematics

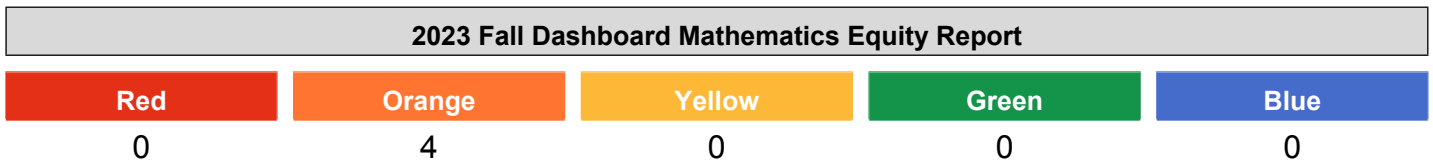
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange 156 points below standard Increased Significantly +20.9 points 350 Students	 Orange 215.8 points below standard Increased Significantly +15.8 points 134 Students	Less than 11 Students 2 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 9 Students	 Orange 161.4 points below standard Increased Significantly +16.7 points 232 Students	 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
219.1 points below standard Decreased Significantly - 17.7 points 28 Students	Less than 11 Students 1 Student	81 points below standard Increased Significantly +27.1 points 16 Students	105.7 points below standard Increased Significantly +65.5 points 19 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 155 points below standard Increased Significantly +25.4 points 255 Students	Less than 11 Students 9 Students	Less than 11 Students 7 Students	156.5 points below standard Increased Significantly +46.3 points 16 Students

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
225.2 points below standard Increased Significantly +33.3 points 103 Students	189.8 points below standard Decreased Significantly -43.7 points 32 Students	184.4 points below standard Increased +5.6 points 78 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 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. Results for the 2021-22 school year should be interpreted as a "new baseline" moving forward: scores in the 2022-23 year has increased slightly over the 2021-22 year.
- ELL, Special Education, and unhoused students scored considerably below the average scale score; socioeconomically disadvantaged students scored at the average scale score, which was predictable based on their high representation in the student population.
- Asian, Filipino, and Pacific Islander students received the highest average scores in math; the average was set largely by Hispanic students, with white students and students listing with two or most races performing slightly lower; black students fared the worst but by a less dramatic margin than in ELA testing. As a school, performance in Mathematics testing was worse than in ELA testing. The school should continue to prioritize additional efforts to support student performance in mathematics across subgroups with an emphasis on focus subgroups..

# School and Student Performance Data

## Academic Performance English Learner Progress

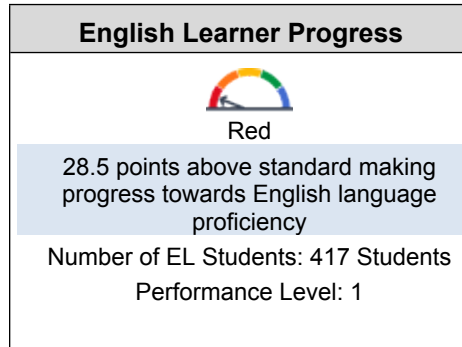
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 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. Data on the dashboard is stale but ELPAC results indicate that efforts to catch up on reclassification testing were successful, and student performance has increased two years in a row.
2. Following a sharp increase in reclassification rates following the pandemic, the percentage of students reclassifying annually decreased from 8% in 2021-22 to 5% in 2022-23

# School and Student Performance Data

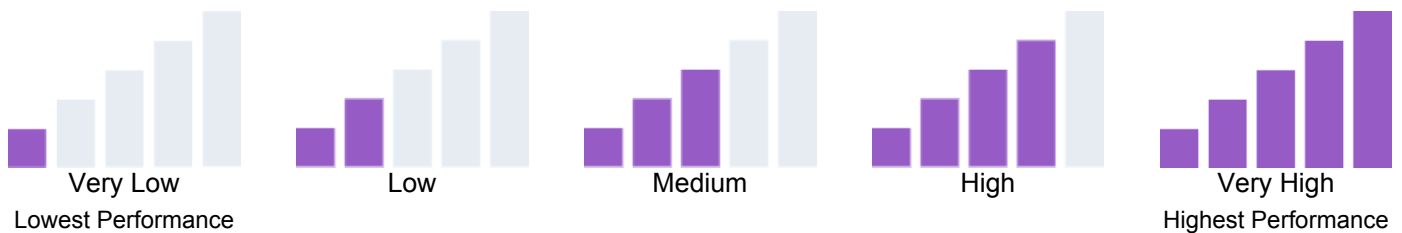
## Academic Performance College/Career Report

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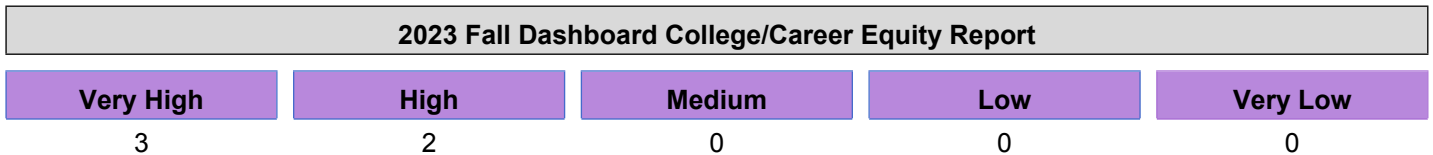
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

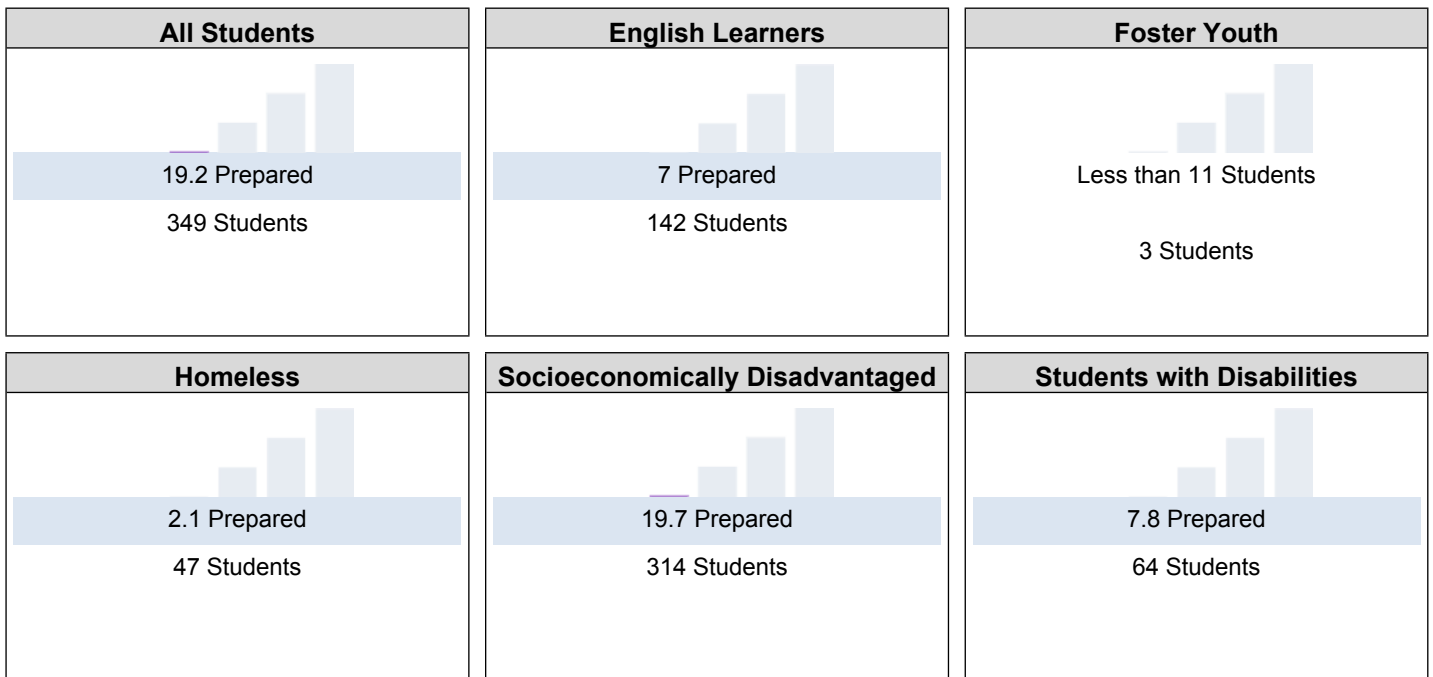


This section provides number of student groups in each level.

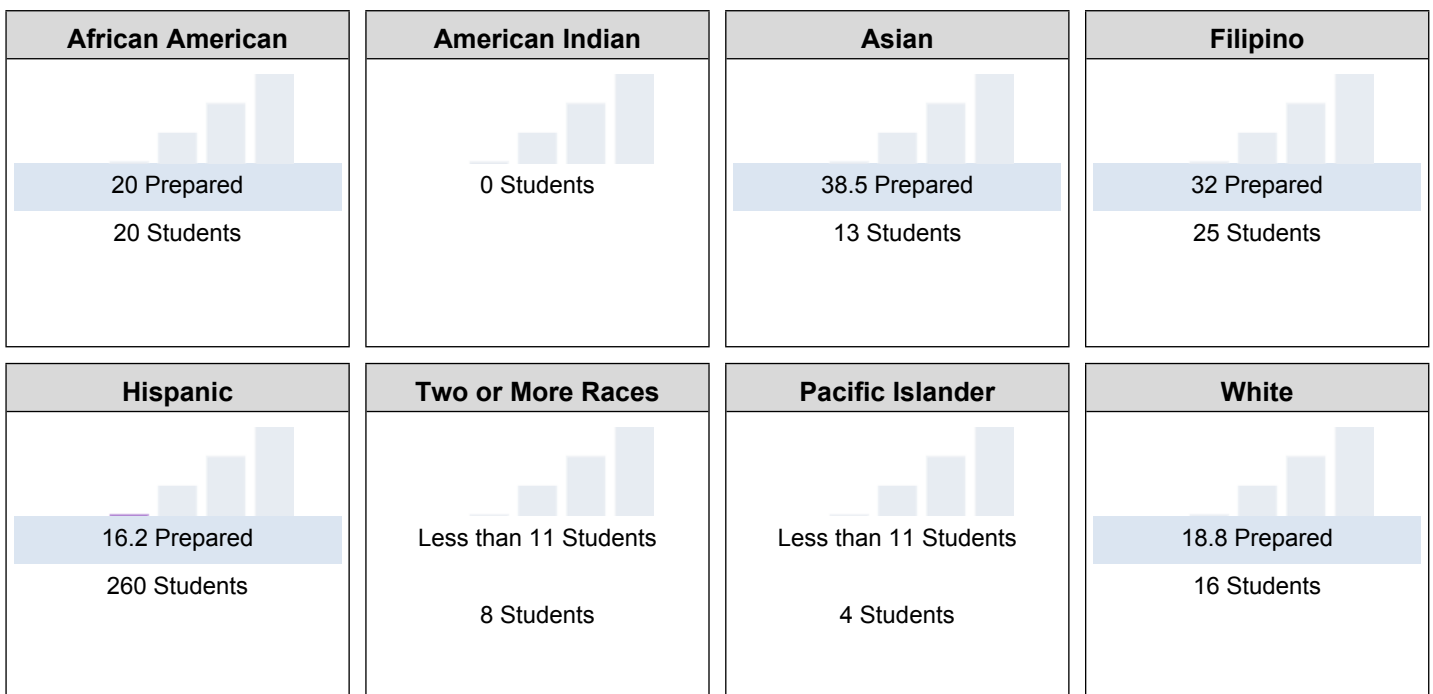


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**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 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 is recovering post-pandemic. The school should increase efforts to promote AP courses to historically underrepresented and focus student populations.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

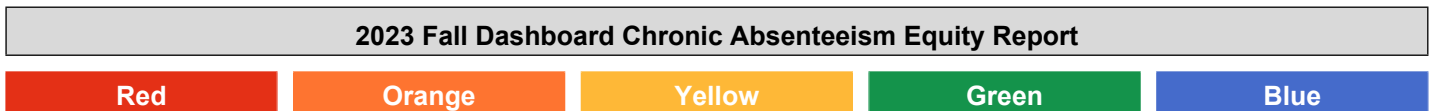
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This section provides number of student groups in each level.



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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 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 declined slightly leading up to the pandemic, and plummeted during distance learning as attendance practices collapsed. Chronic absenteeism rose sharply last year as we reiterated the need for consistent attendance reporting practices with our faculty, and for the 2022-23 school year is reported at 39.1%.
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

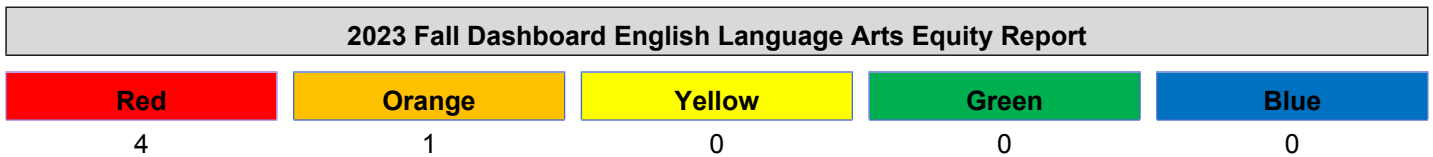
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Red 78% graduated Decreased Significantly -5.8 354 Students	<b>English Learners</b>  Red 63% graduated Maintained -0.3 146 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b>  Red 39.6% graduated Decreased Significantly -6.8 48 Students	<b>Socioeconomically Disadvantaged</b>  Orange 80.4% graduated Decreased -5 317 Students	<b>Students with Disabilities</b>  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. Students meeting UC/CSU requirements also dropped.
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

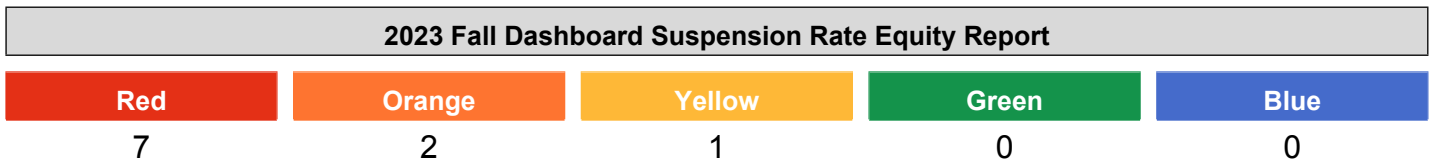
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This section provides number of student groups in each level.



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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Red	 Red	15.4% suspended at least one day
11.5% suspended at least one day	13.1% suspended at least one day	13 Students
Increased Significantly 3.7 1685 Students	Increased Significantly 3.7 624 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Red	 Red	 Red
13.2% suspended at least one day	12% suspended at least one day	16.9% suspended at least one day
Increased 3.9 91 Students	Increased Significantly 3.9 1213 Students	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 data has not been updated at the state dashboard. Suspensions across populations plummeted during the COVID-19 pandemic and remained low during the 2020-21 school year.
2. With a new administration in place we 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
11th Grade ELA CAASPP - Overall	2502.7 -> 2535.7	Increase by 20 mean scaled score points
11th Grade Math CAASPP - Overall	2471.7 -> 2473.0	Increase by 20 mean scaled score points
11th Grade ELA CAASPP - Emerging Bilingual	2421.8 -> 2450.7	Increase by 20 mean scaled score points
11th Grade Math CAASPP - Emerging Bilingual	2398.1 -> 2410.8	Increase by 20 mean scaled score points
11th Grade ELA CAASPP - Sped	2431.9 -> 2454.2	Increase by 20 mean scaled score points
11th Grade Math CAASPP - Sped	2385.7 -> 2407.9	Increase by 20 mean scaled score points
11th Grade Math CAASPP - Low Income	2468.5 -> 2467.6	Increase by 20 mean scaled score points
11th Grade ELA CAASPP - Low Income	2499.4 -> 2529.3	Increase by 20 mean scaled score points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Completion Rate	84.2% -> 90.4%	Increase by 2% annually to a district goal of 95%
Percentage of ELL of students redesignated as English proficient	5%	maintain or increase by 2%
Graduation Rate	83.65 -> 77.65%	Increase by 5%
Dropout Rate	12.58% -> 20.06%	Reduce by 5%
UC/CSU Requirements Completed (a-g)	33.83% -> 26.2%	Increase by 3%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

English Learners  
Special Education Students

#### Strategy/Activity

Educational Technology and Supplementary Curriculum Resources: maintain computer resources, software licensing, life skills learning spaces, and auxiliary materials

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000.00	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Math remediation and learning acceleration software (IXL, Kuta, etc) licensing
17,000.00	Title I (3070) 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
6,000.00	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
15,000.00	Site Discretionary 4000 - 4999 Books and Supplies Clarify and replenish stock of shared grade-level ELA auxiliary texts and novels
25,000.00	LCFF Supplemental 4000 - 4999 Books and Supplies Library books, reference resources, media equipment, supplies, and periodicals
5,000.00	LCFF Supplemental 4000 - 4999 Books and Supplies Supplies, materials, and equipment to outfit specialized Life Skills learning spaces in Special Education programs

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

English Learners

**Strategy/Activity**

ELL Counseling Services & Socioemotional Supports

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000.00	Title I Carryover 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 Carryover 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.
20,000.00	Title I Carryover 4000 - 4999 Books and Supplies Culturally relevant and diverse multilingual materials for library: books, periodicals, and media.
10,000.00	Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies to support academic advisement, SEL, MTSS for Newcomers (ELs)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Freshman Supports and Improved Articulation with Feeder Middle Schools

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
46,000.00	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Reestablish Link Crew, train new Link Crew Advisors: training conference for teacher advisors and administrator. Juniors and seniors mentor freshmen students. Teach older students leadership skills, organize activities, presentation skills, and improve outreach to freshmen classes. Subs, contract fees, transportation expenses, etc.
10,170.00	Title I Carryover 4000 - 4999 Books and Supplies Link Crew materials and supplies; promotional materials and rewards, snacks, participation incentives
31,000.00	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)



	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.
5,000.00	Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 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	LCFF Supplemental 4000 - 4999 Books and Supplies 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.
10,000.00	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 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. Salaries , materials, and supplies.

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

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

All Students

##### Strategy/Activity

Schoolwide Multi-Tiered System of Supports (MTSS) to Support Student Success

##### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

35,500.00	LCFF Supplemental 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
20,000.00	LCFF Supplemental 4000 - 4999 Books and Supplies Special events and experiences for students earning performance-based incentives- (Senior Awards Night, Senior Banquet, trophies and award plaques) -- supplies and materials
5,000.00	Site Discretionary 4000 - 4999 Books and Supplies Special events to celebrate student achievement (honor roll, attendance, etc)
3,000.00	Title I (3070) 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.
4,000.00	LCFF Supplemental 4000 - 4999 Books and Supplies Administrative support for Senior Activities: supplies, materials, transportation.
4,000.00	LCFF Supplemental 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 bell schedule. Possible site visits to evaluate programs at other schools. Salaries, materials, supplies, and transportation.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Increase campus safety, security, and promote orderly conduct and positive climate.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	Title I (3070) 4000 - 4999 Books and Supplies Safety Oriented Supplies, Signage, and other Materials
20,000.00	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Pilot Program of MINGA Hall Pass Management System
55,000.00	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
5,000.00	Title I Carryover 4000 - 4999 Books and Supplies Campus beautification materials and supplies
8,000.00	LCFF Supplemental 4000 - 4999 Books and Supplies Additional safety equipment and materials for classrooms and common spaces
10,000.00	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Salary to provide additional Campus Supervisor Support as needed
10,000.00	Site Discretionary 4000 - 4999 Books and Supplies Supplies and materials for campus beautification and school pride projects

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

College and Career Readiness Resources and Activities

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	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.
6,000.00	Title I (3070) 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  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 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.
5,000.00	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.

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Additional Specialized Staffing to Support Academic Programs and Campus Climate Initiatives

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
45,000.00	Title I (3070) 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	Targeted Supplemental (0930)

1000 - 1999 Certificated Personnel Salaries  
 (Includes 3000-3999 Benefits)  
 0.75 FTE for Additional Campus Supervisor

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

English Learners  
 All Students

**Strategy/Activity**

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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	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 Carryover 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 Carryover 4000 - 4999 Books and Supplies Promote value of CTE pathway completion and articulation credit via flyers, promotional videos, classroom presentations and information to parents.
3,000.00	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 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 Carryover 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 World Academy students and students in full-time special education programs.
35,000.00	LCFF Supplemental 4000 - 4999 Books and Supplies Auxiliary supplies and materials to support CTE pathways during transition from CPA.

# Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

At Mt. Diablo High School, we put a lot of resources in providing and supporting professional development around common core standards, as well as training to build the requisite skills needed to deliver instruction with fidelity. There is a sustained effort to improve language instruction through the use of training in Constructing Meaning as well as effective use of common assessments and Instructional rounds. Prior to distance learning students experienced a performance dip in their CAASPP results, but have improved since the bubble.. Administrators on



average conduct 30 to 40 walk-through observations per week. Administrators and teachers both share an understanding of the importance in having learning and language goals posted. Most MDHS teachers post learning and language goals, as well as design opportunities for students to use academic language during class. Much of this work is now detailed under goal 3 concerning professional development.

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

During the 2022-23 school year we placed a strong emphasis on improving safety and climate around the campus by implementing a more structured discipline model based on MTSS and progressive discipline: some of these efforts included randomized tardy sweeps, an after-school campus beautification detail, and an in-school suspension room. We also tasked our campus supervisors with helping students focus on learning by decreasing student out-of-class time: hall sweeps, new restroom passes, and more formalized processes for logging progressive discipline incidents. This bore fruit quickly: before starting tardy sweeps we would regularly observe between fifty and a hundred students out of class for the first five or ten minutes of a given class: the first Tardy sweep netted 96 students. By the second quarter tardy sweeps averaged 21 students; 3rd quarter saw an average of 17 students, and by 4th quarter an average tardy sweep netted twelve students. During Q1 of the 2023-24 school year, Tardy sweep nets have popped back up to 19 per sweep: interestingly, 40% of students caught during sweeps in the new year Q1 were freshmen, suggesting that prompt attendance had been normalized within returning students, while freshmen were still acclimating to the expectation. Meanwhile we built a number of events to celebrate student achievement, and resurrected the Principal's Honor Roll which had not been implemented since before COVID-19; this year we also plan to enhance the Senior Awards and establish a vendor relationship to resume the use of the honorary plaques lining the office hallways and on display in the Multipurpose Room.

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

There were no major differences between the implementation of goals/activities and budgeted expenditure within this goal. MDHS will continue to serve students with a lens for equity and an analysis of needs. A couple of challenges did complicate our efforts toward this goal and required changes: the College and Career Center was only intermittently staffed, and efforts to register a team for Link Crew training fell through. In response Link Crew training was scheduled as early as possible this year to assure we can send a team, and a period in the school day has already been reserved as a second Leadership class in anticipation of a Link Crew pilot in spring. A new College/Career counselor has been secured and aggressively beginning work with students.

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



This goal has been recalibrated to match LCAP goals identified by the district more closely and in response to findings during the 2021-22 WASC full self-study. There has been some reorganization of strategies within the four goals as we fold in the WASC Action Plan and reevaluate the scope of our activities. An increased focus on campus safety and culture as well as promotion of positive student behaviors is reflected in the strategies articulated within this goal. Meanwhile our partnership with the MOB program has been deprecated and replaced with a couple of alternative partnerships now articulated in Goal 4: Focal Scholar Success.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal 2: Family Engagement and Communication

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

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: 58%	Increase by 10%
11th Grade Student Response on California Healthy Kids Survey	2021: 40%	Increase by 10%
Parent Participation on California Healthy Kids Survey	2021: 261 total	Increase by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents responding positively on CHKS "Promotion of Parental Involvement" scale questions: % indicating "Strongly Agree"	2021-22: 23%	Increase by 5%
Decrease suspension rates across all subgroups	2022-23 baseline: 18%	Decrease by 3%
Decrease Chronic Absenteeism rate across all subgroups	2022-23: 39.1%	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%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

English Learners  
Low income students, Foster youth

#### Strategy/Activity

Continued funding of a parent liaison (Community School Coordinator)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
62,508.00	Title I Parent Engagement (3068) 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

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Promote Family Engagement in School Events and Involvement on Campus

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000.00	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.
4,000.00	Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies Host additional school-community events in the Bay Point neighborhood
4,000.00	Title I Parent Engagement (3068) 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 ParentSquare, 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 (3070) 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.
1,128.00	Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies Continued and increased promotion of "Coffee with the Principal", "Muffins with McCain", or analogous in-person engagement opportunities: materials, supplies and snacks

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Improve Communications with Community and Increase Input from All Stakeholders

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,123.00	Title I (3070) 4000 - 4999 Books and Supplies printing and postage for flyers, mailers, etc.
	Site Discretionary  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.
0.00	Site Discretionary

	<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>
0.00	<p>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 professional development offering for new teachers and staff. Annual PD at beginning of year for new teachers &amp; review.</p>
2,000.00	<p>Title I (3070) 4000 - 4999 Books and Supplies</p> <p>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 (VAPA reboot etc). Solicit input and ideas from students in focus groups during the school day to monitor response to campus initiatives. Supplies, materials, and incentives.</p>

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

English Learners

**Strategy/Activity**

Increase Outreach to Families of English Language Learners

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000.00	Title I Carryover 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:
2,500.00	Title I (3070) 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.
15,520.00	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
7,480.00	Title I Parent Engagement (3068) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Parent Representation at CABE (California Association for Bilingual Education) Conference

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

With the addition of the Parent Liaison we have been able to increase overall parent participation. Attendance at Coffee with the Principal and ELAC has increased: our first ELAC meeting of the new year saw 40 parents in attendance. Our Parent Liaison contacts well over 10 families per day. SART has reset its criteria in order to properly identify students with attendance problems. Our parent outreach and school-wide focus have brought more attention to our school events increasing parent participation. Being able to bring on a Community School Coordinator has brought more participation from our families, in particular our Spanish speaking families. Also, being able to support our campus with materials and supplies which brings us closer to a twenty first century model of educational support has energized our school community. Our website was overhauled over the summer and we have increased administration and teacher use of Parent Square as a regular communications channel.

Teacher uptake of Parent Square was limited and fell short of the annual goal last year, leading us to offer in-house training this fall.

We experimented with changes to the Back to School Night and Academy Night programming with very mixed results: due to previous successes with the Academy Night Open House model, we hosted Back to School Night as a station-based informational program rather than the traditional program of families progressing through a bell schedule day to visit their students' classrooms. While this did increase attendance and family engagement, it crowded out the opportunity for families to engage more deeply with the teachers. This gap, combined with the fallout from the CPA academy charters being terminated, led us to use that traditional BtSN model for the Open House program, with predictably soft attendance. Based on the outcomes of these experiments, this year we are reverting to the traditional BtSN model, and planning an Open House program that highlights the most successful components of the Academy Night programming: a focus on student performances, celebration of student achievement, and opportunity to explore student projects and products from the CTE, VAPA, and electives classes.

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

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

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

This goal has been recalibrated to match LCAP goals identified by the district more closely and in response to findings during the 2021-22 WASC full self-study. There has been some reorganization of strategies within the four goals as we fold in the WASC Action Plan and reevaluate the scope of our activities. The strategies within this goal remain essentially the same: funds are spent to improve communications and partnerships with family and students, and building ways to solicit meaningful feedback and community input in the process of school improvement. Moving into the new school year we are very focused on establishing a representative Site Council and robust participation in ELAC, and making a redoubled effort to solicit authentic family input as we plan new initiatives and academic programs.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal 3: High Quality and Responsive Instruction

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

At MDHS we need to increase the number of students graduating who are deemed college and career ready. 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, 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 Curriculum and Instruction Leadership Consortium 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

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	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
learning outcomes for all students.		
Number of teachers participating in Instructional rounds	TBD	TBD
Regularity of classroom walkthroughs reflecting administrative engagement in teaching and learning activities	marginal	average of 30 classroom visits weekly averaged over school year
Student participation in After School tutoring and club programs	TBD	TBD
Percentage of 9th Graders earning 55 or more credits	2022-23: 74.72%	Increase by 5%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Staff Professional Development, Assessment Data Analysis, Trainings, and Collaboration

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Site Discretionary  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
20,000.00	Title I (3070) 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-alikes continue working to normalize and calibrate grading practices across course-alike classrooms in order to provide rigor and reinforce campus-wide expectations.
20,000.00	Title I (3070) 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.
3,000.00	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Increase frequency of classroom walkthrough data collection. 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. Use data from walkthroughs to inform PD emphasis. Release time for debriefs and RTI meetings.
6,000.00	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide subs for teachers to explore additional opportunities to share effective instructional strategies and intervention practices; increase use of peer walk-throughs, classroom visitations, and/or lesson study groups to evaluate efficacy of strategies and share best practices.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Extended Learning Supports and Interventions

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Continue extended day learning opportunities through academic enrichment programs. Extra pay for teachers providing after school programs and tutoring
2,500.00	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide students with after school tutoring opportunities to augment CARES after school programming: free 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.
8,000.00	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Support development of after school visual art and music extracurricular programs: materials and supplies

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

English Learners

#### Strategy/Activity

ELL Academic Supports and Related Professional Development:

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
45,000.00	Title I (3070)

	<p>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.</p>
30,000.00	<p>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, monitoring of academic and socioemotional well-being, and advocacy.</p>
30,000.00	<p>LCFF Supplemental  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.</p>
28,000.00	<p>LCFF Supplemental  5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)  Fund teacher and administrator attendance at ORENDA, and CABA Conference</p>
7,480.00	<p>Title I (3070)  4000 - 4999 Books and Supplies  Supplemental classroom and project supplies for culturally sustaining teaching (including language fluency)</p>
3,000.00	<p>LCFF Supplemental  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..)</p>
10,000.00	<p>LCFF Supplemental  4000 - 4999 Books and Supplies  classroom supplies and materials to support ELL Support Programs</p>

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

English Learners  
Redesignated English Proficient, All Students

Strategy/Activity

Support Equity Work and Cross-Curricular Academic Language Development through Professional Development

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000.00	LCFF Supplemental 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 student talk and opportunities for written response within elective content areas per Constructing Meaning.
60,000.00	Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Equity Work Professional Development: fund contract with Leadership Legacy Consulting to help staff increase Cultural Proficiency. Administration and Instructional Leadership participate in district level book study.
60,000.00	Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Solution Tree Consulting contract to develop Professional Learning Communities in academic departments

# Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Previous goals to increase ninth grade performance were marginally successful in exploratory pockets but not definitive nor evenly distributed across the school. There is a broader need for accountability, schoolwide consistency and implementation of intervention. While CM training has been occurring, implementation and fidelity is very spotty: there is a need for both increased accountability and individual buy-in to be established.

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

Expenditures in the 2023-24 school year were in general adequately aligned to the proposed allocations. While ninth grade teachers did collaborate on some exploratory pilots regarding equitable grading, staff turnover has complicated efforts to improve on the previous initiatives and this goal is being realigned to provide more systemic and scalable opportunities to increase student success across grade levels. Several anticipated initiatives to help teachers refine their practice were under-implemented due to limitations in administrative capacity, and will wsee continued growth into the new year. MDHS will continue to serve students with a lens for equity and an analysis of needs.

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

This goal previously targeted 9th grade success specifically but is being recalibrated to align more closely with district LCAP goals: now the focus is on providing professional development and other supports to assure high quality, culturally proficient, and responsive instructional practices. We are increasing funding for teacher Professional Development, adding emphasis on development of functional and effective Professional Learning Communities to increase buy-in and promote collaboration in order to support the success of our other PD initiatives, including CM and equity work. Activity 2 Meanwhile, the concentration of items listed in Strategy/Activity 3 intends to highlight our intent to provide supports for our English Language Learners/Emerging Bilingual students, and to provide specific Professional Development opportunities intended to help these teachers and students be successful.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal 4: Success for Focus Scholars

## LEA/LCAP Goal

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

## Goal 4

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

## Identified Need

Students in 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Black/AA student performance on CAASPP Mathematics testing	2433.5 - > 2424.3	Increase by 20 mean scaled score points
Black/AA student performance on CAASPP ELA Testing	2475.7 -> 2483.9	Increase by 20 mean scaled score points
Foster Youth/Homeless student performance on CAASPP Mathematics testing	2428.0 -> 2428.0	Increase by 20 mean scaled score points
Foster Youth/Homeless student performance on CAASPP ELA testing	2400.3 -> 2476.0	Increase by 20 mean scaled score points

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students



## Focal Scholars

### Strategy/Activity

Support Focal Scholars with Additional Socioemotional Health and Counseling Services

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

0.00

#### Source(s)

Title I (3070)  
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)  
Partner with Feet First program to provide strategic mentorships and counseling to support at-risk students. Non-Profit Organization funded by State of California.

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.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

Focal Scholars

### Strategy/Activity

Support Focal Scholars in Academic Achievement

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

15,000.00

#### Source(s)

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.
15,000.00	Site Discretionary 4000 - 4999 Books and Supplies Supplies and materials for College and Career Center.
5,000.00	Title I (3070) 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
6536.00	Title I (3070) 4000 - 4999 Books and Supplies Incentives to promote student academic performance, attendance, and socioemotional learning in focal scholar populations

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

18,000.00

#### Source(s)

Title I (3070)  
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

## Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

This goal was introduced last year in order to more align with district LCAP/LCFF goals and goals identified through the 2021-22 WASC full self-study. Some of the WASC Action Plan goals relating to freshman outcomes aligned well with this goal and have been absorbed into it.

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

The 2022-23 contract with the My Other Brother (MOB) Program ultimately was determined to be unsuccessful due to staffing and implementation details conflicting with other culture and climate priorities on campus.

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.

The MOB contract is being replaced with a couple of new initiatives coming in from the district: Feet First and Family Purpose. Thus far in fall 2023 their implementation has been found to align better with the culture and climate goals of the school at large and they are able to operate within our larger systems more successfully. The District is providing additional resources, supports, and structured protocols to help teachers work with students identified as Focal Scholars. MDHS will be hosting the district HBCU Fair this year, providing another great opportunity to spotlight academic achievement and opportunities for this population; we are also increasing the frequency of specialized field trips to community colleges and other destinations for these students.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,380,801.77

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Carryover	\$105,034.77

Subtotal of additional federal funds included for this school: \$105,034.77

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

State or Local Programs	Allocation (\$)
LCFF Supplemental	\$572,000.00
Site Discretionary	\$165,000.00
Targeted Supplemental (0930)	\$45,000.00
Title I (3070)	\$414,651.00
Title I Parent Engagement (3068)	\$79,116.00

Subtotal of state or local funds included for this school: \$1,275,767.00

Total of federal, state, and/or local funds for this school: \$1,380,801.77

# 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	165,000.00	0.00
LCFF Supplemental	572,000.00	0.00
Title I Parent Engagement (3068)	79116	0.00
Title I (3070)	414651	0.00
Title I Carryover	105034.77	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	572,000.00
Site Discretionary	165,000.00
Targeted Supplemental (0930)	45,000.00
Title I (3070)	414,651.00
Title I Carryover	105,034.77
Title I Parent Engagement (3068)	79,116.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	600,500.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	55,000.00
4000 - 4999 Books and Supplies	319,301.77
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	406,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	231,500.00
4000 - 4999 Books and Supplies	LCFF Supplemental	148,500.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	192,000.00
	Site Discretionary	0.00
	Site Discretionary	0.00
4000 - 4999 Books and Supplies	Site Discretionary	45,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Site Discretionary	120,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Targeted Supplemental (0930)	45,000.00
	Title I (3070)	0.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	214,492.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	55,000.00
4000 - 4999 Books and Supplies	Title I (3070)	68,639.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	76,520.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I Carryover	43,000.00
4000 - 4999 Books and Supplies	Title I Carryover	52,034.77
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Carryover	10,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I Parent Engagement (3068)	66,508.00
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	5,128.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Parent Engagement (3068)	7,480.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	751,534.77
Goal 2	138,751.00
Goal 3	365,980.00
Goal 4	124,536.00

# School Site Council Membership

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

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

Name of Members	Role
Kyle Kondo	Classroom Teacher
Hayley Davis	Classroom Teacher
Steve Seaman (alternate)	Classroom Teacher
Markell McCain	Principal
Stephanie Zuniga	Secondary Student
Alejandra Martinez	Secondary Student
Mykalyn Gutierrez	Secondary Student
Jamilah Merrick	Secondary Student
Mehgan Coelho	Parent or Community Member
Jessica Leyva	Parent or Community Member
Jamilah Merrick	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

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

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

This SPSA was adopted by the SSC at a public meeting on 11/3/2023.

Attested:



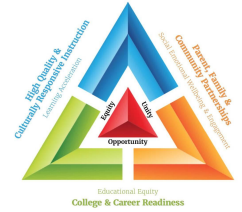
Principal, Dr. Markell McCain on 11/3/2023



SSC Chairperson, Mr. Kyle Kondo on 11/8/2023

**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.

<b>DRAFT MDHS Multi-Tiered System of Support 2022/23</b>		
<b>Inclusive Academic Instruction</b>	<b>Inclusive Behavior Instruction</b>	<b>Inclusive Social-Emotional Instruction</b>
<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>		



## All Means All

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

# MDUSD Multi-Tiered System of Support

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

	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
<b>Tier I</b>	-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 <a href="#">*MTSS Handbook outlines MDUSD systems and supports for students</a>		
Tier I (all)	<p><b>Standards-based instruction</b></p> <ul style="list-style-type: none"> <li>Access and use of standards-based instruction and materials <a href="#">Courses of Study &amp; Instruction materials</a></li> <li>Standards based instruction based on Scope and Sequence/Prioritized Standards <a href="#">Achievethecore.org : Instructional Practice Guide</a></li> <li>Using formative data to inform instruction                             <ul style="list-style-type: none"> <li>Common Assessments at each grade level, data-driven discussions and strategic instructional shifts <a href="#">MDUSD Assessment Calendar TK-12</a></li> <li>Integrated and designed English Language Development (ELD)</li> </ul> </li> </ul> <p><b>Accelerated learning</b></p> <p><b>Standards-based assessment &amp; grading</b></p> <ul style="list-style-type: none"> <li>Standards based instruction</li> <li>“Just in time scaffolding”</li> <li>Additional time/ opportunity</li> <li>A assessment based on mastery of standards (rather than compliance) <a href="https://gradingforequity.org/">https://gradingforequity.org/</a></li> </ul> <p><b>College, Career, and Work-based learning awareness and exploration</b></p> <ul style="list-style-type: none"> <li><a href="#">Work Based learning continuum</a></li> <li><a href="#">MDUSD Graduate Profile</a></li> <li>Pathway completion</li> <li>Education plan and transition after high school</li> </ul> <p>30 minute Daily ELD Pre-referral interventions documented in Aeries Peak Hour grade chats</p>	<p><b>Positive Behavior Intervention and Support practices</b></p> <ul style="list-style-type: none"> <li><b>Tier 1 foundational systems</b> <ul style="list-style-type: none"> <li>An established leadership team w/ regular meetings</li> <li>Positive school-wide social culture</li> <li>Ongoing use of data for decision making aligned to school professional development and personnel evaluation plan</li> </ul> </li> <li><b>Tier 1 practices</b> <ul style="list-style-type: none"> <li>Established classroom rules and expectations</li> <li>Positive reinforcements, referrals, recognition aligned with school-wide expectations</li> <li>Utilizing proactive and skill-building strategies to encourage expected behavior</li> <li>Supportive discipline and <a href="#">Behavior Expectations &amp; Matrix</a></li> <li>Encouraging school-family partnership</li> </ul> </li> </ul> <p><a href="#">Community Circles</a> to build and strengthen relationships</p> <p>Grade level assemblies to discuss positive and negative behavior</p>	<p><b>SEL in the Classroom</b> <a href="#">SEL in the Classroom Toolkit/chart</a></p> <ul style="list-style-type: none"> <li><b>Explicit SEL Instruction</b> (dedicated time to teach SEL)                             <ul style="list-style-type: none"> <li>Needs to be sequenced, active, focused, and explicit (SAFE)</li> <li>District Resources include; SEL Google Classrooms and <a href="#">MDUSD-SEL Program Resources</a></li> </ul> </li> <li><b>Academic Alignment</b> <ul style="list-style-type: none"> <li>Fostering academic mindset</li> <li>Aligning objectives</li> <li>Interactive structures to promote sel</li> </ul> </li> <li><b>Build classroom and school community/climate</b> <ul style="list-style-type: none"> <li>Strong sense of community <a href="#">Community Circles</a></li> <li>Belonging and emotional safety (Trauma informed practices)</li> <li>Student centered discipline</li> </ul> </li> </ul> <p><a href="#">Student Voice</a></p> <ul style="list-style-type: none"> <li><a href="#">Strategies for Elevating Student Voice</a></li> </ul> <p><b>Adult SEL</b></p> <p><a href="#">School-wide SEL Indicators</a></p> <p>School Counselor support School Psychologist</p>
<b>Tier II</b>	-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks <a href="#">*MTSS Handbook outlines MDUSD systems and supports for students</a>		
Tier II (some)			
<b>Tier III</b>	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services) <a href="#">*MTSS Handbook outlines MDUSD systems and supports for students</a>		
Tier III (few)	<ul style="list-style-type: none"> <li>Alternative Education Placements/settings</li> <li>IEP Progress Goals</li> <li>504 Plans</li> <li>Student Success Team</li> <li>EL Support/Monitoring</li> </ul>		

# 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.